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THE COLLEGE VOICE

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NOVEMBER 17, 1983

SGA Scrutinizes Private Party Policy

by Marc Martin

The private party policy of Connecticut College is presently being scrutinized by the Student Government hierarchy. The main issues of the controversy are the practicality of the existing policy and the determination of who is responsible for enforcing it. Also being discussed is the policy toward underage drinking. The reality of the problem is that no one desires to accept the burden of responsibility.

The private party policy, as it now stands, is that all non-student organization events which have over ten people must be reported to the chairman of the Student Activities Council, George Newman, three weeks before the desired date. All parties not approved by SAC constitute illegal private parties. Furthermore, alcohol served at private parties can only be served to students of legal drinking age. Therefore, as SAC chairman George Newman said, "All underage parties that have alcohol are in violation of the social honor code of Connecticut College, and should be treated as any other social honor code violation."

Many SGA members agree that house councils are responsible for enforcing the policy since they are the authority of each dormitory. However, this fact is met with

apprehension by house council members. As Larrabee house president Stacy Baron stated, "How can a house president enforce the policy without causing antagonism within the dorm?" Other members of house councils similarly expressed they had no desire to be dormitory "police," considering the unpopular implications of that role. Paul Ciarcia, housefellow of Jane Addams, offered another popular viewpoint saying, "People underage should be responsible for their own actions and the house council should not be responsible."

The reality of the problem is that no one desires to accept the burden of responsibility.

Some students suggested that the Judiciary Board should enforce the policy, but as Hal Sizer, chairman of the Judiciary Board said, "Nobody would be happier than the J-Board if the lines of enforcement were clearly defined. J-Board is not a police force, it is in the judiciary branch. It would be a conflict of interests if we were in the police branch as well as the judiciary branch. In real life, you wouldn't want

the police to try the offenders."

Most students questioned were unconcerned and uninformed about the private party issue. One student (who chose to remain anonymous) spoke for many when he expressed his thoughts on the issue of the burden of responsibility: "If it's the

Honor Code, then the students should (enforce the policy) but in reality, who is going to report a private party?" Freshman Bob Esmond stated his viewpoint on the policy: "Now it's in transition... I noticed the difference since the beginning of the year. There are going to be a lot of problems if they try

to really strictly enforce it." As George Newman said, "We don't want to stop people from drinking, just their attitudes (toward the importance of beer at parties)." SAC and SGA want to encourage discussion of this issue on campus so everyone can facilitate the clarification of this controversy.

Role of SGA Discussed

by Ellen Bailey

On November 2 at 6:30 p.m. in the Conn Cave, the SGA discussed redefining their role at their weekly meeting, which required all Housefellows and Judiciary Board members to attend.

A recent incident of vandalism in Wright Dorm's first floor bathroom, which caused about \$4000 worth of damage, provoked the discussion. Ordinarily, SGA would participate in handling cases of vandalism, but because it was slow to react, the administration stepped in and met with the members of Wright Dorm, without notifying SGA.

SGA president Will Kane was concerned that the administration undermined SGA's authority. He felt that SGA must react more quickly to incidents of vandalism and theft.

"There is a system of communication, and it must

be kept," Kane declared. He wants to prevent a breakdown of communication between SGA, House Council, and administration. In order to keep the system intact, SGA must be aware of serious incidents of vandalism and theft that occur in dorms and within organizations. SGA should be consulted in serious incidents, said Kane, because it is supposed to serve as a "liaison between the students and administration."

The role and responsibilities of House Councils and House presidents was also discussed during the meeting. According to the student assembly minutes, problems in the dorm must be discussed with the house president who in turn will notify the proper authorities. The house councils are responsible for deciding how to handle cases within the dorm, and they are to uphold all rules.

The lack of uniform procedure in the college catalog, SGA constitution, and honor code was discussed at the meeting. Kane said there will be a meeting with John King, Dean of the College, about this problem.

Laurie Anderson, publicity director of the SGA, suggested that members of SGA, House Council, and Judiciary Board read over the constitution in the College Handbook. With their input, Anderson felt that discrepancies and any problems in the constitution could be better resolved. In addition, they would be better able to understand their positions and how to act when a situation such as vandalism occurs. She also suggested that next year's orientation for freshmen include a meeting about the SGA constitution so that new students will better understand how SGA, house councils, and J-Board work.

'Poitier's Son': Con Man Not A Conn Man

by Linda Rich and Christopher Tobin

David Hampton, alias David Poitier, entered the Connecticut College campus in a taxi on Saturday, September 17. Two days later, campus security escorted Hampton to the train station. The college bought him a ticket to New York City and sent him on his way.

Charged with burglary, petty larceny, theft of service, and jumping a turnstyle in a New York subway, Hampton was arrested on October 21. He is now being held on Riker's Island in New York on \$13,000 bail.

These two events are not unrelated.

Daniel Gerard, a Connecticut College junior and resident of Freeman dorm, received a phone call on September 17 from Hampton who explained that he had been mugged and needed a place to stay. They had met twice before. Though Gerard had plans to be out of town for the weekend, he agreed to let the man he knew as David

Poitier stay in his room. Hampton asked Gerard to leave some spending money, adding that he would leave a check for the use of the room. Gerard then left his keys with a note at the gate house instructing campus security to turn the keys over to David Poitier. Before Daniel Gerard left, he had asked his friends to "keep watch" on the weekend guest.

Hampton was more than the average guest. He told everyone that he was Sidney Poitier's son, though the famous actor had six daughters and no sons. Hampton obtained permission from Tom Smith, the housefellow of Freeman, to attend the Sunday night dorm meeting. He told students that the film version of the Broadway musical "Dreamgirls" would be shot on the Conn campus and that Columbia Studios, the production company, would pay \$500 a day to the extras chosen from Conn's student body.

There were 40-50 students

at the dorm meeting, says Smith, and the majority of the people believed the story. Some concerned students, however, reported the incident to Dean of Student Affairs, Marg Watson. There had been no request made to the college by any film company to use this campus as a film site. "Poitier" was brought to Dean Watson's office where he repeated his stories for the dean and Mr. Charles Richards, Director Campus Safety. The young man explained that his ID was in his wallet, which was in his Porsche, which had recently been stolen. He responded to questions confidently, says Richards. His story was very plausible. After further investigation, however, the college discovered that some of the addresses that Hampton reeled off were incorrect. When Jane Bredson, Assistant to the President, contacted Columbia studios, she discovered that they knew nothing of the movie "Dreamgirls."

Campus safety believes that the incident here was of little or no consequence, and they did not pursue it. The alleged David Poitier was a friend of a student, and that student positively identified Poitier. What nobody realized, however, was that when Hampton left, he took with him an address book of another student, senior Robert Stammers. Making use of the names and addresses in this book, Hampton continued his game.

The young man explained that his ID was in his wallet, which was in his Porsche, which had recently been stolen.

In New York City he called the parents of people in the address book, claiming to know their son or daughter.

Then he told them that he had been mugged and needed a place to stay. He was given hot meals, sometimes clothes and often some spending money. Hampton entered the home of Osborn Elliott, Dean of Columbia School of Journalism and also the home of Jay Iselin, President of Channel 13. Hampton was unaware that these two families were close friends. According to *The Village Voice*, Mrs. Elliott is the daughter of a criminologist and "has the instincts of a sleuth." Her testimony formed the major complaint against Hampton and led to his arrest.

