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Connecticut College

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# THE COLLEGE VOICE

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VOL. VII NO. 3

De te fabula narratur

OCTOBER 11, 1983

## Senior Class Held Accountable for Grand Larceny

by Suzanne Bohan

On Monday, October 3, the senior class held a party in ConnCave in the Crozier Williams Student Center. Shortly after midnight, while the party was still in full swing, thieves gained access to a storage closet in ConnCave and made away with approximately \$3,000 worth of sports merchandise.

The manager of the Ski Loft, a local sporting goods store, had been commissioned by the senior class to hold a sale in Cro on Monday, October 3 and Tuesday, October 4. Late Monday afternoon, the merchant stored his unsold goods in the ConnCave storage room; this being the common procedure used during a two day sale.

The senior class party began at 9:30 and proceeded smoothly for the next three hours. During this time, in-

dividual students entered the locked storage room to obtain records for the disc jockey. The d.j., Tim McDonough, was the only person with a key to the room.

At 12:15, Kevin McCurdy, one of the senior class Student Activities Council representatives, and classmate Jurg Heim entered the storage room to retrieve their jackets. Upon turning on the light, they noticed that their jackets, as well as several ski parkas from the sale, were missing. The remaining jackets were on the floor. At that moment, McCurdy and Heim saw a figure run from the room through the west exit. They pursued the suspect but lost him near the tennis courts.

Seven ski parkas, each valued at approximately \$150, and a duffle bag containing tennis rackets, ski sweaters and miscellaneous sports

items were stolen. Investigators found several parkas in a garbage bag in the storage room. They believe that the stolen goods may have been concealed and removed in this manner.

Senior class president, Sheryl Edwards explained that the theft directly affects a least 400 people. Dean Margaret Watson has made it clear that the senior class is responsible for all liabilities. Also affected is the entire college community, as future sales in Cro are in jeopardy. The actions of a few students have led the administration to question the integrity of the entire student body.

Director of Campus Safety, Charles Richards is leading the investigation. Anyone with information should contact Richards immediately.



Students work in renovated labs in New London Hall

ALISON CORNYN

## \$1.1 Mil Spent on Sciences

by Linda Rich

During the last four years over one million dollars have been spent to improve physical science facilities at Connecticut College. Most of these improvements have been made in New London Hall.

There are new electrical and ventilation systems, an insulated attic, energy saving windows, bathroom facilities for the handicapped, and extensive laboratory renovations. The ceilings throughout New London Hall have been replaced, and there is now almost twice as much light in the labs and offices as before. An elevator will be installed in the building this summer.

Related work is being done at the College House, located behind Smith-Burdick dorm. Storage space at College House is being expanded for

the zoology department's collecting equipment which includes boats, wet suits, and tools for field work. The large storage area will help to unclutter New London Hall. The renovation budget is \$1.1 million. More than 90 percent of the money has been raised. Pfizer, Inc., a chemical manufacturing company based in Groton, has donated nearly a quarter of the total amount.

Dr. John Kent, Chairman of the Zoology department, expressed satisfaction about the New London Hall changes. The remodeled labs offer a new environment for practical training to compliment the academics. Kent felt that the new atmosphere facilitates teaching and therefore makes it easier for students to learn.

## Loan Funds Made Available

by Richard Kassel

The Connecticut Higher Education Supplemental Loan Authority has issued bonds which have made loan money available for Connecticut College families. The program involves the sale of low-taxable bonds to corporations. Colleges can then apply for the funds and in turn lend them to families at a low rate of interest. Only Connecticut, Yale, and Wesleyan have chosen to participate in the program. The colleges are using the state's credit to aid families with capital flow problems. The program was encouraged by a reduction in federal loans and grants to college students by the Reagan administration. It has at-

Already most of the funds, which are dispensed in \$2000-\$5000 sums, have been exhausted. The monies are lent to families at a fixed interest rate of 9.75 percent. 78 percent of all loan applications have been approved although some are still pending.

Marcia Gardiner, Director of Financial Aid, said that although the family loan program "is not need based, we want to help families with cash flow difficulties. College is sometimes a family's biggest investment. We don't pay for houses or cars in eight installments. Why should families be expected to raise up to \$5000 a semester?" Mrs. Gardiner was surprised at the

## Administration Divides & Multiplies



Margi Lipshez

'...recognizing the need for expanded student life services.'



Marg Watson

LYNNE POGMORE

by Shannon Sullivan

The Office of Residential Life was formed this year in order to diminish the workload of Dean Marg Watson, who formerly dealt with residential life as well as student affairs. Last year, Karl Beeler resigned from his position as Coordinator of Student Activities to become the assistant Director of Student Affairs, Research and Evaluation at the University of Massachusetts at Amherst. The formation of the Office of Residential Life was initiated by Dean Alice Johnson in consultation with various administrators and allows Marg Watson to take over Beeler's responsibilities, and relinquish the housing aspect of her job to the new administrator.

committee consisting of the class deans, three faculty members and two students. She did undergraduate studies at Colgate College, and received a degree in Student Personnel Administration from Ohio State University.

Lipshez explained that she first became interested in a residential position while she was at Ohio State; she was a housemother in a sorority, and the assistant director of a dorm with 850 students in it. Before coming to Conn, Lipshez worked for three years at Cornell as Residence Hall Director. Coming from Cornell, which has a student population of 16,000, she commented, "I am happy to be at a small school, which cares about the individual student."

mitories; selecting, supervising and training the housefellows in basic counseling skills, crisis management, programming ( House Council), policy enforcement and administration; coordinating related dorm activities; and, preparing statistics on residential life. Lipshez also meets with the housefellows for two hours each week to discuss various topics with which they may have to deal. Such topics include alcohol consumption, suicide, racism, drug-use and sex.

Lipshez hopes to focus on programs in the dormitories which are not alcohol-related. She recognizes the need for purely social activities such as keg parties, but would like to encourage coffee houses

# Your Choice, Your Responsibility

by Jane Rowan

On Wednesday, September 28 in Bill Hall, Gay Stanislawski presented a lecture entitled "Women's Health Issues" as part of the Women's Studies Lecture Series. Stanislawski is the OB Nurse Practitioner in the Warnshuis Infirmary at Connecticut College.

Stanislawski's discussion focused on the different methods of birth control that are currently used by American women. Many people are inadequately informed about the wide variety of birth control methods that are available for women to use.

The most ineffective and least recommended method is hope. Stanislawski explained that some young women believe that "it won't happen to me." This misconception frequently results in an unwanted pregnancy. Two other ineffective methods of birth control are douching and *coitus interruptus* (i.e. early withdrawal). Douching is only 40 percent effective when it is used immediately following sexual intercourse.

The rhythm method which is between 50 and 60 percent effective involves avoiding sexual intercourse during the woman's fertile periods. This method is not highly recommended because women's cycles vary, making it difficult to pinpoint time of ovulation.

Stanislawski gave a thorough explanation of the more effective methods of birth control currently available. Oral contraceptives, which are over 99 percent effective, were in-



ALISON CORNYN

Gay Stanislawski

roduced to American women in 1960. The most common form of contraception "the pill," is the most studied drug

**There are approximately 48 kinds of oral contraceptives currently manufactured in the U. S.**

in this country. There are approximately 48 kinds of oral contraceptives currently manufactured in

the U.S. The pill is a combination of synthetic female hormones progesterin and estrogen. Oral contraceptives inhibit ovulation which in turn prevents pregnancy.

