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THE COLLEGE VOICE

VOLUME IX, NUMBER 2 CONNECTICUT COLLEGE'S 75TH ANNIVERSARY SEPTEMBER 16, 1985

Gregorian On Education

by William F. Walter
Editor-in-Chief

Dr. Vartan Gregorian, keynote speaker at Connecticut College's annual opening ceremony, focused his address on public and private education in the United States. He declared that educational institutions are failing and have become vulnerable to decay. President of the New York Public Library, Dr. Gregorian was the keynote speaker at Conn's seventy-first convocation, held on August 29th in Palmer Auditorium. Also present were Oakes Ames, Dean Frank Johnson and New London Mayor Jay Levin. "For the first time in the history of this country," explained Gregorian, "the education of children is not even coming close to the quality of education that their parents received." Dr. Gregorian, who is Dean of the Faculty of Arts and Sciences at the University of Pennsylvania in Philadelphia, explained the basis for this find.

"There is no transmission of values," he said, "reading and writing are the essence of thinking; thought does not exist without them." "In the past five years," Gregorian continued, "there has been an explosion of information, so much in fact, that we are unable to use 95% of the supply that flows through our communications systems." Gregorian, who came to the United States in 1962 from Iran, related this problem to a fragmentation of society and a craving for specialization. He warned, "Our world is drowning in detail yet starving for knowledge." Gregorian stated that the result of such a failure to provide children with a suitable education is becoming more evident each day, with a high school dropout rate of 27% and over 60 million people in the U.S. functionally illiterate. Dr. Gregorian has been a professor of history at several universities across the nation. He has taken up what can be

called a crusade to preserve and defend the liberal arts institutions. "The liberal education enables the student to learn how to learn," "It presents the student with a flexibility available nowhere else." Gregorian added that with such training the liberal arts student can, and, indeed must attempt to improve his surroundings. Dr. Gregorian concluded his address by stating that "it is not good to be a fixer" if one has no convictions. "We must acquire values of the beautiful and morally good, we must realize that value lies in enhancing rationale and that our lives are made, not of actualities, but of potentialities." President Oakes Ames, whose address also focused on education, stated that the school's goals to "serve and advance society" had changed in its seventy-five years of existence. The effort to attain these see Gregorian page 4

Meal Stickers

by Cynthia Fazzari
Assistant News

The abuse of the dining hall checking system by students who have not paid for the board plan is the main reason for the implementation of ID card meal stickers, according to Marijane Geiger, director of residence. "We needed more control and a way to account for people entering the dining halls, while still giving the students the flexibility to eat anywhere on campus," Geiger said. The college food committee initiated the new system based on recommendations by the National Association of College and University Food Services. "Our food committee believed that since we had responded to the student cry for a greater choice of entrees and more menu selections, the students would not object to a fair policy," Mrs. Geiger said. Many students are questioning the need for stickers. "Why not crack down on last year's system? For the amount of time that it takes to color in the correct squares, the ladies could be taking a closer look at ID pictures," sophomore Patty Kennedy said. However, students were being "belligerent" to those who checked IDs and were passing them off to guests who had not paid for the meals or friends who had forgotten their own cards, commented Mrs. Geiger. "I like the system. It forces the kids to remember their ID cards, therefore there are no hassles," said one lady who works in the dining halls. "If they are going to go this far, why don't they take it a step further and reimburse us for the meals we don't take?" said Lazrus Housefellow John Sharon. "They could allow us to use those meal squares which are not checked towards

the purchase of food in Cro. As for students who are visiting the campus, I feel that they should receive two free meals with their guest passes." Another student objection is not having the freedom to come and go from the dining rooms. "The system is preventing us from entering the dining halls—we can't sit with our friends if we have eaten already. Nor can we go in just for a drink, say after a class. They should let us into the dining rooms, but think of another way to regulate how we get our food. Drinks should always be available," sophomore Cathy Masinter said. "I think you are being treated like two year olds," one dining hall employee said to the new meal sticker system. The February Review by the Association of food services found that Conn's checking system was the most lenient in comparison to the five colleges of Bowdoin, Smith, Holy Cross, St. Lawrence and Williams. Another committee recommendation which Conn's food service pursued was the establishment of the Deli in KB/Larabee as another lunch alternative. Students can use their IDs in the Deli where sandwiches are made to order and soup, salad and dessert are also available. It is open Monday to Friday for lunch, and Friday and Sunday nights for dinner. A pizza oven is the newest addition in the snack shop. Nine types of pizza are available and by the end of September students will be able to have the pizza delivered to their rooms. Geiger is excited about all of the changes in the campus food service. "People have to see how the meal sticker system works before any changes or proclamations are made."



Left to Right, Author Norman Mailer (Photo © Nancy Crampton) and Conference Organizer, Blanche McCrary Boyd, Connecticut College's noted writer-in-residence.