The victims of Hampton's crimes were people who believed his smooth lies and handed him money out of kindness. "He certainly knew the intricate details of both the Harvard and Connecticut College campuses," says Iselin. "And although he isn't the son of Sidney Poitier, David Hampton is certainly a

Continued on page 7

Bilingual Ed Preferable to Mainstreaming

by Debby Heminway

Bilingual education should supplement and not replace foreign language programs. Schools are not public work projects, but are institutions to educate. A bilingual community should be refelcted by a bilingual educational curriculum and not be mainstreamed into Anglo-Saxon classes.

These and the following were main points presented by Dr. Luis Fuentes in his lecture, "Bilingualism and Mental Health" at a symposium on Puerto Rican Mental Health on October 28. A great deal of controversy surrounds the issue of the Hispanics' apparent inability or unwillingness to acculturate to life on the mainland.

Spanish is not an inferior language and Spanis-speaking people are not stupid. Hispanic children cannot excel in English-speaking classes because there are few, if any, facilitites and services provided to help their socialization and adjustment to North American life. Like any other immigrant group,

the Hispanic struggle with language difficulties. When schools fail to recognize and respond to immigrant childrens' need for linguistic help and cultural support, botht the children and the schools suffer.

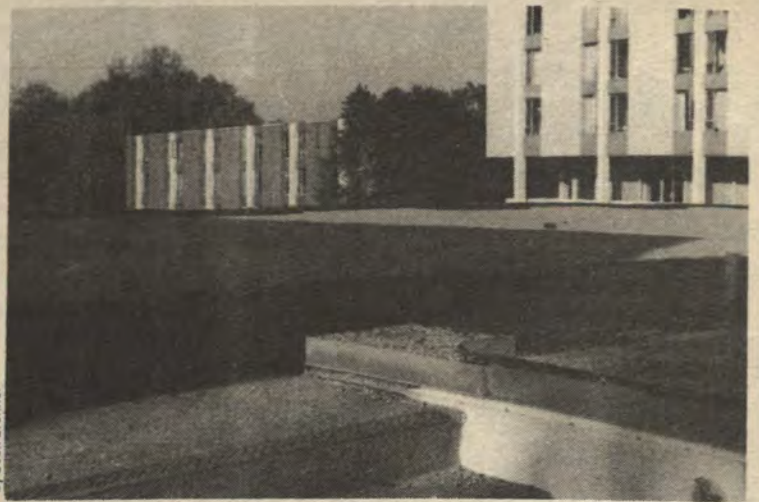
The Hispanic population recognizes its need to organize politically in order to facilitate the development of self-help social services. With time, greater awareness, and a stronger sense of unity, the Hispanics will be better able to provide for themselves. In the mean time, we must educate ourselves, recognize and attempt to reduce our racist attitudes and diescrimatory behavior toward Hispanics and their culture. With such changes, both groups will feel less hostile and will benefit from what the other has to offer and from what we can do

Feeling misunderstood, inferior and the brunt of many jokes, Hispanic children withdraw and become despondent. Unable to understand their lessond, students quickly lose motivation and fall behind. As

a result, they are inappropriately placed in special needs programs. Not only does the child and his family suffer from the accompanying stigma, but the school system must fund a special needs program which is certainly more expensive than hiring a few bilingual faculty members. Expenses are not cut, nor are the childrens' needs met.

Bilingual and bicultural education systems have a great deal to offer. The immigrant child is a resource that should be tapped to allow him to develop pride inhis own cultural heritage and to teach Anglo-Saxon children another way of life.

Current discussion about bilingual education is a reaction to the realization that present school systems have failed. As many Hispanics "progress" through the education system, their IQ scores decrease. Psychological problems develop in children who are laughed at and shunned, and whose language and culture are rejected. An emotionally troubled child cannot learn well, regardless of his nationality.



Harris Roof

Harris Roof Refurbished

by Anita Erwin

Harris roof has recently undergone repairs, thus completing a project begun some years ago. At that time, Physical Plant replaced the southern half of Harris roof when it was found to be in poor condition. Work has recently been finished on the northern half of the roof, also found to need repairs.

According to Don Little, Director of Physical Plant, the recent job proved the most difficult because it involved removing the concrete sidewalk with a crane in order to get to the wood layers underneath. A walkway will be built from these wood materials to replace the concrete sidewalk, and should be installed before winter sets in.

purposes as the former deck, and will be decorated with planters. The delay on the building of the deck is due to the coming winter, when Physical Plant's priorities revert to the interior problems of the college buildings.

Don Little felt that replacing a flat roof every twenty years or so is not an unusual need. Although this is a costly venture, it is a problem that the college deals with on a regular basis. Every summer, time is spent on repairing roofs, which is considered routine general upkeep.

The last few years have seen major repair work done on the Crozier-Williams gymnasium, as well as on Bill Hall. Last summer, the roof deck on Katherine Blunt dormitory was also replaced. The next major project, if approved, is the restoration of the Jane Addams dormitory roof.

A recreational deck to replace the original one is still in the planning stages. Although there is no definite timetable for the deck, it will eventually serve the same

Students React to

Overseas Involvement

by Shannon Sullivan

The attack on the U.S. Marine base in Lebanon and the recent show of force by the United States in Grenada have aroused emotions in students who are often politically apathetic, and have raised questions about the disinterest which generally pervades the Connecticut College campus.

On October 27, following the car bombing which killed over 260 U.S. Marines in Lebanon, the Mid-East Awareness Group focused its attentions on a discussion of the incident. About twenty-five students attended. According to Ruth Hornstein, a member of the Mid-East Awareness Group, this was a relatively good turnout.

Hornstein feels that Conn is less active than most college campuses and that the students are mostly self-concerned. She added that, "the Mid-East Awareness Group was organized as a result of student apathy to current events and world issues."

On November 1, a forum entitled "Grenada and its Global Implications," was

held in Conn Cave as another attempt to inform and include students. The forum was organized by an unaffiliated group of about 15 students. Although many members of

plained that the group simply represented "some concerned students who thought something needed to be done."

Even though the forum was organized in less than a week, approximately 250-300 people attended. Chowning was pleased with the numbers the forum drew, but felt the attendance was primarily a result of the enormous publicity before the forum. Chowning feels her group is not at all reflective of general campus concern, and commented that, "the apathetic attitudes of students is pathetic."

Still, the Grenada forum drew an impressive number of students who came with heated opinions and open ears. Hornstein, who is also a member of Students for Global Peace, felt the forum was "an excellent means of discussing the issue and informing students." She "would hope to think the Grenada forum represents a turn toward students taking more active stances," but fears that the forum was atypical.

Chowning ended saying, "let this group and this forum be an inspiration for other people."

the group are also members of Students for Global Peace. Martha Chowning, an active organizer of the forum ex-



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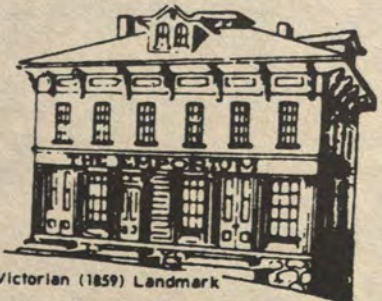
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Cibes and Frasure On Grenada

by Karen Weldon

The following questions are excerpts from recent interviews with William Frasure and William Cibes, Associate Professors of Government, on the United States military action in Grenada. Frasure and Cibes took part in the campus-wide faculty forum addressing the Grenada issue.