Stanislawski continued with a brief explanation of the pros and cons of oral contraceptives. Women who choose to take oral contraceptives run less of a risk of contracting Pelvic Inflammatory Disease (P.I.D.), ovarian and endometrial cancer, and ectopic pregnancies. Women experience a decrease in breast disease, acne, rheumaty arthritis and anemia. Use of the pill may result in a slight increase in gall bladder disease, nausea,

breast tenderness, and a slight (2-5 pound) weight gain due to fluid retention. Women who take oral contraceptives and smoke heavily increase the risk of blood clots and high blood pressure and are urged to smoke fewer than 10 cigarettes per day, or ideally, stop smoking.

After her discussion of oral contraceptives, Stanislawski gave an explanation of intrauterine devices (IUD) small plastic devices which are inserted into the uterus. IUD's are 95-98 percent effective for approximately 3 years. Women who use them run a higher risk of contracting P.I.D., which can permanently damage the reproductive tract. These women usually experience longer menstrual periods and heavy cramps.

Stanislawski mentioned some of the barrier methods which women use as forms of contraception. The diaphragm is a small, rubber dome-like device which is inserted into the vagina. It is about 88 percent effective using it and requires planning, commitment and practice. Recent studies associate its use with Toxic Shock Syndrome (T.S.S.) with prolonged wearing.

Foam and suppositories are

sold over the counter and are 80 percent effective when used properly. Condoms, which are attainable without a prescription, are 90 percent effective and are the only form of birth control which prevent sexually transmitted diseases (S.T.D.'s).

At the end of her lecture on various birth control methods, Stanislawski answered questions on abortion, menopause, sexually-transmitted diseases and vaginitis.

Stanislawski asserted that men and women should inform themselves about their bodies and their sexuality. It is also their responsibility to be assertive in protecting themselves from unwanted pregnancies and S.T.D.'s.

Whether or not a woman is sexually active, it is recommended that she have an annual gynecological exam including a Pap Test.

If anyone wants to learn more about this topic, Stanislawski conducts a weekly lecture on women's health issues on Wednesday afternoons at 1 p.m. She can be contacted in the Infirmary (extension 7634). The Infirmary provides complete, confidential gynecological services, sexual counseling and contraceptive services.

## Science Department Receives Government Grant

A \$460,000 grant to Connecticut College, earmarked for the purchase of equipment for undergraduate science laboratories, was announced at the end of Sept. by Pres. Ames. The Departments of Botany, Zoology, Chemistry, and Physics and Astronomy will be assisted by this gift.

Lucretia L. Allyn Professor of Zoology and Chair of the Department John Kent says, "The grant will improve our science program at Connecticut College by increasing the modern instrumentation available to students and faculty. This equipment combined with the recent renovation of New London Hall will greatly facilitate learning on all levels at the college."

This grant and the renovation of New London Hall are part of the \$30 million campaign for Connecticut College.

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# Awareness Group Resumes Discussions

by Karen Weldon

The Connecticut College Awareness Group had its first meeting this semester on September 29. The organization was initiated last spring by Jennie Davis ('83). This year she will serve as a faculty advisor to the group along with sociology professor, Fran Boudreau. Sue Edgar ('84) and Deb Hemmingway ('84) will run the discussions and organize activities.

The Awareness Group has two fundamental objectives. The first is to examine gender roles in order to understand the inequalities in relationships between men and women. Second, to discuss the political aspects of feminism and the ERA. Special attention will be given to the interaction of these issues with the social climate of Connecticut College.

There is great concern on

the existence of sexist attitudes on campus. Evidence of such attitudes was manifest in a "satirical" editorial printed in last year's *College Volde* (April Fool's edition, 1982), entitled "Convict Wants White Women." The Awareness Group responded to the article stating that the College has an unhealthy dating atmosphere. "If we can at least be aware of the problem, hopefully we can better deal with the situation" (The College Voice, April 1982). One member of the group noted that despite intended humor of the article, it is important to realize that women as well as men can have sexist attitudes.

The Awareness Group will be open to the public for the next two sessions, meeting Thursdays at 9:00 p.m. in Winthrop. In order to

establish a consistent and cohesive group, members will be limited to those who attend one of the first few meetings.

The Awareness Group will work in conjunction with several departments on campus, including Women's Studies, the Government Department, and College Counseling. In doing so, Awareness hopes to sponsor campus-wide forums with guest lecturers speaking on a variety of topics such as women of different cultures and female sexuality.

Sue Edgar, one of the co-directors of the group, emphasized that feminism is not an issue exclusive to women. Awareness encourages men to participate in the meetings. "It will be a good learning experience for all members in terms of personal growth," she said.

Although families with incomes over \$90,000 per year are not normally accepted for the program, one exception has been made. While 22 percent of the applicants were refused for past credit problems, the bond project has been very successful. At present, there is enough money left for only ten more loans.

The college has set dates for repayments of the loans which do not interfere with the 96 monthly payments parents must make to the school. If all goes well, the bond issues will be renewed in 1985.



## An Exchange of Ideas

by Christina Horzepa

The Connecticut College Forensic Club, familiar to most of the College community as the Debate Club, appeals to both the serious debater and the enthusiastic novice. The club was founded in April, 1983, by club president John Tucker and club vice-president Richard Kassel, who recognized the need for such a club to sharpen student's articulation and develop logical reasoning abilities, two skills important to law school aspirants. Despite the formal structure of the club, which follows the Lincoln-Douglas (or one on one) form, beginners are welcome and, in fact, encouraged to attend.

The club recognizes that many people are nervous when faced with the timed speeches and pressured cross-examinations of formal debate. Kassel remarks, "Fear of speaking in public is natural, and once the debate is started, the fear subsides." To help overcome this fear, the club also offers shorter, less structuralized off-topic debates, which require no preparation. The wide-ranging

questions these topics address, such as "Is a Man's Place in the House?" or "Do We Need Heroes?", allow a beginning debater to speak in an informal, friendly atmosphere.

Another important aspect of the Debate Club is the awareness gained by the open exchange of ideas. Everyone is encouraged to contribute and there is a chance in the weekly meetings to debate, judge, discuss the topic, or simply listen. Kassel believes that the club presents "an awareness of political, economic, and moral issues which are important to the college student who is so often removed from national and international events." Past topics have included Palestine Autonomy and the Equal Rights Amendment.

Now that the club has become, in Kassel's words, "a permanent structure in the Connecticut College community," he is hopeful that the scope will extend to tournaments against other schools. *The Nuclear Arms Freeze will be the topic of the first inter-college debate, to be held against the Coast Guard on November 12.*

## Administrative Shuffle

Continued from page 1

An objective of the administrative shuffle is to convert Crozier-Williams into a center that will focus on undergraduate activities. Dean Marg Watson's Office of Student Affairs and Student Government has replaced the Career Counseling Office in room 211 of Cro. Athletic offices will be moved to the new athletic facility when it opens, student government will be given additional offices, and Dean Watson hopes a day-student room will be reserved for commuting students.

The shifting of Dean Watson's residential responsibilities does not represent a desire to decrease her powers, but rather an effort to better focus her duties. Dean Watson is very happy about the change and sees it as "a positive step toward recognizing the need for expanded student life services." She also believes it will help her to better fulfill her duties as Advisor to the Student Government Association, supervisor of the Student Organizations Fund, and Coordinator of Student Activities.

