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College Voice Vol. 6 No. 17

Connecticut College

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Connecticut College, "College Voice Vol. 6 No. 17" (1983). *1982-1983*. 4.
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FORUM REVIEWS ISSUES

by Suzanne Bohan

Faculty evaluations, WCNI funding, quality of student life, student awareness, and executive board aggression were among the issues debated at the SGA campaign forum which was held on the night of April 10. Students who attended the event heard a variety of ideas and opinions of SGA from the seven candidates running for positions on the student government's executive board.

One topic which divided the presidential candidates was faculty evaluations. Both Joe Niedercorn and Arthur Handelman felt that departmental devaluation which are assessed by department advisory boards, were effective, and neither saw a need to make evaluations public. Niedercorn, who serves on the economics department advisory board, felt that intra-department evaluations were interpreted more efficiently and with greater accuracy than the mandatory campus-wide evaluations. Will Kane strongly disagreed with his two opponents. Mandatory campus-wide

faculty evaluations would insure that every faculty member was evaluated. He pointed out that departments now have an option not to give the evaluations. Kane was supported by judiciary board chairman candidate, Hal Sizer, who ran unopposed in last week's election. Sizer believes that advisory boards are often reluctant to investigate poor evaluations of department chairmen. Campus-wide evaluations would ideally remove many biases toward effective action.

The race for the vice-presidency focused on Brian Crawford and Howard Gefen's attitudes toward the allotment of Student Activity money. As chairman of the Finance Committee, SGA's vice-president oversees the distribution of Student Organization funds. With an upcoming increase of \$40,000 in the Student Organization's budget, student activities have a greater potential for improvement. As a member of the Budget Committee, Gefen had a hand in securing the additional monies for student activities.

Crawford a member of this year's Finance Committee, stressed the importance of putting a significant portion of the additional funds into the operation of the college's commercial-free radio station, WCNI. Crawford believes that WCNI has the potential to become a principle vehicle for campus communication and unity.

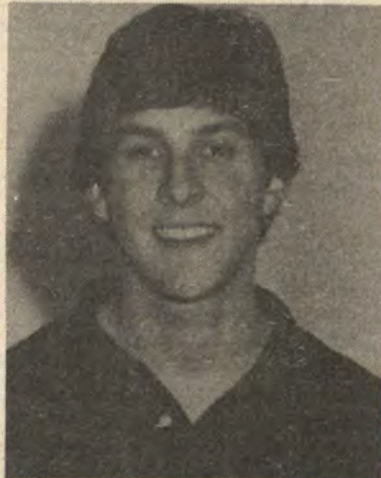
Stimulating student participation in all aspects of Conn's social life will be emphasized by next year's executive board. Future social board chairman George Newman, who ran unopposed for the position, plans to increase the options for extra-curricular activities

by developing a multi-college social happenings newsletter. This publication would inform students of events at other schools in this region. Newman was receptive to a suggestion made by presidential candidate Handelman to investigate the possibility of having vacation buses from the college to and from New York City, Boston and Hartford.

Current SGA executive board members attending Campaign Night asked about the candidates' views of the current Student Government Association. According to Crawford, the existing executive board is too powerful and pushy. Crawford maintains that the student assembly, of which he is a member, is often required to vote on important issues when it has been given limited information and little time for discussion. Kane agreed that the current executive board is a very aggressive body, yet he sees this characteristic as strength, not a weakness. Rather than wasting time with minor details, SGA has made significant moves to change and instate new policies and actions.



SGA Vice-President Brian Crawford.



SGA President-Elect Will Kane.

Conn Receives \$400,000 NEH Grant

by Michael Schoenwald

President Oakes Ames announced at a news conference on March 10 that the National Endowment for the Humanities (NEH) has awarded Connecticut College a \$400,000 challenge grant toward the college's \$30 million campaign. The NEH grant was highly competitive in that only 1 in 3 proposals were awarded. The grant will be divided three ways: \$250,000 for the refurbishing of Palmer Library into a humanities center; \$50,000 for furnishings for Palmer, and \$100,000 to establish a junior humanities scholar among

the faculty.

President Oakes Ames commented that "There is so much talk today about technological education, which is indeed a goal of Connecticut College. But, our young people will not be able to rise in business unless they understand human nature and human aspiration. Humanistic education is the absolute necessity upon which everything else must be built."

The college anticipates matching the NEH grant with \$1,200,000 in new gifts and pledges received in its \$30 million campaign. NEH will make three \$133,000

payments over the next three years, and the college has until 1986 to obtain the matching funds. Already, \$361,000 has been raised toward this goal.

According to a release from the Office of News and Publications "The proposed Palmer Humanities Center will provide 10 classrooms and 30 faculty offices, primarily for use by humanities departments. Resources for teaching verbal literacy, such as a writing center and a modern language laboratory will be brought together in a Palmer Liberal Arts Resource Center

and strengthened by the addition of computer and videotape facilities, and areas for tutoring and printed reference works. Three seminar study rooms for classical and foreign languages will also be housed in the granite building."

The release continues, "A faculty lounge with facilities for serving lunch will re-establish an original function of the building-- the first Palmer lounge was used for weekly teas and monthly faculty meetings. A spacious reading and lecture room for use by faculty and students is also included in the plans."



Dean Margaret Watson: to relinquish housing duties to new coordinator.

160 Apply for Residential Position

by Caroleen Hughes

Over 160 applications for the newly created position of Coordinator of Residential Life have been received by the Office of Administrative Services and Personnel, according to director, Tony Sheridan. The position, formed as a result of Karl Beeler's resignation as Coordinator of Student Activities, will allow Marg Watson, Dean of Student Affairs, to take over his previous responsibilities and relinquish the housing aspect of her job to this new administrator.

"In my opinion, this new position is clearly in line with the future's committee report and recommendations," stated Sheridan. He views the new job as a positive step forward in expanding the services that are provided to students.

Commenting about the candidates for the job, Sheridan said, "These are exceptionally well-qualified applicants." He added that he expects to start the interviewing process this week.

The responsibilities of the new Coordinator of Residential Life will include student housing assignments

for the 20 dormitories; selecting, training, and supervising housefellows; supervising the entire housefellow program; coordinating related dormitory activities; and preparing statistics on residential life. The job will be a twelve-month appointment and will be under the direction of the Dean of the College, Alice Johnson.

Sonia Caus, Social Board Chairman, who worked closely with Karl Beeler, commented, "The creation of the new position shows that 'serious attention' is finally being given to student life."

Caus added that she felt the office of Dean Watson should be moved to Crozier-Williams Student Center. "It is vital for centralization and better organization in student programming," she said.

The move to Cro is supported by the Student Assembly and by Watson herself. Said Sheridan, "Marg is eager to initiate the change."

The issue of whether or not this move should be made to Cro will be one of the topics discussed at the all-campus SGA forum on Thursday at 7 pm in Oliva Hall.

All-Campus Meeting

Thursday
7:00 Oliva

House Councils
required
to attend.