Frasure

William Frasure, Associate Professor of Government:

Q: By publically rejecting the overtures made by Maurice Bishop, is it possible that the U.S. created the conditions in Grenada that apparently necessitated an invasion?

A: Perhaps, but perhaps we're also damned if we do and damned if we don't. The U.S. has not paid a lot of attention to Latin America. We have tolerated, if not fostered certain revolutionary conditions in this area, so when certain events arise we react with alarm. The U.S. does create a lot of its own problems. As for the situation in Grenada, the U.S. did not cooperate with Bishop, this was probably shortsighted. It is arguable that more U.S. cooperation with Bishop would have lessened his dependence upon Cuba and the Soviet Union, but it is also arguable that it just would have got him

murdered sooner. There really aren't any certainties. Foreign policy in Latin America has been short-sighted and counterproductive. Grenada might be an instance in point but then again it might not.

Q: How do you view the response from the U.S. European allies?

A: The support of our allies is very important. The response of Europe must be counted as a cost of this action - a small cost and probably temporary. Their response is understandable and the U.S. should appreciate the fact that it is understandable. Our European allies are having problems with elements of

their populations who seem to have a deliriously benign view of the Soviet Union. The Soviets would like the Europeans to believe that the U.S. is reckless, dangerous, and likely to plunge them all into war - so the European leaders are alarmed when the U.S. does anything which could be interpreted as evidence for Soviet propaganda.

Q: The United States action in Grenada has been compared to the Soviet Union's action in Afghanistan. Is this a valid comparison?

A: No. The Soviet Union sent in 100,000 troops. The Soviet Union directly and intentionally waged war



by Hope Murphy

William Frasure



by Hope Murphy

William Cibes

Cibes

William Cibes, Associate Professor of Government:

Q: What are the implications of the Grenada invasion for United States foreign policy?

A: The United States has no coherent foreign policy in dealing with internal liberation movements of other countries. We tend to link everything up to communism. The rejection of Bishop had something to do with the coming to power of a Marxist of a much harder line.

Q: Did the presence of American students on the Island justify the United States' invasion?

A: I think the Americans were an excuse to go in - intervention was illegal. We don't know that there was much evidence of danger; if so, there should have been a more proportionate response.

Q: What were the President's constitutional powers in this event?

A: Article II of the Constitution states that the President has power as Commander in Chief to dispense the armed forces, he also has the duty to see this is faithfully executed. Intervening to 'restore peace' is not an appropriate justification; there would have to be a direct attack on American lives. This was not the case in Grenada.

Q: Under the statutes of International Law, when does the United States have the legal right to intervene in the affairs of another?

A: There are certain justifications for the use of military force in international law. First, we must be asked by the established government of that country and the U.S. must have given its proper authorization, in the form of a treaty for example. Second, if the citizens of our country are endangered and the country in question is guilty of some prior international delinquency, then the U.S. would be legally allowed to intervene on the behalf of individual self-defense if there was no other recourse available. The use of force should be proportionate, Grenada was overkill. It is important to remember that collective regional action can lead to violations of other treaties to which we are a signatory.

against the civilian population in an attempt to subjugate them. The Soviet Union has been in Afghanistan for several years and shows no sign of leaving. There had been no subjugation of Afghanistan by a rival Super-Power. Each one of those facts is in contra-distinction to the facts of the Grenada episode.

Q: How important is the Caribbean to the United States security interests?

A: The Caribbean Sea is adjacent to the United States itself - U.S. security interests here are critical. We could not tolerate the proliferation of Soviet dominated governments in the Caribbean. It is important to look at Grenada as one of a potential string of Soviet held islands and the U.S. absolutely cannot permit that to happen. In the event of a larger war it would create problems for the U.S.

Q: Do you feel that the United States has a coherent foreign policy?

A: The United States government, except in times of extreme crisis, has rarely had a coherent foreign policy. There is nothing wrong with that. In a democratic, pluralistic society, coherent, easily articulated policies of any kind, foreign or domestic, are unlikely except in periods of crisis. There is very little political incentive for American leaders to formulate unambiguous policies.

to be more aware of "numbers," Connecticut College experienced an 8 percent increase in the number of freshman applicants, and received 3,368 applications for admission to the class of 1987. Also, the senior class which graduated in May 1983 was one of the largest graduating classes from Conn. He also stated that junior year abroad programs were becoming increasingly popular, which does take students away, but most return.

Dean John King is now involved in a study which is taking an in-depth look at college attrition rates. This study is still in a research phase and therefore conclusive facts are unattainable at present.

Conn Student Body Atrophies

by Sandra MacVicar

Does it seem to you that Connecticut College undergraduates are constantly coming and going? This transient atmosphere is due in part to juniors leaving on various study-away programs and to incoming Return-To-College students, but mostly is due to students permanently leaving Connecticut College.

According to the 12th Edition (1980) of *Barron's Profiles of American Colleges*, only 75 percent of the students who make it through their freshman year (99 percent of those originally enrolled) remain at Conn to graduate. To what extent does this attrition rate affect the college's overall population trends?

Within the past five years, a trend toward decreased second semester enrollment has developed. Therefore, the college has had to admit a larger number of "special students." Students from the Twelve College Exchange, high schools and the Coast Guard Academy Exchange fill the blank slots and therefore decrease the net enrollment fluctuation. However, since these students do not permanently fill these spaces, the admissions staff must recruit more students to remain at Conn.

This rate of attrition can appear alarming. Phillip Ray, Dean of Sophomores and Juniors said that although the overall college population is decreasing, a fact which leads all colleges

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VIEWPOINTS

Voice's Credibility Called Into Question

To The Editor:

Our response to the article "Administration Pulls Rank on SGA" exhibits two concerns. First of all, we feel that the headline does not accurately reflect what was represented in the article. With this discrepancy, **The Voice** invites attack on its own accuracy and credibility. As a result, they undermine their apparent concern and ours - the status of the students as a viable force within the college community. We would like to briefly address the issue of the headline and more importantly, focus on our status as a student body.

First of all, the term "pulls rank" strongly suggest that the administration purposely overlooked established procedure which would have necessitated SGA's involvement. We contend that the article clearly established neglect on the part of the administration, no more. The headline's inference of intentional subordination is simply not substantiated within the article.

The incident itself, however, indicates some problems within the college community. Although the procedural mistake is, in context, a minor one, it at the very least reflects the administration's failure to recognize the student as a potentially viable force within the community. In other words, they fail to see that the students have a vested interest in the community in which they live and learn. Therefore, the students have a right and obligation to actively participate in matters which pertain to the college community.

Even though we commend the administration for

acknowledging and acting on the severity of the Wright vandalism, their action exemplifies their tendency to deal with the student body as children. Yet, are we not young adults whose very education here consists in partaking in the responsibilities of our development?

Certain events support our perception of the administration's view of the student body. For example, the proposals made by the Committee for Connecticut's Future two years ago warranted significant debate and input by students as well as by faculty and administration. Yet the opportunity to make a meaningful contribution to the actual substance of the proposals was never made available to the student body at large.

In the Dream Girls' incident, student concerns were belittled until the story became **The New York Times'** material. Then we were told by the administration to remain silent when asked to recount the story to the press. With some important exceptions, the administration, in its ever-constant concern about our "image," fails to understand and be sensitive to the needs and concerns of the students behind that image.

