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# THE COLLEGE VOICE

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VOL. VII NO. 5

*De te fabula narratur*

NOVEMBER 1, 1983

## Trustee/Student Committee To Be Formed

by Rachel Youree

Presently the main line of communication between the SGA and the Board of Trustees of Connecticut College is the Trustee-Student Committee, a non-standing, non-voting committee on which only the three Young Alumni Trustees stand.

According to SGA president William Kane, a proposal, suggested by the Executive Committee of the board at their meetings on October 6 and 7, is in the works to create a new, formal committee under the board on which other trustees will stand. It would be called the Student Life Committee.

The Executive Board's proposal, as reported to Kane through Dean John King, is an apparent expression of concern about the need for better representation and communication of the needs of Conn's student body, said Kane. He said he does not know who specifically made the suggestion.

The existing committee, headed by the three alumni, chairman Brian Elowe ('81), Kenneth Abrahams ('82), and David Gleason ('83), meets with SGA between four and five times a year when the Board of Trustees come to campus. SGA sets the agenda and discusses issues with the Alumni Trustees, who later meet with the full board. Although all trustees are invited to attend the meeting with SGA, concurrent scheduling of other committees prevents a larger gathering.

It is proposed, according to Kane, that the Trustee-Student Committee, which holds no voting or other formal powers under the board, will become a sub-committee of the Student Life Committee. This will parallel the already existing Education Committee (standing). It is also suggested, Kane said, that the Trustee-Faculty liaison become a sub-committee of the Education Committee.

*There is a need for better representation and communication of the needs of Conn's student body*

The advantage of these two formal committees standing in parallel, according to Kane, would be broader representation at the full board meetings. Trustees standing on student life as well as education committees will be able to express the concerns of both students and faculty to a greater extent.

"The impetus," Kane said, "is to get the trustees more aware of the day to day operations of the school, and not necessarily just through SGA." In order to "open up the whole system," he said, a larger forum should be created to give a greater number of trustees an op-

portunity to discuss issues with students.

Kane's plans to meet with Brian Elowe the weekend of October 29th included discussions on getting more students involved, as well as housefellows and members of the College Voice.

SGA set up an ad hoc committee to discuss and make a proposal to be presented at the Board of Trustees meeting in December. There is still a lot to be figured out, Kane said, including details of the committee's purpose and function.

Commenting on the facility of the current system that represents the needs of the student body, Kane referred to the positive action taken last year.

"The Trustee-Student liaison can have an impact," Kane said. Last year, when SGA said the budget for student activities needs to be raised, it was. "We were living on \$100,000," he said, "and now we have \$140,000." Results could be facilitated in the future, he said, if there is a formal committee.

The Young Alumni

Trustees are elected for a three-year term by each year's graduating class. The senior-most member, Brian Elowe, stands as chair. When his term expires in 1984, Kenneth Abrahams will replace him, and the vacancy will be filled by the next election.

The election process changed this year. Formerly there was one election and majority ruled. Now there will be a general election and the three top vote-getters will compete in a second, runoff election. As with the former system, any senior is eligible for nomination.

## Dorm Presidents and Housefellows vie for Position

by Daniel Collins

This year the executive board of SGA is urging dorm presidents to be more assertive in dormitory leadership than they have in the past.

Brian Crawford, Vice President of SGA, said, "This year we are looking for much more input from the dorms mainly because we are now organized and centralized." "We want dorm presidents to go back and let the dorms know that SGA now has an office and is working as a more cohesive unit."

With this new assertive policy, however, came a certain amount of confusion of the leadership roles housefellows and dorm presidents play in the dorms. This confusion is mostly due to the fact that the housefellow has traditionally been viewed as the dorm authority, whereas dorm presidents have taken a back seat role.

Crawford said, "Dorm presidents have always been defined as one of the dorm leaders by the constitution, but their actual role has diminished in practice." The College handbook states, "The House President shall act as leader of the dormitory and representative of that dormitory to Student Assembly."

Lee McLaren housefellow of Wright offered that this back seat role "many have been due to a domineering housefellow or an unassertive president."

This problem is complicated by the fact that there is no longer a common administrative leader to appeal

to. Beginning this year Marg Watson, Dean of Student Affairs is only in charge of SGA. Margi Lipshez, Coordinator of Residential Life, now runs housefellow affairs.

Crawford said, "In the past we never had to define the roles because both housefellows and dorm presidents were under the same administrator (Marg Watson)." "With two separate and distinct directives coming down from the administration, however, there will inevitably be clashes of interest and some toes may be stepped on."

Dorm housefellows and presidents have agreed that the few conflicts that have arisen, have been dealt with successfully within the dorm itself.

Byron White, President of Park Dorm said, "Neither dorm presidents nor housefellows want to assume dorm leadership for themselves." McLaren added that housefellows and presidents are really working together this year.

## Computer Tampering Prompts Stronger Security

by Linda Rich

Recent reports of people tampering with computers on the Connecticut College campus has caused the computer center to strengthen its security system.

In an attempt to increase awareness within the whole college community, Frank Johnson, Dean to the Faculty, John King, Acting Dean to the College, and Leroy Knight, Treasurer of the College, sent a memo to the students, faculty and staff on October 19. There is a problem of "entry into the computer files by persons who are not authorized to have access to those files." This has affected the work of students and faculty.

Robert Askins, Associate Professor of Zoology, and some of his students have

been using the computer in their study of the ecology of bumble bees. An intruder entered the space and erased the data. The college's PRIME 500-II computer is equipped with the standard back-up system which stores data on magnetic tape to protect files from machine failure or tampering. Much of the information collected on the individual bees had been recorded on magnetic tape. The vandal destroyed a weeks worth of work, creating delays in the study.

Nobody knows who is tampering with the computers, but the intruders left obscene messages in some people's files.

The PRIME 500-II computer was not originally designed for a setting with many different users. However, the company that

designed this computer has recently revised the PRIMOS operating system. This new version of the operating system includes improved security. Converting to this new system, however, must take place while computer usage is low. Marlene Tyrrell, Director of Academic Computing Services, emphasizes that there are problems with implementing this change during the school year, and so the revised PRIMOS system is scheduled to be installed this summer.

Until this new system replaces the existing operating system, Ms. Tyrrell urges the use of passwords to protect files in the computer. Instructions on using passwords have been sent to all people who have space in the computer.

INTERVIEW WITH

DEAN  
FRANK JOHNSON

SEE PAGE 2



# Dean Frank Johnson: 'Facilitator of the Faculty'

R. Francis Johnson became the Dean of the Faculty at Connecticut College in the spring of 1978, after a year as Acting Dean of the Faculty. He received a BA in philosophy from Washington and Lee University. He then went to Union Theological Seminary from which he received a Bachelor of Divinity and a Doctorate in Theology. He has taught at Northfield School for Girls, a theological seminary in Lexington, Kentucky, Smith College, an Episcopal seminary in Austin, Texas, and at Amherst College. He came to Connecticut College in 1969 as an associate professor of religion.