Why Israel Entered Lebanon

by Michael Schoenwald

"Lack of background is one of the biggest problems involved in why people misunderstand Israel's reasons for entering Lebanon," stated Joe Weisman, a 25 year-old jet fighter pilot in the Israeli Army. Weisman, speaking before a group of Connecticut College students on March 14, revealed some interesting insights into Israel's invasion of Lebanon, known as the Peace of Galilee, and coverage by the international news media during wartime. The event was sponsored by the United Jewish Federation of New London and the Connecticut College Chavurah.

Israel invaded Lebanon for basically two reasons, Weisman explained. The Palestine Liberation Organization (PLO) had literally built its own state within Lebanon, with an army that Weisman described as "consisting of 100 tanks and a lot of heavy military equipment." The

PLO was using these weapons to "regularly bomb Northern Israeli settlements at their will."

"Lebanon before the Peace of Galilee was not a state in the real meaning of the word," Weisman said. "The PLO set up their guns on the roofs of hospitals and near the American Embassy in Beirut. They took over museums and mosques and set up a big ammunition dump in the basement of an apartment house. But, when we asked the residents of the apartment house about all the weapons, they said they had never heard or seen anything...most of the Lebanese actually hated the PLO. The Peace of Galilee was not meant to be fought as a fair, even-handed war, but it was a job to be done and that is how you should analyze it."

It was easy to beat the PLO, but the problem, Weisman admitted, was how to achieve the victory while at the same time minimizing civilian casualties. In this light,

Weisman said, the Israeli pilots dropped their bombs at lower altitudes than usual and were told not to use planes suspected of malfunctioning on aim. The pilots also had to check their targets first by radioing back to Israel to determine if a bomb location was near a mosque or school.

Getting the mission done, according to Weisman, was secondary. "I personally came back with bombs twice," he said. In normal war this is considered a waste of a mission, but in Lebanon this was expected behavior. "If the description of the target was only 99.5 percent accurate, I would return."

Despite the limited use of force, untruths about the war were still reported by the media, Weisman said. The media conveyed the impression that the city of Sidon in Lebanon had been destroyed when in fact it was not. Weisman told of how he "took a tour of Beirut with a group of pilots one day, just taking pictures and seeing the

city. There was little military action that day but on the news that night we saw the Israelis as relentlessly bombing the city."

Weisman said that the media "does not understand wars and does not look for the real truths." He alluded to the fact that by Israeli estimates only 331 civilians were killed and 780 wounded in the Peace of Galilee (a miniscule figure compared with the casualty figures from the seven-year war in Lebanon between the Christians and Muslims) as opposed to an estimated 40,000 dead quoted by the news media.

Weisman cited another example of Israel being misrepresented by the media in a picture of a baby with two arms missing that appeared in several leading newspapers. The picture was depicted as a supposed Israeli bombing error but according to Weisman it was really a PLO bomb that hurt the baby. And Weisman said that the baby's injuries in

truth amounted to a slight scratch on the wrist. The photograph had been altered.

Operation Galilee turned out to be very successful for Israel but opposition from its citizenry and Jews worldwide was at times heavy. Weisman pointed out that "even in my squadron there was someone who was very anti-government. His views are very accepted within the squadron but when he is called on to do a mission he does it well. People in Israel are very involved in politics and like to be heard and many did not agree with going into Lebanon but Israel is a democracy — the only one in the Middle East — and everyone must have their own opinions."

"We are trying to build Israel in the best way possible and we are very conscientious of what we do, so, before opinions are made on Israel, the real facts should be checked out," Weisman concluded.

Election Tallies: Public?

by Christopher Tobin

The accuracy and publicity of elections in the annual Student Government elections is rapidly becoming an issue as the current elections are being held.

Mark Jordan, who made an unsuccessful bid for Vice-President of SGA in last year's election, said he felt that final numerical results of the elections should be published to the college community.

"The publishing of the final vote tally for each candidate

for SGA would illustrate strong student interest in the student government," Jordan said.

Marg Watson, Dean of Student Affairs, said the ballots remain in her office for one week after the elections, and then are destroyed.

"In that week, anyone can come and count the ballots for themselves," she said.

Sara Waldo, Vice-President of SGA, thinks the SGA campaign procedures are too strict.

"I feel that allowing the candidates five campaign posters and door-to-door canvassing is not the most creative campaign style. I will, however, talk with Brian Crawford (the new chairman of the election board) about altering the campaign policy."

Waldo added that candidates should be allowed to make more speeches, elaborating on their platforms.

She said that Campaign Night gives the candidates a chance to expand on the issues, "in which each candidate is allowed to give a two minute speech and to answer questions."

Summer Camp Counselor Openings in New England

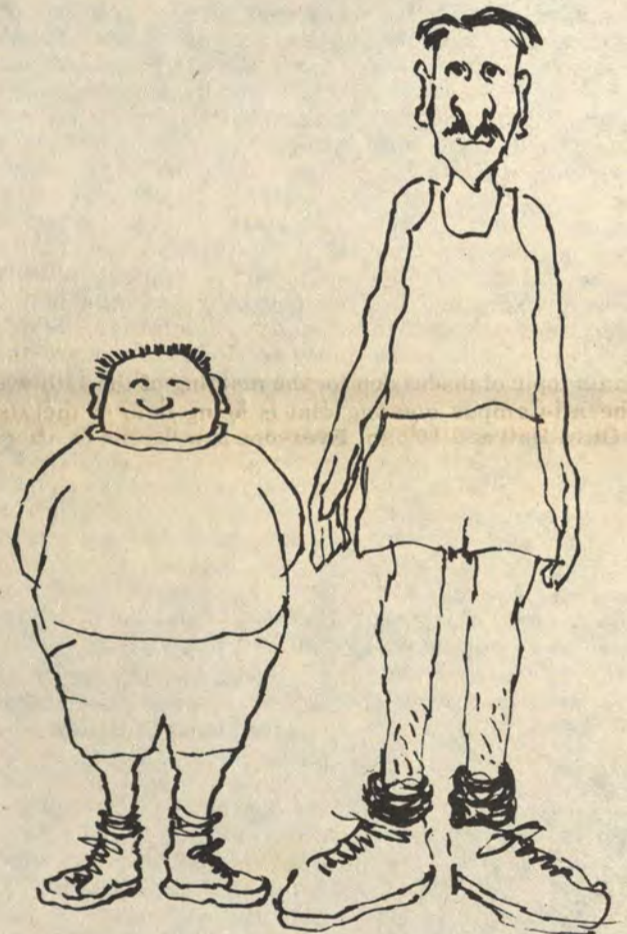
Camp Becket (boys camp) has openings for counselors and program specialists. Also Nurses (RN). Located in the mountains of western Massachusetts, within driving distance of Boston and NYC, the camp offers a broad camping program emphasizing personal development. Contact the placement office for more information or write:

Lloyd E. Griffith
6 St. James Avenue
Suite 1003
Camp Becket
Boston, MA 02116

Foreign & Domestic Automobile Service & Repair

SHAMROCK MOTOR COMPANY

42 Montauk Avenue
New London, CT
447-9200



BILL AND LLOYD WERE RELATED (DISTANTLY).

Tips From The Writing Center

"Passive" Resistance

If they spend any time thinking about the matter, most people will prefer the active voice to the passive — especially if they want their writing to have crispness, vigor, and conciseness.

Briefly, the active voice consists of subject plus verb: Oedipus loved Jocasta.

