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CONNECTICUT COLLEGE, NEW LONDON, CT.

DEC. 11, 1984

Yale Strike As a Women's Issue

by Dave Tyler

This is the second in a series of three articles on the Yale strike.

Yale University's Local 34 has been on strike for ten weeks. On December 3, the clerical and technical workers returned to work without a settlement. If an agreement with the Yale Corporation cannot be reached over Christmas vacation, the union will go back on strike January 19, the day Local 35's contract expires. Local 35, the union of service and maintenance workers, has been on sympathy strike with Local 34 since September 25 when the strike began.

The strike has been attracting national attention because Local 34 is one of the first women's, white-collar union to strike for comparable worth.

Local 34's 1800-member union (out of a work force of 2500) is 82% women. These women make up a diverse group of employees who include research assistants, librarians, lab technicians and computer operators, as well as secretaries. Many of these woman have Bachelor's degrees, and some have Masters. One-third provide the sole means of support for their families.

\$13,290 for women workers. Black workers, who comprise 16% of the union, make \$1000 less than white counterparts.

These statistics prompted the union to adopt the logo as their symbol. 59¢ is the amount of money women make for every dollar a man earns nationwide.

"I definitely see it as a woman's issue," said Janet Rogers. "I think this is...an historic strike, and it is sort of the fight of the 80's." Rogers has a B.A. from Vassar, and has been working at Yale for one year. She earns \$11,700.

"These white collar unions are going to develop over the next decade," added Rogers, "and they will continue to do so as women are more settled in the work force and become a necessity."

Rogers sees a new role for women in the working world. "No longer can women be like men in the workforce. They've got to assert themselves with their own set of socializations, talents and so forth. Women are coming into their own."

59¢ is the amount of money women make for every dollar a man earns nationwide."

The average salary for a Yale clerical and technical worker is \$13,424 and the average employee has worked for six years. After one year, truck drivers at Yale earn \$18,476 and dishwashers \$14,394.

Male clerical and technical workers are paid \$14,056, compared to an average salary of

Karen Lybele, 31, agrees. "It's been a struggle in terms for me of a woman's issue more than anything else, trying to catch hold of who I am as a person, and how I'm treated in the environment and the workplace because I'm a woman."

Inside Electric Boat

by Michael Schoenwald

A consistent theme played out in the factual literature of the General Dynamics Electric Boat Division is that the organization constitutes "the leading designer and builder of submarines for the Free World." The Electric Boat Division will work to continue the trend, as evidenced by the remarks of public affairs spokesman Jim Reyburn.

"Our productivity goals are to produce quality ships on or under budget and ahead of or on schedule," Reyburn said. "We have delivered the last nine ships ahead of schedule or under budget and we intend to continue that mode."

Reyburn refers to a mode in existence since the last 1800's. 1897 saw the christening of the Holland, a 54-foot 74-ton vessel. In 1931, under contract from the U.S. Navy, Electric Boat built its first partially welded submarine, the Cuttlefish. In 1952 came the construction of the world's first atomic-powered vessel, the

submarine Nautilus. In the late 1950's Electric Boat completed the first Fleet Ballistic Missile Submarines, capable of launching nuclear-armed Polaris and Poseidon missiles from beneath the surface to targets hundreds of miles away.

"...those submarines are no longer just retaliatory defensive weapons, but become potentially first-strike weapons. . ."

About 27,000 employees work at Electric Boat facilities in Groton and at Quonset Point, Rhode Island. Construction of submarine frames and hull cylinders take place at Quonset Point. After installation of frames inside the cylinders, the cylinders are fitted together and then barged to the 96-acre plant at Groton. At present Electric Boat manufactures 688-class fast-attack submarines and Trident submarines. General

Dynamics calls the 560-foot, 18, 750-ton Trident "the most powerful submarine ever built." The Trident carries 24 missiles while smaller submarines carry 16. The missiles, classed into the Trident I and Trident II, give the Trident increased range over smaller

submarines and permit basing of Trident submarines in the United States instead of foreign countries.

The placement aboard the Trident submarine of the Trident II, a missile with longer range and more accurate warheads than the Trident I, has become a cause of concern to those who feel it will heighten the chances of nuclear war. William Rose, an

see Electric page 2



Ann Babcock, SGA President

Photo: B. Cottrell

SGA Plans Reorganization

by Fernando Espuelas

The SGA, in an unprecedented move, decided to form a committee to formulate detailed plans to reorganize.

"The effectiveness and efficiency of the Student Government Association has been questioned increasingly over the last several years," read the opening sentence of the proposal made by SGA President Ann Babcock.

The proposal passed by a wide margin after a brief debate. The general consensus of the Assembly was that the proposal was long overdue.

"According to the proposal: "There have not been any major structural changes made since 1969, when the SGA was completely reorganized."

The committee will follow a detailed three point plan. The first step will consist of campus wide polling to determine what the student body expects of a student government. Also certain key groups will be consulted for input: the Administration, the Faculty, J-Board, SAC, Student Advisory Boards, and others.

The second step will consist of "an analysis of SGA's ability to satisfy the Student Body's current needs from an SGA." To this end, the committee will look at other student government structures to get fresh ideas.

Last, the committee will "institute any changes that could be made to increase the effectiveness of the SGA," reads the proposal. All changes will be cleared with the Assembly and its Constitutional Committee.

"Many students feel alienated from and unrepresented in the decision-making processes of the SGA," states the proposal.

In an effort to ameliorate this problem, the committee will have among members representatives from the following groups: Council of Class Officers, The College Voice House Presidents, Umoja, WCNI, off-campus and RTC students. Additionally, three students-at-large will be chosen by the SGA Assembly on their December 6 meeting. Ann Babcock will chair the committee.

According to the proposal:

"The committee would look at the whole of the SGA, but would primarily focus on the function of the Student Assembly."

Inside. . .

Page 5: Robert Hutton III
Page 6: The Direction of the Liberal Arts
Page 6: Faculty Letter to President Ames
Page 9: Carol Tolliver



©1984 Los Angeles Times Syndicate
 "Harold! Tell the bus driver that this man with his tie caught in the door is bothering me."

Spark Promotes Responsibility

by Debbie Carr

After a difficult week of studying, attending classes, and dealing with the tensions of dorm life, college students need to unwind. Often, however, a student's means of relaxing consists of consuming as many beers as is physically possible. Although SPARK (Students Promoting Alcohol Responsibility and Knowledge), does not condemn or judge those who drink, it seeks, according to president Charles Enders, "to promote responsible attitudes towards drinking."

SPARK is a chapter of BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students), and developed out of a drug-alcohol task force which was set up at Conn last year. This force, made up of faculty members and students, was led by John Bitters, Assistant Counsellor at Health Services. Bitters felt that Conn could benefit from a chapter of BACCHUS. Although only two students attended the first meeting, the group has now enlarged to 10 regular members, 60 mailing list members and has adopted its own name of SPARK, and receives guidance from staff advisor David Brailey, Health Educator at Student Services.

Although the primary objective of SPARK is to educate students about the effects and responsibilities related to alcohol consumption, it also seeks to encourage attendance at non-alcoholic functions. Furthermore, through

speakers, movies, literature, forums and house council meetings featuring alcohol-awareness speakers, students can obtain a better understanding of SPARK's goals, and the effects of alcohol and alcoholism. In the spring, SPARK is anticipating an Alcohol Awareness week which will integrate forums and movies with an inter-dorm Olympics. Also, in conjunction with the Sophomore class, SPARK will be sponsoring late night breakfasts which will hopefully deter intoxicated students from driving off-campus to purchase food.

Charles Enders knows that "it will take a while to make an impact" on campus, but is "willing to accept" that fact because he is promoting a "worthwhile cause." The members of SPARK "don't consider [themselves] to be a temperance group, and make sure that students [on campus] realize that... [they are] not taking a stance on whether or not they should drink. [They]... want to educate so the students are more aware, and socializing can be more diverse, and also, healthier."

SPARK is dedicated to providing students with alternatives to the usual alcohol-related events, and to providing information and understanding about alcohol. Although alcohol has become a central activity of college social life, this devoted group feels that they can begin to offer much needed alternatives; SPARK is providing the "start."

Electric Boat

continued from page 1

associate professor of government at Connecticut College, explained the capabilities of the Trident II in relation to strategies involved in the deployment of nuclear weapons.

The main goal of America's foreign policy, Rose said, is to prevent nuclear war by dissuading the Soviets from attacking. The three different strategies countries use in military affairs involve using weapons offensively, defensively and for deterrence.

"In terms of choosing a strategy, we want a strategy that minimizes a provocative threat to the other guy but maximizes protection for us," Rose said.

The worst strategy to use, according to Rose, is offense, for it provides little self-protection. Defensive strategy involves keeping an attacker out of a country. Deterrence means presenting a form of retaliation against an attack which is known about ahead of time.

In the present nuclear age defense is not feasible.

"Nuclear weapons are so destructive and the means of

delivery are so efficient that effective defense against them can't work," Rose said. "In today's world, the most practical strategy for preventing nuclear war is deterrence."

Deterrent weapons must have the usage of three capabilities if attacked:

*If attacked, forces will survive.

*If launched, bombs will hit targets.

*The capability to hit only 'soft' targets—targets of value in contrast to counter-force targets.

Targets of value constitute unprotected areas such as sub bases, cities or dams. Inaccurate missiles also constitute counter-value targets. Counter-force targets are missiles that could threaten the retaliatory forces of the other side.

Rose pointed out that "the Trident is good because the Soviets don't know where a submarine carrying missiles is."

The Trident missiles have a longer range than the previous Polaris and Poseidon missiles. In this sense the Trident is a survivable weapons system. Trident submarines do not

have to fire in close range at any target.

The inaccuracy of Trident I warheads allow only counter-value capability. The Trident II carries high accuracy and counter-force capabilities.

Rose said that the Trident II, as an offensive weapon "would threaten Soviet missiles so the Soviets would move to launch an on-warning policy. The Soviets will launch missiles if their radar picks up what they think are incoming missiles."