## Interview:

**Q: What is the job of the Dean of the Faculty?**

*A: I have the responsibility for the academic program of Connecticut College. That responsibility is exercised in a variety of ways, very few of them direct. It would be exercised by working with departments and with the chairs of departments when they are discussing curricular needs or curricular changes.*

**Q: But it is you who has the final decision?**

*A: Well no, I don't have the final decision. I have the responsibility within the administration to foster the health of the educational program of the college. But final decisions in some areas can be made only by the faculty voting as a body.*

**Q: Is it you that presents proposed policy to the faculty at the meetings - is that your relationship to the faculty?**

*A: No, the committee of the faculty which considers curriculum matters has two officers. I am the chair of that committee but a faculty member is the secretary of that committee. It is the secretary who presents matters in the faculty meetings for that committee. It is an arrangement with a very long history at Connecticut College.*

**Q: What is your relationship to the faculty?**

*A: It can involve many things: discussing the timing of their leaves, dealing with areas in which there may be conflict between members of the faculty or between a faculty and a department, dealing with questions about promotion.*

**Q: Who makes the decision on promotion?**

*A: Ultimately it is the board of trustees but effectively it is the president. The president will finally make his recommendation to the trustees and they will not overturn his recommendation. If they were to overturn a recommendation of his [the president], it would be a serious vote of no confidence. So effectively it is the president who makes the final decision after a long process of consultation and review by a faculty committee. I make decisions about adding additional sections [of classes]... There are certain discretionary*

*funds which I allocate. I manage the fund in the annual budget to assist faculty members in research, in going to professional meetings.*

**Q: Do you decide which faculty members would get the money for research over other faculty members?**

*A: Yes, normally it is done democratically so that everybody gets something. The amount of money and the number of applicants come together to determine the individual awards. People get different amounts of money. Sometimes they are going to incur larger expenses. But I make the decision about how much money will go to that individual.*

**Q: To define your position in a couple of sentences would be to say that you coordinate the faculty and that they answer to you. That you are, in essence, their boss in that they have to answer to you, that you have control over them in this way.**

*A: I wouldn't want to use the word control but it is a shared responsibility in the management of the college. Faculty members are not employees in the ordinary sense although they get their salary from the college. But they participate in decision-making that effects the future of the college, the future of the life here, the quality of educational programs, what we expect of students. In that sense faculty members are all managers of the academic program. They are all participants in deciding what kind of educational goals we will pursue and I suppose I would think of myself more as a facilitator than a boss in furthering our common commitment to the very best that we can offer our students and the best in the sense that the faculty can offer each other - it's very important for a faculty to understand in a way that we all educate each other and without that kind of stimulation it would be much less satisfying and it would be much less lively.*

**Q: What is the criteria for choosing a Dean of the Faculty? What makes you qualified for the position?**

*A: Of course the selection is the president's. After consultation. I think it is important for the Dean of the Faculty to enjoy doing administrative work. I spend a lot of time answering correspondence or receiving telephone calls or interpreting our faculty regulations simply responding to inquiries, meeting members of the faculty who come with questions about courses or about leaves... I must work with the treasurer in handling budgetary matters, in dealing with the assignment of college owned rental housing to faculty members. So there are many kinds of mundane details that require attention. And it is important that they be handled promptly and, I trust, with good humor. Doing all that day to day work seems to fit me*

*personally and I find pleasure in it. I think the Dean of the Faculty must have a wide measure of tolerance for differing views and differing temperaments and maybe even the idiosyncracies of all of us. A faculty, it seems to me, is one of the most delicate social organisms in creation. It can't be managed like IBM or CITICORP. You don't have the same leverage that a business executive has. It operates more in terms of consensus and in terms of persuasion. And so a Dean of the Faculty must be willing to work that way and have some skills in persuading his or her colleagues.*

**Q: You said that the selection is made by the president after consultation - who does he consult?**

*A: When I was finally his [President Ames'] choice he had consulted the Faculty Steering and Conference Committee.*

**Q: Do you think that the Faculty Steering and Conference Committee adequately represents the views of the entire faculty?**

*A: In general I think that it does. It may not be an ideal system of faculty representation but it works reasonably well.*

**Q: What do you think is the value of a liberal arts education?**

*A: A liberal arts education broadens the perspective on life for anyone who works seriously in that kind of educational environment. It broadens one's acquaintance with other cultures, other forms of human relationship. And I think it must inevitably make an individual both more tolerant and resilient. I have fairly frequently talked about the value of a liberal arts education as helping the individual learn to tolerate uncertainty. One learns how to live in a world where there are no absolutely definitive answers to the important questions. Someone said, I've forgotten the name, but "there is a simple answer to every complex question and it is almost always wrong."*

**Q: When you make decisions where do you get your information from and who do you consult?**

*A: This is kind of a circular answer -- I get my information from the sources which I think are important in relation to a particular decision... I also consult to the extent that I consider necessary in order to get a conclusion that will enjoy support. I'm looking for decisions that will be respected widely enough so that they will stand when I have made them. So that I consider myself the representative of the faculty but not automatically the voice of the majority opinion of the faculty.*

**Q: Why is that?**

*A: Because I make my own assessments and may conclude that a majority opinion needs to be altered and may*

*work quietly to alter that opinion or to shift the majority in another way so that I consider my responsibility to be one of leading as well as listening and it would seem to me that anyone in a democratic society - any congressman or senator - is in a similar position. I try to do what I judge to be in the best interest of the college as a whole, which I would also judge to be in the best interest of the faculty in the long run. If the college is not healthy, happy, effectively managed, then the faculty will surely suffer. But I would not automatically say that faculty salaries ought to be raised by 50 percent and damn the torpedos and scuttle this, that and the other program. And if we don't have students and we don't have an effective environment then the faculty positions are not going to be worth much for very long.*

**Q: Do you think that there are problems in the communication between the administration, the faculty, the students and the trustees?**

*A: Since there are limits to time and energies I suppose that we always fall short in explaining points of view and talking out issues before decisions are made. I don't think that any of those failures when they occur are deliberate. They occasionally result derived from fatigue or distraction. In comparing our administrative structure with that of other similar colleges I think it is very clear that this administrative staff is much smaller and is more heavily worked... And that's the way in which I account for perhaps occasional slip-ups and the failure to make positions clear enough.*

**Q: When decisions such as faculty cuts and the athletic center or the proposed humanities center are made do you consult the faculty?**

*A: Yes.*

**Q: How do you do that?**

*A: We have a Long Range Planning and Development Committee which has both faculty and student members. Building plans and long range academic plans are discussed with that committee.*

**Q: And do you sit on this committee?**

*A: Yes, I do. And in talking about the humanities center - the renovation of Palmer Library - we have gone through several stages of talking about that. The first ones that obtained to the stop because no funds or inadequate funds were available to renovate it... So it's a process of doing what seems best and wisest given the constraints of times and the availability of people and there's not always a standard set way of carrying out the assignment of talking to others.*

**Q: And how does the faculty in general feel about the athletic center?**

*A: [laughs] Well, I guess I don't know in terms of general reaction. I think the decision that we needed then was widely*

*supported. In terms of percentage I just don't know.*

**Q: How does the decision making process in the administration work?**

*A: The decision finally to build the athletic center was made by the Board of Trustees.*

**Q: And who recommended it to the board?**

*A: The president at the top of a long chain of discussion which involved people who had worked on the committee on Connecticut College's future... Given the best of all possible worlds I would have hoped that [the renovation of Palmer Library] could have been done first. That would have been my preference. But I was persuaded that the athletic center was at least a more visible need and more urgent immediately because it had a direct impact on certain aspects of student life. And many people said to us that it had an impact on the perceptions formed by visitors to our campus who are potential applicants for admission.*

**Q: It would make our college more sellable?**

*A: Yes, right, I think that is probably what it comes down to.*

**Q: So when the president makes decisions he's very heavily dependent upon the advice of the other members of the senior staff?**

*A: That is right. He has certainly respected the work we have done and the recommendations that we make.*

**Q: So you really work as a group?**

*A: We work as a team.*

**Q: Decisions, while they come out of the president's mouth, are not just his.**

*A: That's right.*

**Q: Do you think that as the Dean of the Faculty you enjoy the confidence of the faculty?**

*A: Yes.*

**Q: Did they elect you?**

*A: No.*

**Q: Did the president go to the faculty and say--?**

*A: No, he consulted with the Faculty Steering and Conference Committee.*

**Q: But not the faculty as a whole?**

*A: No, not as a whole. There is not a tradition at Connecticut College of any dean being elected by the faculty. It has never been the practice at this college.*

**Q: So your relationship to them is not really their representative.**

*A: Well, I would go back to the terms I used earlier. I cooperated with and I am facilitator of the faculty.*





# Campus Safety

**Oct. 17, 3:00 pm-** Trespass. Suspicious person previously warned off campus was seen by an officer leaving the campus. The man said he was in Addams Dorm looking for a "friend." He would not give the "friend's" name. He was warned that a repeated "visit" of this type would make him subject to arrest.