The passive voice consists of subject (but not the agent performing the verb's action), a form of "to be," a past participle, and sometimes "by" plus agent: Jocasta was loved by Oedipus.

It's clear that the passive requires more words than the active and that it allows circumlocutions that can weaken writing. It also allows the performer of an action to hide behind an agentless sentence: The team was robbed of its victory.

But there are times when the passive is useful and even necessary: 1) when the agent is unknown or cannot be identified; or, 2) when the agent is far less important than the action, so that identifying the agent will divert attention from the action or will add undesirable subjectivity to the sentence.

Scientific writing, for example, relies on the passive to maintain objectivity; however, even objective scientific writing can use the active voice:

NOT: It was shown by the experiment that ...

BUT: The experiment showed that ...

As a general rule, use the active whenever you can do so without damaging objectivity, and especially when you are going to maim the agent:

NOT: Billy Martin was criticized by George Steinbrenner.

BUT: George Steinbrenner criticized Billy Martin.

Use that passive only when you can justify its use, remembering that, carelessly used, the passive can make your writing wordy or vague. When in doubt, rephrase passive constructions in the active voice to determine which sounds better. With a little effort, you'll be able to turn most passive sentences into active, lively writing.

For more information on passive vs. active, and exercises you can try, come to the WRITING CENTER, 206 Thames.

This Summer

At Cornell University you can enjoy a remarkable variety of courses and learning opportunities. In a setting of beautiful lakes, parks, ravines, and waterfalls, you can fulfill requirements, accelerate your degree program, or simply take the courses that you've always put off. Ithaca, a small cosmopolitan city, is located in a magnificent, varied countryside that offers you water sports and ball games, climbing and camping, theater and outdoor concerts, soaring and biking, birding and hiking... Call or write to see for yourself why Cornell is the place you should be this summer.



Cornell University Summer Session
B12 Ives Hall—Box 52
Ithaca, New York 14853
607/256-4987

SGA Moves to Expand WCNI

by Michael Schoenwald

Next year, the Student Government Association of Connecticut College will have an extra \$40,000 to appropriate to college clubs and activities. This money has come about as a result of a \$30 increase in the Student Activities fee, which SGA proposed last fall. SGA is proposing to give \$15,000 of this money to the college radio station, WCNI, which has recently held a 91.5 hour marathon to raise money in order to increase its power from 10 to 270 watts.

"A college radio station has the potential to be a true focal point and unifying factor in a college community," said SGA President Herb Holtz. "It can also serve the needs of a college in its attempt to further community relations beyond the borders of the campus. SGA has the power to vote in next year's budget, and we must vote on the issue now so that the bills for the expansion can be paid this spring."

"We want this proposal to be something that will stick in people's minds for a couple of years," Holtz continued. "We want the student body to come together and state that WCNI is our number 1

priority. If we can get 80 percent of the student body to think along these lines I think the proposal will carry a lot of weight."

Holtz explained that in order to pass the money needed for WCNI's power increase, SGA will embark on an information campaign similar to the one used to inform students of the proposed increase in the Student Activities fee in the fall. This will mean sponsoring another all-campus meeting, publishing a memorandum with the help of the *College Voice*, and sending out an all-campus letter - all of which will culminate in a campus-wide referendum on the 25th and 26th of April. "We are trying to keep people involved in the decision-making process while giving them an interest in what happens on this campus. The upcoming referendum is merely one more way that people can become a part of the system here," Holtz emphasized.

Paul Wisotzky, President of WCNI, explained that all costs of the station's expansion will amount to \$25,000 if not more. He said that WCNI has raised \$5,000 to \$6,000 on its own and has also

received an anonymous gift of \$5,000. Therefore, the \$15,000 allocated to the station would be very helpful.

"We certainly appreciate Herb's ideas - the are fantastic - but we wish he would consult WCNI to a greater extent so as to include us in the decision-making process. Going up in power is going to make us even better than we are now, and I think it will help us to further our relationship with the Southeastern Connecticut community."

The WCNI proposal is one of three issues on the upcoming referendum. The second issue involves adding another position to the Student Government Executive Board, that of Public Relations Director. A two-thirds vote is needed among the student body in order to add the new position into the Student Government Constitution. A description of the duties and responsibilities of the Public Relations Director will appear on the referendum ballot.

Also at issue is the location of the Career Counseling Office, the creation of a new Associate Director of Placement, and the responsibilities of the Dean of

Student Affairs.

According to Holtz, the Career Counseling Office was supposed to be moved from its current location in the Crozier-Williams Student Center due to a lack of working space, but the College Administration has decided that the office should remain in Cro, moving from the second floor into the Alumni Offices on the first floor. The Alumni Office will move to new office space that is being created in one of the college's buildings on North Ridge Road.

The creation of the Associate Director of Placement is being acclaimed by Holtz as a very important move.

"We need this position **DESPERATELY** - someone who can go out on the road and contact potential employers," he said. "We want to put pressure on the Administration to make sure this person is hired. I think the best way to do this is to tell as many students as possible what the situation is and for the students to voice their opinions in a campus-wide referendum which I think will be a big shot in the arm to the Administration, a move that will wake them up."

"The Dean of Student Affairs, Margaret Watson, next year will be in charge of coordinating all student activities at Connecticut College," Holtz confirmed. "She will no longer be in charge of the Housefellow selection process. If Career Counseling is not moved out of their present office, she will have no office in a place which is supposed to be the center of all student activities."

"It was even suggested by the Administration," Holtz admitted, "that Margaret Watson have her office in the basement of the Blackstone Dormitory (where the old Coordinator of Student Affairs, Karl Beeler, was located)absurd."

An all-campus meeting will be held April 21 to discuss the three issues on the referendum. But, Holtz has no qualms in saying that "excluding the WCNI power increase, the referendum is a pressure campaign on the Administration to follow through with its commitments to move the Career Counseling Office, hire an Associate Director for the office, and to make sure that the Dean of Student Affairs has an office in Cro."

SGA Minutes

I. The main topic of discussion for the meeting of the 13th was about the All-Campus meeting that is being held of the 21st Spril in Oliva Hall at 7:00 p.m. **Everyone** is welcome to attend to hear the referendum proposals that SGA are proposing.

1. With the approval to increase the students activity fund SGA now has an extra \$40,000 that has to be effectively appropriated so as to enhance campus life here at Conn. WCNI has had to expand due to the fact that they were challenged either to go up in power or go off the air. With this expansion they have bills to pay. SGA wants to help the radio station by providing \$15,000 in funding to allow WCNI to expand.

2. The second proposal deals with the improving of Career Counseling. First the proposal stresses the importance of having the administration hire an Associate Director to help with the placing of students in the job market. Secondly, the proposal deals with the moving of the Career Counseling office to another location so as to provide the Dean of Student Affairs with an office in the Student Center.

3. Finally, the third part of the referendum suggests that the SGA position of Public Relations Director be added to the Executive Board and made a non-voting member.

II. Oakes Ames addressed the assembly and talked about the Future Committee. This committee studies the college and finds ways of strengthening the school and of maintaining the high administrative standards. One plan for the future that was mentioned was the construction of the athletic complex that is scheduled to be completed by September '84.