Finally, what was done with regard to the \$3000 theft during the senior class party? A serious crime was committed, perhaps within our own community. Yet effective community action was not attempted. Instead, the senior class essentially received a slap on the wrist for naughty, irresponsible behavior as well as a big, fat \$3000 bill.

On the other hand, are

students following through with their responsibilities as adults? As adults, we should demonstrate our ability to act accordingly. If someone **knows** who stole the merchandise or who ripped the toilet out, they should feel compelled to see that justice is done. As fellow students, do we not see our responsibilities toward each other?

We live in a community; we are not children anymore. By forsaking our rights and obligations as adults, by remaining passive, we justify treatment we ought to resent.

It is only right for the **Voice** to take a stand and attempt to define the problems they perceive. If the problems we addressed were also their intended focus, we applaud their efforts. We wholeheartedly support their desire to elicit debate and the exchange of opinion.

However, the **Voice** must be careful to infer only what can be substantiated by the facts as they present them. Otherwise, they will fail to be taken seriously and their credibility destroyed. Their function as a vehicle for the interaction of ideas and perceptions by the entire college community - students, faculty and administration - would suffer.

Ultimately the **Voice** is our paper. To our fortune, it is supported by a staff dedicated to the highest ideals. However, it will make mistakes for it is a work of human hands. With these points in mind, the paper merits the support of our criticisms and praise.

Paul Wisotzky
Nina Elgo
Class of 1984

Editor's Response

Dear Miss Elgo and Mr. Wisotzky,

As editor, when called to question, it is my responsibility to either stand by, or apologise for what appears on the pages of *The College Voice*. You charge that the headline "Administration Pulls Rank on SGA" did not "accurately reflect" what was represented in the adjoining article. The reason being, as you say, "that the term 'pulls rank' strongly suggests that the Administration purposely overlooked established procedure" in dealing with the incident of vandalism in Wright dormitory, and that the article established only "neglect on the part of the administration; no more." I disagree.

Every human action is "purposeful" as is every human inaction. Both involve volition. One either chooses to act, or he chooses not to act. In either case the individual must assume equal responsibility. The incident over the Wright dormitory vandalism is a clear example of individuals choosing not to act and of individuals choosing to act, and being equally responsible.

Regretably, all of the student officials and student organizations involved were conspicuous in their choice not to act upon a serious problem requiring just the opposite choice. The administration, on the other hand, saw the need to fill the vacuum left by student

inaction, and in spite of "established procedure" moved to fill the vacuum as quickly and efficiently as possible. The administration acted quite "purposefully." They could not do otherwise. And in acting as they did, the administration completely disregarded the Student Government's responsibility for "maintaining a well-ordered community." Whether or not they stopped to worry about "established procedure" is inconsequential after the fact. For this I do not fault the administration, but the administration indeed "pulled rank" on SGA, because SGA officials left certain responsible deans no choice. The headline was rather generous to the student officials, and was by no means derogatory toward the administration. It allowed the reader to infer that their student leaders acted and were overruled, however it was because they did not act that they were overruled. Perhaps a more appropriate headline would have been "Administration Forced to Pull Rank on SGA."

Miss Elgo and Mr. Wisotzky, you also attempt to use your letter to express anger at the administration and criticize your fellow students.

You charge that the administration "deals" with the students as children, and you use the "Dream Girls incident" to substantiate that charge. You say, "we (I presume meaning housefellows) were told by the administration to remain silent" when ap-

Continued on page 5

Consider Visiting Students

To the Editor:

In the future, please take into consideration those of us who are visiting here from other campuses, and refrain from printing degrading comments about our institutions. If your features editor feels compelled to practice his humor on Voice readers, I suggest he find more appropriate material. I hardly see any comical connection between the problematic anti-semitism at Wheaton College, and "dodging those damned little pizza mobiles" here at Conn. (If that is the most stimulating current issue here, then he cannot blame students for looking to other college newspapers for enlightenment.)

And I cannot resist suggesting to him that if he truly feels "mixers" are detrimental to a single-sex college community, then I recommend he research the women's college as well as the definition of "mixer." Perhaps

we do feel "compelled" to hold mixers, but are not all social functions on this campus of mixed company?

Tekla McInerney
12 College Exchange
Wheaton College

In Response

To Miss McInerney:

Thank you for responding to my article.

Firstly, you ask the editor to "refrain from printing degrading comments" about other institutions. I presume you mean **degrading**, if so, I still find no examples of such comments in your letter (which, incidentally, would have been a great deal more effective had the punctuation, grammar, and spelling been even close to correct), and my efforts to find degrading comments in my article are continually without success.

Secondly, Miss McInerney, you state, "I hardly see any comical connection between the problematic anti-semitism

at Wheaton College and 'dodging those damned little pizza mobiles' here at Conn." Well, that's good. There is no connection, there was none intended, nor was there one needed.

You conclude your letter by saying, "Perhaps we do feel 'compelled' to hold mixers, but are not all social functions on this campus of mixed company?" Oh, indeed, Miss McInerney, but they are not **mixers**. Mixers involve an invited off-campus party. Besides, my reference to mixers was obviously a humorous one, not a chiding and scornful one. I'm not Charles Dickens trying to correct some social disorder. I'm a Connecticut College student writing to entertain his peers, to draw a much-needed laugh now and then.

Perhaps our differences arise from the different ways in which we view the world: You take it seriously.

J. Bradley Wade



THE COLLEGE VOICE

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Assistant Sports Editor John Nahill
Proofreader Susan Pratt
. Lisa Delpapa
Communication Staff Carolyn Sullivan,
Donna Roberts, Lisa Newman, Emma Thomas

Continued: Voice's Credibility

proached by the press, and that this was just another example of an "image" conscious administration's failure to "understand or be sensitive to the needs and concerns of students."

Need I remind you as housefellows, Miss Elgo and Mr. Wisotzky, that your organization is guilty of the same offense. As editor, I was approached on a personal basis for a representative for "all the housefellows," as she said. She pleaded, quite tearfully, that I not print a story in *The College Voice* about the very same "Dream Girls incident." Such a story, she feared, would only serve to "publicly humiliate and unnecessarily damage the 'image' of the housefellows." I asked if the housefellows had come to their conclusions

without input from the administration. She said, "yes." I mistakenly agreed not to print a story at the time.

Miss Elgo and Mr. Wisotzky, you finally say that students at Connecticut College may not be "following through with their responsibilities as adults." You imply that perhaps students are treated as children because they allow themselves to be treated as children, and often because students behave like children. You have a point, and, after seeing the condition of the dorms every weekend, I can understand why many of the housefellows might think along a similar vein. However, why should students be expected to "follow through with their responsibilities as adults,"

if their so called student leaders consistently show themselves incapable of being adults, of choosing to act decisively, and accept responsibility for what may or may not come of their actions?

Miss Elgo and Mr. Wisotzky, *The College Voice* is indeed your "paper." I do suggest however, that before you again attempt to set up a platform for yourself within its pages, that you make sure you have better grounds to "substantiate" your "criticisms."