**Oct. 17, 10:18 pm-** Trespass. Pick-up truck with 2 male occupants turns away at main gate. Truck was later noticed parked blocking chapel entrance. When occupants returned and were questioned, they named a fictitious student which they claimed to have been visiting.

**Oct. 18, 7:15 pm-** Theft complaint in Smith-Burdick. A first floor room was broken into and an estimated \$725 worth of stereo equipment was missing. The New London police were brought in to assist with the case. The investigation continues.

**Oct. 18, 8:00 pm-** Theft complaint in Branford. A theft of a purse, wallet, checks and college ID card was reported. Room left unattended for 3 and a half hours. Another student reported seeing a female cashing of the missing checks at a local liquor store. The liquor store owner had, in the meantime, contacted the police. A suspect along with two accomplices was apprehended.

**Oct. 19, 2:18 am-** Noise complaint Smith-Burdick

**Oct. 22, 2:52 am-** Noise complaint Lambdin

**Oct. 22, 4:00 pm-** Noise complaint and reported fire extinguisher discharge on 2nd floor of Larrabee. Warnings issued.

**Oct. 22, 6:50 pm-** Vandalism. Students report broken light pole by north tennis courts.



College Press Service Warhorn

## Week of Nov 5 Dedicated to Nuclear Arms Education

by Linda Rich

The nuclear arms race cannot be ignored. The Connecticut College Students for Global Peace has set up a series of films and speakers to address this issue on campus. The week of November 5 has been nationally designated as a week of education. Hundreds of colleges and universities across the country will be sponsoring events to help inform people about the nuclear arms race and what can be done to stop it.

### CALENDAR OF EVENTS

**Saturday, November 5** - The widely-acclaimed feature film "The Atomic Cafe" will be shown in Palmer Auditorium at 8 PM. An uproarious and yet sobering collage of civil defense film footage from the 1950s along with newsreels depicting atomic testing in Nevada, "duck and cover" drills carried out by school children, official pronouncements by national leaders including Truman and Eisenhower, this movie graphically records the dawn of the nuclear age and the extraordinary insouciance with which the American people greeted it. Admission: \$1.

**Sunday, November 6** - Michael Burlingame, Associate Professor of History, will deliver a sermon on "The Arms Race or the Human Race?" in Harkness Chapel. Service begins at 7 PM.

**Sunday, November 6** - The new version of the classic documentary film "War Without Winners," featuring Paul Newman, will be shown in Dana Hall following the Film Society's screening of "Who's Afraid of Virginia Woolf?" (10 PM).

**Monday, November 7** - "If You Love This Planet," the Helen Caldicott film that the Reagan administration tried to label "FOREIGN PROPAGANDA" will be shown in Dana Hall at 7:30 PM. Afterwards, Dr. David McMahon, chief of psychiatry at the Backus Hospital in Norwich, will discuss the medical and psychological implications of

**Tuesday, November 8** - "Weapons in Space: The Next Arms Race," a slide show, will be given in Oliva Hall at 7:30. Peter Didisheim of the Union of Concerned Scientists, will lead a discussion of President Reagan's "star wars" proposal after the slide show.

**Wednesday, November 9** - "The War Game," the most powerful and graphic of all films dealing with nuclear war, will be shown in Oliva Hall following the Film Society's screening of "Bus Stop" (10 PM). This film was made for the British Broadcasting Corporation, but the British government found it so disturbing that they censored it, and refused to allow it to be shown on British TV.

**Thursday, November 10** - A symposium on the arms race, with President Oakes Ames and members of the faculty (including William Rose of the government dept., David Robb of the religious studies dept., and Michael Burlingame of the history dept.) will be held in Oliva Hall. Before the discussion begins, the film "The Last Epidemic: The Medical Consequences of Nuclear War" will be shown. The event begins at 7:30 PM.

**Friday, November 11** - The film "Gods of Metal," an examination of the moral and ethical issues raised by the nuclear arms race, will be shown in Oliva Hall at 7:30 PM. Afterwards several current and former workers at the Electric Boat Company, which manufactures the Trident submarines, will discuss their experiences and answer questions from the audience.

Following this discussion, the week of education concludes with a party that will long be remembered. THREE COLORS play in Conn Cave to benefit the movement to stop the arms race. Come as your favorite atomic weapon. Enjoy beverages that will make you glow. From 10 til 2, for \$2.



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# VIEWPOINTS

## Beirut: The Mourning After

by John H. Sharon

Whenever American soldiers are killed in the line of duty, it is customary to honor the dead and pay quiet homage to the victims' families. And so it was in the United States last week, in the aftermath of the savage bombing attack on Marine headquarters at the Beirut International Airport. The blast, which took the lives of at least 216 Marines and injured scores of others, appeared to be a major setback for the promotion of peace and stability in the Middle East. But for many Americans, politics doesn't seem to matter much anymore.

What does matter is that hundreds of families across the country will not be setting an extra place for dinner this Thanksgiving, since many of the Marines that were killed were scheduled to go home by mid-November. And what matters also is that many of those injured in the attack will spend the next few days, weeks, or even months confined to the lonely corridors of military hospitals overseas.

Yet perhaps what evokes the strongest emotion from all of us is that no one — not President Reagan, not the Lebanese government, and especially not the surviving Marines in Beirut — can adequately define the exact nature of America's role in the present conflict. True, the Marines were sent to Beirut along with French, British, and Italian troops as a part of the "knights-in-shining-armor"

force designed to ensure order in the war-torn region. But the undeniable fact remains that no government or battalion of troops has been able to provide stability in the area for decades, and we must therefore question the motive of establishing the International Peacekeeping Force in Beirut in the first place.

Still, the troops were deployed and Americans are dying. We at home seem to have reaffirmed President Reagan's belief that leaving Lebanon in response to the recent bombing would only worsen an already terrible situation. But what about the Marines themselves? The morale of the replacement troops from Camp Lejeune, NC was said to be at "fever-pitch high," but many of the faces on the evening news revealed one simple emotion: fear. A Marine in Beirut, identified as Cpl. Walter, was not afraid to speak. "I only wish now that President Reagan would pull us out," he said after the attack, and a buddy nearby added, "We are speaking for everyone."

America was in mourning last week as hundreds of young men lost their lives for a cause no one is really sure about. Families lost their sons, and it is difficult for the grieving to care why. President Reagan owes this country not only an immense apology for committing our forces to Lebanese soil, but also a sufficient explanation as to why some of the Peacekeepers will never be coming home.



"YEAH, BUT IF WE PULL OUT, LEBANON WILL JUST DEGENERATE INTO CHAOS!"

### Very Good Public Schools Exist

To the Editor:

I would like to respond to Lakshmi Rajan's letter "Public School: You Get What You Pay For." It is an incorrect generalization to say that the major difference between public and private education is that private school students have to work harder for their grades and are therefore more prepared for college. More than half of Connecticut College students receive public school educations. There is no evidence that public school students are less prepared for college than private school students. Because a school is private does not mean that the education it offers is superior to an education offered by a public school.

I graduated from Bloomfield High School in Bloomfield, Connecticut. My high school is public. The teachers made substantial academic demands on the student body. The students, including myself, had to work very hard to get top grades. I received an excellent education in Bloomfield and was more than adequately prepared to meet the demands of college. My school is not the only public school that provides a good education to its students.

In addition, perhaps public school students receive better educations than private school students because of the ethnic, racial, and socio-economic diversity found in many public schools. Going to school with individuals from different backgrounds is in itself an educational experience that prepares a student for the real world which is not composed of homogeneous individuals.

It is an oversimplification to imply that public school education is inferior to private. Very good public schools exist as do very poor private schools. The motivated student will seek extra work and learning opportunities if not sufficiently challenged in either type of school. The extent to which a student succeeds in college is reflected by his or her willingness to learn and to work hard.

Lisa Synoradzki

### You're Invited

In an effort to encourage interaction between faculty and students the Voice plans to sponsor weekly teas. Each week several faculty members will be formally invited. All faculty members and students are invited to attend.