Michael Burlingame is an associate professor of history at Connecticut College. Active in the Connecticut Campaign for a U.S.-U.S.S.R. Nuclear Freeze as well as Students for

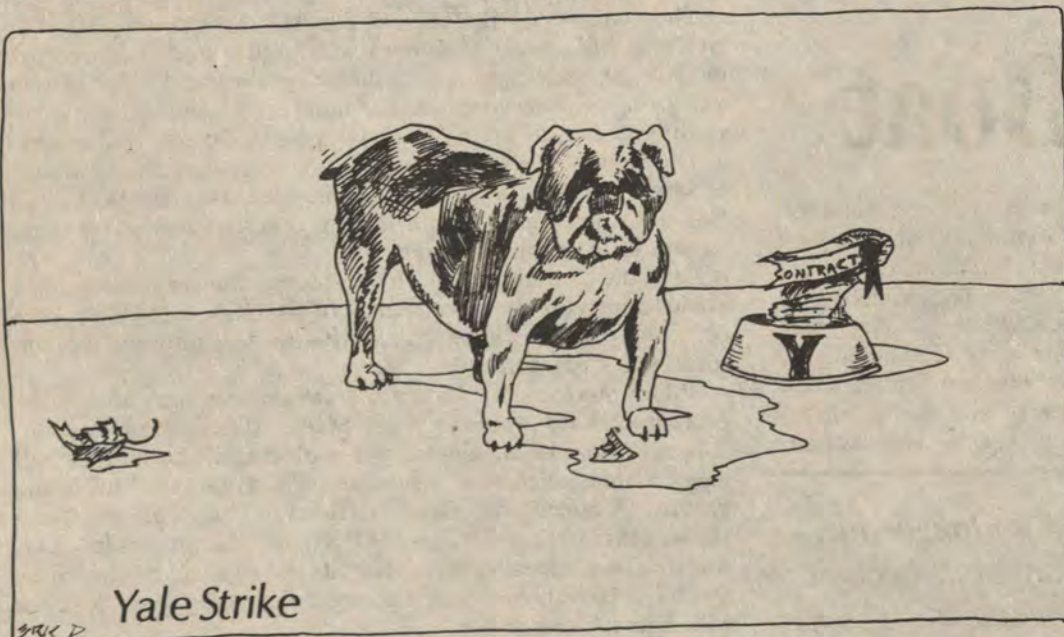
Global Peace, Burlingame opposes deployment of the Trident II.

"Many people active in the peace movement who believe you need a deterrent think that submarines are the best deterrent weapons because they are relatively invulnerable," he said. "But, if the Trident II missile is placed aboard the Trident submarines, these submarines will become first strike weapons capable of destroying Soviet ICBM's and their silos. Then those submarines are no longer just retaliatory defensive weapons but become potentially first-strike weapons and thus significantly enhance the chances of nuclear war."

Roy Colvol, President of UAW Local 571 of the Marine Draftsmen Association, believes the Trident II is necessary to counter the overall goals of the Soviet Union.

Citing a newspaper article that portrayed the Soviet Union as striving to destroy the capitalist world, Colvol said:

"I believe that the Soviet Union has not changed its philosophical goal of world domination. I think the only way we can keep them in check is by having a strong deterrent to their goals. I believe the unmitigated goal of the Soviet Union is to destroy the capitalist world."



Yale Strike

Lybele has an Associate degree in science from LaSalle Junior College in Boston. She schedules the medical health staff at the Hunter Radiation Therapy building, part of the Yale/New Haven hospital complex. Lybele has sole responsibility for coordinating the schedules of 70 residents. She has worked her way up to this position after seven-and-a-half years. She earns \$12,000.

"It was quite a shock, actually... as I started realizing... there is discrimination, and that it was going on with me in a very personal way," said Lybele. "Starting to put two and two together was... a little intimidating."

Both women think the feminist movement is maturing to meet the more specified demands women have in the 80's.

"I've never been a radical feminist in the sense of what the feminist movement was in the 50's and 60's, said Rogers. "To me it's evolving into something that is more moderate, more diverse."

Lybele agrees. "There are some things that I'm not totally gung ho for in terms of the women's movement because I think sometimes it's taken it a step too far. There are differences between men and women, you can't get away from that. Trying to deny it in order to over-compensate for what's happened in the past, I think is an invalid approach."

But, Lybele noted, "I'm starting to realize sometimes you do have to take to some extremes in order to prove a point."

LESSON I. WHAT EVERY GIRL SHOULD KNOW ABOUT HUNGRY MEN.

Suddenly..as if regaining his senses, Ron pushed me almost roughly from him...



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A Question of Tenure

by Sally Jones

The question as to whether or not a teacher should receive tenure is being talked about on campus. Due to the present case where teachers were denied it, students have become more aware about the tenure system at Connecticut College. But what are students saying?

Student opinion is mixed on the subject. Sue Brandes, a government/German Studies major said, "Overall, I don't think it is a good system because tenure, in general, is too secure for the teacher. Many times teachers are so assured of their position that they lose sight of what their job is, which is to stimulate us as students."

Alison Lowe, a French major stated that, "when you get a teacher guaranteed his job for the next 15 years there is the possibility that he/she does not need to remain committed to his/her job as a teacher." Another student, a government/chemistry major was of the opinion that "a lot of people abuse it. They take advantage of the situation because they don't teach as well as they could knowing that they have the comforts of this position."

Others look at the system as being good. James Romeo, a history major, although "not sure" of how the system works, said "the idea of tenure is good if the administration can

devise a system by which only qualified and competent professors are assured tenure.

Teachers definitely do need some security with their jobs because the job market is bad." A government major student said, "It allows teachers to teach the way they want to without having to worry about the department or the fact that they might lose their jobs."

A psychology/German major said "I think tenure is good because otherwise the good professors wouldn't stay here. But they (the administration) have to be careful as to who they give it to. They must feel that the teacher doesn't lose his zeal to teach."

Then there are the students who feel they are "not qualified" to talk because they "do not know too much about the tenure system." In fact, even those who did speak their opinions were a little wary of just how the tenure system works.

What are the procedures? What are the criteria/prerequisites for receiving or not receiving tenure? David Fleishman, housefellow of Larrabee said, "Most students know very little about the tenure system. I've been told that some faculty don't even know the provisions." As one student aptly concluded, "What the hell happens?"

Whether or not students

were familiar with the tenure system most agreed that it needs to be revised. Meg Macri, an American Studies/English major said, "It may need to be received because of the controversy surrounding the present situation." A suggestion made by several students was that once a teacher has tenure, a special committee should be created to review teachers every five years.

The importance of student evaluations was also mentioned. Alison Lowe said "Students should know and have a direct say in the tenure given that we pay \$12,000 a year and then get a teacher whose general attitude is 'What the hell' being neither enthusiastic nor committed." Sue Brandes said, "Student evaluations should play a more important role than what they seem to be playing" in reference to the recent case.

According to various students, as it stands now, the language department is not strong and needs to be improved. Brandes said, "Seeing as there is now a language requirement for incoming students the department should be strengthened." Instead of letting good professors go more should be hired to enhance a weak and desperate department.



Language Lab in Limbo

by Patricia Ryan

Connecticut College's Language Lab is in a state of transition now, and will continue to be until it is finally moved to Palmer Library, which will become a Humanities Center. The relocation is not expected to take place for at least another year.

At present, the Language Lab is equipped with 22 booths with new cassette decks. It has two high speed tape copiers, one purchased in 1981, the other a month ago, along with a high speed tape eraser. Another device, for remote-control testing of students, will soon be added. These improvements to the existing Lab cost approximately \$14,000, according to Mrs. Jacqueline Williston, Director of the Language Lab.

The new Lab will have twenty-eight booths, of which five will be equipped with both audio and video facilities. Students at the new Lab will be using the most up-to-date equipment available. Everything will be changed, including the design of the booths.

One of the major facilities that the lab will provide is better shelving and proper storage for the language tapes. The old lab was built in 1966 and designed for reel-to-reel tapes. Consequently, much space is being taken up by unused machines and there is little room for cassette storage. Of the present system Mr. Jacqueline Williston says, "I'm surprised we don't lose anything."

Mrs. Williston expressed a hope that when the Lab is located in Palmer, more students will be able to use the Lab because of its central location and better equipment. Even in the existing Lab, with the new machines, more students are coming. Mrs. Williston feels that the renovation of the Language Lab is "long overdue," but she is very happy with what we have in mind for the new Lab. It is hoped that after the move to Palmer, the Lab will become a more important resource on campus.

Milhoefer Explains AIDS

by Susan Czepiel

AIDS (Acquired Immunity Deficiency Syndrome) has killed more people than Legionnaire's Disease, according to Dr. Larry Milhoefer.

Forty-seven percent of those diagnosed with AIDS die. The maximum life expectancy, after diagnosis, is only three years. AIDS, a virus which destroys the body's immune protection system, affects mostly homosexuals, but it can strike heterosexuals, too, according to Milhoefer.

Speaking at the November 14 meeting of the Connecticut College Gay/Straight Alliance, Milhoefer described the symptoms, testing, spread, and the federal government's research of AIDS.

The symptoms of AIDS, according to Milhoefer, include unexplained fatigue, fever, weight loss (more than ten pounds in two months), swollen glands, pink or purple blotches or bumps on the skin, night sweats, and spots in the mouth. Milhoefer observed that "these are basic symptoms of a lot of diseases" and added that AIDS can be positively diagnosed only after these symptoms are present and a blood test reveals a low number of white blood cells. White blood cells are the blood cells which fight infection, Milhoefer explained. He said that the AIDS virus affects the cells which recognize and identify illnesses and trigger reactions to fight a disease. Emphasizing that there is no diagnostic test for AIDS, Milhoefer said that the only way to identify an AIDS victim is to find these symptoms when their presence cannot be explained.

Milhoefer said that since 1978, when the virus was first identified, 3055 of 6517 victims of AIDS have died. 70 of those cases have been in Connecticut, while 104 have died in Massachusetts, 2575 in New York. 73 percent of the total number of cases identified since 1978 have been male homosexuals or bisexuals. Intravenous drug users accounted for 17 percent of the cases (25 percent female, 75 percent male), Haitians four percent (five percent

female, 95 percent male), and Hemophiliacs one percent (100 percent male).

Milhoefer explained why AIDS is an especially difficult virus to research. Milhoefer stated, although most of those affected with the disease are gay, gays are illegal minorities in some states and thus risk arrest if they come forward for the same reason. Drug users, also an important segment of those affected with AIDS, were less likely to help with testing for the disease. He added that in states where homosexuality is illegal, "groups are trying to draw up codes of confidentiality" so that research can be conducted more thoroughly and accurately.

Calling AIDS a "horrible disease [because] it affects people in their prime," Milhoefer said that most victims of AIDS (147 percent) are between 30 and 39 years old. 22 percent of the victims are between 20 and 29 years old, five percent between 13 and 19. 21 percent of AIDS cases affect 40- to 19-year-olds, while only nine percent of the cases affect those over 49.

Explaining that the AIDS virus spreads "through the exchange of bodily fluids," Milhoefer said that the virus does not spread through saliva. The most common carriers of the AIDS virus are blood and semen, Milhoefer said and added that because only "one exposure to the virus can infect a person, [contracting] AIDS no longer means that you are promiscuous."

Milhoefer said that while the federal government has recognized AIDS as a disease which qualifies its victim for disability payments, "the Reagan Administration has dragged its feet in its research of AIDS." He said that president Reagan pursued research of AIDS only after the virus began to contaminate blood banks but added that Congressional support for granting money for the research of AIDS is stronger, finally Milhoefer stated, state governments, such as New York and California, have budgeted money for both research of the disease and for support groups for gays.

Brailey Promotes Health

The appointment this year of David Brailey as Health Educator at Connecticut College is an indication of the college's commitment to the students' health, as opposed to the mere treatment of illnesses or injuries. The middle name of the Student Health Service is "Health," and it is the hope of the Health Service staff that they may demonstrate this aspect of our mission, rather than be viewed as merely a haven for the "infirm" members of the student body.

We are fortunate in having a well equipped facility, located near the center of the campus, with a registered nurse on duty at all times when school is in session, inpatient service, physician availability at all times, a medical laboratory, able to perform most of the more commonly required tests, a gynecology nurse-practitioner, and a Counseling Service with two full-time and one part-time counselors.