III. The theatre workshop on anorexia nervosa is being held on April 26th in ConnCave.

IV. The winners of the Executive Board elections are:
 Will Kane - SGA President
 Brian Crawford - Vice-President
 Hal Sizer - Head of Judiciary Board
 George Newman - Social Board Chairman

Referendum Proposals

1. WCNI EXPANSION PROPOSAL

Given the fact that the S.G.A. now has ample funds: We the students of Connecticut College consider the continued expansion of WCNI (through greater funding by S.G.A.) a number 1 priority goal for the coming years. We feel that continued enhancement of WCNI would enable the radio station to realize its potential as a widely popular focal point for student life on campus.

The S.G.A. should make this goal a priority concern in the coming years so as to allow WCNI to realize its potential. This would occur through greater support and substantial funding by S.G.A.

2. CAREER COUNSELLING IMPROVEMENT

Given the fact that the Administration has said it would expand and enhance the CAREER COUNSELLING OFFICE by hiring an Associate Director:

We the students of Connecticut College consider it vital that such a person is hires so as to make the office a more effective and efficient one in placing students in the job market.

This action be taken as soon as possible.

3. S.G.A. PUBLIC RELATIONS DIRECTOR

Given that this new position on the S.G.A. Executive Board will further open the channels of communications between the students and the S.G.A.:

We the students of Connecticut College agree that this position should be added to the S.G.A. Executive Board as an ex-officio (non-voting) officer. It would be appointed by the President.

OFFICE OF DEAN OF STUDENT AFFAIRS IN CRO:

Given the fact that the Administration originally proposed that Career Counselling be moved downstairs in Cro - so that the Dean of Student Affairs would have an office in Cro:

And given that it appears thsi move will no longer be initiated by the Administration and that the Dean will have no office in Cro or Fanning:

We the students of Connecticut College demand that Career Counselling be moved so that the Dean responsible for coordinating student activities and clubs will have an office in the Student Center.

Good Tunes and the Good Word

by Carley C. Rand

How many of us have thought to attend a vesper service here at Connecticut College?

Every Sunday beginning at seven o'clock there is a vesper service at Harkness Chapel. but few attend. The lack of community participation is discouraging and perplexing to Chaplain David Robb, as well as others involved in the service. David Robb feels that perhaps there is something about the service itself which fails to attract people. Several changes, such as changing the service from the morning to the evening, increasing the number of guest speakers and offering more musical entertainment have been made in order to improve the service.

(l-r) David Gleason, Paige Cottingham and Rocky Ackroyd: Run-off candidates for Young Alumni Trustee.



SENIORS!
 Don't forget
 Tuesday is the last day
 to vote for
 Young Alumni Trustee!!

Viewpoints

Stop, the Glare is Killing Me

by Cynthia Wells Susla

I am not under academic pressure at Connecticut College; I am under solar pressure. Yes, I am one of the few souls who did not return from break with the bronze reminder of sun and fun in Tampa-St. Petersburg.

Sunday morning I awoke with a funny feeling. "You look pale," said my mother. "Don't remind me," I snapped. The funny feeling intensified. I spent a nice Easter with the folks, but the betwisting hour

arrived quickly. I had to return to Coppertone College. We arrived, my parents said their good-byes, and I stood in front of Hamilton and started scoping. I saw my first fellow "whitey." "Kris, how was break? What did you do?" "Not a damn thing. Caught up on some new videos on MTV. It really sucked." I smiled, and said, "Glad to hear it." I left Kris and then spotted God unloading his yellow V.W. He looked up and smiled. I decided to do it as quickly as

possible. "How was the Carribean?" He took off his Vuarnets and flashed a grin. "Stop," I said, backing away, for the contrast between his white teeth and brown skin was just too much. He said, "sorry," but there was no sincerity in his reply. I left him to his luggage, and started back to unpack. I recognized another clone, except this one looked distressed. "Susan, what is it? You look devasated...." She looked at me with pleading eyes and

said, "Look at me! Look at me!" "You are gorgeous," I muttered, kicking myself for admitting the obvious. "I KNOW!" she said frantically, "But look at all this." She pointed to our surroundings. She then motioned to her tan arms and face. "We're now back at C.C. and I'm going to lose it! I have never worked so hard on Spring break in my life...It will soon all be gone..." She then got all dreamy-eyed and said, "This gorgeous bronze is just an illusion..." She stood there pathetically. I left her star-gazing in the sand of the dormitory parking lot.



Another Side To The Coin

To the Editor:

(re: "There Are Two Sides To Every Coin").

I think you missed the point of Ann Clark's letter. The way I read it, it did not call for an even distribution of black and white students at each cafeteria table. It denies Esperanza (Hope) Anderson's allegations that black students are actively discriminated against by Connecticut College.

I agree wholeheartedly that there exists a separation in the cafeterias and in cliques in general between blacks and whites. I also agree that this is by the personal choice of the specific person. It is true that, through no prejudice on my part, I have no close friends who are black. It is true that there are cultural differences

between most blacks and most whites in the United States today.

But the point is, Esperanza (Hope) calls for a uniting of blacks at Connecticut College. Against what are we to think that she wants to unite? Against prejudices? I think not because this is something that all students at Connecticut College should unite against. Esperanza (Hope) was unclear on this point but I fear that she wishes to unite against whites.

As a black student, how would you feel about an article which called for the unity of "white" students? Probably the way that Ann Clark, myself and hopefully a lot of other people feel. It is racist and no ultimate good can come from it.

I have nothing against

individuals using whatever criteria that they choose to in deciding who will be their friends and who will not. I am, however, totally against any call for the uniting of any racial group at Connecticut College or anywhere else. It implies that separatism is desired, which is racist, and I do not think that his is a good policy: not in the United States in general and certainly not on a college campus. College students are generally intelligent and come to college in order to expand their scope of vision. Hope's letter was contrary to this theme and I think that Ann, myself and many other students have every right to take exception to it.

Chris Fenton
Class of '85

The next day I went to my P.O., delighted with all the contents except one. I received five parcels, four letters, six magazines, two applications for gas credit cards, one announcement telling me I may have already won one million dollars, and one sympathy card. I opened the latter with curiosity. "Let's face it Cynthia," it began, "Philadelphia and Montreal may be culture, but it ain't the Bahamas. I am so sorry." I sat

down on the shaky table in the P.O., trying to accept my loss. I thought, "true, but I sure saved a lot on Bain du Soleil." I got up, brushed the imaginary sand from my feet, and took solace in the fact that I do eventually join the ranks of the tanned elite. My day comes around June twenty-third, but unfortunately, by Conn's standards, I miss the deadline. I then donned my Ray Bans, and ventured forth to English on the cloudy Monday morning after break.

John Gordon: Hypocrite?

To the Editor:

One question: if John Gordon, self-professed advocate of men's liberation "were to see the exploitative relationship between men and women taken away," why then is he publishing excerpts from his last book in *Playboy* magazine, which by its very nature is exploitative of both women and men and the relationships thereof?

Interesting juxtaposition of thought and deed.

Sincerely,
Paula Kinstler

Facilitate Freshman Integration

To the Editor:

We, as members of the Freshman Orientation Committee, have recently discussed various ways in which freshman can adjust as quickly as possible to life at Connecticut College: academics, social, extra-curricular. One area which we view as being weak is the incorporation of freshmen into the campus' extra-curricular activities. Many freshmen sign-up for different clubs and do not hear from or are not informed as how to become a

part of them.