Thursdays  
4:00 - 5:30  
the College House

### Forum Tonight

Speakers will be addressing the subject of America's intervention in Grenada and its global implications.

7:30  
in  
Conn Cave

### Quote of the Week

*There are some things which cannot be learned quickly, and time, which is all we have have, must be paid heavily for their acquiring. They are the very simplest things, and because it takes a man's life to know them the little new that each man gets from life is very costly and the only heritage he has to leave.*

ERNEST HEMINGWAY



## THE COLLEGE VOICE

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## Cutting Substance While Building Surface

by Jennifer Price

Focus is the new newspaper intended to inform faculty and staff of campus events and issues. The faculty and staff also have access to the Communicator, the View, the Sportsletter, the Alumni magazine, the monthly events pamphlet, weekly SGA minutes, faculty steering committee minutes, various letters from department chairmen, President Ames, Leroy Knight, Frank Johnson, and other administrators, and the Voice. All of these publications inform them of campus events. Only one, the Voice, raises issues by providing space for faculty and student opinions and arguments. All of the others are published by administrative agencies.

Jane Bredeson claims "Focus is a vehicle to get information out which is purely informational." (sic) But this information is far from objective. Focus is a mouth-

piece of the administration. It says what the administrators want it to say in the way they want it said.

*it is ironic that we should invest time, labor, and funds in what is essentially propaganda.*

Focus does not reveal iniquities in or opposition to administrative policies. Dissenting points of view are simply not presented. Indeed it is only sensible for the administration to espouse their own point of view, but one must see Focus for what it is — a vehicle of the administration to provide information — and question why Connecticut College needs, or feels it needs, so many duplicate sources of information.

It is inefficient and extravagant to repeatedly present the same "facts." At a time when the school is trying to save money it is ironic that we should invest time, labor, and funds in what is essentially propaganda. And at whom is this propaganda directed? Ourselves.

A small school like Connecticut College does not need dozens of pretty, optimistic PR publications to remind (or convince) its students, faculty, or staff that it is a thriving, culturally and intellectually rich community. It does seem, in the words of Eugene TeHennepe, that all of these "publication(s) for talking to ourselves about ourselves... are cutting substance while building up the surface."

An events calendar, such as the Communicator, an administrative paper which provides room for dissent and is distributed to the entire college community, and a community newspaper would be sufficient.

## Education and Self-Determination

by Bland Addison

A liberal arts education is a great engine of liberty, enabling the individual to realize to the fullest his or her capacity for self-determination. Students upon hearing about this grand service they have purchased for a mere \$40,000 sometimes think it curious that an institution whose goal is the cultivation of human freedom should then proceed to restrict individual choice by such things as degree requirements and compulsory readings. This is, I believe, the same paradox Rousseau had in mind when he said that "men shall be forced to be free." Freedom is not the absence of restraint as are wont to believe some underclassmen who have escaped parental authority for the sweet republic of anarchy on the second floor of Morrison. Freedom is instead the realization of one's potential as a conscious and moral being. It is particularly sad for a college educator to find this great potential apparently suffocated in young minds whose options have already been circumscribed by such dictums as "history is boring" or "philosophy is not a marketable skill." **Homo sum, humani nil a me alienum puto** should be the motto of a liberal arts student, but the richness and complexity of human experience is not plummeted in its entirety either on the back benches of the Pub or the moonlit nooks of the Arboretum. Ergo: pop-tests, grades, and professorial glowering.

There has been some debate in these pages as to whether such freedom is ever realizable as long as the liberal arts college holds itself responsible to the body politic **extra muros**. The pedagogical reformers of the sixties, now apparently in disarray throughout academia, were at the least, it seems to me, right on target in insisting that ivy-halled education had to be relevant to the society at large. Thus, students have every right to ask what their scholastic training is going to do for them once they enter the Real World. Self-determination would be quite hollow indeed if it did not enable the individual to actualize in some real sense his or her potential for creativity, love, and moral action beyond this citadel on Route 32. I should add quickly that the relevance of any particular subject of study does not depend upon either its prevalence in contemporary culture or its utility in society; a rich and variegated exploration of the motto proclaimed above necessitates an openness to even the most esoteric of human concerns. On the other hand, it also does not follow that such actualization is achieved once one finds a comfortable slot within the cogs of bourgeois capitalism. Self-realization, resting upon the ability to see humanity in the most diverse of intellectual endeavors, also necessitates seeing beyond the limitations imposed upon human knowledge by a particular society. The difficult question

of how an institution can inspire such a critical awareness when its very operation depends upon its prosperity within that society is unfortunately not easily answered.

Critical awareness arises in part from the method of liberal arts instruction, which is ultimately designed to make students think for themselves. Contrary to the commodity notion of education, a liberal arts college is not like a supermarket where one goes down the lanes picking up a little literature, a little music, an economy package of sociology, and a variety pack of science. It is instead a process, one in which the questioning of an assumed cultural heritage leads students to discover who they really are and how they can best express their own reality. To be successful, this process must take place within a community, that is, within a social organism whose disparate parts treat each other with respect, that is, as self-determining beings. Here truth is not some static phenomena, inscribed upon the blackboard, preserved in notebooks, and licensed by the degree-granting authority. It is instead a condition that arises from the process of mutual understanding that connects human beings within the community. The depth of this connection is illustrated in the fact that the very self-definition of a teacher is inextricable from the self-definition of his or her students, and vice versa.



## Remembering Hemingway

by Tim Pratt

Ernest Hemingway the writer cannot be dissociated from Ernest Hemingway the man, for his art was an expression of his life. The tough, clipped style of his writing, and his stoical philosophy, best expressed by his famous formulation "grace under pressure," are inseparable. Perhaps this accounts for Hemingway's triumphant success, not only with critics and scholars, but with the general public as well. He offers the reader an ethos of courage and individualism that can have relevance even to the most sheltered of lives. Indeed it may be this sympathy between reader and author that explains his unique position in American Letters. Hemingway strives not to lecture the reader, or dazzle him with intellectual virtuosity, but to relate simply and honestly what he has learned from a difficult and adventurous life. Somewhere near the end of **Islands in the Stream**, the hero, as he is

dying, reflects that he wishes he could remain alive to pass on to others the knowledge he has gained. A person's obligation to share his knowledge is one of Hemingway's themes.

Perhaps too much emphasis has been placed on Hemingway's position as spokesman for the "lost generation," for this seems to limit his timeless and universal appeal, and implies that his philosophy was the outgrowth of certain experiences unique to a particular phase in history. Hemingway's lasting popularity, especially with the young, indicates that he is more than merely the chronicler of post-war disillusionment. I predict that Hemingway will be read with greater interest as American youth search for a realistic response to the demands of the twentieth century. His tough humanitarianism and unwavering integrity seem to embody modern man's deepest moral hopes.

Ultimately, the structure of this relationship must not be shaped by any power other than right reason and integrity of argument. Neither coat-and-tie authority at the lectern nor barefoot willful heteronomy on the examination can excuse a process that does not lead to the making up of one's own mind. As to the matter of relevance introduced above, it arises not from the subject of study but from the degree that the teacher imbues any subject and the teaching process with life-felt concerns — something that cannot happen in the teaching supermarket. When members of the educational community fail to treat each other with respect, when they fail to recognize the self-determining humanity of each other, a sort of self-violation occurs. This is a terrible sickness to watch progress across faculty meetings, student assemblies, and the classroom. The pursuit of individualistic interests (for funds, for advantages, for grades) ravages the vital interconnections of the

teaching-learning process.

Now, how does all this speak to the issue of the new gym? It would be a sad limitation of our motto to say that it does not apply equally to the Euclidean beauty of a twelve-foot jumper, in traffic, or the Promethean nobility of a flagging runner, now in second place. However, these do not seem to be the sort of issues over which the debate on the gym is being contested. Instead, as I understand it, the real issue is how the college might advantageously respond to the demands of the educational marketplace. Responses to external stimuli are not, unfortunately, the best principles by which an institution that embodies the notions of self-determination should operate. One might well ask what that institution would do if it were forced to be free.