With this staff, it is our hope and intention that we will be able to respond adequately to most of the health needs of all students. We encourage anyone to drop in to the Warnshuis Infirmary if you have any problems, or just to learn more about what services (that's our last name) are available. If there are any needs which are not being met satisfactorily, we want to know about it. You may speak to any of our staff, or if you would prefer, the members of the Health Service Advisory Committee will always welcome any suggestions and bring them to our attention. The members of the committee are: Tracy Tebo (85), Randy Lucas (86), Dan Besse (86), Mark Margolis (86), and Robert Sklans (87).

Many of you are probably already acquainted with the work of David Brailey, and, although working out of an office in Cro, he is an important member of our Health Care Team, and would be glad to discuss with you any topics regarding health that might concern you.

It is my plan to submit a column to *The Voice* on a fairly regular basis. If there are any specific topics you would like to have addressed, just drop me a note at the Student Health Service.

Holidays Painful for Bulimics

Most students look forward to holiday vacations as a joyful time for reunions and large family meals; but, for people with eating disorders, these instead may be times for confrontations, lies, and painful anxiety.

Bulimia, which is characterized by binge/purge behavior, and anorexia nervosa, a less common but related condition of self-starvation, are dangerous epidemics affecting between 25-33% of college-aged women (also many men).

Under ordinary circumstances, their lives are dominated by low self-esteem, generalized fear, and obsessive thoughts about food. During the holidays, however, these feelings are intensified. With a well-thought-out plan and plenty of motivation, these individuals can use this time off to start a program for recovery.

Although the underlying causes vary, eating disorders typically begin for psychological reasons and become addictive. Most cases are women with unrealistically high expectations of achievement, especially concerning their own appearance and weight. The initial binges might be triggered by specific events, such as moving away from home, rejection by a lover, or family pressures.

The behavior often starts as a way of dieting or in reaction to a failed diet. It becomes a numbing, drug-like coping mechanism that provides instant relief for emotional pain or boredom.

Bulimics often binge on several thousand calories after eating what they feel to be one bite too many at a meal. Since they have eaten more than they "should" anyway, they go ahead and binge, knowing

that they will later force themselves to vomit or abuse laxatives. These purges confuse body signals causing extremely low blood sugar levels, electrolyte imbalances, and cravings for more sugary foods. This cycle perpetuates itself, dangerously upsets normal digestion, and further complicates the original psychological reasons for bingeing.

Lindsey Hall, who cured herself after nine years of bulimia has co-written three booklets on this subject, which are used in more than 500 colleges and universities. She writes in her first booklet, *Eat Without Fear*, "I binged up to four and five times a day after the third year. There were very few days without one. My vision often became blurry and I had intense headaches. What used to be passing dizziness and weakness after a binge had become walking into doorjams and exhaustion. My complexion was poor and I was often constipated. Large blood blisters appeared in the back of my mouth. My teeth were a mess."

The research study on which her third booklet, *Beating Bulimia*, is based, documents other bulimics who were hospitalized, had miscarriages, and spent more than 20 years struggling with food. Between 7-9% die due to cardiac arrest, kidney failure, or impaired metabolism.

(Lindsey Hall's booklets are only available by mail from: Gurze Books, Box 20066U, Santa Barbara, CA 93120. The "bulimia set of three" costs \$13.25 including postage and handling.

Dr. Jean Rubel, president of Anorexia Nervosa and Related Eating Disorders (ANRED), a non-profit organization which

serves as a national clearing-house of information and referrals, observes that college students commonly fall victim to food problems, "Students are vulnerable to a cycle of stress inherent in the structure of the school year.

There is a separation from home and all that is familiar, anxiety resulting from having to make new friends and learn one's way around campus, plus classwork and studies which pile pressure on top of stress. All the while, women are being vigilant about presenting to the world an immaculate, thin appearance. Many students resort to disordered eating in efforts to gain some peace and release.

"That student returns home, perhaps still preoccupied with problems at school, to find a different set of pressures and expectations awaiting. To further complicate matters, holidays are traditionally times of feasting. For someone who is already terrified of weight gain, who is craving rich food after a period of dieting, the prospect of spending time around large amounts of easily available food is frightening indeed."

Students with food obsessions can use the holiday break from school to begin to get better, though recovery is rarely quick or easy. Dr. Rubel recommends that students be aware of the pressures awaiting them at home and make detailed plans for how to cope with them. They should set reasonable goals for themselves, such as planning non-food related activities, perhaps by setting a limit for weight gain, or avoiding specific incidents that may trigger binges. She adds, "If you do slip back into a food

behavior, remind yourself it does not mean your plan is not effective. It merely shows you a place to make some revisions so you can more easily achieve your goals." (ANRED, Box 5102, Eugene OR 97405. Include a self-addressed, stamped envelope.)

Most who are cured find that the commitment to getting better is made easier with the important first step of confiding in someone who can help. Vacation time may provide the perfect setting for getting support from friends or family members, who are often understanding and compassionate, despite the sufferer's fears of rejection. However, even with the help of loved ones, overcoming bulimia or anorexia nervosa

may require professional therapy and medical treatment. Without proper attention, the behavior does not suddenly end and can continue for a lifetime.

Lindsey Hall's bulimia developed into a daily habit during her college years, and now she regularly speaks to students who are struggling with food. She emphasizes her success at overcoming bulimia rather than dwelling on her suffering, "I am now able to enjoy growing, touching, tasting, smelling, and eating food without the temptation to binge." Ms. Hall asserts, "The best Christmas present that people with eating disorders can give themselves is to make a devoted effort to end their food obsessions."

Students & Religion: Returning to Tradition

by Debby Carr

Conn College students in 1984 seem to be more interested in religion than ever, according to chaplain David Robb, but are expressing their faith in more traditional forms. Robb, who has served as Conn's chaplain since 1972, has witnessed the changes in college students' religious preferences and participation over the past twelve years.

Robb asserts that religion and social issues frequently intertwine, and as a result, during his first years at Conn the chapel served as a center for student concerns such as Vietnam and civil rights. Because this era was dominated by social and political rebellion, students' religious behavior followed suit.

Many students possessed "anti-authority" attitudes and sought non-traditional means through which they could practice religion. The peer pressure to cross cultural barriers accounted for the number of students who chose to participate in Eastern religions.

The 1984 student is as socially and politically aware as the 1984 student, yet the issues which concern him, and his manifestation of religious beliefs has changed. World peace issues such as nuclear war, U.S. intervention in foreign countries, and the widespread perception of an economic downswing have caused students to feel that they must "tow the line in order to make it." Robb contends that students are becoming less adventurous and are tending to "embrace the views of their parents," as a result, practicing their religions in more "traditional ways."

Students are, Robb continues, by no means shutting themselves off from other faiths. The number of students enrolled in introductory religion courses is high, and the number of students attending religious services has increased over the past few years.

The Roman Catholic priest, Father LaPointe is extremely popular, and the attendance at masses has grown substantially. Robb also notes an increasing awareness of the Jewish identity on campus over the past three or four years, and Chavurah services maintain steady attendance. The Christian Science student group, as well as the Christian Fellowship and attendance at the Vesper services has been significant.

Robb feels that the college community is wonderfully conducive to religious participation. Because students are "on their own," they are responsible for their decisions, and are free to experiment and question religion.

Whether or not students come from strict religious backgrounds, they possess the energy and enthusiasm to examine religious questions and can discuss the standard question of the "relevance of religion and God to their personal lives." Robb generally concludes that today's student is interested in finding out about other faiths as well as exploring his own religion. He elaborates, however, that generalizations are difficult to support as religion itself is a "personal experience" and "promotes a sense of individuality."

'Buckling Up' Saves Lives

by Dr. Fred McKeenan

It is common knowledge to all of us that our "life styles" are major determinants of the measure of health we can expect to experience years later, or even whether we will be alive, to have any health at all. We all have some degree of familiarity with the "risk factors" of smoking, excessive use of alcohol, lack of exercise, improper diet, etc.—all of which may have serious implications for us many years later. For an energetic, healthy, young person of college age, it often seems so remote that it is sometimes difficult to consider possible consequences years down the road related to current activities.

Perhaps you would be inclined to give more attention to risk factors which pose a more immediate threat to your health and life. The leading cause of death in the 18 to 24 year age group, causing almost half of all these deaths, is motor vehicle accidents. The three biggest factors in these fatalities are speeding, alcohol use, and failure to use seat belts. While not wishing to minimize the importance of the first two items, I would like to focus attention on the last one.

Auto fatalities could be cut approximately in half if all drivers and passengers would "buckle up" whenever driving, for even short distances. An unrestrained individual traveling in a car going sixty miles an hour, which slams into a solid obstruction, becomes an unguided missile, hurtling forward at that same speed, through the windshield, or against the dashboard or car

ment which no surgeon can repair, and which might well challenge the cosmetic expertise of the most competent mortician.

A person wearing a seat belt, preferably including a shoulder strap, may be shaken up as a car comes to a sudden halt, but usually does not suffer the major trauma experienced by those not so protected. In spite of this accepted fact, only about 10% of Americans regularly use their safety belts. New York State and New Jersey have recently enacted laws requiring the use of seat belts, and many states, including Connecticut, require the use of restraining devices for children under age four. It is a sad commentary on human nature (or simple stupidity) that it should be necessary to legislate such a logical action.

If seat belts are not more widely used, the threat of mandatory air-bags is being considered. These are expensive, (costing several hundred dollars just to recharge) and not effective in accidents involving sequential impact, such as when a car strikes a guard rail and then a telephone pole, since the air bag deflates within a split second. They also afford no protection for passengers in a car struck from the side.

Motorists tend to rationalize, "I'm only going a short distance," or "I'm a careful driver,"—but the thousands of college aged drivers killed each year while not wearing seat belts probably said the same thing. One Connecticut College student killed would be one too many. Buckle up!

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Hutton Provides a Fresh Look

by Hayley Altman

Robert Hutton III established a new administrative position labeled Director of Operations. "It is really a fancy name for a business manager," describes Mr. Hutton.

What can Mr. Hutton offer Connecticut College? With many years of experience at other schools, filling the same sort of positions, Mr. Hutton views Conn. with an experienced, yet fresh eye.

The responsibility of the Director of Operations was created by the administration to alleviate Mr. Knight, new Director of Finances. Mr. Knight used to work as both Director of Finances, and Director of Operations until he was spread too thin.

Director of Operations has the responsibility for: purchasing goods and services, auxiliary enterprises, facilities and planning, design, and construction; facilities operation maintenance, safety, security, and transportation; space management, all which previously belonged to Mr. Knight. Mr. Hutton has to work closely with Mr. Knight in order to be financed for his projects.

Mr. Hutton describes our policies as ineffective and expensive. In order to do improvements and keep the tuition down efficiency must be reached. "The tuition is right, but the quality does not meet the scholarship of the faculty or the quality of the

students," replies Mr. Hutton. When he has brought the support system up to par he will have achieved what he wants.

"We can keep the same services with less cost," explains Mr. Hutton. Any excess funds will go toward renovations.

Mr. Hutton sees the dormitories as dilapidated, "they need upgrading to meet with people's expectations, we just don't live like that any more."