Sincerely,
BT Robert Mahoney
Editor

Liberty: Your Responsibility

by Tim Pratt

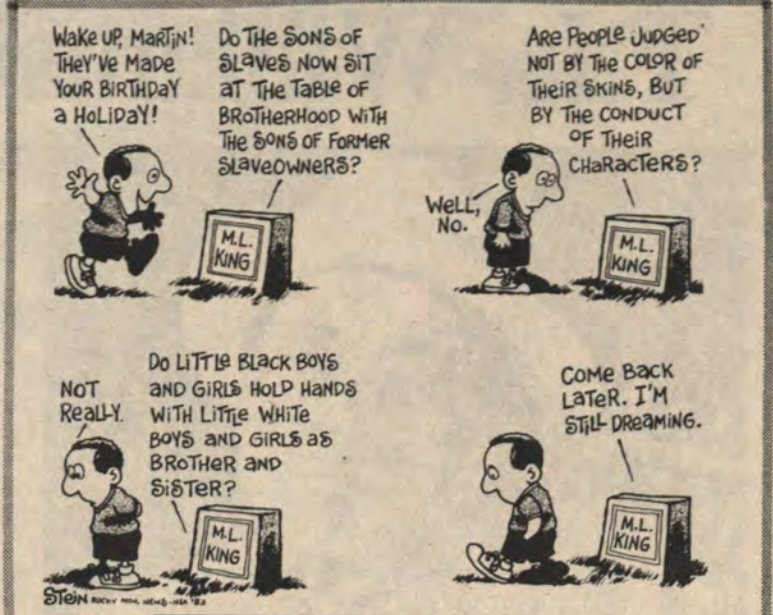
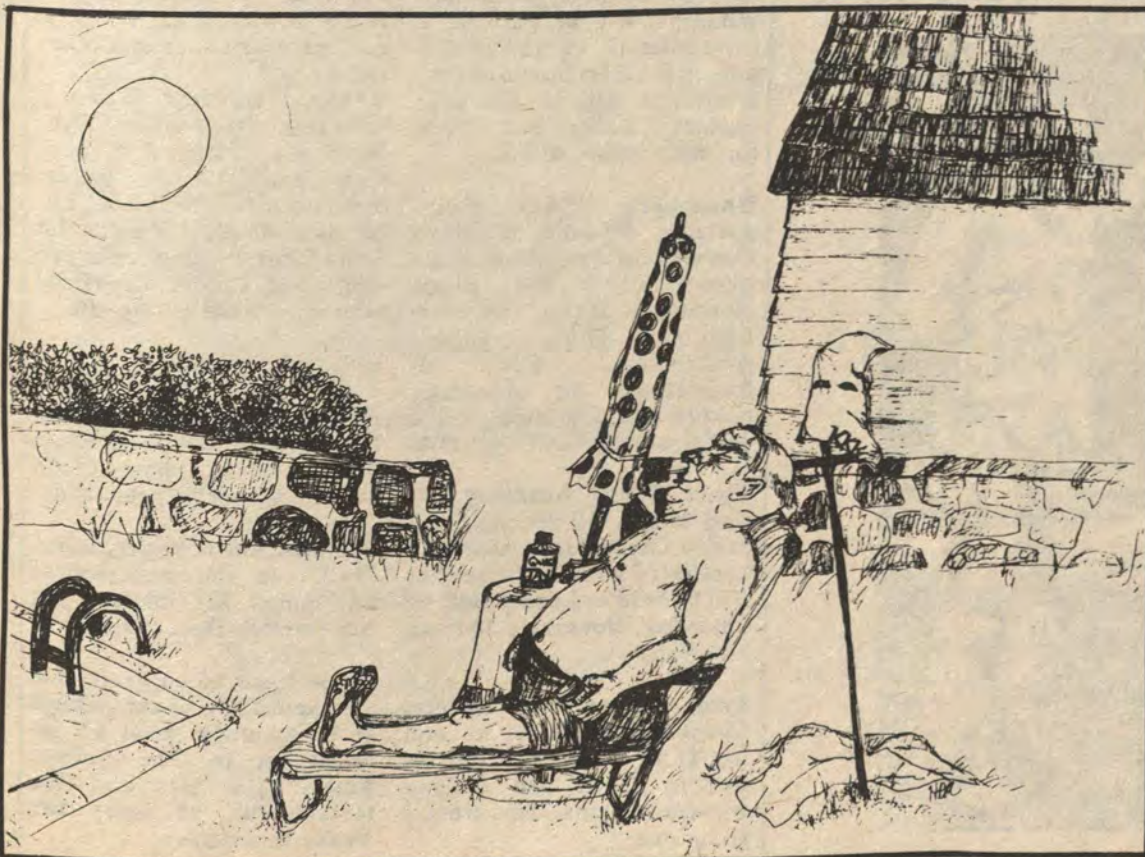
"This is an age," notes Benjamin Barber in *The New Republic*, "in which liberation rhetoric is in vogue, and ideologies of emancipation, even when they fail to win real power, are widely acknowledged as legitimate." One does not need a Ph.D. in political science to verify that observation. Indeed, so heartily has contemporary culture endorsed the liberation ethos, that an enterprising activist can sanctify virtually any cause by employing the appropriate liberation code words. "Freedom," "Self-realization," "Consciousness raising," are the soothing slogans of a culture enthusiastically committed to the abolition of responsibility. This wholesale questioning of the work ethic, and anxiety and obligation as forms of self-affirmation, is our most enduring legacy from the tumultuous Sixties. To be sure, it has its roots deep in the Western intellectual tradition, stretching back to 19th century Romanticism and,

beyond, to the Epicurians of ancient Greece. The eloquent advocates of unlimited freedom have included Byron, Nietzsche, and Rimbaud, and, in more recent times, Jack Kerouac, Henry Miller, and Norman Mailer — the last three hailing the Sixties as the long awaited delivery from the bondage of Puritanism.

But now, a decade later, the work ethic is once again claiming our allegiance, and the utopian gestures of the sixties survive only as an embarrassing memory. This is too bad. Because for all its nihilistic self-indulgence the Sixties gave voice to a legitimate aspiration: the hope that finally Mankind could slow down and enjoy his civilization instead of frantically reshaping it at the behest of some indefinite Faustian quest. But such a sane and reasonable suggestion was soon forgotten as hippies frolicked at rock concerts, single issue fanatics demanded sweeping and immediate reforms, most of which were granted, and the

size and power of government ballooned to unprecedented proportions. By the time the national tantrum was over the American ideal of freedom and individualism had been as badly defaced as the flag, and the young "idealists" had retreated to comfortable positions within the despised corporations, bequeathing to future generations a bloated arrogant bureaucracy devoted to social engineering and aggressive income redistribution.

While the Sixties begot some important reforms, especially in the area of civil rights, it has also oriented the American consciousness away from a mutual commitment to individual freedom and towards the redress of grievances as the most pressing governmental and social concern. This goal, when pursued by an illimitable government, invariably generates more oppression than it relieves. Individual responsibility is the only insurance of liberty.



King Remembered

by Naresh Duraiswamy

The late Dr. Martin Luther King, Jr. was one of the greatest men America produced. He was a person devoted to redressing the wrongs done to his people, to enable them to live as citizens with dignity and self respect. More than anyone else, it was Martin Luther King, Jr. who best articulated the aspirations of his people. He was committed, not only to the advancement of the colored peoples but also to the poor and the impoverished of America, irrespective of race. Born in Atlanta, Georgia on the 15th of January, 1929, he was the son and grandson of Baptist ministers. This may have accounted for his being a good Christian at heart, committed to the gospel of Christ. At the early age of 19, he graduated from Morehouse College. Later he was awarded a doctorate from Boston University.