**Bland Addison is a visiting assistant professor who says his reception at Conn College makes him feel like family.**



# OP ED

## Impact of West on Asia

by Naresh Duraiswamy

Aspects of the Western ethos and way of life have influenced to varying degrees the life styles of practically all societies in Asia. For instance, European and American influence is felt in contemporary Asian music, dance, literature, and even in the theatre. It has also had an impact on day to day attire, cosmetics and the like. Western influence is largely a colonial legacy but also is now transmitted by means of the cinema, the television industry, the major international press agencies, most of which are based in the United States, the more widely read journals such as Time and Newsweek, and through much of the paper back novels which are widely read by the more affluent, residing in the cities of Asia. Western influence has also been transmitted by the economic impact of the multi national corporations which are mostly American dominated industrial concerns.

This influence has stirred a sense of individualism in societies that aren't very individualistic, fostered more individual creativity in the fine arts, and brought about an aggressiveness in interpersonal relationships. Persons in the

East, nowadays seem less preoccupied with notions of duty and obligation as in the past, but look more in terms of self interest. Extended families based on notions of filial piety are gradually being replaced due to the force of economic necessity, by nuclear families. This economic framework providing the incentive for change is largely a capitalist one which is a mere extension of that of the West. Pragmatism is being more emphasized rather than the idealism sanctioned by the splendour and elegance of the past. In the literary sphere, traditional Asian styles of poetic expression are often being disbanded, for bold free verse; characteristic of contemporary western poetry. Quite a few contemporary literary figures in the east, feel that the stilted language of classical fame, often obstructs the free expression of human feeling, in the modern context. Thus the Western impact upon Asia has considerably permeated many aspects of the Asian life style. However this is by no means universal. Most of the rural peasantry which constitutes the overwhelming majority of the Asian population is unaffected by any European or American

influence. This influence is largely confined to the urban upper middle income groups or upper income groups which however dominate the entire socio-economic structure.

Western influence upon Asian culture has provided a refreshing alternative to much of the traditional norms and values which at times, due to the force of age old tradition, have stifled the spirit of individual freedom and creativity. It has introduced a new mode of thinking more in tune with the modern nuclear age into which all of us have been thrust. It has encouraged a more world affirming attitude, and less of the metaphysical mysticism amongst many Asians. This is imperative for social and economic progress. But on the other hand some of the European and American cultural impact, has pitilessly torn apart much of the legacy of the great civilizations of the east. This impact, largely a result of the colonial subjection of the east to the west, was intended by the colonial authorities, to reshape Asia in the image of the West, so as to make it easier to enforce their

power. The colonial policy of assimilation aimed at Asians being de-Asianized and thus was inherently, a racist, chauvanist one. It was based on the false ideology that the whites possessed a superior life style. Hence many negative traits are found in this impact of the West upon the East. It was negative in that it sought to replace the whole complex of civilized values, cultural, economic, social and political

which characterizes Asians, by something alien, to the collective Asian soul. It failed in this attempt, needless to say, for Asia remains distinctively Asian with all its grandeur and uniqueness separate from the West. It was positive in that it modified and revised our sense of identity, so as to enable us to better face the challenges of the modern age. In this, it succeeded, and was good.

## Hand Gun Control

Thirty-one Americans will be shot and killed by handguns today. Pete Shields is trying to save some of these people.

Shields, chairman of Handgun Control Incorporated and author of **Guns Don't Die - People Do**, couldn't save his 21 year old son, who was murdered as he innocently unpacked his lacrosse equipment from his car.

Shields is after tougher handgun control laws in the United States, a country where 11,258 citizens died of handgun wounds in 1981 alone. He is endorsing the Kennedy-Rodino Handgun Crime Control Act, legislation that would require federal registration of handguns. The United States is the only nation in the developed world which places virtually no restrictions on handgun availability.

If laws remain the same, there is a one in five chance that you or a family member will suffer handgun violence during your lifetime. Do something to change that.

Pete Shields and Handgun Control Incorporated need your help and support. For more information, write him at: 810 18th Street, N.W.; Washington, D.C.; 20006.

A film, "The American Handgun War," will be shown on Thursday, November 3 at 7:30 in Conn Cave and at 10:00 in J.A. living room.

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# Arts and Entertainment

## Not Understanding Is No Excuse For Not Seeing

We, the audience of the art world, often shy away from exhibits because we cannot understand what the artists are working towards. However, in the presence of today's art such an excuse becomes more and more feeble. As seen in two exhibits, "Richard Lukosius-Works on Paper," and "Eleven Phases of Art," now in their last week at the Lyman Allyn Museum art transcends our stereotypical notions of what it should or should not be. Art varies as the ideas of the day vary. There need not be only one expression of art that we all comprehend. Each artist uniquely reaches us with his work, communicates to us through some expression, makes a statement with another expression, or perhaps merely experiments with an idea.

Richard Lukosius' watercolors on paper experiment with the intensity and energy of color on space. Throughout the exhibit Lukosius plays with the effects of violets, blacks, blues, and reds. In "Akiko" he has applied sweeps of deep red in the center of the canvas, flooding out to blues and violets in the upper left. "Cool Flow," a quick curve of blue,

violet and black, and "Teruyo," separate swirls of orange, blue and vivid green, are energetic shocks of color. In all works, the compositions are clean and flat, preserving the integrity of the planes.

An examination of several of the works exhibited in "Eleven Phases of Art," continues to impress us with a wealth of different expressions. Color is of utmost importance to Alberta Cifolleli. Her works are abstract expressions of landscapes. In "No Name Prairie," Cifolleli exhibits her preference for violets, blues, and pinks, mixed more than layered, with quick strokes. The emphasis of the landscape is on color and the action and gesture of combined color. The canvas is full and the colors explode from it, creating a veritable smorgasbord for the eye.

The art of Leonard Everett Fisher also moves the viewer beyond the surface facts of representation. In "Fallscape," yellow and orange leaves soar across a dark background of trees. We are struck with the quality and feeling of autumn leaves. Nothing else is essential. Fisher's bold canvas is in itself the crispness of autumn. His art statement

reads, "I have never been interested in surface facts and natural aspects as I have been in creating truths that could only exist in my art."

The art of George Englert appeals to us in yet another way: it revels in exact representation. His scenes of suburban life depict in a linear and precise manner suburban neighborhoods in their quiet splendor. Englert gives special attention to the minute details of trees, houses, fences and street corners.

Pam Holeman also employs realistic techniques to portray the female figure. The figure intrigues her as a design element. In "White

Continued on page 8



Water painting by R. Lukosius

photo by Lynne Pogmore

## R.E.M.: Powerful and Impressive

by Christopher Burrell

R.E.M. played to a receptive crowd of 570 people Saturday night in Conn Cave despite the apparent disinterest that plagued students the previous week. Their last stop on a tour that began in the spring proved to be well worth the wait, as R.E.M. put on a powerful and impressive show.

The group was preceded by a warm-up band called "Let's Active," from North Carolina. "Let's Active," relatively unknown to most students, performed some danceable tunes but, contrary to its name, was not as energetic as R.E.M.

The crowd seemed to feed off the explosive sounds of R.E.M. as Bill Berry, Michael Stipe, Peter Buck, and Mike Mills stepped on to the cluttered stage and opened with "Moral Kiosk." The inaction during "Let's Active" was transformed into frenzied dancing in the limited space.

Peter Buck, the lanky guitarist, took advantage of his extra space on the stage as he jumped and leaped to his powerful strumming. His emotional moves charged not only the crowd but also the rest of the group whose intensity remained consistent throughout the concert. The lead singer, Michael Stipe, was absolutely engrossed in the music, keeping a tight, passionate grip on the microphone and often times breaking into maniacal dancing, as if he had to release all the energy which the music had built up in him. The boyish looking bassist,

Mike Mills, also jumped and shuffled to the strong beat.