## Loans Made Available

Continued from page 1

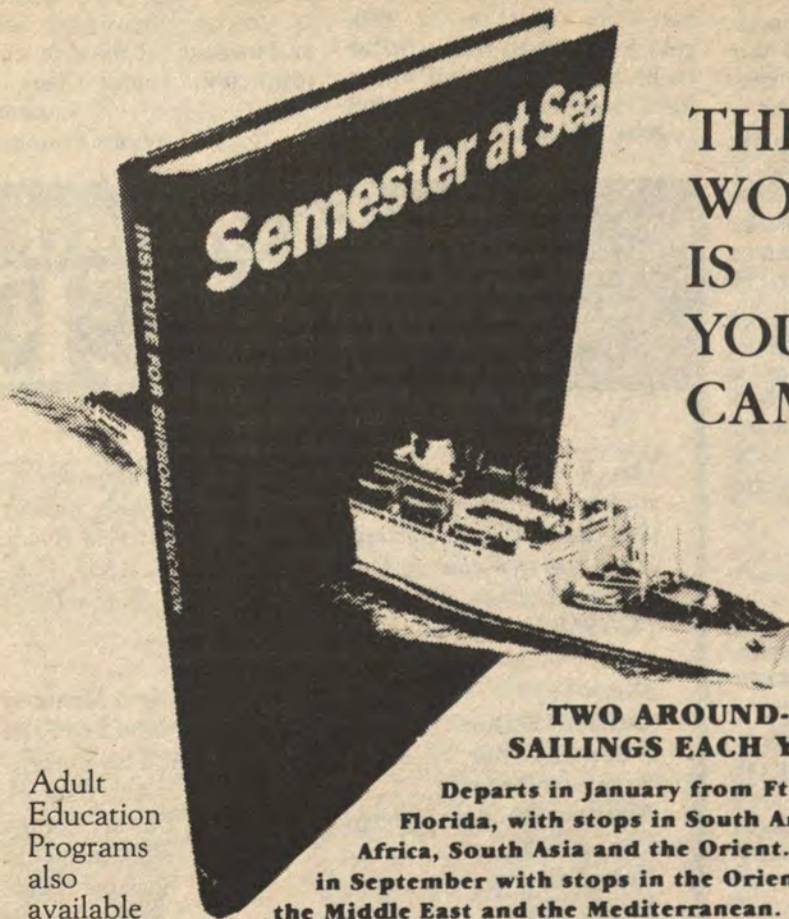
applications were from families with incomes between \$20,000 and \$80,000. 56 percent had incomes between \$30,000 and \$60,000. 45 percent were financial aid families.

Mrs. Gardiner felt the loan program was a remarkable opportunity for families faced with low capital reserves. The financial burden is even greater for families with more than one child in college. 45 percent of the applicants for the loans were in this position.

Although the program started late, the state had no

trouble selling the bonds. Investors have realized that Connecticut College has a high credit rating. For the past eight years the college has not had a deficit. Connecticut is considered a safe risk in the bond market due to its conservative financial management.

The college has been trying for years to set up some type of family loan program but could not find adequate funds. Mrs. Gardiner remarked "any loan taken out by a family at a bank would have an interest rate of no less than 14 percent."



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# Viewpoints

## Hard Times for Liberal (H)arts

by George B. Pratt

By this time next year the new Athletic Center will be open and ready for use, according to the Administration. The new building will contain four squash courts, two racquetball courts, three basketball courts, and a training room with hot and cold whirlpools. Unfortunately, there will be no indoor pool, outdoor heated pool, sauna, hot tub, polo field, bowling alley, or other equally popular and useful recreational facilities. This is unfortunate and reflects the conservative direction in which Connecticut College's intramural program is headed.

The Administration might consider converting one of the Art studios into a racquetball court and using that space at the Athletic Center for something like a batting cage or driving range. The interest in both golf and baseball is evident on any sunny day on campus. This is certainly not inconsistent with current Administration thinking and it is clearly their intention to attract active, well-built, socially useful

athletes and their weekend sports sidekicks.

The Administration clearly has the right idea in cutting faculty and delaying the full payment for the library in order to fund the Center. But, as usual, they are hesitating on fully completing these efforts because of certain bleeding-heart liberals who fail to understand financial reality. More unnecessary faculty should be cut — perhaps a few deadweights in the Committee on Connecticut College's Future or, better yet, somebody even more superfluous, like certain members of the Administration.

But why stop there? Why not completely abandon the Palmer Library conversion? After all, prospective freshmen don't look at a college for its educational facilities or the quality of its faculty, but for where they can play in their spare time. This is clearly the type of freshmen that the Administration would like to attract. These are hard times for liberal arts institutions and hard times call for careful thinking. Thank goodness our leaders are clear-headed and resourceful.

## Knowledge Is a Prerequisite to Informed Action

**To The Editor:** Mr. Ames said quite a mouthful when he claimed that the "ideal college" is somehow represented here at Connecticut. Ms. Martin has accurately pointed out some of the major differences between Mr. Ames' "responsible citizen" and the more dangerous "critical thinker." Yet further examination shows that these two positions need not be diametrically opposed.

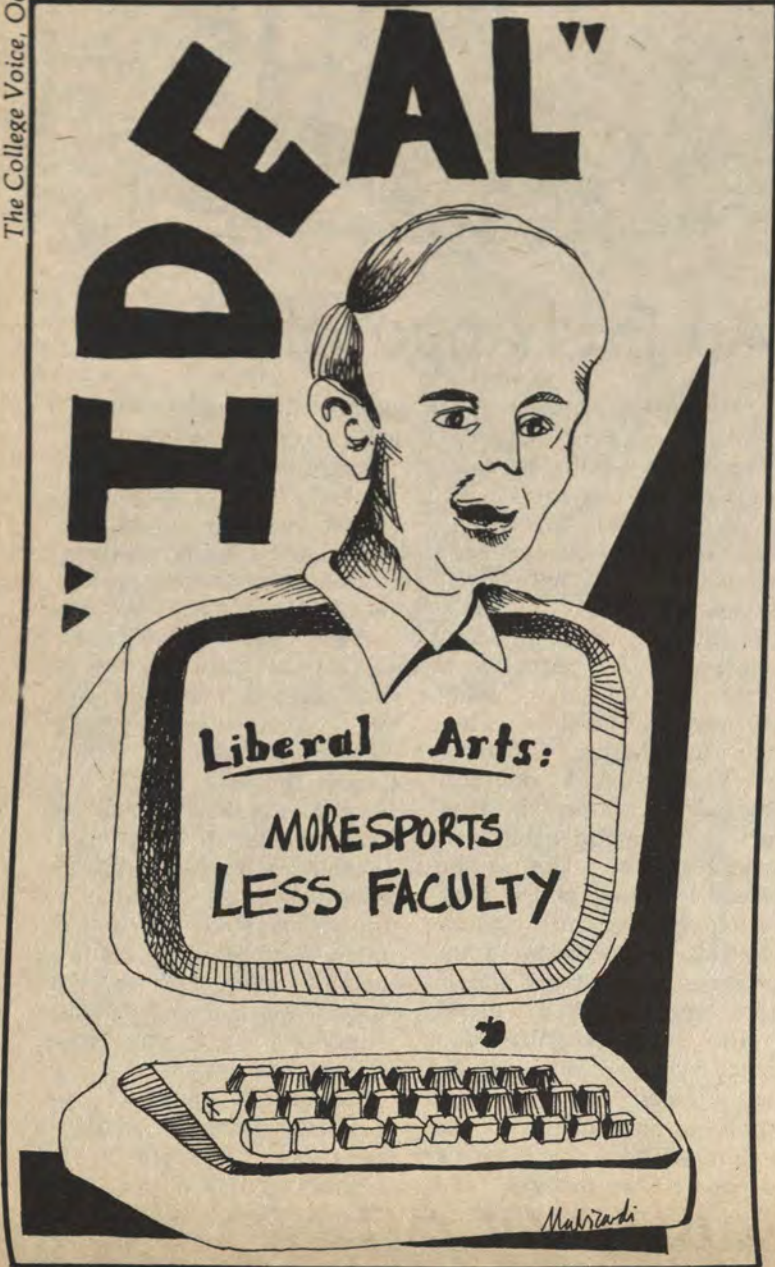
According to Ms. Martin, a critical thinker "looks at the status quo, finds what is wrong with it and in doing so changes it thereby creating a new order." On the other hand, a responsible citizen is "one who looks for ways to make the existing system work more efficiently." But critical thinking implies the ability to make distinctions. Surely there must be some parts of the status quo that are "right" and deserve to be maintained and/or improved. A critical thinker would therefore retain