Freshmen are typically known to be eager and ready to devote their energy towards campus life. Thinking back to your freshman year, wouldn't you have liked to have been integrated into the Conn College Community faster and with more ease? Club night in the past has been successful, however, we think that more written material should be provided for freshmen. For example, a printed explanation of the club's activities, regular meetings (if applicable) and officer's names would be

helpful. In addition to club night and general announcements, we are planning to write a handbook for the purpose of informing the incoming freshmen about the College's clubs. We are proposing that each club provide initial material and guidance in order to attract freshmen. Please forward any information to: Margi Schwartz, PO Box 1213, or Susan Zuckerman, PO Box 1892.

Thank you for your cooperation.

The Freshman
Orientation Committee

Academy Admires VOICE

To the Editor:

Even though I am from the rival school across the street, I have read *The Voice* and I find it much more stimulating than our newsmagazine here at the Academy (we don't have a newspaper). I also feel that it is important to keep informed on the views and sentiments of other students my age, especially from a school so close to my own.

Would it be possible for me to subscribe to *The Voice* and have it sent to me at the

Academy? I am hoping that you could check this out for me, because it would fill part of the intellectual and social void of Academy life.

Thank you.

Respectfully,
Peter W. Seaman

Editor's Note: I am glad you enjoy the *Voice* but don't be too harsh on your classmates. I've received copies of your newsmagazine, *The Howling Gale*, from 3rd class Sloma and

it too is a worthy publication. As far as receiving copies of the *Voice*, subscriptions are \$5 a semester and can be sent anywhere from here to Walla Walla. Just send us your name, address, and check made out to "The Connecticut College Voice" and you're all set. However since it's late in the year you might simply take a trek to Woesche Hall (your library already has a subscription) or the barber shop where we try to leave a few copies each week.

THE CONNECTICUT COLLEGE VOICE



The Voice is a non-profit, editorially independent, student-run newspaper and is published weekly during the academic year. Editorial offices are located in Room 212, Crozier-Williams. Mailing address: Box 1351, Connecticut College, New London, CT 06320. Phone: (203) 447-1911, Ext. 7236.

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Forum

Why Can't, Won't, Don't Students Read?

To the Editor:

It is 'show time' again. It is that time of year when we faculty start getting papers, exams and the like from the students with whom we have worked now for at least half a semester. And, once again I hear (and think) the same thoughts I have heard (and thought) for several years now: why can't (won't, don't?) students read? Why does it seem that our students do not seem able to take a text, even after it has been explicated and discussed, and read it with understanding? Why do I get so depressed when I even try to face up to the problem honestly? I had thought of writing a full length article for the *Voice* entitled, "Why Connie Can't?, Won't?, Doesn't? Read?," but maybe this letter is the best way to open things up. I do not think the situation is hopeless, but I am not fool enough to think solving the problem I outline will be a snap.

To begin, what do I mean by not being able, willing or interested in reading? Try this simple test: take a relatively new (for you) piece of writing. Sit down. Read it. And, then write out in your own words what the author has said. Say,

at least, what the main points might be. No elegance required. Leave the *art* of writing aside. Now, if you can honestly say that you can **in your own words** what the author has said, I would say you have really **read** the words that passed before your eyes. If not, or if even the main points escaped you, then **you have not read**. You may **seem** to have read; you may even **believe** you have read. But you have not read! This, sad to say, is what I and **many** other faculty friends find our students **cannot** do. And, most distressing, they seem both unwilling and uninterested in doing.

This is bad: bad, because it means that instead of creating independent thinkers, we are creating or encouraging **dependence**. Good, old Bob Laurish once expounded the following principle: "we tell them what to read; we read it for them; and then we tell them what they should have read." My heart hit the floor. Is this what it is really all about? Bad enough, I thought, that the emperor has decided to wear his new 'clothes' in public for all to see; but, when the people cheering (and leering) him on stand stark

naked as well...? What's going on here? Who's in charge? And, where the hell are we going?

What to do? Well, first I want us to realize we've got a problem on our hands — both faculty and students. And therefore, like any other common problem, we ought to stop blaming the other side. I am a faculty member who will not blame my students for this situation — at least not totally. It does no good to complain about the schools, gripe about the impact of Pacman on literacy, and on and on. Sure, some of these things matter, But, even if these were all true causes of the problem of student reading, we as **professionals** would still need to face up to our professional responsibility as educators. How do we bear responsibility for why Connie can't, won't or doesn't read? I raise this question in the firm belief that if a faculty **decided** to do something about the situation, things could change. So, again, what to do?

Bizarre though it may sound, an excellent first step would be to **demand** that our students become independent readers! That sounds simple and, in fact, really is simple.

But behind such a decision, a mighty reservoir of courage and self-confidence must be ready and waiting. The faint-hearted will say this is too risky; the "realists" will smile condescendingly, saying how impractical this is; administrators will warn us about scaring away our students. But, I would repeat my advice in the face of all these worries: if we don't **demand** independent readers in our classrooms, we turn our college into something false. Of course, along with making such demands, we, as faculty, will have to try to **encourage** this and the inevitable **independence** of mind and spirit that will come in its wake:

students will get 'uppity,' they will have read what, up to that time, perhaps only the teachers had read; they might even — heaven forbid! — form their own opinions about what they've read, and make life in the classroom contentious and messy. Myself, I'd rather like that. But, I'd rather not have to make this belated new year's resolution alone. I want to urge all faculty to take another look at their attitudes to student reading. Connie can't, won't, and doesn't read, because we faculty have given up on her. Let's change all that. Here's my contribution to this change. Where's yours?

Yours truly,
Professor O.K. Letts-Reed

What Dorm Did You Get?



Dear Editor:

Once again, we have labored over lottery cards. With excitement and perhaps a touch of anxiety, we await the announcement of our future dorm. Then the big day arrives and the big question: "What dorm did you get?"

For most future Plexites, Lazrites, and Larrabeans, the question is often a dreaded one. Their response usually evokes sympathy and condolences that undeniably presumes a sorry year ahead.

In my sophomore year, my dorm was Marshall. Imagine the incredulous faces that met the news that it was also among my top choices! My reasons were simple; I wanted to experience Plex living and heard that Marshall was not only surrounded by lovely landscaping but was favored by extraordinary sunsets.

That whole day I felt as though I were wearing a big red M. I even had strangers ask me if I really "picked" Marshall. I felt ashamed and then anger that I let myself feel shame. Then and there, I was determined to have a great year, and quite simply, I did.

Physical distinctions can be made about our dorms here on campus; indeed, the lottery would be a pointless exercise otherwise. Yet perhaps it is. Although I don't begrudge us the privilege of having some choice in dorms, each of us with our own preferences, isn't

it rather silly to stigmatize certain dorms?

Lazrus has proved as well as Marshall last year and Larrabee this year that ultimately a dorm is judged not by its walls or its landscape but by the life within it. The individuals are the difference between a living room with good friends, a warm fire, hot cocoas and popcorn after an invigorating snowball fight — and a lonely balcony room.