The sound of R.E.M. bears the influence of their home, Georgia. The music is a progressive mixture of blues and rock 'n' roll. It is a special sound but somewhat overworked in most of their songs. Even several new songs which they played at the concert held to this theme.

R.E.M. turned from their fast paced music to their slow folk tunes for the first encore. The crowd was again enthusiastic for R.E.M., but this

time they were also grateful for relief from the penetratingly danceable music. The band started off with the popular song, "We Walk," from their "Murmur" album.

The faces of the crowd were still damp with sweat, as R.E.M. jumped on to the stage for the second encore. Still pumped, the group broke into the powerful jumping tune, "Box Cars," from their first record release, Chronic Town. Explosive dancing was the only response acceptable, and the crowd sensed it.

## 'Night of the Iguana' Cast

Casting has been announced for Tennessee Williams' "The Night of the Iguana," the fall theatre production sponsored by the Theater Department and Theatre One.

Sophomore Peter Downey will play Reverend Shannon and Freshman Andrea Bianchi will portray Maxine Faulk. Jessica Hecht, who was seen in the recent workshop production of "Metamorphosis" will play the part of Hanna Jelks. Tom Hildreth, also seen in "Metamorphosis," will play the part of Nonno, the "world's oldest living poet." Supporting roles will be taken by Diane Doyle as Charlotte Goodall, Sue Gilman as Miss Judith Fellows, Chris Fallows as Hank, Scott Lowell as Pancho, and Reed Lange as Pedro. Peter DiMuro, who directed last spring's musical "On The Town," will be playing the part of Jake Latta.

"The Night of the Iguana" is being directed by visiting artist Peter Feldman of the Living and Open Theatres. Mr. Feldman also directed "Metamorphosis" and is currently teaching for the Theatre Department.

The play will run the weekend of November 17th in the East Studio of Crozier-Williams.



by Courtney Taylor

**..Connecticut Academy of Fine Arts 73rd Annual Exhibition.** This show opens at the Slater Memorial Museum in Norwich on November 6 and runs through December 2. The museum is open Monday-Friday from 9 to 4, and Saturday and Sunday from 1 to 4. For more information, call 887-2506.

**..Tarzan Brown Mystic River Run.** This annual road race will be held November 6 at 1:30, the start and finish lines in front of the New Mystic Community Center. It is a fun race to watch (in the past, several C.C. students have run and won awards), but for those who are daring enough to participate, there is an entry fee. For information about entering the race, call 536-3575.

**..Martha Proctor: One Man Show.** The recent works of Martha Proctor will make up this exhibit that opens at the Lyman Allyn Museum November 6 and runs through the 27th. The museum's hours are Tuesday-Saturday 1-5 and Sunday 2-5. No admission charged.

**..Conn College Film Society:** Wednesday, November 2, 8 p.m., Oliva Hall: "Bedazzled" (1967), with Dudley Moore and Raquel Welch; a comedy about a short order cook saved from suicide and

offered seven wishes for his soul.

Sunday, November 6, 8 p.m., Dana Hall: "Who's Afraid of Virginia Woolf?" (1966) with Richard Burton, Elizabeth Taylor, and George Segal; a couple verbally abuse each other during an evening spent with a younger couple. Admission for both movies is \$1.50.

**..Faculty Recital.** John Anthony will play the organ in Harkness Chapel on November 4 at 8 p.m.

**..Guest Recital.** The Hopewell Consort (Concert Demonstration of Early Music and Instruments) will play in Harkness Chapel at 3:30 p.m. on November 6.



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# Mayhew to Retire After 38 Years at Conn

by Priscilla Gelgis

Edgar DeNoailles Mayhew, professor of Art History, will retire in May 1984 after completing thirty-eight years of teaching at Connecticut College. His tremendous knowledge of Art History has touched upon thousands of students during his career. Many of his students think it is unfortunate for the college to lose such a fine professor, but they are happy they were able to share in his knowledge during the years.

Mayhew became interested in Art History while taking two courses in the subject during his undergraduate career at Amherst College. He later received a masters at Yale University and was given a fellowship to attend Johns Hopkins University where he earned his Ph.D.. In 1945, he joined the Connecticut College teaching staff as the only art historian. The department expanded in 1954 with the appointment of Professor McCloy. At the present time, five professors constitute the Art History Department.

The Art History Department is the biggest "service department." "We hit almost everyone in the college within the four years students are here," remarked the professor. "Usually students want some basic knowledge of art so they take the survey course." Mayhew enjoys teaching both large lectures and small classes and he only hopes it "opens people's eyes."

Mayhew gets satisfaction by hearing from students who have taken his classes. Each year he receives postcards

from former students who have visited places he'd discussed in class. "I'm in Paris and it's better than you said!" read one postcard. When alumni return, they are amazed and happy that he is still teaching the same course. "When alumni come back and talk to you about your course, you realize that you haven't just talked to the wind!" he exclaimed.

Mayhew receives a favorable review from his students. "Mr. Mayhew makes the class," stated Nancy Snyder who is currently enrolled in Mayhew's American Art course. "He is an excellent professor because he thoroughly enjoys what he's teaching and he projects that to his students. His sense of

students. A party equipped with balloons and bunnies followed to celebrate Mayhew's seventieth birthday.

In addition to teaching, Professor Mayhew is the Director of the Lyman Allyn Museum. When not teaching at Connecticut College, Mayhew spends his time at the museum organizing exhibits, the lecture series and antique shows, as well as gathering museum items. He is currently looking for museum pieces with New London origins.

In 1950 a Hartford bank which held the trust fund for the Lyman Allyn Museum approached the President of Connecticut College, Rose Mary Park, hoping the college would like to run the museum. Park consulted Mayhew and he agreed to take over. When McCloy joined the staff, he became co-curator with Mayhew. The team worked to renovate the museum by replacing walls and restoring the building's interior. In the 1960s the gallery studios were built and the museum almost doubled

in space.

The museum closed its doors in 1970 and held a year long fund drive. The money was used to support the museum. Each year the museum needs \$200,000 to operate, yet it only receives \$90,000 from its trust fund. Therefore, Mayhew has to develop ways to raise the balance and keep the museum operative. He does this through various museum activities.

Mayhew has just in-

Continued on page 9

*When alumni come back and talk to you about your course, you realize that you haven't just talked to the wind.*

humor makes otherwise hard to follow material palatable," remarked senior Art History major George Simonoff. On Monday, October 6, Mayhew was surprised to flip his slides and find a "Happy Birthday" appear on the screen, courtesy of some devoted

## Not Understanding is No Excuse for Not Seeing

Continued from page 7

Dress Series No. 2 - Tulips" the earth tones of a woman on a solid background contrast intriguingly with the drape and fold of her white eyelet dress. A bunch of white tulips with bright green stems add to the serenity of the woman's gazing face. Holeman clearly enjoys this puzzle of design.

Sculptors Roger DiTarando and Jan Riviere also delight in the puzzles of form. DiTarando's "The Village Elders" illustrates his ability to give sculpted forms personality and mood, even when these forms are animals. In this work, three long beaked birds huddle together, cocky and wry, their chests puffed out. They could easily be

human.

Riviere works from the human form "as a means of expressing human feelings and ideals — an instrument toward an end, not an end in itself." In her "Terracota Friends" two little girls sit talking. They are intent in their conversation, their arms and legs in circular positions. The terracota is not completely smoothed out, and the girls are almost part of the mound they sit on, giving the work a natural and gentle quality.

We are the audience of the art world. Not understanding is no excuse for not seeing. Art reaches toward us. We must reach toward art.

## Ford Speaks at USCGA

by Cliff Melowitz and Tracy Hassan

Gerald Ford spoke at the Coast Guard Academy Hendrick Fellows Program on Monday, October 24 in Leamy Hall. He did not trip on the way, drop his notes or hit his head on the podium. Rather, he was poised and dignified; he spoke eloquently and was interesting but vague.