The dining facilities also pose a problem. "We have three kitchens, this is very ineffective," replies Mr. Hutton. "When food has to be shipped all around campus the quality is going to decrease."

Further problems arise from a very old physical plant. The heating systems are highly inefficient working at the extremes of either really hot or really cold.

Many more things seemed archaic to Mr. Hutton, "We are far behind in computerization," he says, referring to the chaos behind registration.

Faced with these problems Mr. Hutton began to take action. "It takes a lot of time, it is really difficult to get people to move," replies Mr. Hutton. He feels a very apathetic approach from colleagues. "We have always done it this way," said Mr. Hutton. With this in mind Mr. Hutton met with the faculty and drew some lines, "If I give you what you want, don't tell me how to do it."

What are Mr. Hutton's plans? He is meeting with new

food organizations to try and upgrade the initial quality of the food. But the real problem is inefficient preparation. "We need as many rooms, but all in one building, we also need some family style meals," said Mr. Hutton. He finds the food service very impersonal.

One of Mr. Hutton's main objectives is to increase efficiency, "We work too hard

for what we get done. Take the bookstore, for example, they shipped books around five times, because no space was provided for course text books."

How do those that report to Mr. Hutton feel? There seems to be no resentment on their part, on the contrary they respond to his willingness. "They come to me," state Mr. Hutton. He has more freedom

than them to carry out their needs, and he has more time to meet them to find out their needs. "I meet with everyone individually, and in a group once a week," Mr. Hutton explains. To sum up his position Mr. Hutton states, "Things have happened here for fifty years, I can't just walk on water, but I have been running around, so there must be a need for me."

J.R.'s Blue Ribbon Cookies

by Debby Carr

Jillian Steinberg, a Chinese major-economics minor, would like to enter the field of importing and exporting after graduation from Conn in May. Rob Berg, also a Conn senior, is a government major who seeks a career in advertising or marketing. Although many students study about marketing a product, Jillian and Rob have actually experienced running a business; they are the co-founders of J.R.'s Blue Ribbon Cookies.

Jillian's and Rob's cookie business developed out of coincidence: both had worked at the same establishment over past summers, and instead of giving Rob gas money to cover transportation costs, Jillian supplied him with her homemade, original recipe, chocolate chip cookies. Eventually, Rob says, "it clicked"; she liked to bake, and he was interested in marketing. After researching prices, designing a promotional logo on a graphics computer, ordering bags, locating a printer, pricing ingredients, and deciding upon a sale price, they were ready to begin production. They bake on Tuesday and Thursday nights in the KB basement. Customers may purchase six cookies for one dollar at this time, when the cookies are fresh out of the oven, or may purchase them on Wednesday and Friday mornings at the post of-

fice. Because the demand for J.R.'s cookies is so strong, the cookies are always extremely fresh.

Over the Christmas break, Jillian and Rob will be examining their business, and will be considering various avenues of expansion. The nearby Copper Beach is interested in including the cookies as part of their menu. Jillian and Rob are planning on getting their product patented, and selling the legal rights to fellow student entrepreneurs in nearby college communities. Also, customers may look forward to purchasing peanut butter cookies in the future.

Jillian Steinberg and Rob Berg have changed the passive words of "We should..." and "What if..." into phrases of initiative. Although managing a business enterprise is time consuming, they find it provides an invaluable experience; they are responsible for their own mistakes and profits, are their own bosses, and learn how to deal with the public. It is not a "capitalists [venture] to kill," says Rob, as they follow the suggestions of their patrons, even if it means enlarging cookie size while decreasing profits. Rob summarizes his and Jillian's philosophy behind J.R.'s Blue Ribbon Cookies: "Learning can be fun, and if you make a profit, great."



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Attn: Conn. College students that live in the local area—we will be open and active during the winter recess!

Viewpoint

Our Endangered Souls

Last week the Trustees of the College declined to reconsider their decision to deny tenure to Messrs. Artinian and Deredita. We were not unduly surprised.

After all, had the Trustees acted otherwise they would have effectively repudiated Mr. Ames and the Advisory Committee. That they would have done only in *extremis*: distant and, we hope, benevolent, the Trustees preside over the orderly and triumphant procession of events of those put in their charge might cloud their vision and divert them from their purpose.

But we who are the institution and who remain here after the Trustees have departed, having been wined, dined, and exposed to carefully chosen "representatives" of the institution's constituencies, we ought to remember certain facts which are not in doubt.

1. The chairman of the Department of French and Italian tried to make a graduate student change her evaluation of Mr. Artinian's teaching.

2. The President of the College knew that a great impropriety had been committed by Mr. Proctor and decided to do nothing.

3. The Advisory Committee found fault with Mr. Artinian's scholarship, and disregarded opinions of outside evaluators of Mr. Artinian's work.

4. In the case of Mr. Deredita the Committee unearthed several negative assessments of Mr. Deredita's teaching and decided that he fell

short of our standard of "superior" performance.

5. The Dean of the Faculty contended that we did things here by a different set of rules that something he called *esprit* was more important than sound professional judgement of scholarly ability.

6. The Dean of the Faculty opined that although we subscribed to the charter of AAUP we were not a large university and were therefore free to pick and choose the rules and principles we wished to obey.

This is a sad litany of questionable decisions. What are we to think of those who are to teach not merely in the classroom but by personal example of steadfastness and rectitude? That the grandeur of our enterprise here, the famed "liberal arts education" is evoked only at Commencement and in promotional literature? That in our daily lives we go by a different, more "realistic" set of rules? That the power of office confers invisibility and immunity upon its holder?

If an institution may be said to have a soul (or, as Mr. Johnson cheerfully calls it, *esprit*), is not our soul in danger now? What has been done to Messrs. Artinian and Deredita and we have not heard the last of it yet-has been done to us. Should we not consider these events together, as a community? Are we what we say we are? What are we?

Directing the Liberal Arts

Connecticut College has often been recognized for its high academic standards and its prowess as a liberal arts college. The structure of Connecticut College can be divided into three categories; students, faculty and administration. We, as students, are here to learn, to expand our minds, to question and to analyze our surrounding world. We have here to grow and expose ourselves, exploring our minds as we do our surroundings. To accomplish this task, we must utilize the faculty. Present in the faculty is a source of knowledge, wisdom and guidance, the extent of which cannot be fathomed. Finally, the administration is responsible for the mechanical functioning of the structure of the school, such as housing, salaries, funding, etc. In its ideal form, these categories have distinct and impenetrable boundaries which create an effective yet frail system.

Yet the administration, this semester, has proceeded to cross its boundaries, to assume a role in the guidance of the liberal arts education, thus upsetting the balance. William J. Bennett, chairman of the National Endowment of the Humanities, comments on this current trend occurring in college nation-wide. In a report released by an endowment panel (New York Times, Nov. 24), Bennett states that curriculum, as a result of administrative interference, is now, "...the product of political compromise among competing schools and departments overlaid by marketing conditions."

At Connecticut College, we can witness this "product of political compromise" in the present tenure controversy. To meet the current trend of career-oriented students, the administration has unwisely cutback on traditional and necessary liberal arts departments. This deemphasis is fatal to the true liberal arts education, for we are here to explore ourselves as members of humanity and to gain insight to ourselves. To train to become an effective member of a materialist society is **not** a liberal arts education.

Consequently, we protest the administration's denial of tenure to Prof. Deredita and Artinian. But, even more, we protest the administration's coercion of faculty through the threat of tenure denial and departmental cutbacks, and thus the administration's meddlesome advance into areas better left alone by their policies. For, we must remember, who is the school? As students, we must distinguish who it is that will determine the definition of our education: administration or faculty.

William F. Walter
Editor-in-Chief

Faculty 'Questions' Tenure

The following letter was signed by 35 tenured faculty members. 9 additional tenured faculty members wrote independent letters to President Ames expressing their concern about the recent decision to deny tenure to Professor John Deredita.

In total, this represents more than half of the approximately 80 tenured faculty members teaching at Conn this semester.

November 15, 1984

Mr. Oakes Ames, President
Connecticut College
Fanning Hall

Dear President Ames:

The recent decision to deny tenure to John F. Deredita has raised very serious questions about the procedures and the criteria by which Connecticut College is now granting tenure. These questions face us at a time when a raft of new tenured decisions must be made. We, the undersigned tenure faculty, write to urge you and the Trustees to reverse the denial of tenure to Deredita, as a first step toward restoring faculty confidence in the integrity of our tenure-granting process.

achieve its purposes" (Committee report, quoted in your letter to Deredita, March 1, 1984). Otherwise, the Committee reported its satisfaction with Deredita's service to the College and judged that his scholarship augurs "an important career."

The Advisory Committee's brief interpretation of the student evaluations ran counter to the Department's reading. Although not required to do so by *Information for Faculty*, Hispanic Studies had submitted the evaluations as positive evidence that Deredita is a superior teacher. The Committee's lack of understanding of foreign language and literature teaching is shown not only by their seeming insensitivity to the natural variety of student response to a foreign language course but also by their assertion that Deredita's classes were small. They were good-sized classes by College foreign language standards. As one of Deredita's faculty supporters stated in his letter of appeal to you, "The Committee's use of the word 'significant' to describe a few negative comments strikes me as rather evasive, since it manages to condemn without being specific. Had a desire to grant tenure been present, the word 'insignificant' might have been more appropriate. Has any professor, including members of the Advisory

"We, the undersigned tenure faculty, write to urge you and the trustees to reverse the denial of tenure to Deredita. . ."

Deredita was unanimously recommended for tenure by his department and its student advisory board. A tenure slot was available for Hispanic Studies. In a procedure that respected the professionalism of the faculty, only the strongest administrative objection could be used to justify denial of tenure to someone so recommended by his Department. Yet the faculty Advisory Committee (which by current rules is responsible to the administration) chose to fault Deredita's teaching, solely on the basis of the Committee's interpretation of some student course evaluations: "Admittedly, student evaluations are difficult to use, but after a careful examination of those submitted by the Department, the Committee finds too many instances where, for a significant number of students in small classes, the teaching had failed in part to

Committee, ever received 100% approval in any student evaluation?"

In its report to you, the Advisory Committee made no reference to the sharp discrepancy between its reading of Deredita's student evaluations and that of the Department of Hispanic Studies. If the Committee had any doubts about the Department's assessment of Deredita's teaching, it was required by *Information for Faculty* to conduct it with Hispanic studies before reaching its decision: "The committee is to take initiative in conferring with department chairmen or others and in seeking independent relevant evidence before determining whether or not to support any department's recommendation of a candidate for tenure" (7-12b). No such consultation took place. Why not?



THE COLLEGE
VOICE

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

Educational Commitment

Letter to the Editor:

As an avid reader of the tenure articles in *The Voice*, I find myself questioning exactly where the educational commitment of this school lies. The questions that the students of Hispanic Studies 306 asked in last week's issue [Tenure: Student's Speak, Dec. 4 9184] are serious questions that each of us as participants in this community are obliged to look at. What are our priorities? When we chose Connecticut College, what qualities did we choose and where has our commitment to preserving these qualities disappeared to? When it comes down to questioning policies of our administration, why are students unwilling to have their name cited in an article in conjunction with their words, their opinion? We cannot be punished for having an opinion and sharing that opinion. It is through taking a stand on what we believe in that we create a community harmonious with our beliefs and representative of why we chose Connecticut College.