at least part of the status quo in his new order. In other words, a new order cannot be created in a vacuum; the existence of the previous status quo necessarily contributes to the character and flavor of the new order. Thus, the perpetuation of at least part of the existing system continues even under the influence of a critical thinker. This is merely an example of the historical process at work.

Ms. Martin further states that "the function of this college is not to train critical minds but to train minds in the ideas that will perpetuate the system." However, it is not the

ideas themselves that will "perpetuate the system." Each individual decides whether or not to perpetuate the system or to try and change some aspect of it. Knowledge of the ideas inherent in the status quo does not imply acquiescence to them. But knowledge is a prerequisite to informed action. Therefore, the function of this college is to **prepare** the way for critical thinking (which is a life-long process) by imparting knowledge of existing ideas and training the mind to make distinctions among them.

Sincerely,  
Lu-Anne Conner '84



## James Watt: At It Again

by John H. Sharon

We have heard him say he is a God-fearing, morally driven man. We have read his statements denouncing Environmentalists and others who have fought for the protection of our national parks. We have seen him cancel a Fourth of July Beach Boys concert in Washington, DC, claiming that the band attracts people "of the wrong element." Most recently, we heard him describe the diverse components of his coal advisory commission as "a black, a woman, two Jews, and a cripple." James Watt is at it again.

As lawmakers on Capitol Hill frantically called for the Interior Secretary's resignation, the Reagan administration was busy calculating ways to downplay the incident.

Presidential counselor Edwin Meese called Watt's potential resignation "a closed issue," and President Reagan said in an interview with the *New York Post* that Watt would have to decide for himself if he wanted to step down. And the fact that Reagan cancelled a news conference in the aftermath of the Watt affair indicates that the White House was not prepared to take responsibility for such an irresponsible statement.

Democrats, on the other hand, were (and still are) having a political field day at the expense of Mr. Watt. In

addition to the resolution proposed calling for his resignation, Rep. Thomas Foly of Washington suggested that the House establish a "Save Jim Watt Committee." But while the motion was obviously made in jest, its implications were far more serious since Watt has become an easy scapegoat for some of Reagan's more controversial policies at home.

So the question still remains: Should James Watt finally step down after two years of political misstatements and subsequent apologies? The answer, of course depends on your perspective. If you are a Republican, you would say that he may be doing more harm than good for the current administration, and that if he really were a team player, he should resign without hesitation. But if you are a Democrat, you would say that James Watt can stay in office for as long as he likes.

Mr. Watt has proven himself to be a far cry from a man guided by moral principles. Rather, he is a public figure who seems to forget sometimes that everything he says and does can have an effect on hundreds of thousands of people. Clearly, James Watt should resign on the basis of his religious convictions alone; but should he choose otherwise, he will be making a large number of Democrats a happy group indeed.

## Critical Thinker

**To the Editor:**

After reading Ms. Norah Martin's response in the Oct. 9 issue of the Voice, I considered it necessary to correct her idea of the "critical thinker."

Ms. Martin said, "A critical thinker is thus revolutionary and a danger to institutions of the present state." Certainly a revolutionary is dangerous to the status-quo, but it is wrong to equate critical thinking with revolutionary activity. A revolutionary is committed to the total destruction of the status-quo (Connecticut College if you will), while a critical thinker is intent upon discovering that which works and that which works and that which doesn't. Once the critical thinker distinguishes between the two, he is like a surgeon cutting out the 'bad'

Continued on page 5



## THE COLLEGE VOICE

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## Promote Education, Not Indoctrination

by Lisa Battalia

Educated students design their own experiments in learning. Knowledge is derived from the individual's distinct and active discovery, incorporation and contemplation of original sources into his or her past experience. The resulting unique ideas are fully realized by the individual when presented to other students for use as original sources.

Jean Piaget believes this to be an educational process on which we thrive. Reading his observations of infants and

children, one is struck by children's constant, self-initiated search for increasingly challenging situations to master.

Why do students suppress this intrinsic desire for knowledge and settle for indoctrination, for this seems to be the prevailing experience at Connecticut College?

A mere 10 hours per week is spent in the classroom and, with the exception of labs, most academic involvement ends there. In these few hours students sit and listen and, while hearing new ideas it is

far from the active discovery that Piaget envisioned.

Courses are designed around syllabi with specific readings and written assignments. Students do nothing more than what is expressly required. Every paper assignment is followed by the inevitable inquiry, "how many pages should it be?" There is a desire for a clear deliniation of how much is necessary to do to get by.

Class size is often large and this discourages discussion. A weekly division into smaller groups for more active participation seems improbable. Classroom space is limited and both faculty and students are wary of the extra work.

Informal continuation of discussion beyond the classroom rarely occurs. There is no lounge where professors can meet with students. Faculty is admitted to the dining rooms on a limited basis, and students must pay if

they want to eat with faculty in Cro.

Seniors frequently complain that they don't know any teachers well enough to ask for recommendations.

What has happened to the intimate relationship between faculty and students that promotes education, not indoctrination? Professors should not tell students what to know nor how to know it but should foster skills of discovery, critique and articulation. Teachers should inspire students, not tame them. Inspiration comes from a respected model, not a reward.

Margaret Donaldson reported on the effects of rewards on children in her book, *Children's Minds*. She found that children, who were externally rewarded for activities they had previously enjoyed doing on their own initiative, would no longer participate once the reward

ceased.

Most students work only for external rewards: a high grade, a good job. As P.H. Pearce writes in his essay "The Murder Machine," "The modern Child is coming to regard his teacher as an official paid by the state to render him certain services; services which it is in his best interest to avail of, since by doing so he will increase his earning capacity later on." Teachers render these services by training students, not educating them.

The Administration deceives us with false rewards. Students are supplied with squash courts, a place for parties and token positions on administrative committees. Educational priorities are distorted when Connecticut College students are told that prospective applicants would prefer to see a field house than a dynamic critique between faculty and students.

## Self Hate: A Process Of Elimination

by Kwa-Zulu

The Black experience in America, was a unique one in the sense that it was one where a proud people were most brutally stripped of their remarkable heritage, of all that which was dear to their hearts and moreover with their souls crushed under a form of ruthless exploitation perhaps unparalleled in the history of man. And to add insult to injury, the Negro was not only not considered a human being but rather a subhuman who was not only pitch black in colour, but also ugly, flat-nosed, thick lipped and "kinky" haired. This base form of Anglo Saxon racist chauvinism was instilled in minds of all white Americans in the preceding years of this nation's history. And traces of this tendency in thought still persist subtly in the realms of the unconscious, if not in the conscious mind, of most white Americans. Perhaps I am wrong to single out white Americans. This mental attitude exists even in the minds of many Europeans and strangely enough in the American Negroes themselves. Why does this attitude persist amongst minority Americans but also largely amongst those in the West Indies, though they are of African descent as well?