Fiction/Nonfiction

The Writers' Conference

by Andrew Rosenstein

Since Hemingway's stories of the Spanish Civil War and Truman Capote's novel *In Cold Blood*, the use of journalistic techniques in fiction has become increasingly popular. Beginning Thursday September 19 through Saturday, September 21, the relationship between fiction and nonfiction will be discussed by nine contemporary American writers. The topic "Fiction/Nonfiction: A Troubled Relationship" will be addressed in short lectures and panel discussions to be moderated by Connecticut College

Writer-in-Residence, Blanche McCrary Boyd. Ms. Boyd, author of *The Redneck Way of Knowledge*, *Mourning the Death of Magic and Nerves*, first began to develop the idea nearly a year ago. "In my journalism I use fiction techniques," commented Ms. Boyd in a recent interview. "So it seemed to me that everyone who was writing both fiction and journalism had to sort through a lot of interesting questions about the difference between fiction and journalism, from a personal point of view." Among the writers schedul-

ed to appear are Norman Mailer (*Tough Guys Don't Dance*, *Ancient Evenings*, *The Naked and the Dead*); William Styron (*Sophie's Choice*, *Set This House on Fire*, *The Confessions of Nat Turner*) and William McPherson (Reporter "Washington Post"; author of *Testing the Current*), all winners of the Pulitzer Prize and other prestigious book awards. Also scheduled are Joe McGinniss (*Fatal Vision*, *The Selling of the President*, *Going to Extremes*); Alexander Cockburn (Political jour- see *Writers' Conference* page 4

The College Voice has contracted with Newsweek to bring our readers Newsweek on Campus, the monthly college supplement of the National News Weekly. We hope you will find it informative and enjoyable to read.

At the same time, The Voice has acquired the rights of distribution of two highly popular comic strips, "Bloom County" and "The Farside." You will find them each and every week in our pages.

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Viewpoint

Return to 'Classic' Meal Stickers

As everyone is aware, this year saw the implementation of a meal sticker which is checked off before each meal at all dining halls on campus. This policy, implemented by Marijane Geiger, the Director of Residence Halls seeks to cut down the transference of i.d. cards from eligible students to uneligible students or guests. While the intent of the policy is, at least superficially, sound, we object to its implementation and consequential effects on the students.

There are several reasons why the new policy is undesirable. The new system is cumbersome. The dining hall staff must mark each card at each meal. This further slows down the already unbearable traffic in Harris, and some of the other dining halls. Also, the question arises: if the intent of the policy is to prevent uneligible persons from eating at Conn, and not to hamper student socializing which occurs in dining halls, then why not actually check the faces on the i.d. cards and match them to the faces of the cardholder? That is to say, if the employees must take the time to check off each meal on each i.d. card, it would be simpler to check the photographs.

If the intent of the policy is to prevent

people from eating more than one meal per meal time, the policy is misguided none the less. Once again, a question arises; why would any one eat two dinners, or two lunches? It is more likely that someone who has eaten at, say, 5 o'clock in the evening will accompany a friend to dinner at 6:30 and have dessert, or nothing at all. By restricting access to dining halls the normal interaction which occurs at meals is prevented. Access to food should be regulated; access to dining halls should not.

Aside from being an inconvenience to both students and employees, the new system further depersonalizes the dining situation. Perhaps a mere point of aesthetics, but the idea of being checked off as in boot camp, transforms the eating experience into a military activity, governed by alien rules.

Admittedly, the food itself has improved dramatically. Greater menu choices and better prepared food have made dining at Conn pleasurable, for the most part. It is ironic, then, that just when the food got better, the feeling of family dining fostered by The Administration was effectively destroyed.

To repeat the advice which the Coca-Cola Company ignored: "If it ain't broke, don't fix it."

Let's Come Back Later

The editors of the College Voice would like to direct a question to Connecticut College's Administration: Why must upperclassmen return and begin classes before labor day?

As we are sure the administration is aware, scheduling the return of upperclassmen before what has been called the biggest weekend of the summer, causes no small amount of inconvenience and discomfort amongst both returning students and their summer employers.

Having students return by August 28, causes several problems. When hiring, employers, wary from past experiences, often ask students if they will work through Labor Day. Some employers even make payment contingent upon such duration. As a result students are faced with an ethical dilemma.

On the one hand, students must go back on their promise by returning to school prior to Labor Day. Conversely, students must sacrifice several days of classes by working through one of the busiest weekends of the summer. From an employer's aspect, the return of students to school prior to Labor Day represents a serious problem in understaffing and jeopardizes a sizable percentage of summer income.

In regards to this problem, then, could not the administration request the return of upperclassmen after Labor Day?

In response, an equivalent number of days could be added onto the end of the academic year. We are sure the administration has its reasons for scheduling as such, but it would be a refreshing change to take into account the needs of the students.



**The
COLLEGE VOICE**
*is now accepting applications
for the position of
Distribution Coordinator*

Just Call Us North Campus

To the Editor:

When in the course of collegiate events, it becomes necessary for one Dormitory to dissolve the physical bonds which have connected them with other Dormitories, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of The Honor Code entitle them, a decent Respect to the opinions of the Student Body requires that they should declare the causes which impel to the Separation.

We hold these Truths to be self-evident, that all Dormitories are created equal, that they are endowed by their creator, Dean Marji Lipshez, with certain unalienable Rights, among which are bathrooms, t.v.'s and the Pursuit of Social Happiness.

In pursuit of these goals, we have realized that a dormitory is more than just a building. The personality of a dormitory is determined by the individuality of its inhabitants. We strongly believe that architectural inferiority should not imply genetic inferiority of a dormitory's inhabitants. For too long have the complex dormitories been persecuted by the rest of the campus because

of the presence of cinder-block walls, small rooms, and fluorescent lights. These insubstantial superficialities do not justify the persecution of dormitories which house one third of the campus's students.

Students and administration alike often categorize the six dormitories north of Cro as "the plex." Students often lament that they have "been plexed," as if it is some kind of contagious skin disease. All seem to forget that there are six separate dormitories in "the plex," each with their own identities, hopes, and dreams.