I am committed to quality teaching and in view of this commitment I condemn our administration's decision to deny tenure to Professor Artinian. As one of his students, I am inspired by his enthusiasm in the classroom and his vast knowledge of the subjects he teaches. If his performance has been judged insufficient I deem this a warped and unknowledgeable judgement.

has also just been chosen to lead a national conference on the French author Maupassant next October at Vanderbilt University, sponsored by specialized members of The Society of 19th Century French Studies. There is no doubt in my mind that Professor Artinian is a qualified teacher, one worthy of being tenured. My thought is that he has become the sacrificial lamb of the French department. Our language curriculum in general is seriously deficient, especially in view of the newly instituted language requirement for incoming freshmen, and it amazes me that we are firing qualified professors. We should be hiring new teachers, to fill the gaps in the department, but not at the expense of losing a professor such as Mr. Artinian.

Education is not one of our civil rights, education is a gift. I ask myself why we choose to go to college and then proceed to lead our lives according to the date of the next party and how we can do the least amount of work. If that's what we're up to, why bother to come here at all? I invite all students to take another look at where their commitment lies and what they're willing to do to bring this commitment to life. As one seriously concerned with the present tenure situation and what it says about our school, I encourage every member of the community to voice their opinion, for it is your voice that makes the difference.

Signed Alison Lowe

Faculty

During the appeal, all Hispanic Studies faculty vigorously took issue with the disparagement of Deredita's teaching. The Hispanic Studies Student Advisory Board wrote that its evaluations had indeed been positive and had been "misused" by the faculty Advisory Committee. Many individual students, alumni, and faculty members from other prestigious institutions added their support for Deredita's teaching. A number of Connecticut College faculty spoke up in favor of his continuing with us. Yet only one member of the Advisory Committee recommended for tenure during the appeal. The procedure of appealing to the same body which has denied tenure is currently being questioned by the FSCC. In Deredita's case, we can only conclude that denial was not based on a fair rereading of the evidence on teaching.

The AAUP has seriously questioned the procedures applied in Deredita's case, pointing out, among other things, that the Advisory Committee's reliance on student evaluations as the only basis for denial of tenure violates a long-

standing AAUP rule. We wish to avoid national AAUP investigation and censure of Connecticut College by scrutinizing our tenure legislation and also by righting any wrongs that have been committed in recent decisions such as the one of Deredita.

Argyll Rice has resigned her chairmanship of the Department of Hispanic Studies mainly because the administration mishandled Deredita's case. Her concern at the erosion of departmental influence in tenure decisions is ours as well. We cannot continue in good faith to make recommendations for promotion and tenure if the procedures for judgment in these areas are capriciously applied.

It is clear to us that existing procedures must be amended by the faculty as soon as possible in order to insure integrity in future tenure decisions. It is equally clear that existing procedures were violated in Deredita's case. For this reason, and because all signs indicate that he merits tenure, we urge that it be granted to him.

Most Sincerely,
Stephen H. Blackwell



Oversimplification in the Place of Sincerity?

To the Editor:

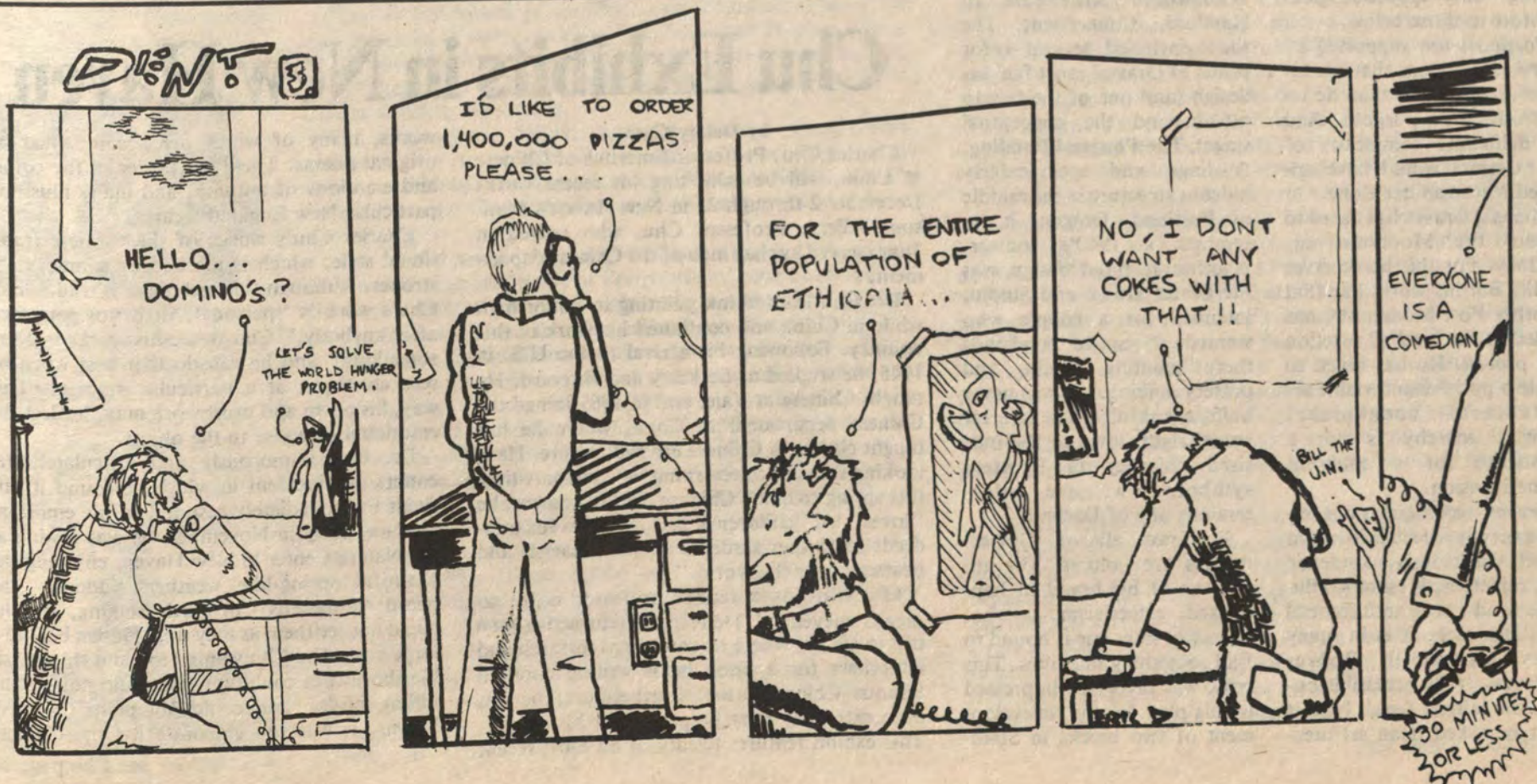
The Voice is a marvelous place for confrontations such as the current Right/Left battle to take place; however, as the affront now spans four publishings, I will try to keep my appraisal of it terse.

I love to write, letters especially; and yet when I feel I must respond to Mr. Pratt's writings, I am faced with a dilemma: I either want to be childish and use words like "neato" and "keen" in sentences like, "Gee, it's neato the way Tim makes me use my dictionary"; or I want to fly into a fit of relentless scatological vindictive. Fortunately, I can avoid both of these approaches and avoid the whole Left versus Right issue by addressing, briefly, Mr. Pratt's approach to persuasion and educational dissertation.

Perhaps my objection is simply that I don't think that *The Voice* is the proper forum for what Mr. Pratt, rightly and in his own defense, calls hyperbole. In the Voice should be articles which speak earnestly and attempt to educate, so that we the readers may consider issues well. To place hyperbole and oversimplification in the guise of sincerity is an abuse of those who wish to learn from what they read. Mr. Pratt's original article is not persuasive nor, now that he claims that it was not meant to be taken seriously, is it educational.

The irony of Mr. Pratt's folly is that, while he admits to distortion, oversimplification and exaggeration, he steadfastly defends what he has said as fact: Does he mean his phrase "Messianic force" to be taken lightly, as his close implies? Or does he mean what he says when he asserts that "it is by no means a theatrical distortion to speak of the liberal belief in government as a messianic force"? Self-contradiction is seldom enlightening, except regarding the author.

While hyperbole is an enjoyable device to use and to read, it is not educating; and yet Mr. Pratt seems to be educated by his own exaggerations. I hope that his understanding of this political issue exceeds that which he has already shown. If so, he should learn that his chances of persuading people, less knowledgeable than himself, that he is right will be much greater if he attempts to increase their own understanding, rather than mock their ignorance.



Arts & Entertainment

Michael Graves: Eclecticism Revisited



by Tim Pratt

As contemporary architects struggle to extricate themselves from the strait-jacket of Modernism, and grope for an alternative idiom, a new philosophy has emerged within the architectural community: "anything goes." The work of Michael Graves is in many ways emblematic of this current professional chaos. His buildings are curious mixtures of the decorative and the functional, the representative and the utilitarian, the meaningful and the absurd. If there is a theme that unifies his designs, it is a willful rebellion against the sacred maxims of modernism, such as "Form follows function," and "Less is more." In many of his designs, the relationship of form to function is purely symbolic. Lattice-work "roofs," for example, cover pedestrian walkways, providing only psychological comfort to those below.

Porticoes are supported by oversized columns that are expressive of, rather than derived from, their purpose. And the deliberate complexity of his exteriors would have appalled Mies van der Rohe.

Michael Graves has dared to violate the Modernist orthodoxy. For this he deserves credit. But his work, like that of other Post-Modernists, has stalled at the level of reaction and protest. He has failed to create a positive and viable architectural vocabulary. Stylistic anarchy is not a substitute for a coherent aesthetic vision.

Graves' technique is not only perversely eclectic, it is also a self-consciously academic one, replete with esoteric allusions and wry architectural puns. As such, it is in many cases, as Judith Rohrer observes, "fully accessible only to the initiate few." Now it must be asked if an architect

ture for the benefit of other architects (and architectural theorists) fulfills the responsibilities of design, which are, after all, primarily to the people who use buildings, not the ones who write about them. But elitism has plagued the profession for decades (since modernism first took hold, actually), and it is unlikely that it will disappear soon.

Indeed, Post-Modernism itself has often been little more than a subtle inside joke for the amusement of the architectural hierarchy. Much of Graves' work will be as meaningless to the lay viewer as "The Wasteland" is to someone without an annotated edition of Eliot.

Nevertheless, the public flocked in large numbers to see a recent exhibition of drawings, models, and photographs of Graves' designs at the Wadsworth Atheneum in Hartford, Connecticut. The show included several color prints of Graves' most famous design (and one of the few to get beyond the conceptual stage), **The Portland Building**. A huge and spectacularly hideous structure in the middle of Portland, Oregon, it resembles a 1940's toaster. Another featured design was the **Glazer House and Studio**, intended for a couple who wanted to spend weekends there "painting, farming, and pottery making." It was never built, thankfully. The interior court, right down to the outsized chimney (a "pottery symbol," we are told), reminds one of Dachau.