As a consequence, strangely enough but true nevertheless, blacks in America themselves have color distinctions within themselves. Considerably light skinned Negroes who are the result of involuntary racial miscegenation, are viewed as being on a higher plane than "black" blacks. This is more true in the West Indies, where the lighter the skin pigmentation the higher the status and position in society. In fact, in the Caribbean, the really dark person of African descent is assigned to the lower echelon of society. In those sunny palm fringed isles, very often one's choice of associates, business partners, friends and more so, marriage partners is determined largely on the basis of color,

though almost all the inhabitants are largely of African descent. This ridiculous set up exists, to a lesser degree in America as well.

One finds the "necessity" on the part of many American blacks not to speak of those in the Caribbean, of straightening their "kinky" hair with hot hair combs, of bleaching their darker skins light with skin bleachers, of trying to make the noses of their children less flat by rubbing it, etc. When general trends in dating habits amongst black Americans were studied, it was found out, that in most cases, black American men generally liked going out with lighter skinned black women. These actions reflect the inner motive on the part of many blacks to negate their "negritude." Furthermore, these constitute an expression of self contempt, thus bringing about a need to associate with and look like something which they really are not and which the blacks could never be, i.e. Caucasion.

The psychological frame of mind based on self hate and the internalization of racist, white Anglo Saxon values is a legacy of slavery. These attitudes which constitute the damaging results of the slave trade are firmly entrenched in the present system and hence one finds that the present system has to be done away with or at least greatly modified, if there is to be any hope, least of all for the average black American not to despise what he really is. He has to understand that the present system which exterminated most native Indians, is not going to be favourable to his well being. The American black has to align himself more with the international currents of black pride and he would also have to dig into his African past, so as to maintain an identity which, correctly speaking, he should be justifiably very proud of.

*Professor TeHennepe's article was printed incorrectly in last week's issue. The editors of The Voice apologize for this error.*

## The Role of Art

by Professor Eugene TeHennepe

"Art is a luxury, and should remain so," a faculty colleague once told me. "In times of economic downturn such as these," he said, "we must prepare people to make a living."

Well, when the choice is between food on the table or shoes for the kids, on the one hand, and art on the other, I accept it as a truism that art may have to be foregone. But it is a serious confusion to think that this truism also applies on the institutional level, in particular to a liberal arts college. On the contrary, I will suggest briefly why I consider art to be not a luxury but a necessity for the institution of liberal arts education.

To be worthy of the name, a liberal arts education must strive to 'liberate' by both encouraging and practicing the exploration and development of basic kinds of skills and sensibilities, and thus generating genuine alternatives and freedom to choose. There are obvious ways in which the arts contribute to this process, but which nonetheless might be considered inessential and 'luxurious.' But from a very basic, if not easily recognized perspective, they become essential to this 'liberating' process. Let me explain.

Our usual ways of understanding and talking about our experience and our world become embodied in a variety of concepts and conventions - most prominently in our language. And precisely because these are the usual ways of sorting out and dealing with things, our everyday, practical concerns dominate this process. Thus our practical concerns and the language which embodies them become a grid through which we tend to experience ourselves and our world. We take this language, this set of concepts and conventions as a 'metaphysical map' - and thus screen out alternate ways of experiencing and understanding. One way of countering what might be called this linguistic and cultural chauvinism is the study of other languages and cultures. But another way of countering this chauvinism, and in a certain sense a deeper way, since it bypasses all conventional language, is the artistic process.

By its very nature art stands outside our established, pragmatic, conventional ways of apprehending. A contemporary philosopher, Stuart Hampshire, puts this so well that I will simply quote him. He says, "Experience of art is by definition an experience in which practical interests, and the ordinary classifications that reflect them, are for a time suspended in an unpractical enjoyment of the arrangement of something perceived." (*Thought and Action*, p. 244). Likewise the artistic process itself attempts to see what our usual pragmatic seeings tend to ignore, it attempts to say what cannot be said within our everyday forms of communication. In brief, the artist and the artistic process strive to liberate us from our usual ways of apprehending which have, as Hampshire puts it, "hardened into habit and heedlessness." (241).

Regrettably, reigning aesthetic theory tends to blur this because it tends to treat art as the expression of the 'inner states of feelings' - the hidden urges and inclinations, tickles and itches - of the artist. But this is just bad aesthetics growing out of a bad (Cartesian) metaphysics. Common sense knows better, and so will anyone able to crawl out of the Cartesian egocentric prison. What art does is to occasionally pluck the mask of our conventional apprehensions from the face of reality, and thus enable us to distinguish the mask from the true face."

Incidentally, this role of plucking the mask from the face of reality is not reserved for the artist. For example, at its leading, most creative edge, science too does this. But when it does we are almost forced to say, as the renowned physicist-philosopher Henry Margenau said in a visit here some years ago, that at that point "physics is more like art than anything else." Thus it is art par excellence which liberates us from that most deadening dogma - yea, that metaphysical myopia - of thinking that our usual ways of apprehending things are the only and everlasting ones. And if a liberal arts education is to truly liberate, it must surely embody the arts in order to liberate in this most basic sense.

### Critical Thinker Continued from page 4

and leaving the 'good.'

The privilege of critical thinking should not be abused by cries of ignorant revolutionary fervor blinded by their sense of the inef-

ficiency of the existing system. Granted the status-quo is inadequate. But I believe Connecticut College facilitates the development of the critical thinker himself, and rightly so discourages the negative

impact of the revolutionary. The "responsible citizen" is the critical thinker who has the courage to denounce his institutions when they are right.

Jean Grimsey

# Arts and Entertainment

## Dancereach: Falls Short of Expectations

by Stacey L. Bobbitt

On Saturday evening, October 1st, the Connecticut College Dance Department presented a concert by Nancy Wanich, a '79 graduate of Conn, and her company "Dancereach." The evening consisted of works choreographed by Ms. Wanich and performed by herself and her seven dancers.

"Dancereach," a company of technically accomplished dancers, performed Ms. Wanich's works with commitment and energy. Yet the works themselves lacked development and choreographic finesse. All of the pieces needed to be more fully explored and played with, as a sculptor plays with his clay, forming and reforming it before reaching a he finds satisfying. The choreographer restricted herself and her power by failing to push her pieces beyond cliché into personal expression; she sacrificed expressing her individual style.

Ms. Wanich proved her ability to design movement and to maneuver dancers in and through space, yet her ideas and choreography remained simplistic. Often pieces seemed disjointed and cluttered, several ideas floating loosely, rather than one idea being developed in its entirety. Much of the movement throughout

various pieces looked similar, and reinforced my feeling that the choreographer wasn't sure of her direction. She was unable to choose just one movement and develop it. Instead she filled pieces with familiar movement which often proved to be unnecessary and superfluous to the idea and direction of the works.

I was rather put off by much of Ms. Wanich's work, for she created scenarios or stills that initially captured my interest but remaining undeveloped, lost their significance. Consequently, I felt abandoned somewhere in the midst of her unfinished ideas.

Ms. Wanich structured her dances with beginnings and endings but seemed to get lost, to run astray between those two points. Her indecision and inability to commit to one train of thought made for uncomfortable, tiring viewing. I sensed that all of the pieces had much more potential than was realized, in terms of movement, music, and structure.