In light of the above concerns, we as the student leaders of Wright dormitory, with the approval of our dormitory residents, are left with no alternative but to secede from "the plex." The signatures from students leaders of the five other dormitories show that they share our concerns, and that they too wish to secede from "the plex."

We recognize, however, that it is human nature to generalize, and that an old campus is seldom taught new tricks. We feel that the geographic generalities of "South campus" and "Central

campus" are useful and in no way derogatory. Therefore, we decree that from henceforth, the phrase "the plex" will be replaced by "North Campus."

The north campus has the single largest concentration of students on campus. If dormitories are indeed made up of their inhabitants and not simply their architecture, then the north campus is the most diverse and interesting residential entity on campus.

While we were once an oppressed minority united only by our common misery, we will now be united by a common bond of solidarity and optimism.

On Saturday, September 7th, the north campus held the first of many north campus activities, a "Capture the Flag" game between the east and west side. The enthusiasm and remarkable attendance of over 300 people for the three-hour spectacle demonstrates that the north campus is ready for its new role on campus. This is how traditions are born.

Respectfully submitted,

The Housefellows and House presidents of North Campus

THE COLLEGE VOICE

- Editor-In-Chief William F. Walter
- Managing Editor Fernando Espuelas-Asenjo
- News Editor Ellen L. Bailey
- Business Editor Christine Weaver
- Production Editor Popli Khalat Bari
- Arts & Entertainment Karen Menzies
- Features Andrew Rosenstein
- Sports Deb Vileno
- Art Deb Vileno
- Assistant News Cynthia Fazzari
- Assistant Features Sarah Webb
- Assistant Graphics Betsy Cottrell
- Advertising Duncan MacDonald
- Operations Christina Horzepa

Publication Policy: All articles and letters submitted for publication must be typed, double spaced, have a word count, and be signed. Neither solicited nor unsolicited articles and letters can be returned to the author. The deadline for all submissions is 5:00 Monday evenings, Room 212 in Crozier-Williams.

Three Deans, Many Hats

by Sarah Webb

Often the title of "Dean" has promoted many mixed connotations. Students are aware that there is a Dean to talk to, but, what does one talk about? *The Voice* spoke with Herbert Atherton, Dean of the College, Philip Ray, Associate Dean of the College, and Joan King, Dean of Freshman, about their various responsibilities, and the role each plays in the continuing maturation process during the undergraduate years at Connecticut College.

Herbert Atherton is the Dean of the College and he plays a crucial role in helping Seniors prepare for life in the "real world." He studied at Northwestern University and received his Ph.D. from Yale. Dean Atherton is teaching History 333 this term and History 234 in the Spring.

Q: How would you describe your role as Dean of the College?

A: The Dean of the College wears many hats. I am the Dean for second semester Juniors as well as Seniors. This encompasses academic problems, career counseling, and writing letters of recommendation for post graduate work. (Last year Dean Atherton wrote over 100 letters). I chair the Committee of Academic Standing and I am an advisor to both SGA and the Judiciary Board.

Additionally, I am involved with many "projects" that affect student life and am a member of many committees as an active participant and an ex-officio. I try to keep up with my scholarly interests and I represent the college at speaking engagements that the President can't attend to.

Q: How do you keep in touch with the Juniors and Seniors?

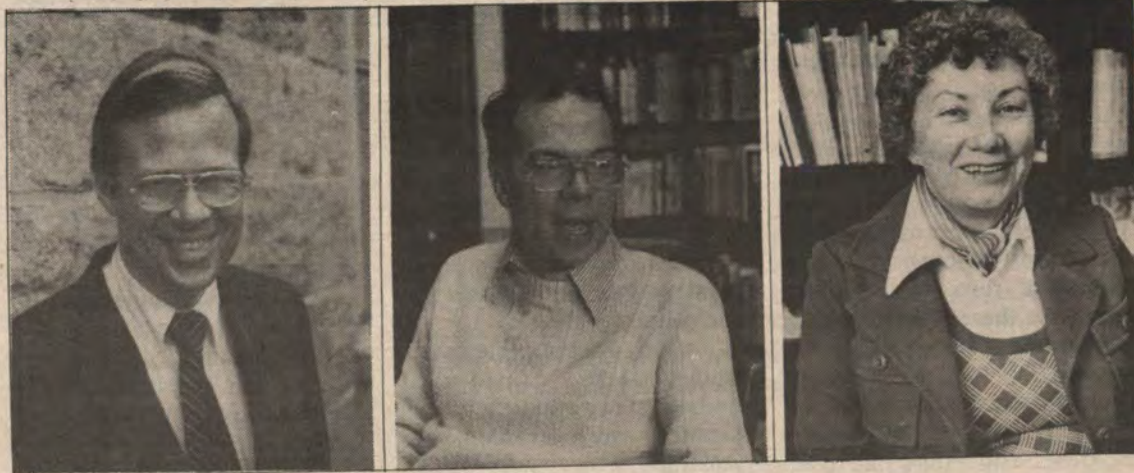
A: We hold meetings with members of the Junior and Senior classes about what lies ahead of them. We also distribute brochures to Seniors which contains more information about graduation.

available to me. I wish that there was more time for me to fulfill each of my roles.

Q: What advice do you give to the Senior class?

A: Don't neglect to open the doors of opportunity. Examine your resources even if you don't have the immediate

Associate Dean of the College, Philip Ray is the Dean to the Sophomores and first semester Juniors. One of his chief concerns are students who wish to study abroad. Ray received his B.A. from Harvard and he completed his graduate studies from Yale University. This year he is



Left to Right: Herbert Atherton, Dean of the College; Philip Ray, Associate Dean of the College; and Joan King, Dean of Freshman.