But not all of Graves' designs are failures. The advantage of his brand of haphazard eclecticism is that sooner or later one is bound to find something one likes. This critic was favorably impressed by his plan for the redevelopment of two blocks in Stam-

ford, Connecticut. It features a central "colosseum" flanked by neo-Greek Revival wings, and surrounded by various auxiliary structures loosely connected by courtyards and walkways. The asymmetrical, almost arbitrary, effect of the clustered buildings is suitable to an urban environment, where too much regularity can be aesthetically deadening.

Graves' architecture incorporates, in one way or another, virtually the entire history of human construction, from the primitive huts of Neolithic man to the white boxes of Le Corbusier. While his utilization of these sources is, at worst, random and obscure; at best, it endows his buildings with a reassuring sense of cultural continuity that their Modernist predecessors lack.

Curtis Recognized for Poetic Talent

by Susan Holmes

When Tom Curtis discovered that he had been nominated as a representative of Conn College for the Connecticut Poetry Circuit Contest, he was pleased. When he learned that he had become one of four Connecticut Circuit Poets, he was stunned. The statewide poetry contest selects four college students who will, next semester, travel to a variety of schools and give readings of their work. The Selection Committee consisted of Richard Eberhart, David Ferry, Brendon Galvin, J.D. McClatchy, James Merrill and Richard Wilbur. For Tom Curtis, a poet who began only in the spring semester of his sophomore year at Conn, the honor is great.

Tom submitted four pages of poetry with a rather "what-can-I-lose" attitude. He placed his best work first (The poem) reprinted here by permission of the author) and his best last, and filled the space between with works he termed "good." Tom began writing under William Meredith's tutelage, and continued with Meredith's encouragement and criticism. He studied also with Charles Hartman.

Tom's inspiration derives from "anything that strikes him as unusual." Very often it is dreams, other literature, or interesting experiences he's had which spark his creative imagination. He is a perfectionist, revising the original two or three times, changing the metaphor and emphasis until the poem is suitable to him. He then utilizes a second, objective opinion as a means of judging the piece.

Despite the honor of his new literary position, Tom remains humbly realistic. He considers himself a beginner, and the award, though great to have been chosen for, means little to him in terms of his career as a poet. His style is direct, and he emphasizes the importance of grasping certain basic skills in poetry writing before moving into more complex verse.

Tom Curtis accepts the position of Connecticut Circuit poet with a sense of responsibility. He feels obligated to write. In the next few months, he will do about six readings, and he wants enough material available to him that his presentations will be a fresh experience for his audience and himself. Besides being a lover of radiators, Tom's a lover of good poetry, and his addition to the creative level on our darling campus is great. Look for his works in The Gallery.

*A man told me
in a bar over beers
that he feared radiators.*

*One night, alone
in a hotel room
outside of Washington, D.C.
the room's heating unit
started spewing
a mixture of oxygen
and carbon monoxide.
He awoke, jumped from bed
and turned it off.
Wakeful, he lay
radiator—watchful—
making sure the thing
didn't start again.
And though it was
January in D.C.*

*he preferred brittle icy sheets
to embracing fatal warmth.*

*I know little more
save his radiator tendencies.
But I wonder—
in his room
does he lie awake
with the radiator off—
watching, waiting, watching...
until he falls asleep?
Is sleeping cold and alone,
barring the sheets, better for the soul
than risking warmth?*

*Being a lover of radiators
I don't know.*

Chu Exhibits in New Haven

by Debby Carr

Charles Chu, Professor Emeritus of Chinese at Conn, will be exhibiting his recent works December 2 through 25 in New Haven's Munson Gallery. Professor Chu, who retired in June, served as chairman of the Chinese department.

Dr. Chu learned ink painting in junior high while in China and continued his work in this country. Following his arrival to the U.S. in 1945, he studied at Berkeley and Harvard. He taught Chinese at Yale, and in 1965 joined the Chinese department at Conn, where he has taught classes in Chinese art and culture. He is looking forward to returning to Conn part-time this spring to teach Chinese culture courses; he "loves" his "children," and describes his hundreds of former students as his "Peaches and pears all over the world."

Chu's life as a retired professor is by no means uneventful. He recently returned from a trip to China, where he conducted research and interviews for a book he is writing about a famous Chinese artist. Furthermore, he has been extremely busy preparing for his exhibit. This exhibit features twenty of his most recent

works, many of which are accompanied by original poems. These works depict the colors and emotions of autumn, and many illustrate particular New England sights.

Charles Chu's works of the Chinese traditional style; which is marked by simple, light strokes. Although this technique is traditional, Chu's work is "personal - it is not patterned after anybody." Chu wants his works to "say something" and he can do that best when he sees an object at a particular moment. This way, his poem and brushwork may "reflect the emotional response to the object."

Dr. Chu humorously and articulately recounts one incident in which he found it difficult to immediately respond to his emotion. One day early in November, he was resting at the Nature Center in New Haven, enjoying the beautiful spring-like weather. Suddenly, he heard "hundreds" of birds singing, but he could not see them as they were hidden behind a large bush. Dr. Chu wanted to paint this invisible chorus but could not. He could not see the hiding birds, and could not paint the bush because it was too elaborate for the Chinese

see Chu page 10

Tolliver's Dancing Intensity

by Sarah Napier

Any Connecticut student who has attended a Dance Department concert, observed classes, or even just walked by the East Studio in Cro has undoubtedly seen at least a glimpse—and hopefully much more—of the powerful dance talent of Carol Tolliver.

Carol, a senior dance major, has been an integral part of the Dance Department at Conn for the past four years—performing, taking classes, and choreographing her own works. In a recent interview, I talked with Carol about her experiences as a dancer, at Conn and elsewhere, especially the time she spent last summer studying at the Alvin Ailey American Dance Theatre.

Carol, a native of Rochester, New York, has been dancing for thirteen years. She began her training by studying ballet with George Francis and Hella Morgan. During high school she was also involved in the music and drama departments, singing and performing in musicals.

Carol also played the cello for twelve years. "I have always been involved and disciplined in some sort of performing capacity, either music or dance," she says. It was in high school that Carol's interest and devotion to dance became more intense, she eventually quit the cello and began to concentrate on dance.

Carol came to Connecticut College so that she could continue her dancing while receiving a liberal arts education. From the beginning of her freshman year, she has been very involved in the Dance Department. Carol has performed in four pieces with the repertory company and has choreographed works for both the junior and senior majors concerts. Carol sees herself more as a performer than as a choreographer: "I love performing; it's what I do best."

During the summers of 1980 and 1983 Carol attended the Harvard University summer dance program, studying primarily modern dance with notable teachers such as Bill T. Jones. She was on partial scholarship during her second summer at Harvard.

While at Ailey, Carol met the well-known members of the company such as Judith Jamison and Donna Wood, and she also met Alvin Ailey himself. Seeing the company perform four times at the Metropolitan Opera House was also a valuable experience.

Studying in the Ailey company "...made me stronger than I've ever been before. The teachers were constantly working with me." The competition was a factor in Carol's experience, but as she says, "It was competitive because everyone was so good. I also made it competitive for myself."

At the end of her summer at Alvin Ailey, Carol was encouraged to return after graduation and to continue dancing on her scholarship. Carol plans to do this and hopes to work her way up the ladder and into the Company. She states, "Ailey is the company I've known all my life. I've seen them perform since I was young." She has always felt that Ailey would be a good place for her to dance, since "Everything about the company is appealing to me."

Carol also hopes to audition for Broadway shows and will

probably be working at night to support herself. Carol will be using her scholarship to do an internship for three weeks this January.

Carol Tolliver is an intense person and dancer with a great deal of concentration. Her devotion to training and her constant hard work have obviously paid off. Her future at Alvin Ailey is a promising and bright one. Talking to Carol, I am impressed by her focus and determination. She expresses her commitment to dance in this way: "It's everything that I am, something that I've always associated myself with doing. Dance keeps me healthy. It helps me express what I can't express in any other way."

Two teachers here at Conn, Fred Benjamin and Marcus Schulkind, have had a strong influence on Carol as a dancer: "Marcus helped me a lot, and he expected a lot of me. He wrote my recommendation to Ailey and has definitely been my 'guiding light'."

During her sophomore year Carol suffered a knee injury and was not able to dance for nearly three months. This was a hard time for her, but she was able to work through it and jump back into the program. "When I was injured and couldn't dance, I wasn't a good person to live with," she says.

In January of 1984, Carol went to New York to take classes at Alvin Ailey. She was

see Tolliver page 10

Film Forecast

by Elizabeth Curran

Next semester's crop of Connecticut College's Film Society's movies has quite a few gems, both critical and popular 'classics.' After a somewhat erratic and disappointing fall semester, the spring semester's roster looks to be a breath of fresh air, with many familiar titles, stars and directors.

Some of the American and British drama classics include the quintessential Western, 'High Noon,' the last Hepburn-Tracy film, 'Guess Who's Coming to Dinner?', a David Lean war picture, 'The Bridge on the River Kwai' and the sophisticated Hitchcock thriller, 'Notorious.'

The musicals are definite audience-grabbers: Gene Kelly's masterful 'An American in Paris' and the movie which we all loved as children, and many love even more as adults, 'Willy Wonka and the Chocolate Factory.' (What a great idea for a theme party!)

Two of the most interesting odd-ball movies that will be shown next term are 'Bride of Frankenstein,' one of the best in the horror genre, and 'Bedknobs and Broomsticks,' a lively Disney feature. (Remember the walking broomsticks?)

Finally, the foreign films are all well-known and critically acclaimed, with the vast majority of them directed by masters in the field. At the top of the list are Jean-Luc Godard's 'Breathless' and 'Federico Fellini's 8½', both masterpieces and cornerstones of the French and Italian cinemas, respectively.

Also, a tribute to the late Francois Truffaut, his 'Shoot the Piano Player.' An extra bonus is Peter Weir's 'Picnic At Hanging Rock,' a rather recent one, released in 1977.

Made in Australia, it ushered in the new era of wonderful Australian films, which today are still astounding critics worldwide. Other foreign films are from Brazil, Sweden and Japan, as well as France and Italy.

Overall, the film forecast is mostly sunny for the next semester. A final fun extra: the Film Society has scheduled amusing film shorts to be shown prior to some of its spring movies. It's not telling what they are or when they'll be shown, however, so expect the unexpected this coming term!



Dance Concert

by Eve Plummer

The Senior Majors Concert, a Dance Department production, gave six artists the chance to display their diverse talents. The concert was held Nov. 29, 30, and Dec. 1 in Palmer Auditorium under the direction of Martha Myers.

The curtain opened, and Elin Clark casually backstroked onstage. So began Gale Cobb's contribution, "Made in U.S.A....Crack!" Gale's choreography was original, and displayed a dry, dramatic sense of humor. The dancers were energetic and comfortable with the difficult counts. Costumed in crisp preppy plaids, Tretorn sneakers and smiles, they were quite successful with Gale's comic theme of playful nonconformity.