The repetition of the same type of music throughout much of the concert was disconcerting and led me to wonder whether the choreographer chose it because it was handy, rather than suitable to the individual pieces.

Ms. Wanich's works lacked careful choreographic con-

sideration, and as 're-working.' A dance piece calls for repeated examination and fine tuning, and it is anything but weakness to indulge in such a process. Building up, tearing down and rebuilding is the creative process which yields products with body, style and appeal. Ms. Wanich's works need tone to mature, and it is this kind of indulgence that I would recommend to her, for I believe that both her ideas and her dancers have much more to offer than was realized in this performance.



"Dancereach"

SCOTT BRENNER

## American Art Exhibit Opens in Boston

by Andrea Lowen

The current exhibition at the Museum of Fine Arts in Boston traces the emergence of art in America. This exhibit, entitled **A New World: Masterpieces of American Painting, 1760-1910**, features 110 works and over 40 American artists.

As the title suggests, America was a "new" world during the late 18th century. It was a land of space and freedom. American artists increasingly were attracted to those aspects of America that were unique to it. They painted people, landscapes and scenes of daily life, thus endowing their works with an indigenous feeling.

The exhibit begins with colonial Boston and its greatest portraitist John Singleton Copley. His portrait, **Rebecca Boylston**, of a wealthy woman dressed in a satin gown and red velvet cape is painted in an elegant, almost showy manner. However, the strength of her expressive face commands attention, making this a powerful portrait.

The exhibit devotes two galleries to artists whose subject was the New World. Works include the romantic landscapes of Thomas Cole and Frederic Edwin Church and the polished scenic realism of Fitz Hugh Lane and Martin Johnson Heade.

Cole and Church both glorified the American wilderness. Their paintings of untouched forests, breath-taking sunsets and powerful rivers, suggest the magnificence of the world. In their works, nature possesses a spiritual quality.

In contrast, Lane and Heade achieve a peaceful, meditative imagery. Lane's **Owl's Head**, **Penobscot Bay**, **Malne** a detailed scene of the bay at twilight. Time seems suspended in this cool place.

The exhibit enters the late 19th century with J.A.M. Whistler and his avant-garde trend toward abstract theory, and with the

illusionistic artist William Michael Harnett, whose **tromp l'oeil** ('fool the eye') pictures contain slick renderings of cigarette butts, old photos and torn envelopes in a collage-like arrangement.

American Impressionism is represented by Mary Cassatt, William Merritt Chase and John Singer Sargent. The crowd that gathered around Sargent's two full-length portraits is evidence of the popularity of his works. The famous **Madame X (Madame Pierre Gautreau)**, in her low-cut back gown with its diamond studded shoulder straps, is the picture of vanity, beauty and pride. Standing to the side, with her nose in the air, she seems to be surveying the regal figure of **Dr. Possi**, the painting to her left. Robed in red silk bathrobe, he is assured and virile.

Set apart from the impressionists are the artists Winslow Homer and Thomas Eakins. Both painted the American scene and revealed its underlying spirit. For Homer, the rocky Maine coast with its stormy seas and tough fishermen provided subject matter.

While Homer sought truth in nature, Eakins searched for it in people. His salon portraits are described by critics as "honest," because they reveal personality. But, Eakins also painted man outdoors. In **Max Schmitt in the Single Shell**, he painted his sportsman with a detailed clarity. The luminosity within the scene enhances the precise, photographic quality of this painting.

These paintings tell us about Americans in the New World - the people, their daily lives, their beliefs. They reveal to us how much has changed in American life and how much still remains the same.

The show runs until Nov. 13 in Boston. It will open again at the Corcoran Gallery of Art, Washington D.C. from Dec. 7, 1983 - Feb. 12, 1984.

# Happenings

**Muir String Quartet.** Performing October 11 (tonight) in Palmer Auditorium. "The subject of a major feature article in **New Yorker** magazine, the Muir String Quartet burst upon the chamber music world in July 1980." These young musicians have proven that they belong in any listing of the world's premiere string quartets. Curtain time is 8 p.m. Tickets are \$12, \$10, and \$8 with a \$3 discount for students. Subscriptions for the Dana Series are still available.

**R.E.M.**, the Georgia-based combo, will be appearing in the Conn Cave on Saturday Evening, October 22. Tickets will go on sale for \$5 starting October 19. **Tickets will not be sold at the door.**

**Stonington Antique Show.** A collection of antiques to be on exhibit at the Stonington Community Center, Stonington, October 14 and 15 from 11:30 a.m. - 8:30 p.m. and October 16 from noon to 5. Admission is \$3.50

**Navy Birthday - Day Open House.** At the Naval Submarine Base in Groton, October 15 from 10 a.m. to 4 p.m. No admission charged. For more information, call 449-4779.

**Annual Katherine Forest Craft Trust Sale.** At the Slater Memorial Museum in Norwich, October 15 from 10 a.m. to 4 p.m. Crafts people, primarily from Connecticut, will show and sell such wares as dried flower arrangements, jewelry, hand-blown glass, and dolls. In addition, there will also be a food sale. No admission charge.

**"Art of Illustration."** Also at the Slater Memorial Museum, and running through October 28, is this fine exhibit of original illustrations by American artists of the 19th and 20th centuries. Among the works in the collection are magazine and book illustrations by Stevan Dohanos (Saturday Evening Post covers) and Winslow Homer. There are also contemporary illustrations, in-

cluding posters designed by Keith Reynolds of Mystic for the America's Cup. The museum's hours are Monday through Friday 9-4, and Saturday and Sunday 1-4. There is no admission charged.

Still in progress:

**Faculty Art Exhibit.** The show, on display through October 24, consists of recent works by the faculty members of our art department. Cummings Art Center. All are welcome.

**"Eleven Phases of Art" and Richard Lukosius.** Two exhibits on display at the Lyman Allyn Museum until October 30. Museum hours are 1-5 Tuesday through Saturday and 2-5 Sundays. No admission charged.

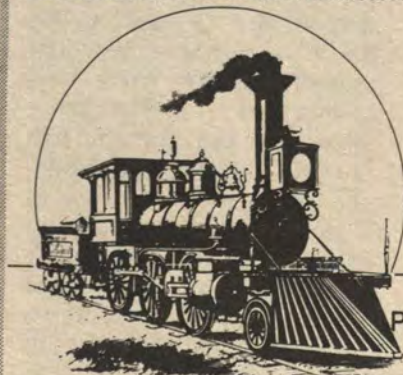
**Children's Film Festival.** Every Saturday through November 12 at the Bill Library, Col. Ledyard Hwy., Ledyard. 10-11:30 a.m., no admission charged. For information on the movies to be shown, call 464-9912.

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# Dan Joseph: Remember That Name

by Kelly Stimmell

Walking down the second floor hallway of Wright dorm, the soundtrack from the musical "Cats" bombards your ears. As you sit quietly in your dorm room, you hear footsteps echoing down the hall, the rhythm occasionally broken by a "hop-skip." Going to the bathroom to brush your teeth, you hear someone tap dancing in the shower stall.

These unusual occurrences, seemingly more at home in a performing arts school, are actually the result of the presence of senior Dan

Joseph. This multi-talented performer is a mixture of humor, vitality, candidness, and charm, as I was to discover in my interview.

Dan's experience in the theatre technically began at the young age of five when he played one of the Von Trapp clan in a production of the musical "The Sound of Music," but his interest in the theatre really didn't get started until he played the lead in "Oliver" when he was twelve years old. The production was sponsored by a community theatre, and it was here, where he was

pampered as the youngest member of the cast, that his enthusiasm for the theatre began. Since then, he has been in a different musical every summer, including "You're a Good Man, Charlie Brown," "Bye Bye Birdie," "West Side Story," "Music Man," "South Pacific," and "Fiddler On The Roof."