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Most courses begin the week of September 16. Courses meet once a week for six, eight, ten or twelve sessions. Fees range from \$12 to \$90 per course.

Q: What is your role in Career Planning?

A: The Career Service Center has taken much of that load off of me. I am now involved with more individual counseling for those students who wish to continue with their studies.

Q: What is the best part of your job?

A: The variety. I enjoy wearing all of the hats that are

chance to use them. There is a misperception that everyone else has his act together, but that is not the case. In fact, the majority don't. Recognize that the end doesn't have to be complete in May and some decisions can't be made until they are made; they can't be forced. Just as there is no deadline on when you will get married, there shouldn't be a career deadline either.

teaching English 307 and 214.

Q: What is your role in aiding the students academic career?

A: I am a "utility dean." The Dean of the College has a clear mission to get Seniors launched for life after Connecticut College. Similarly, the Dean of Freshman helps students get settled. My duties include what is sandwiched in

see Deans page 4

Getting Ready for GREs

by Adam Robinson
Wharton '76
Oxford '80

In this area of increased school costs and federal cutbacks, graduate schools have never been more competitive. Each year some 250,000 students take the GREs, 180,000 the GMAT, 100,000 the LSAT, and 45,000 the MCAT.

For better or worse, standardized tests weigh as heavily among the admissions factors to graduate and professional schools as do your grades. Even Johns Hopkins Medical School, which recently dropped the MCAT as a requirement, still requires applicants to submit some test (the SAT, ACT, or GRE, if not the MCAT). And Harvard's dropping the GMAT as a requirement does not prohibit applicants from submitting high GMAT scores.

Everyone knows how crucial these tests are, but what's the best way to prepare for them?

If we compare standardized tests to crossword puzzles, we can extract several useful insights. Ostensibly, crossword puzzles test your knowledge of vocabulary and trivial. Devotees, however, know that

on a more profound level a given puzzle tests your knowledge of its author's propensities, among other things.

For example, if you knew that the author of *The New York Times* crossword was given to gerunds, let's say, then the seven-letter word ?-?-?-?-?-? is more likely ?-?-?-ing than ?-?-?-i-o-n. We observe that this clue depended on our knowing something about the person who composed the crossword. The bias of this particular author would not help us on *The London Times* crossword. Indeed, such knowledge might even mislead us if that author avoided gerunds.

Similarly, while the MCAT, LSAT, GMAT, and GREs all test what you know about particular subjects, their respective authors betray subtle tendencies that provide savvy test-takers, with powerful leverage. Further clues can be utilized once you know something about how these tests are actually constructed, and once you know the structural limitations inherent in question formats.

The only way to become truly proficient at a given standardized test is to take numerous ACTUAL exams.

Facsimile exams are insufficient.

We have established that the only way to grasp the nuances of the GMAT, say, is to do numerous actual GMATs. Fortunately, you can obtain previous exams from the test publishers (information provided at the end of this article).

So although test preparation books and courses claim to be "just like the real thing," their similarity is in appearance only. Furthermore, many of the techniques and much of the advice proffered by such books and courses is insane, if not downright dubious. Of what possible use are such mistaken dictums as "Always go with your first hunch," or such platitudes as "Be sure to get a good night's sleep before the test?" One wonders what opinion the peddlers of such advice must have of their audience.

Having acquainted yourself with the nuances of the test and the unwitting idiosyncracies of its authors, the battle is only half over. It is not enough to be a good tester—you must also test

see GREs page 5

Three Deans

continued from page 3

between. I help students with decisions to study away, and I run the program for student designed interdisciplinary majors.

Q: How accessible are you to students?

A: I am available in my office every day and will see students as needed. Additionally, our secretarial staff is excellent. They will help provide answers and solve fundamental problems.

Q: Do many students take advantage of study away options?

A: In 1985 about 202 students, both Juniors and first semester Seniors will study away. Of that number 160-70 are abroad.

Q: What programs are popular with Connecticut students?

A: The most popular program is the Florence Italy through Syracuse University. However, London is the most popular city to study in and we have many different programs to choose from.

Q: Are there any reoccurring problems with studying abroad?

A: Procrastination seems to be the biggest problem. Students who would like to be away first semester may end up going away second semester or even first semester of the Senior year.

Studying abroad can be a confusing bureaucratic process and you need time to get your completed application together. Right now is the time to make appointments, research options, and find a program that makes sense in your own academic picture.

Q: Is there any specific program you would like students to take advantage of?

A: I won't endorse any program as superior to anything else, but I will say that currently there seems to be a concern of students going to Europe and seeing only Americans. I would like to see more students study in the countryside rather than concentrating on urban areas.

In England, for example, there are excellent programs outside of London clamoring for students. You will have more of an opportunity to deal with people and experience customs in more rural areas. Cities are so international that there can be confusion about what specifically is native to the country.

Finally, I would like to see students take advantage of unusual study opportunities in countries such as China or Australia.

Joan King, Dean of Freshmen, has just returned to her post after a one year sabbatical. She received her B.A.

from Boston University and did her graduate work at Columbia and Yale. In addition to her responsibilities as Dean, she teaches French 114 this semester, and will teach French 240 next term.

Q: What does your job entail?

A: I oversee the general health and welfare of the freshman, academically and socially. During the year I try to see all Freshmen, housefellows, and faculty who advise and teach the Freshman. Because so much information is spewed out during orientation, I find it difficult to talk with people individually, I make an effort to meet with each Freshman in my office. I also have a general monthly meeting to deal with upcoming potential "problems."