Far too much goes unappreciated here on this campus, and that goes for everything from lectures and the arts to single rooms and food service. It may also reflect how little we appreciate who we are, what we can do and what we can become with respect to our circumstances.

I would have hoped that my first letter to the *Voice* was on a subject of more substance. However, the fact that I felt it ought to be written may say something in it self. The letter was provoked by a dorm poster encouraging the attendance of all members to a meeting at which lottery cards would be distributed. The imperative was underlined with the threat "or else you may be stuck in Hamilton."

As next year's Housefellow for Hamilton, my first duty was quite clear. I altered the poster.

Nina Elgo
Class of '84

Delete the DH

by Patrick Kennedy

Once again, it's that time of year when our attentions turn from problems like inflation, unemployment, and national defense to more important matters, i.e. baseball. And this spring marks the 10th anniversary of the American League's ignoble experiment: the designated hitter. Hopefully, this "experiment" will go the way of the dodo bird and the dead ball.

One of the problems that the DH has caused is overwork of pitchers. Because pitchers are never pinch-hit for in the AL, they pile up a lot of innings late in ballgames when they are tired and thus more susceptible to injury. Witness the arm problems of Catfish Hunter, Wayne Garland, and Frank Tanana; the sharp declines of 20-game winners like Dave Goltz, Jim Colborn, and Mike Caldwell into mediocrity; the burnout of the Oakland staff. And is it any coincidence that the post-DH Baltimore Orioles (Jim Palmer, Steve Stone, Mikel Flanagan, Scott McGregor, Dennis Martinez) have had many more arm problems than the pre-DH staff (Palmer, Dave McNally, Mike Cuellar, Pat Dobson)?

The DH also encourages beanings. In the NL, or in pre-DH days, pitchers bean hitters at their own risk, knowing full well that they are subject to retaliation. In the AL, though, pitchers hide behind the DH and bean away. When retaliation does come, it comes in the form of mound-chargings (which are much more common in the AL than in the NL). The deterrent effect of retaliation produces a healthy avoidance of knockdowns and bench-clearing brawls.

Also, the seeping down of the DH to lower levels is having terrible effects. In high school and amateur ball, the best athlete on the team is often the pitcher. Why should his bat be silenced? Also, is it a good idea for minor league hitters to DH when they should be learning to play the field? Finally, isn't it possible that minor league pitchers might be good hitters? After all, Babe Ruth, Stan Musial, George Sisler, and Dave Kingman

began as pitchers.

Most importantly, though, the DH changes the nature of the sport. Baseball is a game in which the all-around ability of athletes is paramount; to get a player's strengths in the lineup, his weaknesses must be swallowed also. It is common to hear DH supporters say, "I don't want to see a pitcher flail at the ball, I want to see someone who can hit." First of all, some pitchers **can** hit: Ruth, Red Ruffing, Bob Lemon, Ken Brett, Rick Wise, Steve Carlton, to name a few. But more importantly, baseball is a game of failure as well as success. I, as a Mets fan, don't particularly delight in watching Dave Kingman and Hubie Brookds turn routine ground balls into adventures, but it is part of the game. Maximizing strength and minimizing weakness is central to baseball strategy and removing weakness removes a lot of strategy.

Moreover, where will the DH mentality lead? Bill Virdon has proposed partial two-platoon baseball, Charlie Finley has pushed the "designated runner." What will be the result of such cost-free specialization? Will there be any advantage to having Robin Yount, who is a superb hitter and shortstop, when his position could be filled equally well by a combination of Ozzie Smith and Hal McRae?

Yes, the DH might extend a few hitters' careers, but look at the price paid. Baseball, more than any other game, thrives on the memorable and the unusual. And which is more memorable, an old DH playing out the string or a game-winning home run hit by the pitcher?

Perhaps gimmicks like the DH are popular with the pseudo-fans who keep voting Bucky Dent and Dave Lopes into the All-Star Game every year. However, hard-core fans, the ones who keep the torch alive from year to year and from generation to generation, prefer real baseball Bowie Ball. The game should remember where its long-term interest lies — and dump the DH.

ARTS AND ENTERTAINMENT



Mike

Beaux Arts Ball '83: IMPRESSIONS
as told to Jeannine Riley

"I guess I would say that everything was just kind of sparkly and exciting. Especially at the beginning of the night."

"It was great but I got too drunk and I don't know if I said anything stupid to my teachers."

"I'd missed the Beaux Arts last year, and it was so built up that I was really psyched to go. I wasn't disappointed at all."

"It was great to see people take the word 'formal' seriously — you know, tux's, long gowns, that kind of thing."

"The punch was so good but I guess it snuck up on me."

"I was very impressed with the decorations. And everyone looked really nice."

"...Let's Dance"

"Some of those teachers can really dance. Better than me anyway."

Black, white, silver, candlelight...

"My first impression was that I couldn't believe it was Cummings. I mean Cummings is nice and everything, but the decorations, they were wonderful."



President and Mrs. Ames enjoying the Ball.

"The champagne at midnight was a great idea, but I was dancing when they poured so I missed out."

"Black, white, silver, candlelight, that's what I remember."

"I think it was smart to have it fairly private. I made me feel kind of special even though I'm not a great artist or anything."

"One kid had on a button that said 'Fuck Art, Let's Dance.' I liked that."

"I wish I'd brought my camera."



Ray Gill, Karen Mason, Vicki Lewis, Carolyn Caranove, and Gary Beach are featured in 'A Bundle of Nerves' at the Top of the Gate, 160 Bleeker Street in Manhattan.

A Bundle of Nerves

by Eric F. Jacobson

A Bundle of Nerves, a musical revue which opened March 13th, treats the various neuroses and paranoias of modern society through engaging musical numbers. It is at the **Top of the Gate** at 160 Bleeker Street, in Greenwich Village, Manhattan. The five nervous citizens of today's hectic world are portrayed by Gary Beach, Carolyn Casanave, Ray Gill, Vicki Lewis, and Karen Mason. During the performance, one is seated at a small table and may order drinks.

Although there is no dialogue, the musical numbers move smoothly and easily due to the fast paced directing of Arthur Faria. The songs provide personal glimpses into the lives of

these characters as they cope with society. The small set and inventive lighting, designed by Barry Arnold, are an integral part of this show and greatly add to its effectiveness.

Some of the more interesting and enjoyable songs included: "A Bundle of Nerves," the title song gives a stirring introduction to the play; "Studs," in which the two men suffer through their exercise class; and "Fear of Flying." Composer Brian Lasser and lyricist Geoff Leon and Edward Dunn have composed some interesting songs with very funny lyrics. **A Bundle of Nerves** is a highly enjoyable evening at the theater.

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Liberal Arts Students Make The Best Teachers

By Lynne Cascio

The student teaching program at Connecticut College maintains a unique character. It is one of the few college programs where theory and technique are first taught to the student and then put into practice. Far from being a "gut course," a prospective teacher (nursery, elementary or secondary) must complete the requirements for both a major and teacher certification, devoting eight weeks one semester of the senior year to student teaching in a local school.