His determination and unwillingness to let anything get in his way have a great deal to do with Dan's success as a performer. For example, Dan was once asked to replace a cast member of the musical "A Funny Thing

Happened on the Way to the Forum..." the day before the opening performance. In addition to this being his first professional musical, Dan was forced to learn Act 1 in rehearsal and Act 2 during the intermission of the opening show! Dan's explanation of why he agreed to perform under such difficult circumstances: "When you're asked to do something like that, you just can't say no!"

This summer, Dan chose to audition for a professional production of "Busby," a musical based on the life of Busby Berkely. The audition called for tap dancers and though Dan had very little experience with tap, he showed up at the audition and proceeded to dance in his dockside. Despite his inexperience with tap, Dan's talent was apparent, and he later received the call he was waiting for; he had made it!

His involvement with the musical has been a challenge. He is unable to read sheet music, yet has managed to learn all of the songs in the show. His inexperience with tap has caused him extra blisters, but he has picked up all the steps quickly and claims that he "works best under pressure."

Dan's schedule is hectic at the moment. Majoring in child development and psychology, he is at Conn during the week. On Fridays, he hops a bus to Bridgeport, goes directly from the bus station to the theatre, puts on his makeup, warms up and is on stage at seven thirty. "I live in two different environments. It's almost as if

I'm two different people."

At one point, Dan almost quit the musical. He was receiving pay, but the additional costs of transportation to and from the theatre were adding up. In relation to time and money, he was actually losing more than he was gaining. Dan asked to be replaced after October 15, the day his contract was scheduled to expire, unless the company would be willing to pay for his transportation. At first, he was turned down, but after further evaluation, they agreed to his demands. He is now finishing the entire run, a total of sixty performances.

"The musical, as a whole, is fair," Dan admits. "On the entertainment scale of one to ten, it rates an 8.5. We haven't hit a slump yet, and we're halfway through the performances." The musical has caught the eye of a **New York Times** critic, but the review that Dan is most proud of was published in **The Milford Citizen**: "One young supporting actor distinguished himself by performing a brief captivating Tarzan dance routine. The hilariously funny facial expressions and antics of Daniel Joseph caught the attention of the audience's members, who were unable to take their eyes off him for the remainder of the show. Remember that name."

As for a future in performing, Dan is skeptical. "There are a million people who are great dancers and great singers. You need that special something. But there are a lot of people who have that special something and aren't making it. Talent is more common than people think."

Maybe so, but Dan might be just a little too modest. If you are interested in seeing Dan in "Busby," contact the Downtown Cabaret Theatre in Bridgeport, Connecticut 576-1630. Performances run until October 29 every Friday and Saturday night, 7:30 and 10:00.

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## Philosophy Club: An Alternative

Sue Czepiel

The history of the philosophy of law will be the topic of a lecture given tonight by Professor Jefferson White. Professor White is a Professor of Philosophy at the University of Maine at Orono, and his lecture will be based on Morton Horowitz's book **The Transformation of American Law (1780-1860)**.

Professor White's lecture is sponsored by the Philosophy Club, a group which was formed, according to president Byron White '84, "to do things that are different from the usual extracurricular activities." The club meets Thursdays at 10 pm in the living room of Park dormitory to discuss subjects ranging from religion to crime and punishment. The club's main function, White stressed, is to "establish some kind of club other than sports. We want to give students an opportunity to talk about national and international issues somewhere other than the classroom. Teachers can be intimidating and boring," White said.

The club has been active so far this year

and has begun to make plans, not only for the fall semester, but also for the spring semester. In September, Philosophy Club members attended a lecture at Wesleyan University called **The End of Art**. Arthur Danto, Professor of Philosophy at Columbia University, spoke to students from Connecticut College and Wesleyan, as well as from other colleges. Future plans for the Philosophy Club include a trip to the Whitney and Metropolitan museums in New York to compare modern and premodern art, a trip White called "a follow-up to the Wesleyan lecture."

Later this semester, the Philosophy Club will hold a symposium between various academic departments. Faculty members from different departments will lecture on one subject to try to present several different views of one issue.

Plans for the spring include a trip to the Second New England Undergraduate Philosophy Conference at Tufts University on April 23. White said he will submit a paper called **In Defense of Hegel** to be judged by a panel of undergraduate students from around the country.

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Dan Joseph

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# SPORTS

## Women's Soccer: You've Come A Long Way

by John Markbright

The Connecticut College Women's Soccer Team had just lost a toughie to a highly-touted Trinity 3-0 and Camel coach Putnam Goodwin wore a grin of satisfaction. "We shut them out in the second half. Our conditioning kept us right with 'em!" he said. Trinity scored three times in the first half, but was held to only nine shots in the second. For a team that pounded the Camel club soccer team last season twice by 6-0 scores, shutting Trinity down in the second half could be a sign of things to come.

After an opening 2-0 victory over the University of Hartford in their first game ever, the Camel women booters knew they would be up against it versus Trinity. "We all knew that Hartford was not going to be one of the toughest opponents on our schedule, but in a first-year program, it's a helluva nice way to start," reasoned first year head coach Fran Shields. "Heading into Trinity, we had some key things going for us, especially the fact that we have a lot of players who didn't know of Trinity and wouldn't be psyched out."

The Camels seemed far from psyched out as they came within inches of a goal the first two times they

touched the ball. Fine scoring bids by junior strikers "Bumpa" Halpine and Sharon Ephraim were snuffed out early by Trinity's keeper, Jean Monnes. Monnes, who finished the day with seven saves, was never really tested further after she grabbed senior striker Sally Everett's attempt, also in the early going.

Trinity's experience and ability to capitalize on the Camels' young mistakes were cashed in for three first-half tallies past senior Sheryl Edwards. Edwards, who turned in a fine nine-save second half performance, had trouble handling the rain-slicked ball in the first half. She finished with seventeen saves on the afternoon.

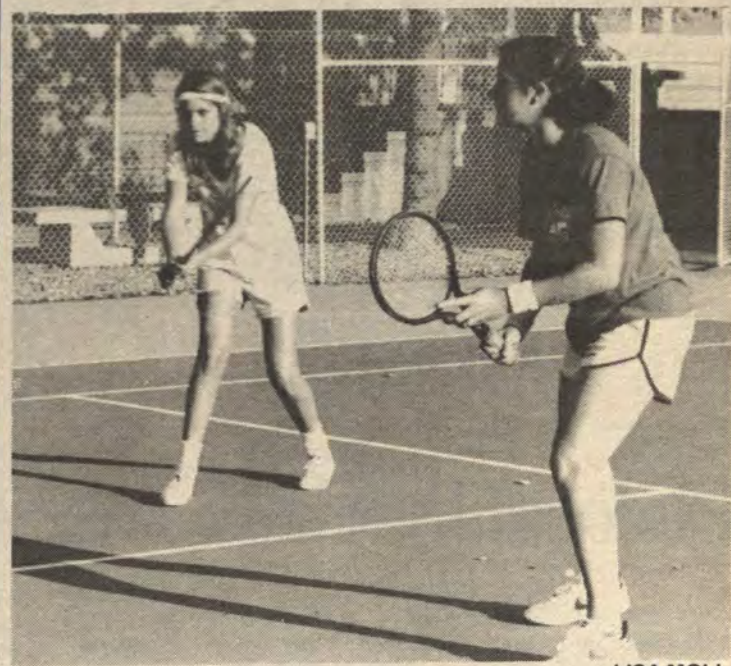
Halpine was clearly the Camels' top offensive threat as she constantly eluded Trin defenders, only to have shots and crosses squelched by the stingy Trinity inner defense. "Bumpa works hard every time she's out there, practice or games. That hard work is going to pay off in the near future," noted Shields.