For example in October we will deal with pre-registration.

Q: How can students get in touch with you if they have a specific problem?

A: Any Freshman can make an appointment to speak with me individually; I'll try to see them within the same day. I enjoy talking about anything - social life, academics, not just the negative aspects.

Q: What do you enjoy about teaching?

A: Teaching keeps me sane. When I'm in my office I most-

Convocation

continued from page 1

goals, continued Ames, is evidenced by the development and planning taking place at Conn. One example of the school's impact on the community, Ames pointed out, was the establishment of the New London Scholars. Two students selected from a group of New London High School seniors will be invited to attend at Conn. for a semester, tuition free.

President Ames pointed out that, in addition to being the school's seventy-fifth anniversary, 1986 marks the conclusion of the campaign for Connecticut College. Ames in-

formed the audience that as of June, 1986, the campaign, which to date had accumulated over \$26 million dollars in pledges, will be concluded.

The ceremony was concluded by Mayor Jay Levin, who spoke of the seventy-five years of Conn.'s interaction with New London, Levin surprised the audience by declaring September 9, 1985 through September 9, 1986, 'The Year of Connecticut College.' During this period, Levin explained, the town of New London would honor the school in a suitable fashion.

ly deal with the frustrations of college. However, class shows me another aspect of the students. I get to see that everything is really okay after all.

Q: What role do upperclassmen play in Freshman development?

A: The upperclassmen, at Connecticut, seem to care for the freshman. They will advise them in their courses, and generally go out of their way to be helpful. I love getting compliments from parents how friendly the upperclassmen are. After all, orientation wouldn't run so well without their support.

Q: Have you seen many changes in the school after

spending a year away?

A: I guess I've changed my perspective on myself and I see things I want to do differently in upcoming years. However, I don't see much of a change in the physical aspects of the campus.

Q: What is the most rewarding aspect of your job?

A: I enjoy dealing with students on a one-to-one basis. I particularly like the counseling side of my job which involves some group work. One of the most positive parts of my job, to me, is to deal with students who haven't excelled academically. I find it gratifying to see the growth from freshman to sophomore year.

Writers' Conference

continued from page 1

nalist, "The Nation," "The Village Voice," "The Wall Street Journal;" author of **Idle Passion: Chess and the Dance of Death**; Thomas Winship (retired editor of "The Boston Globe"); Francine Du Plessix Gray (**Lovers and Tyrants, World Without End, October Flood** (to be published soon); Barbara Grizzuti Harrison (**Foreign Bodies, Off-Center, Visions of Glory**) and Renata Adler (**Pitch Dark, Speedboat, Toward a Radical Middle**).

"The new journalism is journalism that uses fiction techniques," Ms. Boyd said in explaining the question behind the Conference. "A lot of people think that the line between fiction and journalism has

become increasingly blurred. So I thought that it would be a great idea to put together a group of writers who write both journalism and fiction to see what they thought and to let everybody talk about (the issues)."

Ms. Boyd stressed that she is not trying to turn the conference into an argument or debate, but rather a discussion where the writers will present a five to ten minute statement followed by questions from the moderator.

"I wanted to get together people for whom these are living questions, working questions, daily questions and have them talk to each other about how they see these issues." Ms. Boyd added.

The development of the Conference, after the original idea was conceived by Ms. Boyd, is a joint effort between the English department, the President's Office and the Day Publishing Company. The Conference is free and open to the public. Seating is limited so it is important to be there early. The Conference will be held in Palmer Auditorium and Cummings Art Center. For more information contact The Connecticut College Box Office at 447-7610.

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well. Somehow you must have the presence of mind during the pressure of the exam to mobilize what you know efficiently, accurately, and rapidly.

In organizational theory one comes across the Peter Principle. In sum, it states that in any large corporation, individuals are eventually promoted to their "level of incompetence." Metaphorically, the same is true of students taking standardized tests.

Through items of progressively increasing difficulty, thousands of testers reach their level of incompetence as they are strewn out along a bell curve of scores.

Thus, although test publishers issue the consolatory caveat "No one is expected to finish," a more honest declaration would be "We have made it impossible for anyone to finish." Of course, you could finish, but not without errors. And if you strive to finish, your errors will be more numerous still.

Obviously you want to move as quickly as possible, but as I stated earlier, as quickly as possible without sacrificing accuracy. Like the race car driver, you must learn how fast you individually can afford to take the various questions and curves of the test.

And again, you must take actual exams to establish your ideal pace (which will vary with the type of question).

Your performance, however, is not determined solely by your grace under pressure, but also by what you know. By perusing enough actual exams, you'll get a pretty good idea of what you're expected to know. Undoubtedly, however, you will encounter questions beyond your grasp. Remember, the test is designed that way.

Unfortunately, most students "lose it" when they arrive at their level of incompetence. Some rush

carelessly through the easier questions they might have aced had they "sacrificed" some of the harder ones at the end. Others being to fill in blanks randomly. Or worse, they go with their first hunches. (Going with first hunches beyond your level of incompetence is just about the worst thing you can do. I wish I had sufficient space in this brief article to demonstrate this crucial maxim.)

So you must discover, acknowledge, and accept the limits imposed by your level of incompetence. Having reached that limit on a given section, what should you do?

What about courses? Obviously cost is a major factor. Quality is another. Talk to friends who've taken the course and ask them what they think. They might even be able to teach you what they know. If you have a knack for standardized tests, you probably don't need a course in light of the previous discussion. If you don't have a knack, start preparation on your own. That way you'll be in a position to judge what the course can add to your own efforts.