Mrs. Beth Hannah, Chairman of the Education Department and Coordinator of Student Teaching, said, "I want the students to teach by doing something comparable to an independent study and not just fitting into a mold and all becoming alike. Some people think of education courses as how-to-do-it courses, but what we teach is problem-solving and new ways of planning, organizing and presenting the material in order to make it exciting. I see it as a teaching and learning cooperative venture."

In the past 12 years that Mrs. Hannah has been at the college, she has initiated numerous changes in the teacher certification program. Previously students took three classes in addition to their required 90 hours' teaching and 90 hours' observation. Now the eight-week classroom experience earns eight credits. She explains that she patterned the present education curriculum "be keeping in mind those she didn't like," wanting hers to make more sense. A student can not major in education here as it is solely a teacher accreditation program. Although more than half the students seeking accreditation are child development majors, some come from the psychology, sociology, history and art departments as well. Mrs. Hannah feels that by having this major field of study the student isn't limited in terms of being able to do only one thing. She fears that otherwise "too much emphasis is placed on teaching, when in fact liberal arts students often make the best teachers."

Lili Kanfer, who taught first grade at Flanders Elementary School in the fall, compares it to other semesters; "it is different kind of work, very intense. I worked for eight hours a day and then came home to plan for the next day. In many ways it was harder, and yet I think even more valuable because I don't believe anything can take the place of actual experience."

Michele Beaulieu, who taught fourth grade at Flanders, comments, "We learned a general approach and not a method per se, so we now have the foundation to handle any teaching assignment." She plans to take her skills into the Peace Corps next year.

A change that has taken place is the shift in relative size of the elementary and secondary programs. Whereas the secondary program was once twice as large as the elementary, it is now the smaller of the two, bringing up the question of its possible elimination. The graduating class of 1983 is expected to bring forth 21 elementary teachers as

compared with only 5 secondary.

This decrease in the size of the department is in part due to the general reduction in the number of students applying to the secondary program. Mrs. Jeanette Beach, Secondary Supervisor, says "We've been getting fewer applicants as the job market is becoming a disaster. The financial benefits outside of education are seeming more attractive and more people are looking at business as a career." Although the Education Department has reduced its staff to coordinate with enrollment, Mrs. Hannah feels that "education is a cycle," — one year the applicants are few, the next the number grows tremendously and then there's another shortage. She remembers 1980 as a "bumper year" for teachers when a total of 42 graduated with accreditation status.

Despite the uncertain outlook for secondary teachers, Janet Kelly, '83, is optimistic. "I'll find a job because I'm willing to relocate, which many people aren't. The area here is pretty depressed, so I'm sending my applications to Florida and Virginia Beach where the opportunities are greater." Mrs. Hannah agrees that, although the jobs aren't always where the graduates ideally want to go, they are out there. A recent survey of past graduates shows that only 28 out of 220 certified elementary and secondary teachers had trouble finding jobs, and that this was often due to the location factor.

The Administration, needing to trim the budget, has undergone a contingency planning program to prepare for the future. The secondary department had been under review for a year and a half as part of the college-wide inspection for possible areas of revision. This particular department stands vulnerable to possible cuts due both to its recent low enrollment and its part-time, untenured staff.

Later in March, the President, together with the Board of Trustees, will formulate a draft plan and recommendation to be discussed and reviewed by the Faculty Steering and Conference Committee before a final decision is announced in May. President Ames explains, "Ideally, we'd like to keep everything, but realistically, we have to weigh what's here and what's there and decide our priorities." He notes that the population of 18-year-olds has been declining, especially in the northeast, and the college must adjust to the resulting change in admissions. Although the President remains uncertain as to whether both the elementary and the secondary programs can remain, he emphasizes the "nothing has been decided yet."

Originally, it was thought that enrollment in the program would be stopped until a concrete decision was made. Later, however, the Administration reverted to saying that as long as students were made aware of the situation when they came, they could continue to enroll.

Sophomore Kim Cope finds herself in this position and has considered an alternative should the program be terminated. "I'd seriously consider elementary education with additional certification to the ninth grade. However, I'd question the philosophy of a school that claims to value education so highly and yet isn't willing to prepare its teachers."

Mrs. Hannah remains optimistic that the Education Department will pull through with its certification program intact. She maintains that whether students go into teaching or not isn't the issue, but rather what they learn from the program. The graduate survey revealed that a full 79 percent believe that the certification has value even for those who do not pursue teaching careers.

Attempting to Destabilize Nicaragua

by Garry Bliss

The Reagan administration is participating in an ill-disguised attempt to destabilize the Sandinist government of Nicaragua. Recent facts and reports, make it clear that some U.S. aid in Central America is going to former Somoza supporters whose goal it is to overthrow the present Nicaraguan government. In spite of the overwhelming evidence the Reagan administration denies that this is their goal.

Such actions are wrong for several reasons. With the revelation that the anti-government guerillas are being directly supported (they admit that it is indispensable) Nicaragua could ask for Cuba aid, or invade Honduras. Either

action could escalate the activity in Central America to such a point that President might ask for direct U.S. military intervention.

We should also look at who we are supporting in this anti-Sandinist campaign. The guerillas are predominantly ex-Samosists, hardly democrats. They in turn supported by the Honduras of General Rios Montt, not a country known for respect for human rights of democracy. Another country involved is Argentina. This is not particularly good company. But, the Reagan administration sees Communism as a monolithic evil force and will take in any anti-communists. Shouldn't we expect more from those that we support than that we have

a common enemy.

All of these arguments are academic. The fact is, the aid for those destabilizing the Nicaraguan government is illegal. Last December congress passed the Boland Amendment. This spells out that U.S. money was not to be used to support elements working to destabilize the Nicaraguan government. The CIA has already spent 19 million dollars and is now spending 11 million in this effort.

It is time to realize that the best hope for Central America lies in co-operation and solving the problems that provide fertile ground for guerilla movements. It is not time for an all too familiar escalation of military commitments.

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This three-credit course features a week at sea aboard the wooden schooner, *Voyager*. Students will collect ecological data from areas such as Gardiner's Bay, Block Island, and Narragansett Bay. The week at sea will be preceded by preparatory lectures from June 6-10 each day at 2:00 - 5:00 p.m. A review and final examination will be given during the week following the study cruise.

For further information contact: Education Department, Mystic Marinelife Aquarium, Mystic, CT 06355. (203) 536-4208.

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(MARN 298)

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SPORTS

Men's Lacrosse Starts Slowly

by J.. P. Nahill

When it rains, it pours. For the men's lacrosse team's slowest start ever, the rain came down in torrents on the Camels, as Conn. lost its first four games in a matter of nine days. With all due respect, the schedule's four toughest teams were Conn's first four games and the Camels could not rise to the occasion. They fell victim to Bowdoin, 15-5, Trinity 17-10, Amherst 9-7, and the final blow Wesleyan 12-8.

Against Bowdoin, a perennial Division III powerhouse that only this year introduced Conn. onto its schedule, the Camels played well and tough, but were no match for the talent and depth that Bowdoin possessed. Co-captain Lee

McLaren as usual played his aggressive game as he led the blue offense to a close first half. Freshman Dave Shore, who leads the team with 12 goals, popped in two goals and two assists. In the play of the game, Geoff Barnet took a move out of the Pepsi Challenge commercial, when he quick-sticked a goal while in midair and horizontal to the field.