Tina Riedel's "Bestir," the second piece, integrated a large group of dancers. Initially powerless, congregating on the floor, the group suddenly rose in unison and the dance took form. Against a background of echoing voices, the dancers divided, rejoined, found unison, and again undulated apart. Elements of "Bestir" hinted at a theme of self-revelation. At times one dancer claimed a brief lead, but found few followers. This lack of structure suggested intentional chaos, but Tina's mastery of rhythmic pulse and focus made this piece intriguing.

Katie Moremen's "Antiphony: Yihla Moya! (Descend Spirit)" marked a sharp change in the audience's mood. Katie chose the violent death of a young South African leader as the subject for her dance. Three men rested in darkness downstage while four women in bright white circled behind them. Throughout the piece, a male voice sadly repeated "because, because..." then finally "...a man is dead." The women's dance, as it blended with the dramatic music of Peter Gabriel, had undertones of a resigned acceptance of their leader's death. When the women paused and the men stood, their ritualistic dance of closely bound energy radiated its power into the audience. Pidge, dancing as the soul of the dead leader, had a vibrant presence and the focus of the dance's unearthly power. This effect was heightened by the deep red shadows that encircled the mourners as they lifted Pidge above their heads and carried him upstage. The dance, technically very strong, ended with Pidge lying at the others' feet, spotlighted in glowing yellow.

The excellent technique displayed in Katie Moremen's piece was equalled in Carol Tolliver's "Summer Suite." Carol, Katie and Leslie Goss danced in a strong unison of arabesques and developer. Their careful but natural timing reflected thorough familiarity with Carol's experienced choreography. One problem: although David Friedman's onstage piano accompaniment was good, the Schubert music might have been better chosen. The music's soft tones were at times dramatic, but its mechanical rhythm tended to confine the lyrical movement of the dance. Despite this obstacle, Carol demonstrated talent in her transitions between the music's allegro and adagio tempos. Her choice of movement created a unique blend of lyrical and angular effects.

"Lisa," performed by Andrea Didisheim to Chick Corea's "Children's Songs," was an extension of Stephen Pelton's choreographic flair for cryptic drama. Andrea gave a strong performance and has solid technique, but the piece's struggling meaning was difficult to discern. Fluctuations between carefree barefoot ballet and stilted, discordant movement seemed to hinge on bursts of anger or frustration that disappeared as suddenly and unexplainably as they took hold. The result was confusing, the apparent lack of resolution - unsettling.

see Dance page 10

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Tolliver

continued from page 9

encouraged by Anna Marie Forsyth to audition for the summer dance program. She did and was one of 22 (out of 123) chosen for the program, and was awarded a two-year work scholarship. The experience of attending the summer school will enable her to return after graduating from Conn to continue her scholarship.

Carol's summer at Alvin Ailey was one filled with constant and intense hard work, as well as the excitement of living in New York City. She took

three classes a day studying modern, ballet, and jazz for more than nine weeks.

The Horton technique, a modern dance approach taught at Ailey, was especially valuable for Carol: "Studying Horton is the modern technique for me. It helps me express myself better in my choreography." Being in New York and living on the lower east side was full of trials and tribulations for Carol, but she found it an exciting place to be in the summer time.

Dance Concert

continued from page 9

Linda Tarnay, member of the Dance Faculty, concluded the concert with "Ocean." Sergio Cervetti's music began with strains of woodwind instruments warming up, and developed into a warm full orchestration for the piece. The dancers began by playfully wandering and looking at seashells, then the scene changed to one of waves. This effect was created by the dancers rolling alternately upstage and downstage on the floor; the opposition of movement suggested the turbulence of oceanic currents. Each isolated moment in the piece was distinct, and a sense of unending cyclical changes resulted. The lighting alternated from sky blues to deep sea greens to emphasize the dancers' first movements as individual beings, and later, conglomeration as elements of the sea. A possible theme, that of searching for relationship and eventually becoming one with a cycle, emerged sharply from the intricate choreography. The dance's strongest image came into focus when six of the dancers rolled in slow unison upstage while Katie Moremen walked downstage, stepping over the rolling waves in one fluid, continuous movement.

Jacob Handelman's lighting designs were superb. He worked well to enhance and polish the presentations of each distinct piece, and clearly has sensitivity to the requirements of other artists. The concert was a memorable one.

Chu Exhibit

continued from page 8

style of painting. He continued to contemplate this situation, until a sight in the Arboretum gave him an idea, he would paint a rock which would be adorned by a few vines and leaves, and this painting would be accompanied by an original poem which would describe the "symphony" of the "chirping birds."

Many of Mr. Chu's works reflect such cheerful personal experiences, and all convey this positive philosophy to "love Life." His art is an "emotional expression," and he enjoys conveying such emotions to his audiences. He finds that he "enjoys the fun and couldn't care less about the money." Chu's works are sometimes whimsical, frequently beautiful, and always entertaining. These works will be on display at the Munson gallery, 33 Whitney Avenue, New Haven, from Monday through Friday, 10 am-5 pm, Saturday from 11-5, and Sunday from noon-5 pm.

Your Choice

The Riviera or Tibet

by Elizabeth Curran

Finishing off this semester's schedule of movies are two light-hearted films. On Wednesday, December 12 the CCFS will present the famous French comedy, 'Mr. Hulot's Holiday' directed by and starring Jacques Tati.

The movie concerns itself with a Mr. Hulot, a clumsy fellow trying desperately to have a nice, quiet vacation at a French seaside resort.

The plot however, is secondary, the main focus being a series of comic mix-ups and casual caricatures, revealing how solemnly and strenuously people go about the business of enjoying themselves.

The dialogue, in both French and English, is at a minimum, Tati using speech only to satirize the silly and pointless things that summer people say. But sound it used quite a bit, becoming fire-crackers and being tossed in for comical points. The gags are mainly visual.

The situations which Mr. Hulot gets himself into are often hysterical and the running gags are also amusing.

'Mr. Hulot's Holiday' created a new comic hero in the style of Chaplin's Little Tramp. After the success of 'Mr. Hulot' his further misadventures were continued in 'Mon Oncle,' 'Playtime' and 'Traffic.'

Tati spent up to 4 years preparing each film and spent much of the time walking about in Paris, studying people. His style of comedy is a natural, affectionate one.

Take a break from studying Wednesday and sit back and enjoy this one. It will be shown in Dana Hall at 8:00. Admission is \$1.50.

The final movie shown by the CCFS this semester is Frank Capra's mystical 'Lost Horizon,' which will be presented on Sunday, December 16 at 8:00 pm in Dana Hall.

Starring Ronald Colman, Sam Jaffe, Jane Wyatt and H.B. Warner, it is based on the novel by James Hilton.

A British diplomat escapes a burning Chinese city only to be hijacked to Shangri-La, the Valley of the Blue Moon hidden somewhere in the mountains of Tibet. There, he and the other passengers discover paradise, a moderate climate, peaceful society and a magnificent palace that contains all the world's art and

writing. Shangri-La is ruled by a 200-year old High Lama. There is no aging in Shangri-La.

The film then follows the passengers as they adapt to this Utopia. Freed from the burdens of work and time, they become more fulfilled and better people.

When this movie was made, it was four times more expensive than usual, costing about two million dollars. This was back in the days when on-location shooting was

unheard-of, and thus the breathtaking scenery of the Tibetan mountains had to be created on various Hollywood backlots. The sets are painstakingly elaborate and impressive.

'Lost Horizon' is a breathtaking and ephemeral picture, the ideal movie to get your mind off upcoming exams. It is a grand adventure film masterfully staged, beautifully photographed and capably performed. Admission is \$1.50.

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Secret Santa Cheer



by Megan Santosus
Well, now is the time when we're all dreaming about a white Christmas, and thinking about those chestnuts roasting on an open fire, not to mention final exams. Unfortunately, some people let the upcoming exams overshadow the

good will of the Christmas season. We've all seen those type of people in the library late at night, if we haven't been one ourselves. You can usually identify them by the look of panic in their faces as they suddenly discover a semester's worth of reserve

reading. Fortunately, there is some relief for the over-anxious, as well as everyone else in the form of Secret Santa.

Since Thanksgiving break, the spirit of the Holiday season has slowly evolved. Among the first signs of Christmas on campus (not including the Bookshop which had Christmas merchandise out in mid-October) were a few strings of colored lights displayed in dorm windows. This past week, the Christmas spirit has escalated to something just short of a frenzy as most dorms have gotten their trees, and Secret Santas are hard to work. Yes, once again the pitter patter of little elves' feet can be heard scurrying throughout the dorms.

Personally, I don't know what I enjoy more: being a Secret Santa or being a Santa Baby. I get a lot of fun from avoiding detection by my Santa Baby, so much so that I often drop hints which implicate someone else, (such as sending a pizza to a Santa Baby with someone else's name on the box). I also have fun with trying to find out my own Secret Santa. This year, through the process of elimination, I have narrowed down the identity of my Santa to about twenty possibilities. Last year I was able to identify my Santa through the dishes on which my breakfast-in-bed was served. Secret Santa would probably be a lot more fun if I stopped trying to figure out the identity of my Secret Santa, but I never was a fan of suspense.

In the past, decorating the door of one's Santa Baby has been quite popular, as has treating one's Baby to a bed-

time story and a tuck-in. Most Santas seem to be on the conventional side by giving chocolate and candy canes throughout the week, and usually some kind of alcohol for the final gift. However, I did hear of one instance where a group of Santas hired a male stripper for their respective group of Babies.

I myself am on the conventional side when it comes to giving gifts or doing something for my Santa Baby. Last year, I did offer to clean my Baby's room, and what a job that turned out to be. Thanks to a trusty elf, I was able to clean the room without being detected, but I did cut it close to the edge.

On Friday, all the dorms will hold their Christmas par-

ties, at which time the identity of the Secret Santas will be revealed. After all Santas have been disclosed, general reverie should follow, accompanied by music, egg-nog, peace on Earth and good will towards men, (and women too).

Indeed, the Christmas spirit should envelop the campus by that time. For many people, the Christmas party on Friday will represent the last big hurrah before exams. Perhaps, then, the greatest gift that Santa provided this year was a diversion, albeit a brief one, from the anxieties and worries that accompany the end of the semester. Perhaps it too is a reminder to keep everything in perspective and maintain a balance between work and play.