When should your preparation begin? Again as a rule of thumb, let's say three months before the test. If you're taking the MCAT or GREs, which require specific knowledge (chemistry, vocabulary), you should take a peek at an actual exam as soon as possible to see what you should be covering. Obviously, if you're a basket case with numbers and planning to take the GMAT, you might want to start earlier. But three months should give most students enough time to learn and master the tests and have confidence in their techniques. If you start too far in advance, you may lose your edge for the test. Like the athlete aiming for the season championship, you must know when to start preparing and when to begin the taper.

Whichever route you choose, I strongly recommend that you:

1. Get your hands on old exams from the test publishers.
2. Take at least two exams timed. At least one friend should either take it with you or proctor you. Solitude is not nearly disconcerting enough.
3. Between these two endeavors, take one test with unlimited time, say a week to

complete an MCAT. You should belabor each and every question; if you do this drill correctly you should be going to sleep thinking about the questions. Your aim is to see what you know, unaffected by time pressure anxiety. Ideally, your score on the timed practice sessions should approach that on the untimed test. (Periodically, testers with "the knack" often exceed their untimed score on the actual exam.)

4. In addition to studying your actual exams, you should be looking for patterns in your errors. For example, are your math errors more on geometry questions than on algebra questions? Clip the problems you missed from the tests you've collected and past them up on separate sheets for each selection. You'd be surprised the insights such as overview can provide.

5. The night before and the morning of the exam, review those sheets. You're not cramming at this point. The night before you're making mental notes, and the morning of you're warming up.

Statistically, guessing never hurts, and of course it helps on those tests with no penalty for mistakes (Some students labor under the misapprehension that some tests penalize guessing. No test penalizes guessing. Beware: the distinction between mistakes and guessing is not merely semantic.)

But you can do much better than the mere statistical gains that guessing affords. For example, one section of the LSAT is amenable to a particular guessing rule that locates virtually half the answers, instantly! No kidding. Or take the MCAT sections where the binomial expansion predicts that questions where one letter had double the odds of any other! And similar rules, more or less powerful, abound on each and every section of each and ever test on the market.

So when you've reached your level of incompetence and don't have the knowledge to finish a question or the time to finish a section, no problem. You just engage the

New London Scholars Anniversary Sparks New Program

by Ellen L. Bailey
News Editor

President Oakes Ames announced the establishment of a New London Scholars Program at the college's Opening Convocation on August 29th. The program was created as part of the 75th anniversary celebration in tribute to the close relationship fostered between the college and the city of New London.

Qualified high school seniors will be able to take one college course, tuition free, at Conn. The high schools of Old Lyme, East Lyme, Waterford, New London, Montville, Norwich Free Academy, Ledyard, Groton, Stonington, North Stonington, St. Bernard and the Williams School will participate. Each school will select two of its students who all will be approved by the Admissions office.

The programs title was chosen in dedication to the city

of New London. When a need arose in 1911 for a women's college in Connecticut, New London began a campaign to have the college built in the city. The city raised \$134,824.41 in 1911 in a ten day fundraising campaign. Ames remarked in his Convocation address that an average of one person per New London household contributed to the 1911 drive. Nearly 6,000 New London residents out of a city of 19,000 donated money.

Seventy-five years later, New London mayor and 1973 alumnus Jay Levin proclaimed Connecticut College Year in the city. From September 1985 to September 1986, New London will participate in Conn's 75th anniversary events and celebration. Among other events scheduled, New London will hold a reception at Ocean Beach in February in honor of Connecticut College.

cruise control with the applicable strategy and in some cases rack up twice the number of correct answers you'd otherwise have accumulated.

If you scrutinize enough actual exams, you'll uncover many of these strategies on your own.

This is not to suggest that excelling on the graduate boards requires statistical voodoo and esoteric techniques.

On the other hand it is to suggest that anyone employing these techniques has a powerful advantage over his or her less prepared peers.

OK, let's get down to business. What sort of improvement can you expect, and should you shell out for a course?

As a rule of thumb, a motivated student can expect

improvement on the order of 5 to 20%, and gains of 30 to 40% and more are not unheard of. Potential improvement depends on your starting level and on what you can glean from actual exams.

If you decide to go it alone, you should buy some sort of preparation book as a supplement to the actual exams you've obtained. Although as I made clear earlier that I have major reservations about the guides currently on the market, some books are substantially better than others. None of them is great but as a minimum requisite I suggest you look at the author's bio to establish whether he has taught students. Even that's no guarantee.

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BLOOM COUNTY



by Berke Breathed

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Arts & Entertainment

Dance

On September 19th and 20th New York City choreographer Mark Taylor will present an evening of dances from repertory.

The program will feature **FREEFALL**, a work with music by New London composer and recording artist Wall Matthews. This piece is based on Taylor's childhood flying fantasies. **The Village Voice** described **FREEFALL** as a "kaleidoscope of flying images, drawn with humor -and considerable risk. . . . it evoked gasps of excitement

from the audience."

Also included on the program will be the world premiere of **UPS AND DOWNS IN THE ROCOCO**, a sparky and sensuous duet created and performed by Washington artists Donna Gangloff and Mary Williford, to the music of Matthew Arne and G.F. Handel.

Also included in the program will be **FROM THE ARCHIVES: SOCIAL DANCES (Vol. XXI) THE TANGO**, which was premiered in March 1985 in New York City. In this piece, which is narrated, three couples illustrate the lecture

on the history of the Tango. From wild, to serious, to funny, one remains captivated by the images and the movement.