Ford began by speaking of the previous day's terrorist attack in Lebanon in which 225 Marines were killed. He called it a "tragic day in American history" and recommended that the United States exercise sound judgement and "do what is right." He briefly described the roles of the President and Congress during times of crisis and illustrated his points with reference to the Korean and Vietnam wars. Ford stated his opposition to the 1973 War Powers Act under which the President must obtain Congressional approval before committing forces to a combat situation. He maintained that this was an encroachment on the President's power as Commander-in-Chief, and that it

was impractical to notify and consult with Congress in time to make an emergency decision. Ford also mentioned the "Communist Threat" and spoke of the executive and congressional responsibilities

in the development of foreign policy. In addition, he shares Reagan's commitment to "peace through strength" and enthusiastically approves of the President's support of a strong military.

**Q:** WHAT DO YOU CALL A MAN WHO LIED TO CONGRESS AND THE AMERICAN PEOPLE WHILE CONDUCTING AN ILLEGAL WAR, RAN THE FILTHIEST CAMPAIGN IN HISTORY, GOT RUN OUT OF OFFICE UNDER THREAT OF IMPEACHMENT, AND AVOIDED JAIL ONLY BY A PRESIDENTIAL PARDON?

**A:** Respected ELDER STATESMAN.



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## Female Profs Earn \$5,000 Less

WASHINGTON, D.C. (CPS) — The average male faculty member last year made over \$5000 more than his female colleague, and continued to get higher raises, reports the National Center for Education Statistics (NCES).

The gap between men's and women's faculty salaries has widened steadily since a 1977-78 low of \$3500. Last year it reached \$5374, the NCES reports.

The report shows there were 76,508 male professors last year, compared to only 9654 female profs. At the instructor level, however,

11,735 were women, while 10,527 were men.

Tom Snyder, an NCES analyst, believes the salary-gender gap will narrow as more women work their way up the ladder and achieve more seniority.

"Another reason for the discrepancy," Snyder says, "could be the salary differences among different fields of study. More men, for example, teach in engineering and computer science fields, which usually have higher pay scales than other fields.

Male faculty members

received higher raises last year — seven percent — compared to 6.7 percent for women. Men out-earned women at every academic level.

Overall, male teachers earned an average \$28,394 in 1982-83, compared to \$23,020 for women. The salary difference between men and women varied from \$1100 for beginning instructors to nearly \$4000 for professors.

"The growing gap between men's and women's salaries clearly shows that there is still a lot of discrimination against women in education," says Judy Touchton, associate director for the American Council on Education's Office of Women in Higher Education.

Even considering that many women are newcomers to higher education and may teach in lower-paying fields, "the report is proof that the progress women made in the seventies is still far from finished," Touchton says.

Furthermore, "the proof is only the first step. Based on this information, institutions need to look at themselves and see that men and women with comparable years of service are getting paid equally."

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# Life on the College Green

by J. Bradley Wade

Although the average Connecticut College student often seems not to have a great deal of interest in or enthusiasm about current issues on campus, he can frequently be caught sneaking glimpses of the Vassar newspaper in the library, boasting about the high-quality food at Smith, or weekending at Williams, where he has learned of the excellent ski conditions in the area. Yes, the grass usually does seem greener on the other side of the fence, doesn't it? Boosting the school spirit of our rather complacent little crowd here at CC by the Sea, is neither my aim nor my desire; I've simply chosen to take advantage of where the students' interest lie and hence take a look at some of the issues arising on other New England campuses.

Recently **The Bowdoin Orient**, "the oldest continuously-published college weekly in the United States," has been faced with competition from a new campus newspaper subsidized by the Bowdoin College Republicans. **The Patriot's** stand on political issues will be, according to its editors, moderate to conservative and will, if all goes well, counteract to some degree the liberal stand of the **Orient**. The editors of **The Patriot** complain that, however old and traditional the **Orient**, it is characterized by "unfounded allegations, faulty research, and frequent

misquoting." **The Patriot** will attempt to place great emphasis on international news and cover college events from a conservative perspective. I understand that their first subscriber is enormously fond of jelly beans.

Tradition is indeed being challenged at Bowdoin. The administration has decided to pull deans out of the classroom, breaking the age-old policy of the college which states that governing officials will continue to perform as teachers as well as administrators. According to President Greason (former professor of English), "There is an urgency about administrative matters and a significance in teaching matters," which makes it difficult to perform in both positions effectively. The Dean of the College stated, "Teaching administrators are not particularly good for the students, when they may be good for the administration."

The candid writer, considering himself accountable to no one other than himself, will be found the target of intense criticism when expressing a point which is widely unpopular. The editor of **The Wheaton News** is certainly no exception. Apparently, Editor-in-Chief Patricia Walsh condemned the Wheaton College Student Union in a recent editorial after the Union apologized to the Jewish community for planning a "mixer" which coincided with Yom Kippur. According to Miss Walsh, the

Student Union's apology was "not only illogical but a faux pas." "Frankly, I see no wrong in holding any event on Yom Kippur... To restrict the social activities of the entire Wheaton community because it may conflict with the beliefs of some members of one group or another is ridiculous... To be truly non-biased, the Student Union must treat all religions equally by being neutral..." Some of Miss Walsh's criticism from other students included this: "We are disgusted and disappointed by the overt bigotry displayed and moreover are concerned with the mental health of the editor." Well, need we say more for the advantage of coeducation and the problems to which mixers can lead?

Even if Wheaton does feel compelled to hold mixers, the students are warned to go easy on the booze. The college is now home to an anti-alcohol group which is "working with the Health Advocates for the implementation of dorm programs concerning alcohol education which is an aspect of residential life being stressed this year." Among other things, the group plans to hold workshops for the campus bar employees, present a play during Health Month, and post signs reading "What does Wheaton drink?"

The crackdown-on-alcohol spirit has even spread to Wellesley where the college has revised its alcohol policy to read that "nowhere on the

campus is it permissible for a person under 20 years of age to be engaged in the consumption of alcohol." Before this recent revision, the policy was - more or less - "what a student did in the privacy of her room was her business." Perhaps what prompted this shift in policy was a recent drunk-driving accident on the Wellesley campus in which three Harvard students' car collided with a utility pole and rolled over, leaving one of the men in serious condition.

But all of this is on the other side of the fence, and it is now time for us to return to the problems at hand: evading skunks on the Green at night and dodging those damned little pizza-mobiles!

## RTCommunity

by William L. Wheeler

With two, two-day workshops spaced over a four-week period, Writing Center Director Theresa Ammirati took a giant step to lessen a problem confronting the RTC community, a problem unique to Connecticut College's older students: re-entry anxiety.

"I wanted to ease their anxiety about re-entry into school, if not relieve it," she said. "I wanted to give them specific and useful information."

Director Ammirati's information included guidelines for effective note-taking and study techniques, as well as the components of a strategy for writing papers and essay exams: outlining, focusing, thesis-developing, and self-questioning.

Linda Aub, President of the RTC Association, and John Cortese, the association's treasurer, organized the two-hour, late-afternoon sessions held at the RTC lounge in Branford House on Sept. 20 and 21, and Oct. 11 and 12.

"We do not have an indoctrination program or a

peer-support group on campus as the resident students do," Linda said. "The RTC organization is trying to provide that -- to help them adjust to the school process. We thought a workshop would help them brush up on writing skills."

It worked, according to Robert Kovacic, Writing Center student aid and member of the class of '86. "The RTCs I've talked to were pleased," he said, "and they brought others back with them."

An average of seven Return to College students attended each workshop.

"Worthwhile? Oh yes, even if it was done only for a couple of people," said Theresa Ammirati. "I see RTCs in the Writing Center with questions and concerns that are different from those of the traditional undergraduates. I want to give them an awareness of the Writing

Center and what we offer. Their first step is complicated. They lack confidence. They have an academia-anxiety due to writing."

Ammirati's remedy -- a step-by-step strategy -- impressed the RTCs.