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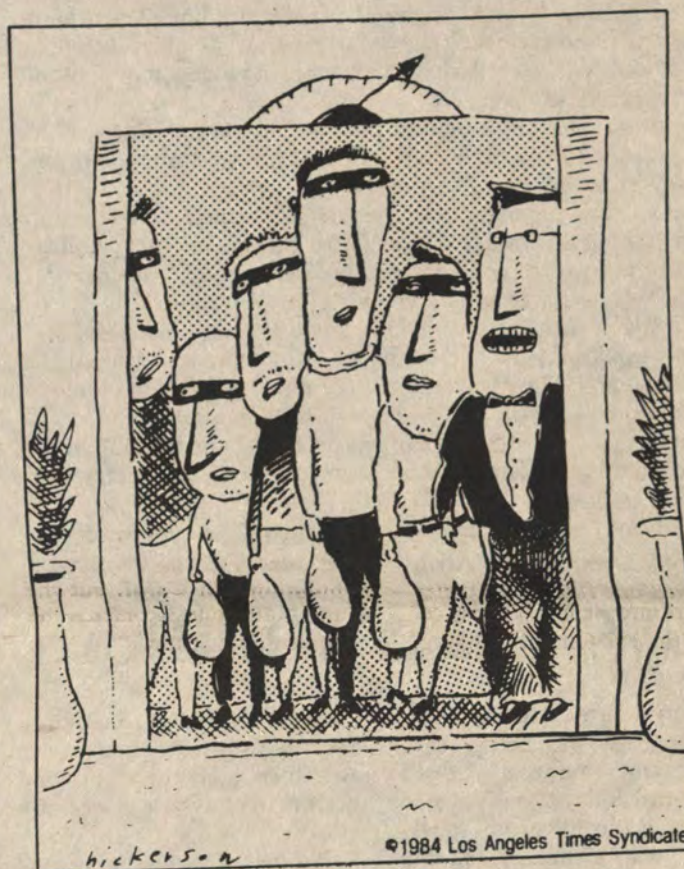


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Personnels

To: Jennifer Cox and Robert Vallinote,

We made it! It would not have been possible without you. Thank you for your time, effort and enthusiasm. Good luck with next semester, we will miss you.

E. Inc. Et Al

To The Voice Staff and All:

One down, one to go. Hang in there we, have just begun. Thanks for your aid and support. Have a good one and we'll see you next semester.

PEG, IJS, MB, CBPA, LAL: One Semester down, one to go. It's been fun. Relax well. AKB & JMC.

MFF - Congrats. Good luck. Have fun. Smile. Keep in touch. Love always -YBB

Ba, Me - Thanks. Good luck with exams. Happy Christmas. You're appreciated.

The friendship that can cease has never been real. -St. Jerome

T.M. Tu Sabes Quien Sos: Perceived threats are dangerous. They might lead one to a path of destruction. Fiel Pero Desdichoso.

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Basket Belles

by Leigh Larsen

The Women's Basketball Team captured first place honors in the Connecticut College Women's Basketball/Subway Classic, which they hosted Dec. 1 & 2.

On Saturday night, Conn defeated Salve Regina 68-53 and was followed by a match-up featuring the Coast Guard Academy and Bates.

In the Championship game on Sunday, the Camels defeated Bates 77-45, to capture the tournament victory. Conn was followed by Bates, CGA and Salve Regina, who placed second, third, and fourth respectively.

"Our first game of the season (vs. Salve Regina) was typical for any team," said Coach Bill Lessig. "Our starting line, including: All-New England center Laura Brunner, last year's Freshman All-American and Rookie of the year Tracey Finer, Jill Zawackie, Lynne Quintal and Beth McKernin played an inconsistent game. Our bench players: Liz Irwin, Christine Turner, Melissa Upton and Suzanne Murray also didn't do as well."

But in Sunday's game vs. Bates the starting line played more consistently and the bench proved to be very valuable, including the work of point guard Melissa Upton, who aided in pulling the Bobcat's defense

Conn played a strict man-to-man defense and showed an effective full-court press which tended to wear down their opponents in both games.

The visitors played a zone style of play which Conn capitalized on, taking advantage of their own outside shooting ability.

"We have yet to play a totally consistent game," said Lessig, "But I'm not unhappy with the victories."

Brunner, Finer and Zawackie earned All-Tournament Team honors by displaying fine ball skills. Zawackie also earned the Most Valuable Player award, by scoring 36 points, and making 16 rebounds, 8 assists and 6 steals in both games.

Conn traveled to Nichols College on Dec. 4 and brought home a 64-32 landslide victory. High scorer was Laura Brunner with 14 points.

The Camel's last game was at Mt. Holyoke on the seventh.

Psyched Swimmers

by Lauren Meltzer

"I'm just psyched!" said co-captain Margaret Dugan after breaking Conn's 28.36 record in the 50 yard butterfly event, with a time of 28.36 in the first women's varsity swim meet against W.P.I. on Dec. 1.

After diving into the season with a whopping 72-49 victory, Coach Clifford Larabee, a five year veteran for the team said, "The girls are working hard and doing a good job." Due to their enthusiasm and skill, he expects the Camels to live up to last year's 9-3 overall slate.

Of last year's 19 member squad, nine experienced girls

are gone. However, as seen in Saturday's event, this year's swimmers have the ability and desire to have a successful season.

Besides Dougan's record breaking time, Donna Peterson also cracked a college record in the 200 yard freestyle posting a time of 2:10.2.

The rest of the team performed well, adding depth and extra points essential for the victory. (see chart for results).

Thus, the season seems to portend more broken records, enthusiasm, improvement, spirit, and victories, and according to Dugan, the team is "just psyched."

Gymnasts Look Strong

by Kathi Helms

Let's face it, Connecticut College has never had a bad gymnastics team. This year, however, the Camel Campus will be treated to some of the finest gymnastics in Division III on the East Coast.

Under the coaching of veteran gymnast Jeff Zimmerman, the 1984-85 team will do what it's predecessors have done: improve on the year before. The team will be working to top a Second place in New England, Division III, and a Fifth place on the East Coast, again in Division III. "This team is capable of doing that," said Zimmerman.

This is the most talented, young, team ever to hit Cro gym. Carrying over from last year's team is senior Captain Priscilla Fulford and sophomores Sue Fender, Maria Leet, Necie Llewellyn and Caroline Samsen, all of whom are working to compete all-around. Adding to an already strong base are Vicky Johnson, Laura Fefee, Kim Ellsasser, Eliza Ardif, Dana Simpson, Fritzi Frey and Pam Brainerd. All of

these freshmen are already seasoned and talented competitors and like their sophomore counterparts are hoping for all-around slots. Also hoping to return to this year's team, after a semester in England, is junior all-around Katie Fiene.

Every one of these gymnasts could take a first in any, or all events in the New England, and Zimmermann is just ecstatic about the incredible depth and talent of this year's team. "There's just so much talent in this gym that I can't select any one group of individuals to compete in all the meets, so the line-up will be changing every meet, said Zimmerman. "It's going to be the most exciting season we've ever had!"

Take it from Coach Zimmerman, (and a veteran gymnast from last year's team), if you want to see some exciting athletics, stop by Cro gym and be impressed by this year's Camel Gymnasts, and their very French "mascot," Francois!

Basket Beaux

by Carlos Garcia

On Nov. 30 & Dec. 2, the Men's Basketball Team co-hosted and went on to win the tenth annual Whaling City Ford Invitational Tournament.

The triumph marked the third consecutive year (and the fourth time out of the last five years) that the Camels have won the tournament.

The Camels completed this task by defeating both Skidmore College and local rival Coast Guard Academy 90-52 and 52-46, respectively.

On Friday evening the Camels grabbed victory against Skidmore by dominating the game from the start. The Camels routed the visiting squad and earned a 70% shooting clip from the floor.

"I thought we played extremely well," said Coach Martin Schoepfer. "But you have to give Skidmore some credit. After all, they defeated New York University at New

York earlier in the season."

By beating Skidmore, Conn gained a berth in the final game against CGA on Saturday.

In their final game, the Camels emerged on top in a tough, relatively close fought battle. In handing their rivals a 52-46 loss the hosts displayed their ability to handle pressure by sealing the victory within the closing minutes of the game.

Both teams played solid defense which kept the game score within a few points for most of both halves.

After intermission, the game showed many people Conn's bench strength as a couple substitute players were able to significantly contribute to the victorious effort.

Coach Schoepfer was especially impressed with the play of Junior forward David Benjack and Sophomore guard Charlie McGaghey.

"Benjack played very well in the second half of the Coast Guard game," said Schoepfer. "He made some very important shots."

In reference to McGaghey, Schoepfer said, "the improved sixth man is 'kind of a John Havlicek' for the Camels, in that he is able to come off the bench and immediately add some scoring punch to the lineup."

The Camels don't have a superstar to rely on and thus they must play structure team basketball with a great emphasis on teamwork.

Said Schoepfer, "In both games I was really impressed with the teamwork exhibited by the players. We don't have that one outstanding player,

so when we win a game it's truly a credit to the whole team."

For some fans, Conn's weekend tournament victory came as a great surprise. Last year's graduation took with it the Camel's leading scorer, rebounder and play-making point guard.

"The older players seem to be holding the team together and providing the lost leadership both on and off the court," said Schoepfer. "Their contribution has been the ability to lead and control the team. We've achieved a good feeling."

Seniors Brennan Glasgow and Jeff Weiner emerged as leaders on the court by winning All-Tournament Team honors as outstanding Tournament players. Weiner, a high-scoring forward, was also chosen as the Tournament's Most Valuable Player.

In a year which many assumed the Camels would be concentrating on rebuilding with a lesser emphasis on winning, Conn may indeed surprise quite a few people.

Said Schoepfer, "I don't like the word 'rebuilding' and apparently the players don't like it either."

The Camels may not achieve as good as record as last year's 21-6 overall slate, but they're off to a good start and many people are optimistic.

The Camels traveled to Nichols College on Dec. 4 and brought home their third victory of the season, 72-62. Jeff Weiner was high scorer with 25 points.

The Men's last '84 game is tonight at Kings Point College.

WOMEN'S SWIMMING RESULTS

DEC 1	CONN 72	WPI 49	DEC 4	CONN 41	at Amherst 79		
Event	Name	Place	Event	Name	Place		
200	Medley relay	Margaret Dougan Sarah Pitt Patti Walsh Anne-Marie Parsons	1	200	Medley relay	Margaret Dougan Donna Peterson Anne-Marie Parsons Sarah Pit	1
500	Freestyle	Kirshe Rice	1	500	Freestyle	Kirshe Rice	2
200	IM	Becky Kowal	1	200	IM	Patti Walsh	2
100	Freestyle	Patti Walsh	1	100	IM	Margaret Dougan	1
50	Backstroke	Donna Peterson	1	50	Backstroke	Suzi Bonner	1
		Chris Bucco	2			Sarah Bork	3
50	Breastroke	Donna Peterson	1	100	Fly	Sarah Pit	1
100	Fly	Margaret Dougan	1			Anne-Marie Parsons	3
		Anne-Marie Parsons	2	100	Freestyle	Patti Walsh	1
50	Freestyle	Suzi Bonner	2			Kirshe Rice	3
100	Backstroke	Chris Bucco	2	100	Breastroke	Donna Peterson	3
100	IM	Patti Walsh	2	50	Freestyle	Suzi Bonner	3
200	Freestyle	Donna Peterson	1	200	Backstroke	Sarah Bork	2
		Liz Roberts	3			Chris Bucco	3
50	Fly	Margaret Dougan	1	200	Breast	Anne-Marie Parsons	3
		Anne-Marie Parsons	2	200	Freestyle	Donna Peterson	2
100	Breastroke	Sarah Pitt	2	100	Fly	Margaret Dougan	1
100	Backstroke	Sarah Pitt	2	100	IM	Patti Walsh	2
200	Freestyle Relay	Lisa Timothy Maggie Eblom Becky Kowal Chris Bucco	2	400	Freestyle Relay	Suzi Boneri Sarah Bork Liz Roberts Maggie Eblom	2



Happy Holidays
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