Mark Taylor and Friends has performed in New York since 1980 and has toured throughout the eastern U.S. and in Great Britain. Of his recent season in New York, **The Village Voice** wrote, "Mark Taylor's dances pile on images in a cascade. Each piece is a stream of movement pictures around a particular theme, and it is rare to see such density of provocative dance images composed with such thematic consistency."

Taylor has not only been a guest artist at Connecticut College twice but has also created works for the Dublin Contemporary Dance Theatre, the Maryland Dance Theatre, the Pittsburgh Dance Alloy and recently received an Artist's Fellowship from the New York Foundation for the Arts.

Mark Taylor and friends can be seen in Palmer Auditorium on Thursday September 19 and Friday September 20, both performances at 8:00 p.m.

Admission is \$5 (\$2 with a student I.D.) and tickets may be purchased at the door.



Art Show At Cummings



ALLYSON HOLTZ



SAL SCALORA

The art galleries at the Cummings Art Center have already started the new season with three solo exhibitions. Exhibiting their works are Connecticut artists Anna Broell Bresnick, Allyson Holtz and Sal Scalora.

Anna Broell Bresnick is exhibiting painted wall sculptures and related drawings. The works incorporate personal icons and abstracted forms, as well as more traditional cultural symbolism, to make forceful statements which invite the viewer to slide from one level of meaning to the next. Ms. Bresnick has exhibited widely, including most recently at the Berkshire Museum and at the Paul Mellon Arts Center, and was the recipient of a Connecticut Commission on the Arts grant.

The work of a New London artist, Allyson Holtz, is on show at the Manwaring gallery. Ms. Holtz is exhibiting assemblages and mixed media sculptures in the first major exhibition of her recent series of three dimensional work. She describes this series as depicting contemporary illnesses. Previously, as a portrait painter, Ms. Holtz won the Connecticut Academy of Fine Arts' prize in 1983, and has exhibited at Artworks Gallery in Hartford and at the Slater Museum.

In Gallery 66 Sal Scalora is showing mixed media works based on materials gathered during a recent visit to Mexico where he became fascinated by the cultural role of wrestlers. He uses the wonderfully mystifying costume masks of the Mexican wrestlers as one of the sources for his work. Mr. Scalora has exhibited at the Wadsworth Museum Atheneum, the Hartford Asylum Hill Gallery, as well as many other exhibitions throughout New England and the U.S.

The exhibitions will continue until Thursday, September 26. Gallery hours are Monday through Friday 9:00 to 4:00.

Features

Lyme Disease

by Dr. Fred McKeehan

The pictureque little town of Lyme, Connecticut, just down the road west of New London, has hit the big-time in the national medical literature, as a result of its being identified as the site of a new infectious disease, known, appropriately enough, as Lyme Disease. In 1975, it was brought to the attention of epidemiologists at Yale that there was an unusual clustering of cases of arthritis among residents of the Lyme area. Extensive medical detective work revealed the existence of a previously unknown infection, one of whose prominent characteristics was intermittent arthritis, usually of large joints, but also manifested by a prominent rash, with circular skin lesions, often up to ten inches in diameter, as well as symptoms of general toxicity, aching, fever, swollen lymph glands, and lethargy.

A variety of modes of transmission of the infection were considered, with the spread finally being determined to be by the bite of the tiny deer tick, *Ixodes dammini*, 30 to 40% of which in this area are infected with a microscopic organism, which is the actual cause of the disease (*Borrelia burgdorferi*, for you biology majors).

The first symptom is the large rash, usually appearing three days to three weeks after a tick bite. Multiple lesions may develop, lasting for

several weeks. The generalized aching, fever, etc. usually accompany this phase, following which there is a symptom-free period lasting weeks or months, to be followed by the arthritic manifestations, which may persist or recur over a period of many months. There may also be neurological or cardiac involvement. The multiple organ involvement led to the condition being called Lyme Disease, instead of the original name, - Lyme Arthritis.

The disease is most frequently acquired in the summer, when exposure to the infected ticks is more common, but the symptoms may not appear until the fall, so that those who have been frequenting the woodlands and fields of Southeastern Connecticut, as well as nearby coastal areas (Long Island, Massachusetts, Rhode Island, and the offshore islands) should be aware of the condition, since treatment in the early stages of the disease is highly effective. A ten day course of antibiotics is usually curative.

Lyme Disease has subsequently been reported in other areas where the deer tick is found, such as Minnesota, Michigan, Wisconsin, and the West Coast, but the majority of cases still are reported in this area, along the eastern side of the Connecticut River. 376 cases of Lyme Disease were reported in Connecticut in 1984.



Greer Tunes and More

Where on campus can you read about Tina Turner, John Cage, and Mozart?

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Where? The Greer Music Library, of course.

The Greer Music Library is a branch of the Charles E. Shain Library and is located on the first floor of the Cummings Arts Center. Greer houses approximately 6,000 books, 10,000 volumes of printed music, 12,000 recordings, and 800 volumes of bound periodicals. The library

also subscribes to over 40 music-related journals and magazines.

The music library provides listening stations as well as four listening rooms with facilities for playback of discs, cassettes, and reel-to-reel materials. The library also compact disc players and a small but growing collection of compact discs. The general collection of recordings is strongest in classical music of all periods, but includes jazz, musical theater, rock, folk, film, and ethnic music. The Shelley jazz collection is an important resource in the area of jazz and blues, for example, and numbers about 5,000 records.