His was a time characterized by established norms of race discrimination and institutionalized racism. He possessed an acute awareness of the existing conditions, which hit his community so severely, that it disturbed his sense of moral propriety. This made him all the more determined to effectively combat the prevailing social injustice. He decided that the most potent instrument in realizing justice and racial equality between the country's majority and coloured communities was by utilizing the Gandhian technique of nonviolent noncooperation, and civil disobedience. The Mahatma's concept of Satyagraha or truth force influenced his thinking. Satyagraha was the idea derived from the Hindu scriptures that an opponent was not necessarily an enemy and that an opponent could be won over more surely by love and persuasion, rather than by force and conquest. It was passive resistance to injustice.

In December 1955, Martin Luther King led a citywide boycott of the local transit company in Montgomery, Alabama. As leader of the Montgomery Improvement Association, he sought to change the local state laws requiring racial segregation on buses. Leading the largely non-violent struggle to alter

the then existing state of affairs, he said, "We will not resort to violence, we will not degrade ourselves with hatred. Love will be returned for hate." And this policy of M.L. King succeeded, for in the next year, the Supreme Court Alabama laws requiring segregation as unconstitutional. In 1957, M.L. King, further realizing the power of organization, the efficacy of sacrifice, and the dignity of suffering, organized the Southern Christian Leadership Conference (SCLC), to expand the efforts at race equality throughout the South.

On the 28th of August, 1963, at the March on Washington where 250,000 Americans marched to Washington in support of civil rights legislation, King delivered his most famous oration, "I have a dream," which stirred the conscience of America and impressed upon many the absolute need for reforms in society.

King's efforts were not confined to emancipating the coloreds of America but also were directed at improving the conditions of the country's poor. In 1966, King had launched his first northern campaign against slum conditions in Chicago. He also played an important role in the movement for peace in Vietnam. It was his view that war priorities diverted resources away from the fight to improve the lot of the nation's poor.

On the 4th of April, 1968, King was assassinated by James Earl Ray. This marked the end of the career of a very remarkable person, whose efforts to bring about peaceful changes in the United States brought him a Nobel Peace Prize at the age of 35, the youngest person thus honored. His insistent passive resistance to the injustices of his day made him a person respected throughout the world. It is thus difficult to understand why his birthday took so long to be declared a national holiday. It was in bad taste when elements of the present administration tried to smear his personality by wrongly accusing him of being a communist. Racism is still entrenched in this society. The work of Martin Luther King has to be carried "ONWARDS AND UPWARDS," for it still bears much relevance.

ARTS AND ENTERTAINMENT

T.L. Williams' *Night of the Iguana*



The Playwright

by Ellen Bailey

Tennessee Williams is considered to be one of the twentieth century's greatest playwrights. Author of more than twenty-four full-length plays, the playwright's innovative drama and sense of poetic lyricism make some of his works true masterpieces.

He is best known for such works as *The Glass Menagerie*, *A Streetcar Named Desire*, *Cat on a Hot Tin Roof*, and *The Night of the Iguana*. His works are intensely personal, reflecting private anguishes and anxieties, yet timeless in theme. Tennessee Williams

once said that his basic premise was "the need for understanding, tenderness, and fortitude among individuals strapped by circumstance." Often Williams' plays deal with such controversial issues as homosexuality, cannibalism, and nymphomania, and it took time for audiences to understand and appreciate many of his plays.

Thomas Lanier Williams was born in Columbus, Missouri in 1911. His mother was an overprotective, puritanical daughter of an Episcopal rector, while his father was often away because of his job as a travelling salesman. His childhood was unhappy and lonesome, mostly because he and his sister Rose were isolated and allowed few friends.

Williams became a very withdrawn, vulnerable adult, and he was known for being a hypochondriac. His sister lost her mind, and her family permitted a frontal lobotomy to be performed on her. She spent most of her life in sanitariums.

Tennessee was forced by his father to withdraw from the University of Missouri in 1929 because he had formed a relationship with a woman

who had entered the university that fall as well. He joined his father's firm and, unhappy with his job, found solace in writing. After nine years, he was finally able to finish college, and 27 year-old Williams graduated from the University of Iowa in 1938.

After graduation, he moved to New Orleans, and he decided to change his lifestyle, and his name. In a gesture to separate himself from the college years when he wrote inferior works under the name Thomas, and because his father had come from Tennessee, he changed his name to Tennessee.

When Tennessee Williams won \$100 in a play-writing contest, an agent, Audrey Wood expressed interest in him, and subsequently became his agent and close friend. Wood got the playwright a job writing for Metro-Goldwyn-Mayer.

Dissatisfied with writing movie scripts, Williams continued to write plays. When *The Glass Menagerie* opened on Broadway on March 31, 1945, the play changed both Williams' life and American theatre.

From 1945 on, Tennessee Williams had a play on Broadway almost every other season. With success, there came a gradual change in the playwright. Williams became overweight, even a little seedy, and had an increasing

dependence on drugs and alcohol. After 1955, there was a noticeable decline in his work with the exception of *The Night of the Iguana*, which was considered his last major success. After *The Night of the Iguana*, he fell apart physically and mentally, and his work revealed this. In 1968, he had a physical and mental breakdown.

Williams eventually recovered from the breakdown, but he continued to take sleeping pills and drink alcohol in an ever-increasing amounts. On Feb 25, 1983, he died of heart failure at the Elysee Hotel. The life of Tennessee Williams is a study of an artist's tragic fall from success and critical acclaim to middling failure and loss of health. His legacy to American theatre still remains in the characters he created in his plays, the themes he probed, and the pure lyricism and imagination of his works. Frank Rich wrote in the New York Times obituary for Tennessee Williams, "What Mr. Williams created at the height of his powers were vulnerable, lost, tortured people struggling for dignity, compassion, and at least a measure of salvation in a world of almost apocalyptic cruelty. If that world was grotesque and nightmarish, it was nonetheless, as the famous Williams phrase had it, "hit by lightning."

The Production

"The Night of the Iguana," described by New York Critics as Tennessee Williams' most absorbing and compassionate play, will open at Connecticut College on the weekend of November 17th. The production is being sponsored by the Department of Theater and Theater One.

The play, which was first presented on Broadway late in 1961, was the fourth drama by the notable author to win the New York Critics' Circle Award as Best Play of the Season. Other award-winning plays by Williams include "A Streetcar Named Desire," "The Glass Menagerie," and "Cat on a Hot Tin Roof."

The action of the play involves four rootless people whose paths cross at a shabby resort hotel in Mexico when matters are desperate for all of them. Operating the hotel is earthy, lusty and recently widowed Maxine Faulk. She is taken with a former minister of God, Lawrence Shannon, now working as a tour guide after being locked out of his church for immorality and heresy ("in the same week"). Shannon is at a crisis point in his life and possibly on the verge of a nervous breakdown. To the hotel comes a New England spinster, a woman of remarkable insight and courage who serves as an inspiration to Shannon, giving him a new outlook on his life. With her is her grandfather, "the world's oldest living and practicing poet," struggling to create his last and finest poem before death claims him. The encounter of these four characters sets off explosive and funny interactions as the two women reach out to Shannon - Maxine Faulk from her

loneliness and the spinster from her wisdom and compassion.

