Gregorian On Education

by William F. Walter
Editor-in-Chief

Dr. Varian 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 sent were Oakes Ames, Dean of Arts and Sciences at the University of Pennsylvania..."

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 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 fixed" 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 goal to "serve and advance society" had changed in its seventy-five years of existence.

The effort to attain those
See Gregorian 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 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 Far Side:" You will find them each and every week in our pages.

INDEX

"Three Deans, Many Hats" Pages 3
"Getting Ready for GREs" Pages 3
"Sports in Gear" Pages 8
"Bloom County & The Far Side" Pages 5 & 6
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 is not as new as Marjorie Geiger, the Director of Residence Halls, suggests. To cut down the already heavy traffic in Harris, and some of the other dining halls. The question arises; if the intent of the policy is to prevent uneligible persons from eating at Conn, and not to hamper student socialization which occurs in dining halls, then why not actually check the faces on the I.D. card and make sure the faces of the card match? 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 photo.

If the intent of the policy is to prevent people from eating more than one meal per meal time, the policy is misguided unless otherwise stated. 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 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 be not.

Aside from being an inconvenience to both students and employees, the new system further dehumanizes the dining situation. Perhaps a mere point of aesthetics, but the idea off being check-off as in boot camp, transforms the eating experience into a military activity, which is not desired by all students.

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 the Editor:

To the editors, in light of the above comments, we as the student body require that the Coca-Cola Company ignored, "If it ain't broke, don't fix it."
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, Phillip 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.

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 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.

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.

Q: What advice do you give to the Senior class?
A: Don't neglect to open the doors of opportunity. Explore your resources, but you don't have the immediate chance to use them. There is a misconception 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.

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

Getting Ready for GREs

by Adam Robinson

The only way to become truly proficient at a given level is to do numerous actual OMATs. Fortunately, you can obtain 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. Furthermore, 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 preferred by such books and courses in fact, 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 responses of the test and the unwitting idiosyncrasies of its authors, the battle is only half over. It is not enough to be a good tester—you must also test teaching English 307 and 214.

Q: What is your role in adding the students academic career?
A: As 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.
Three Deans continued from page 3

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 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 seem 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 clamping for students. You will have more of an opportunity to deal with people and experience cultures in more rural areas. Cities are so international that there can be confusion about what is specifically native to the country.

Finally, I would like to see students become more aware of unusual study opportunities in countries such as China or Austria.

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 of all the freshmen, both socially and academically. 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.

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.

The Colby College Voice, September 16, 1985
GREs

well. Somewhere 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, the incompetent individuals are eventually promoted to their "level of incompetence." Metaphorically, the same is true of students taking standardized tests. They move progressively increasing difficulty, thousands of others reach their level of incompetence and they are strung out along a bell curve of scores.

Therefore, while test publishers issue the consolation 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 were to finish, your errors will be more numerous still.

Obviously if 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 to brake and make your own small maneuvering, which can afford to take the various questions and curves of the test.

And again, you must take actual exams to establish your ideal pace. (A quick glance at the last exam you took—your score will vary with the type of question.) Your performance, your speed, constitutes your potential for victory by your grasp 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 into first hunches. (Going with first hunches beyond your level of incompetence. Having reached that limit on a given section, what should you do?

What about course? Obviously cost is a major factor. In Quality is another. Talk to friends who've taken the test. You should 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 your preparation. If you don't have a knack, start preparations 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 preparations begin? Again as a rule of thumb, let's say three months before the test. If you're taking the MCAT or GREs, first and foremost, you must know specific knowledge (chemistry, vocabulary), you should take a practice test and accept it as soon as possible to see what you should be covering. Obviously, you've got to know 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 at the finish line, you must know when to start preparing and when to begin the test. 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 as discouraging.
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 deep thinking about the questions. Your aim is to see what you knew, unimpeded 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 texts you've collected and put them up on separate sheets for each selection. You'll 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, but you're making mental notes, and the morning of the exam 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, the LSAT is amenable to a particularly guessing rule that if you've collected past half the answers, instantly! No kidding. Or take the MCAT section where the binomial expansion predicts that questions where one letter has double the odds of any other! And similar rules, more or less powerful, exist in each and every section of each and every 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 cruise control with the applicable strategy and in some cases rack up twice the number of correct answers you've never have accumulated in your life before.

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

This is not to suggest that excelling on college boards requires statistical 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. None of them is great but as a minimum requisite I suggest you look at the author's background to establish whether he has taught students. Even that's no guarantee.
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 Pittsburgh Dance Alley 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.

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 evocative 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.
by Dr. Fred McKeehan

The picturesque 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 the site of a new infectious disease, known, appropriately enough, as 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, 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, or Lyme bacteria). 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 arthritis 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.

Greer Tunes and More

Where on campus can you read about Tina Turner, John Cage, and Mozart? Where can you find a recording of Elvis, the Commodores, or Beethoven's Fifth? Where would you go to find the hottest recording medium in town, the CD (compact disc)?

Where? The Greer Music Library, of course.

The Greer Music Library is a branch of the Elia 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 400 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, cassette, 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.

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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 Camel 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.V., 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.

THE COLLEGE VOICE

Only The Very Best

We want serious journalists. Simple, right? Well, no, not really.

To us, a serious journalist is not necessarily the best writer or the best artist. A serious journalist is willing to work at becoming the very best. This is the key.

The College Voice offers a unique opportunity for you to grow and develop your talents. Only if you consider yourself able to work at becoming the very best and enjoy being challenged in a professional atmosphere, should you apply for a position on The Voice.

Simply, we are looking for potential greats. Be it reporters, artists, ad sales people, lay out workers, or even distributors, The College Voice would like to speak to you, listen to your ideas, and grow with you.

The Voice is now accepting applications for the following positions: Staff writers for the News, Features, Arts and Entertainment, and Sports Departments, Ad Sales People, Distribution Coordinator, and Lay Out Personnel. Pick up an Application at The Voice Office, located in Room #212, Crozier-Williams Student Center.