However, the perpetrators of Goodwin's satisfaction had to be fullbacks Kathy Boyd, Leslie Freeman, and Deb Link, who each played the full ninety minutes. Under heavy early pressure, these three defenders pulled together along with fine support from

four other fullbacks and did the job on Trinity in the second half. "Our defensive effort in the second half was a rallying point for the entire team and should carry over into our next game," said Shields. For the Camels to be successful in the next games, they will have to dig a little deeper on offense as they did in scoring twice against Hartford. Goals by frosh halfback Nicola Weicker and junior striker Sharon Ephraim will need to be duplicated in the future.

Despite the team's new occupation with winning and losing, the 1983 Women's Varsity Soccer Team can only be referred to as winners, for it was the players' hard work under the guidance of Put Goodwin that enabled them to become a varsity. No matter what the season's outcome, their participation as members of a varsity team representing the school and their own pride will be the same as one hundred goals.

NOTE: Traveling to Rhode Island College, the Women's Soccer Squad soundly defeated their opponents 8-0. A total team effort, goals were scored by Suzanne Bohan, Bumpa Halpin, Mindy Eichner, Nicola Weicker, Sharon Ephraim, Daryl Smith, and Rose Battles who put in two for the day.



Maryanne Somers and Joanne Knowlton

LISA MOLL

## Athlete of the Week

The Connecticut College Sports Department recognizes the Tennis team double of Maryanne Somers and Joanne Knowlton as this week's outstanding athletes of the Week for their performance and second place finish in Connecticut's all state tournament. It was the first time a Connecticut College tennis team had a representative in the finals of this prestigious tournament which hosted some of the best teams in Connecticut. UConn won the tournament

## Field Hockey Seeks Second Win

by Tracy Shipman

The most experienced team in NESCAC, the 1983-84 Conn Women's Field Hockey Team, is having troubles coming up with another win to add to their 1-4-1 record. Opening their season with a 1-1 tie against Clark, the lady stickers then went on to win against Wesleyan (1-0), only to be stopped by Trinity 4-0. This loss marked the beginning of a slump for Conn as the team went on to lose 0-1 to Bates and 0-1 to WPI (in the last three minutes of the game).

"There is a lot of talent on the team," said head coach Peel Hawthorne. So far, Tammy Brown ('84) seems to be one of the most consistent players on the Camel defense; and although the offense has not seen enough action to make any one player stand out, Mary Ellen Martine ('85) and Page Preston ('85) are fast, quick, and aggressive players. "When Mary Ellen and Page have a good day and they are on, everything seems to

click," said Hawthorne. Also, the junior varsity team, coached by Mary Taylor, has some very strong players, a couple of whom may be playing some varsity before the season is over. Even with many seniors gone next year, Hawthorne is confident that with this junior varsity next year's varsity will not suffer too greatly.

Playing in goal for Conn are Charlene Toal ('84) and Ashley Ridgway ('86). Neither of whom had played the position prior to coming to Connecticut, are doing a good job minding the nets.

On October 1, the Camels faced Amherst but the game was called at a 1-3 score due to rain. However, Hawthorne pointed out that it was good for the team because "things began to fall together. I could see the team playing the way I knew they could. Amherst scored within the first five minutes of the game, and we came back and scored right after. The team was really concentrating." On October 4th, the stickwomen played at Smith "under the lights." The outcome, however, was not favorable for Conn as they again suffered a loss, 1-3, this score at the close of the first half. In the second half the Camels kept a tight defense but were unable to score.

"In the beginning, it was frustrating because I could not understand why we were not scoring. Perhaps the adjusting for myself and their players presented a bit of a setback, but now I feel that we are starting to make things come together. They have the talent, they just have to want it. And I think with the confidence of a win behind them, we'll be golden," added Hawthorne.

The team's next home game will be Thursday, October 20 at 3:30 p.m. against Tufts on Harkness green.

## Crew Team Heads for the Charles

by Kathryn Smith

On Sunday, October 23, the Men's and Women's Crew Teams will take part in one of the most participated in regattas in North America - The Head of the Charles. This highly prestigious day-long event, held on Boston's Charles River, takes in over two thousand collegiate, secondary, and club team participants from all over the United States and Canada.

In preparation for the event, this past weekend both teams competed in what coaches Claus Wolter and Tom Boyer termed "a Charles warm-up race" - the Head of the Connecticut held in Middletown. Neither coach

placed a lot of emphasis on this racer as a competition, but rather as a gauge where the crews are and what needs to be accomplished before the Charles race.

As far as expectations for the 23rd both teams are looking to do as well as they conceivably can. Boyer hopes that the men's team, the largest that Conn has ever had with forty-four rowers, will be in the top sixteen finishers, coming off nineteenth and twentieth place finishes last year. Wolter's main emphasis is to have fun. "I would like us to do well, but I'd like to have a good time too especially since our main emphasis is in our spring season." Wolter is

pleased with the turnout and enthusiasm so far for women's crew and is looking forward to a good year on the water.

In addition to the varsity teams representing Conn, the alumni CRABS (Connecticut Rowing and Boating Society) will be footing a men's and women's eight. The CRABS are also fundamental in the Conn College "hospitality tent" set up each year for students, alumni, parents, and friends of Connecticut College. For anyone planning on attending this event, the tent will be set up on the Boston side of the Charles, just past the Anderson Bridge, one quarter mile from the finish line.

## Soccer Breaks Losing Streak: Fenimore Unloads

The Connecticut College Men's Soccer team broke a four game losing streak Wednesday by crushing Eastern Conn. in a very aggressive, heated game on Harkness Green. Sophomore David Fenimore led the assault with two goals in two shots to put the Camels ahead (3-0).

In the first half, play was concentrated in the midfield, with both teams feeling each other out. With twenty seven fouls in the first half alone the play was aggressive and yet there were no goals scored. Senior co-captain Jim Brooks

combined with sophomores Tom Liptack and Dave Fenimore to form a Camel midfield wall in what turned out to be a territorial barrage.

In the second half Conn took charge. With only two minutes into the second half, All-Everything Jim Brooks got a step on his Eastern defender and put a well placed shot just by the goalie to score. This goal gave the Camels the needed edge and from there on it was all Conn offense. Midfielders Mike Rosenberg and Jim Crowley both played very well and

were constant threats but the second half belonged to Fenimore. After some mind boggling juggling down on Conn's end of the field, Fenimore received a beautiful pass by Angelo Ziotas and drove the full field to blister shot by Eastern's goalie. At this point both the Camels and the audience were on their feet only to see Fenimore make another drive a minute later. This time what appeared to be a cross shot by the sophomore sensation, curved right around the Eastern goalie into the upper-left hand

corner. According to Coach Lessig "Dave found himself in this game, he had a little bit of a tough time in the beginning of the season, and I think his performance today is a real indication that he's back."

A note on co-captain goalie Chip Orcutt who racked up his first shut-out of the season after many fine performances, Eastern's coach only had one comment "that goalie is a ¾¾! damn magnet." Congratulations Chip. The Camels next game is against Brandeis on Saturday.