Sophomore Peter Downey will play the Reverend Shannon and Andrea Bianchi, a freshman, will debut as Maxine Faulk. Jessica Hecht, a veteran of previous Connecticut College productions such as "On the Town" and "Metamorphosis" will portray the spinster, Hannah Jelkes. Freshman Thom Hildreth will play Nonno, the poet.

Directing the play is guest artist Peter Feldman of Toronto, Ontario. Originally from New York City, Mr. Feldman graduated from Bard College with a B.A. in drama and dance and went on to be a member of the

avant-garde Living Theatre. He has also been a co-director of the Open Theatre and has directed in the United Kingdom, Canada, and Holland. Mr. Feldman's many publications include articles, essays, and critical commentaries that have appeared in magazines, books, and dramatic reviews.

"The Night of the Iguana" will run November 17, 18, & 19 in the East Studio of Connecticut College's Crozier-Williams Student Center. Curtain time is 8:00 p.m. and tickets are \$3 general admission, \$2 for students and senior citizens. Additional information can be obtained by calling the Palmer Auditorium Box Office at 447-7610.



by Scott Brenner

Peter Downey

Happenings

Faculty Recital. Gary and Judith Buttery will perform TUBA-SOON November 16 in Dana Hall at 8 p.m.

Theater Department Fall Production. "Night of the Iguana," a play by Tennessee Williams, will be performed November 17, 18, and 19 at 8 p.m. in the East Studio of Cro. Admission will be charged; contact Palmer Box Office for more information.

Naumberg Piano Competition Winner, Eastern Connecticut Symphony. This event will take place November 19 in the New London High School Auditorium. For information on obtaining tickets and the time of the performance, call 443-2876.

Coast Guard Academy 50s Day Mixer. All are welcome to this Coast Guard Academy version of a party-dance that will be held in Leamy Hall on Saturday, November 19 from 8-12 p.m.

Conn College Film Society. Movies begin at 8 p.m. and are \$1.50. Wednesday movies are in Oliva and Sunday movies in Dana. This week's films are:
Wednesday: "Bob & Carol

& Ted & Alice" (1969) with Natalie Wood, Elliott Gould, Dyan Cannon, and Robert Culp, a comedy dealing with the issue of modern sexual mores.

Sunday: "Jesus Christ Superstar" (1973) with Ted Neely and Carl Anderson, a modern musical drama of an old story.

Vespers Service. Sunday evening, November 20th. Harkness Chapel, 7:00 p.m. Preacher: Lester Reiss, Professor of Philosophy. Music: Motet, "Warum Ist Das Licht?", Conn College Chamber Choir. Classical Guitar: Wayne Elowe '86.

Still in Progress:
The Martha Proctor Art Exhibit runs through November 27 at Lyman Allyn Museum - a show that's definitely worth your time.

On, With, and of Paper, an art exhibit in the galleries of Cummings Art Center, will run through December 21.

If you know of an event that you would like to see printed in **Happenings**, send all information to **The College Voice**, c/o Arts and Entertainment, at least two weeks in advance.

Peace Corps on Campus

BOSTON — Peace Corps representatives will be on the Connecticut College campus this month. Students will find information available on November 28 in the lobby of Crozier-Williams. At 7:00 p.m. on that date, a Peace Corps film will be shown in the Haines Room of the Library. The following two days, November 29 and 30, interviews will be conducted at the Career Counseling and Placement Center Office. For more information call 447-7625.

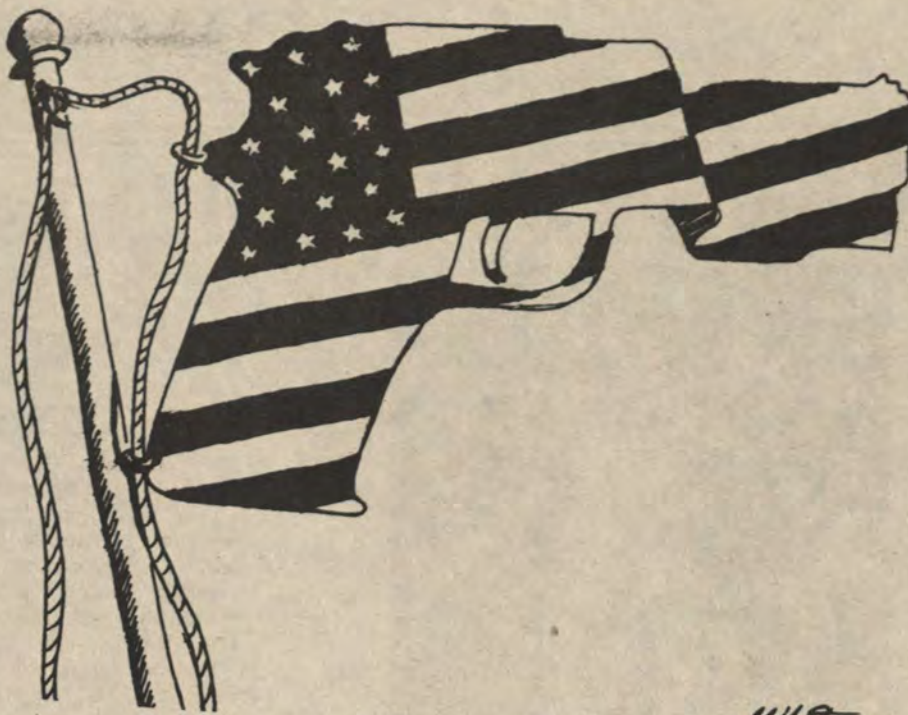
During the last academic year, six Peace Corps applications were received from Connecticut College graduates.

While the Peace Corps is able to utilize the skills of people with a wide variety of backgrounds, college graduates with degrees in certain "scarce skill" areas are particularly needed. A degreed home economist-nutritionist might find work on a village maternal-infant health project, graduates in biology and botany may receive additional training in order to work in the fields of fisheries and forestry or science teaching, and students specializing in most of the health fields could find themselves working on

projects ranging from the training of mobile health units in rural areas to administration in a large city hospital. Other degrees that are particularly valuable to the Peace Corps are agriculture, engineering, mathematics, chemistry, physics, education, special education, and languages. Students who do not have degrees in these areas, but who have had experience in farming, health, and construction are also encouraged to consider Peace Corps.

Volunteers serve in 64 developing countries in Africa, Asia, Latin America, the Caribbean, and the South Pacific. During their 2 years of service, they receive a generous living allowance, paid travel and training, complete medical care, and a post-service readjustment allowance of \$4200 (\$175 per month served).

Students unable to see a representative during the Connecticut College recruitment drive, as well as those who do not have access to Connecticut College's placement services, should call the New York Area Office at (212) 264-7123, or write Peace Corps, Room 1605, 26 Federal Plaza, New York, NY 10278.



MA P. 1983

The Handgun: A Lethal Weapon

by Robin Jagel

"The American Handgun War," a short movie dealing with the issue of handguns, was shown on November 3rd, and a discussion followed the film. The movie revealed that in 1980, handguns killed eight people in Great Britain, twenty-three in Israel, four in Australia, and 11,258 in the United States. Except for the United States, all of these countries have tough handgun control laws.