Most books and scores circulate to registered borrowers, but recordings must be used in the library. We invite you to drop by, browse, listen to your favorite selections, or relax in our comfortable reading book. Please feel free to ask the staff for assistance in locating materials or for a quick orientation tour. We look forward to seeing you in Greer!

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Sports In Gear

While most of us have been busy re-introducing ourselves to the college community, touching up our rooms, and getting our schedules straight, the Conn fall sports program has been busy getting itself into gear.

This fall the college will be fielding six Camels athletic teams: Men's Soccer, Women's Soccer, Women's Field Hockey, Women's Volleyball, Women's Tennis (Men's Tennis is in the spring), and Cross Country for both men and women.

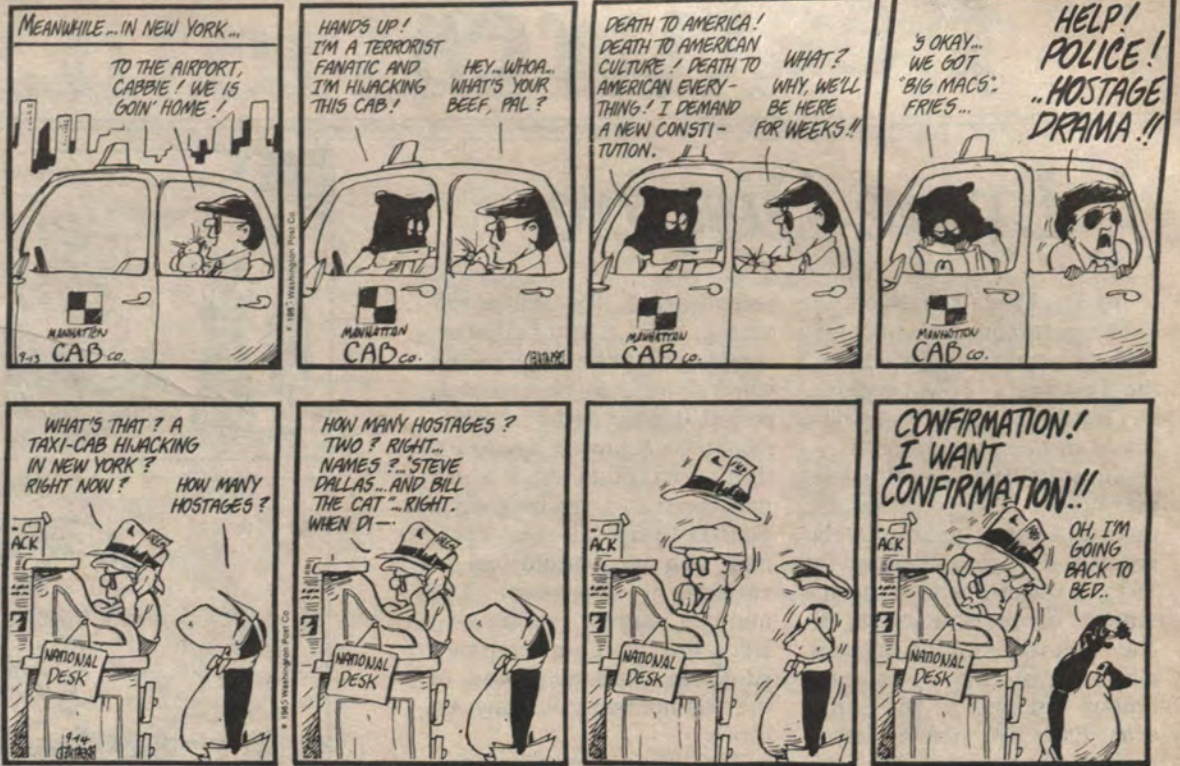
Aside from Women's Volleyball, which opens the season this Wednesday, September 18, the five other teams began official competition this past Saturday.

All the fall teams, excluding Women's Field Hockey, will play on Saturday, October 5, the day of Homecoming. Women's Soccer, coached by Ken Kline, will play Westfield State at home while coach Bill Lessig's Men's Soccer team takes on Newport, also at Conn. Coach Amy Campbell's Women's Volleyball team will play at S.M.U., and the Women's Tennis team, which is guided by coach Sheryl Yeary, will also be playing away, as it takes on Newport. The Cross Country team, coached by Ned Bishop (women) and Mark Connolly (men), will host the Connecticut College Invitational, starting at 11:00 a.m.

The coaches and their teams will be looking forward to a good turnout from their home fans on Homecoming day and throughout the season.

BLOOM COUNTY

by Berke Breathed



THE FAR SIDE

By GARY LARSON



Knowing how it should change the lives of canines everywhere, the dog scientists struggled diligently to understand the Doorknob Principle.

THE FAR SIDE

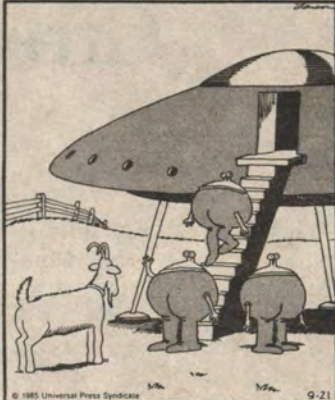
By GARY LARSON



"Python ... and he's home."

THE FAR SIDE

By GARY LARSON



When worlds collide.

THE FAR SIDE

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"Varmints! ... You're all just a bunch of cheatin' varmints!"

THE FAR SIDE

By GARY LARSON



Igor goes shopping

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