"Their response was definitely positive," said Linda Aub. "They said she brought up the things they had problems with. Theresa broke down a barrier. Now they know where the Writing Center is, and feel comfortable with her. Those are major accomplishments: awareness of college services and comfort with them."

Writing Center Director Theresa Ammirati said she plans to conduct similar RTC workshops in late November and intends to announce their location, dates, and times in the *Opsimath News*, the RTC newsletter.

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Continued from page 8

produced an education program in the museum which focuses on educating youngsters about art. On the average, three schools a day make their way through the museum rooms to admire the historical pieces of art. In the past special lectures on China, Japan and Mexico have been provided for the students. This year, Iran will be the focus. In the spring the museum will collaborate efforts with the Coast Guard Academy and will put on an exhibition during the Coast Guard's graduation weekend.

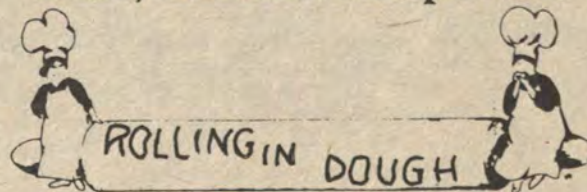
Recently the museum developed its own incorporated board of directors and became independent of Connecticut College. The museum continues to maintain a friendly relationship with the College, and often students go to study in the museum's quiet and pleasant library. "You can put your feet up and we even serve you coffee," Mayhew remarked with a smile. "It's a nice adjunct to the college and it's free," he added. The library is especially useful for art history reports since the

museum's books are tied into the College Library catalogue system.

Mayhew is on a reduced teaching load this year and will finish his career with his spring semester course. His retirement from Connecticut College will give him even more time to devote to the Lyman Allyn Museum. Although Mayhew will be greatly missed at Connecticut College, he may easily be seen at the museum where he will still maintain his directorship.

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# SPORTS

## Conn Gets Athletic Trainer

by Tracy Shipman

This year, for the first time, Connecticut College has a full time certified athletic trainer. A native of Torrington, Connecticut, Cathy Horne comes to Conn after receiving a BS degree from Ithaca College and a M.Ed. from the University of Virginia, where she did her graduate work. While attending classes at UVA, she also worked as an assistant trainer at Longwood College in Virginia.

"I was impressed by the

interest everyone took in who the athletic trainer would be. I was told that the students were great, and the atmosphere at Conn was very friendly. Also, the construction of the new sports complex was a very appealing feature of the college, and a major factor in my decision to come here," Horne said.

Right now the training room is located in the infirmary, with access to only one whirlpool. In the new training room that will be in the new sports complex, Horne hopes to have two

whirlpools, a hydroculator, an ice machine, at least one padded treatment table, a knee rehabilitation machine, perhaps an exercise bike, and in the long run, ultrasound treatment. Most of this equipment is used by other trainers at other colleges in the area as well as fellow members of the NESCAC, and it will be a tremendous asset to the athletic program at Conn.

In addition to her duties as head trainer, Cathy teaches two athletic training courses offered this semester to students interested in the training program and-or becoming student trainers, seven of which are now under her supervision. "Hopefully, in the future, I would like to eventually offer more of a follow up to the athletic training courses for those students who are interested," Horne said. With the coming expansion of the athletic facilities, there indeed may be the desire among students and the need to broaden the training program as well here at Conn.

## Men's Cross Country Wins

by Kathryn Smith

The men's cross country team was recently successful in defeating Clark University in a close 27-28 race on October 22. Conn was able to place five runners in the top ten on the six-mile course. Top finishers included: 2nd, Dave Mangione (33:32); 3rd, Ned Bishop (34:07); 6th, Eric Mathie (35:54); 7th, Len Ellentuck (36:01); and 9th, Tom Bialek (40:35). Also scheduled to compete was Quinnipiac, who forfeited, giving the men a second win for the day. The women were also scheduled to run against Quinnipiac. Both teams now stand at 2-5 in dual meet competition.

## Results of Charles Regatta

by Kathryn Smith

The unofficial results are in for the Crew Team's recent performance at the Head of the Charles on October 23. In the women's race, Conn's championship eight boat fared better than last year, moving up a notch to a 22nd-place finish out of forty entries and beating a number of boats whom the Camels row against in the Spring Dad Vail Regatta. The women's club's eight boat faced tough

competition and placed 18th out of 26. "I'm very satisfied with the team's performance," commented Claus Wolter, coach for the women's team. "It was good weather and it was a good time for all. And I think that the team rowed well."

The men's championship eight came in 27th out of 41 entries, falling behind only three Dad Vail competitors. The men's youth eight, comprised of all but one

freshmen and racing against several more experience rowers, placed 23rd out of 26. Two alumni boats raced for Conn -- the women finishing 37th and the men placing 33rd, both out of 40 entries.

The majority of Conn's rowers will now come off the waters and begin land training for the winter months with the prospect of returning to the water on February 15.



Women's crew team

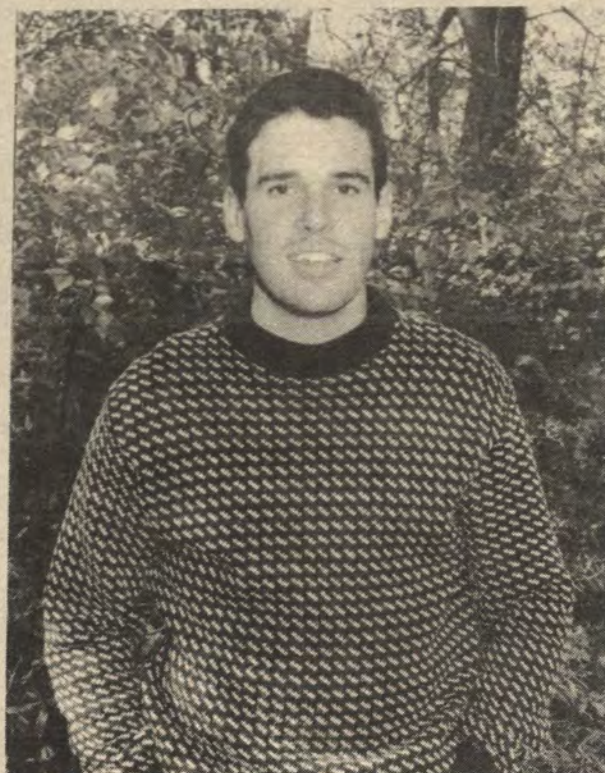
photo by Lisa Moll

## Women's V-Ball Seeded 3rd

Congratulations to the volleyball team's recent impressive third seeding in the NIAC (Northeast Intercollegiate Athletic Conference) Tournament held at

On Saturday October 22, the women traveled to Vassar to compete in an invitational tourney and finished the day in third place, with ten teams

day-long event. The team fell to Fordham University in three games in the semi-final match, finishing with 7-5 record for the day. Junior tri-captain Jane Ach was



Brendon O'Donnel

photo by Scott Brenner

## Athlete of the Week

The Connecticut College Sports Department is pleased to announce Brendon O'Donnel as this week's Outstanding Athlete of the Week for his incredible performance in the recent Hawaii's Iron Man Triathlon. Out of more than 1000 participants registered, Brendon finished 120 in the grueling competition that included a three mile swim, 112 mile bike race, and a twenty-six mile running marathon. This accomplishment surely must be considered one of the greatest by a Connecticut College athlete.

## Flag Superbowl



HEY, LENNIE, YOU EVER HEAR OF A MARSHALL-PARK TEAM?

by J.P. Nahill

It is upon us folks. The sporting event supreme is just a week away. The bookies in Vegas are formulating their odds and spreads to prepare for some overwhelming bets on the one and only Flag Football Superbowl. Rumor has it that the Marshall-Park team have sold their dorm televisions in order to take out an insurance policy protecting their franchise quarterback Ronnie Lott who was acquired under ambiguous recruiting tactics. The opposition, Hamilton-Wright, is a bit worried and hope that their Dave Bowers-Andrei Loyd offensive duo can offset the highly touted Marshall defense. The result looks like a great game and all should try to attend.

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