In America, there is a one in five chance that you or a family member will suffer handgun violence during your lifetime. One in every two murders in 1981 involved a handgun. Thirty-one Americans a day, on the average, are murdered with handguns. A new handgun is produced and sold every thirteen seconds. Every two and a half minutes, a handgun injures someone.

handgun typically costs under fifty dollars. It is accurate up to three feet, and then the bullet is as likely to hit the ceiling as the floor.

Between 60,000 and 200,000 handguns are stolen each year. Many of these are taken from homes and turned against the gun's owner and his family. If you have a gun in your home, it is 77 percent more likely that the gun will injure you instead of an intruder. Shotguns and rifles are more accurate and are not as likely to be taken by the intruder and turned on the owner. Furthermore, there is a slim chance that you could accidentally shoot yourself with one. It was suggested, therefore, that there are safer alternatives if you desire a weapon in your home.

"The American Handgun War" stated that during the peak seven years of the Vietnam War, more than 40,000 American soldiers were killed in action, while more than 50,000 American civilians were murdered with handguns here in the States.

The concealability of the lethal handgun makes it the criminal's favorite weapon. A popular model is the Saturday Night Special. This small

Campus Safety Report

Campus Safety Officers: 8:30 am to 5:00 pm - 447-7600; 4:00 pm to 8:30 am - 447-7596

Oct. 29, 12:58 am - Vandalism. The window in a student's room in Wright was broken while the student was in his room. No projectile could be found. Physical plant repaired the window.

Nov. 2, 12:34 am - Trespass. Unauthorized student found in Fanning computer room with no monitoring student present. The student was requested to leave and the room was secured.

Nov. 3, 10:30 am - Moving violation. A student drove his vehicle from the area while it was being prepared for a tow. In the process he endangered

the safety of a campus safety officer. This has been referred to the Judiciary Board.

Nov. 4, 7:30 pm - Theft. The rear window of a car parked in South lot was pried open and a tape player and speakers were stolen.

Nov. 5, 6:14 am - Suspicious. The intrusion alarm sounded for the Development Office. The responding officer made a thorough check of the building but found nothing out of the ordinary.

Nov. 5, 12:40 am - Theft. A Domino Pizza sign was removed from a delivery car while the driver was inside Plant dorm. The incident is still being investigated.

Conn Man

Continued from page 1

good actor."

"David is a likable guy," commented Daniel Gerard, "except that he deceived people. It seems like the whole thing was a kind of game, not so much a criminal act." Acting Dean of the College John King noted that all we lost was an address book. Hampton also played his games at Harvard and Columbia. King thinks that Hampton chose "three of the best."

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SPORTS

Women's Volleyball Ends with Winning Record



by Robin St. Germain

Tri-captain Jane Ach ['85], the 1983 Women's volleyball Most Valuable Player, warms up before the match against Wesleyan.

by Kathryn Smith

The women's volleyball team, led by tri-captains Kay Offenhartz, Cindy Stein, and Jane Ach, finished its season with a 14-13-2 record. Five-year coach Marilyn Gelish was pleased: "it was nice to have a winning season. We haven't had one in awhile." Several elements combined were part of the Camels' winning record. First was the leadership of the captains both on and off the court. "Senior Cindy Stein was responsible for initiating much of the spirit and enthusiasm, while senior Kay Offenhartz and junior Jane Ach provided much of the consistent, all-around play," praised Gelish. A second strength was the attack play of Laura Brunner. The 6'1" sophomore, playing in only her second season of

volleyball ever, finished the season with a record of 152 kills out of 270 hits. Also cited by Gelish was the depth of her bench which enabled her to make use of her substitutes with confidence throughout the season.

Season highlights include a second (out of eight) place in the Bates Tourney and a third place in the ten-team tourney at Vassar. It was at that tournament that Jane Ach was named to the all-tournament team. Also, the end of the season proved eventful as the Camels were selected to (and seeded third in) the NIAC (Northeast Intercollegiate Athletic Conference) Tournament held at Skidmore College. The Camels came out in a tie for fourth place.

The only weakness that the women's volleyball team had was the inexperience of the

young players. On the twelve-player squad, only four players were returnees (them starters) and eight players new to the team this year. However, this "weakness" should prove to be a strength for next year's team. "These young players have one year of court experience under their belt," stated Gelish. "Freshmen do not usually play much in their first year, but this year they were able to experience both regular season court play and tournament play. They are used to the pressure."

Though the team did not end up as well as hoped, a 14-13-2 record is one that the volleyball team has not produced in several years. The outlook for next year is good as the 1984 volleyball Camels look to produce another winning season.

Fall Athletes Honored

Congratulations to the following athletes who received awards at the Fall Sports Banquet held on Wednesday, November 9.

Cross Country Most Valuable Player: Ned Bishop, Ripley Greppin; Most Improved Player: Len Ellentuck, Maggie Edblom; Unsung Hero: Eric Mathre, Laura Nirtaut; Four-Year Award: Ned Bishop

Field Hockey Most Valuable Player: Tammy Brown; Most Improved Player: Ashley Ridgway; Unsung Hero: Ebit Speers; Four-Year Award: Tammy Brown, Susan Quigley, Kathryn Smith, Ebit Speers, Shelly Warman

Men's Soccer Most Valuable Player: Charlie Griffiths; Most Improved Player: Jim

Brooks, Dan Selcow; Unsung Hero: Chip Orcutt; Four-Year Award: Jim Brooks, Charlie Griffiths, Steve Rotondo

Women's Soccer Most Valuable Player: Veronica Halpine; Most Improved Player: Daisy Smith; Unsung Hero: Leslie Freund

Women's Tennis Most Valuable Player: Chris Sieminski; Most Improved Player: Leslie Leeming, Michelle Grosser; Unsung Hero: Liz Gottlieb; Four-Year Award: Joanne Knowlton, Cathy Leeming, Leslie Leeming

Volleyball Most Valuable Player: Jane Ach; Most Improved Player: Mary Reading; Unsung Hero: Cindy Stein

Freshmen Crew Teams Dominate in Hartford

by Kathryn Smith

In the recent Head of the Hartford crew race, the men's and women's crew teams each came home with a win. The men's heavyweight boat, which finished ahead of Trinity, Rhode Island College, and URI, was comprised of freshman Peter Twyman, Bruce Turner, Andrew Silver, Clay Bassett, John Hughes, Mark Sutton, Gardiner Bradlee, Rob Sweeney, and coxswain

William Mayers. The winners in the women's boat, Ripley Greppin, Jennifer McLean, Mary Armor, Robin St. Germain, Robin Ruhlin, Susan Bryant, Sarah Edwards, Sue Neville, and coxswain Kim Bailey, crewed past Mt. Holyoke and Trinity for the win. Both teams have now ended their fall competitions and look to February 1 to begin training on the water again.

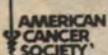


A few "quit tips"

Hide all ashtrays, matches, etc.
Lay in a supply of sugarless gum, carrot sticks, etc.
Drink lots of liquids, but pass up coffee & alcohol.
Tell everyone you're quitting for the day.
When the urge to smoke hits, take a deep breath, hold it for 10 seconds, & release it slowly.
Exercise to relieve the tension.
Try the "buddy system," and ask a friend to quit too.

TAKE A DAY OFF...

...from smoking. Join the Great American Smokeout on Thursday, November 17. Millions of Americans across the country will make a fresh start and try not to smoke for 24 hours. How about you? Or, if you don't smoke, adopt a smoker for the day and promise to help that friend get through the 24 hours without a cigarette!



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