Against Trinity, Conn. was faced with a similar situation. Coach Shields commented, "Trinity is a tough team and it will be another year or so until our program will develop to the level of Trinity." Conn, a team which usually shocks its opponents early with a few quick goals, seems to burn out after the half for a dismal third period.

At one point in the first half, Conn. was up 3-2 and the rest of the game looked promising. Unfortunately when the horn blew to end the third period, the Camels were down 13-6. In the final, Conn was down 17-10.

Amherst was Conn's most embarrassing and unneeded loss. After humiliating Amherst in the Suncoast tournament, the Camels travelled north to play the same team and lost 9-7. Goalie Billy Charbeneau had

a great game with 23 saves but Amherst did not even play their leading scorer. Co-capt Dave Krakow led the blue offense with four goals and one assist. "Amherst was a game we should not have let slip by. The ground balls killed us, and they were up for the game," said coach Shields.

Wesleyan, the lacrosse teams most hated rivals, took it to Conn. by shutting down Dave Krakow, the team's leading point scorer.

Wesleyan's game plan was simple: while they denied Krakow the ball, their all-anything Tim Schwartz let loose and tallied up the points, most of the time single handedly. Both teams played quite aggressively with Cush Anderson leveling red shirts left and right, but it seemed the more disciplined, more eager Wesleyan squad wanted it more. Admittedly Conn's top performer Todd Rutstein is not in top form yet, but the Camels are now 0-4 and they should be 2-2.

Faculty Defeat Women Ice Camels 5-4

by Mari Smultea

The faculty ice hockey team ravaged a 5-4 reckless revenge over the Conn women ice camels in the annual face-off March 11. The event was so important that faculty members recruited family fans in an attempt to psych-out the Conn team which beat the faculty last year. Even Camel coach Byron White was dressed to kill in a suit and tie.

French professor Robert Artinian threw in a hat trick to the faculty caused while womens' crew coach Claus Wolter dumped in two more. Catching the faculty off-guard with their 4-1 second period lead, the Camels plowed three third period goals past the faculty jock goalies, men's hockey coach Doug Roberts and men's lacrosse coach Fran Shields.

"Tammy Brown's goal was the prettiest goal," Dr. Warren, professor of botany, admitted. It went right over Doug Robert's shoulder. It was outrageous!" It seems even ex-Hartford Whaler hockey player Roberts couldn't stop Tammy's high-flying slapshot. Kathy McMorrow scored two more for the Camels while Andrea Wong and Mari Smultea scrambled in another puck between the legs of a faculty-Camel body pile.

To console the girls' loss, (which was almost their own, the faculty threw an end-of-the-season party at Oakes Ame's residence complete with a keg and pizza. "Practicing with the faculty all year definitely created a unique student-teacher atmosphere: friendly yet competitive," team member Mari Smultea said.

After a long deliberation characteristic of administrative bureaucracy, the faculty voted on a three-way tie for the Camels' most improved players-skaters: rookies Page Preston (85), who did a tremendous job as the lone Camel goalie, and offensemen Andrea Wong (85) and Mari Smultea (85) were each appropriately awarded with a banana. History professor Bruce Kirmmse, known for his tackle tactic, was the faculty's fruit recipient.

The game wrapped up the women's second club year. Although the team lost its only two outings, team captain Tammy Brown (84) added optimistically, "We'll just have to start earlier next year." Anyway, the team learned some rules in the process although they didn't always abide by them. "Interest is getting more serious and stronger with more ice time available," coach Byron said. "Next year I'll start recruiting," he added with a muffled snicker.

Men's Crew Strokes Successfully

by Cliff Melowitz

The mens crew team is off to a strong start with successful outings against the University of Rhode Island, Canisius College, and Amherst College.

The Conn oarsmen had their first race of the season here in New London on Saturday March 26, against URI and Canisius. It was a cold, windy day and rough waters prevented the freshmen heavy four from competing. Conn competed in five events and took first place in three of them. The Connecticut College varsity lightweight 8 took off against the varsity lightweights of URI and 5:58 later the URI shell crossed the finish line three seconds ahead of Conn. Despite the loss, Conn's lightweights rowed in a second in a 6:09 to easily defeat Canisius. Conn's freshmen lightweight 8 rowed a 6:14 to defeat the novice crew

from URI who won the race rowing a 5:55. In the varsity heavyweight 8 event Conn rowed a 5:34 and defeated URI (5:44) and Canisius (6:17).

On April 2, at New London, Conn competed against Amherst College winning three of four events and came within two seconds of a sweep. A strong headwind resulted in slow times for all of the crews. The first race was the varsity lightweight 8 event which Conn won by rowing a 6:53 to Amherst's 7:04. In the next race, Conn's freshmen lightweight 8 rowed a 7:10 and watched as Amherst crossed the finish line on minute and fifty seconds later.

A controversial incident occurred when the freshmen heavy 4 raced Amherst and Coast Guard. Conn had a great start leading Amherst and Coast Guard whose boat had stopped. The Coast

Guard coach, Jim Duval, raced up in his launch alongside the Conn and Amherst shells, and despite the presence of an official starter, Duval stopped the race claiming that his crew had broken an oarlock. The Coast Guard coxain neglected to hold up her hand, once her shell had stopped, in order to inform the official that there was a problem. This may have, legally, stopped the race. The race was postponed and took place after the heavyweight 8 race, and after Coast Guard tightened what turned out to be merely a loose oarlock due to one of their oarsmen catching a crab (getting an oar stuck in the water) that stopped their boat. Coast Guard went on to win the race with Amherst finishing second and rowing a 8:57 to defeat Conn by one second. In the heavyweight 8 race Conn rowed a 6:59 to defeat Amherst by 8 seconds.

Tennis: Cautiously Optimistic

by Mari Smultea

With the loss of last year's undefeated senior Phil Craft, and starting anew with primarily freshmen and sophomores, Conn's men's tennis coach Tom Perrault approaches this season with a "cautiously optimistic" attitude and a very difficult schedule. Last year's 8-3 finish will be a challenge to repeat, but not an impossibility. "I think we're going to surprise people more than anything," Perrault predicted.

Although youth is generally associated with inexperience and excused as a building

year, Perrault's tennis squad has been proving otherwise. With an 8-1 sweep versus Fairfield April 11, an undefeated number three player, Bob Bortwick, and the recovery of a strong Camel contender, Keith Sampson, from a dual plague of hepatitis and mono at the season's onset, Perrault's optimism has reason to grow. "We're coming into our own," he said. "It was very good to win four three-setters against Fairfield." Especially after narrowly losing the season opener to Clark April 7 (3-6) and another loss to the University of Connecticut (3-6) April 9 due to three-setter losses.

Tri-captains Matt Martin, Keith Sampson and Chris Vincze lead their team in the next match against Holy Cross Wednesday April 20 on the Camel court beginning at 3:30. The troupe then travels to the University of Rhode Island Monday April 25.

Sophomore Carl Soane (2-1) leads the Camel court in the number one singles spot. Neil Helman ('84), Bob Bortwick ('84), Winton Porterfield ('86), Nigel Bentley ('84), and Brad Funnye ('86) round-out the singles respectively. The singles players also repeat as three doubles teams.

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