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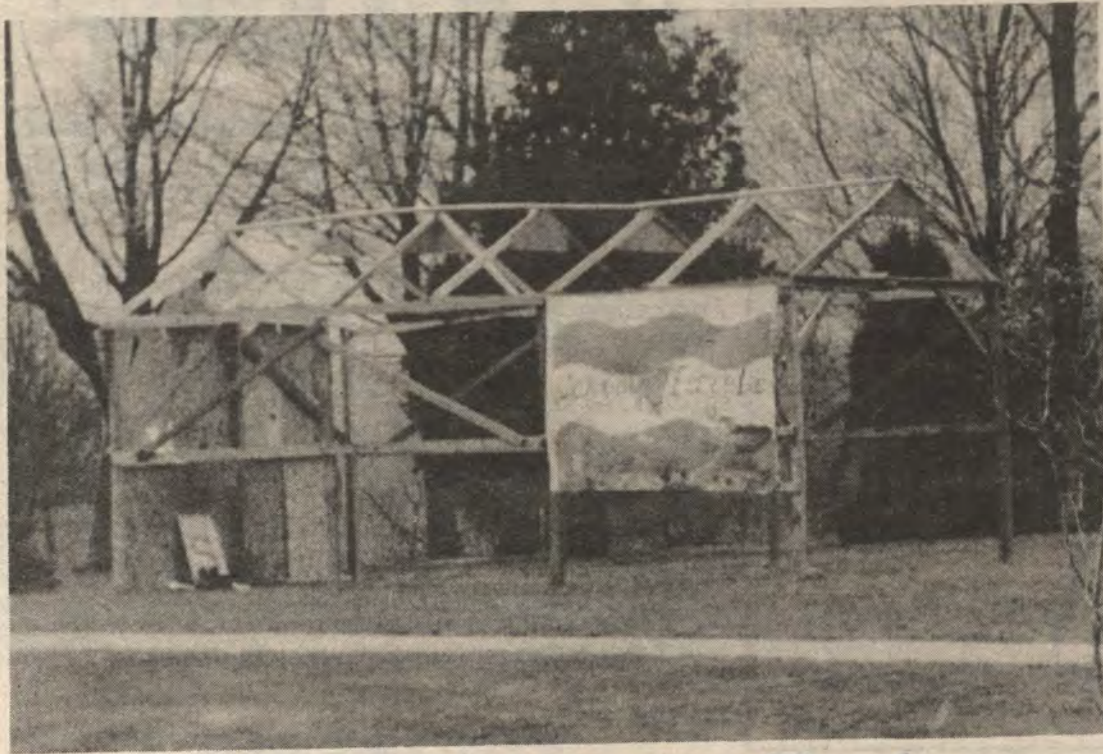
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THE COLLEGE VOICE

VOLUME IX, NO. 20

CONNECTICUT COLLEGE'S 75TH ANNIVERSARY

APRIL 30, 1986



Escuela Drive Ends

by Peter Falconer

The "School to Escuela" program concluded yesterday with the dismantling of the *escuela* next to the library. Sponsored by a student group, Solidaridad, the program was designed to raise money to aid an elementary school in Nicaragua. Students were asked to donate both money and pencils.

The money collected will be used to fund improvements to the school building and purchase supplies. Students at the Nicaragua school share a single pencil between eight people, and it is hoped that enough pencils will be collected so each student can have his own.

"School to Escuela" began on April 13, with the construction of the *escuela* near the library amphitheater. The wooden shack was built to symbolize the poor condition of many elementary schools in Nicaragua. Student reaction to the shack was one of curiosity.

On seeing the shack for the first time, many students were

unsure of its purpose. Some even suggested that it might be the beginning of an anti-apartheid shantytown. However, the true message of the building soon became apparent as it was the location for several events for "School to Escuela."

Reverend Samuel Baez, recently returned from Nicaragua, presented a slide show and talk on the Nicaraguan people on April 16. He said that the country did not resemble an armed camp as he had feared before the trip. Actually, many areas of the country are rather peaceful despite the ongoing rebellion.

Most of the people were very friendly to the group. Reverend Baez traveled with despite the fact that they were Americans. The Nicaraguans hold the United States government, rather than the American people, as responsible for funding the contra rebels who are fighting to topple Nicaragua's Marxist government.

Reverend Baez, however, was quick to point out that Nicaragua still has many problems. A major problem is censorship. The government controls the news media and strictly regulates the information that gets to the people. Reverend Baez presented students with a good picture of everyday life in Nicaragua behind the mask of international politics.

During the weekend of April 19 and 20, there were Spanish and English readings of Latin American poetry at the *escuela* as well as an open house with music and crafts. On April 23, Professor Devlin of the Psychology Department spoke on the ability of school building to make a difference in the lives for the people of Nicaragua, and Sociology Professor Boudreau spoke about poverty education in America. On April 25, U.S. Congressional Representative Sam Gejdenson spoke at the *escuela* about legislation on hunger programs.

Pell Grant Cutbacks

by Jim Schwartz

AKRON, OH (CPS)—Undergrad Laura McCafferty made it through this year at the University of Akron because she had a \$950 Pell Grant.

Now, if a letter she got last week proves true, she probably won't receive a dime of Pell Grant money next fall.

McCafferty isn't the only one getting bad news this month as, for the first time in the Gramm-Rudman era, colleges deliver letters outlining how much federal aid students can expect for the next school year.

As many as 800,000 students nationwide stand to get smaller Pell Grants or lose their grants altogether next fall, the American Council on Education (ACE) estimates.

Officials blame the Gramm-Rudman budget-balancing law—which forced a cut of \$154 million from the Pell Grant program already this year—and another \$215 million shortage brought on because the Education Department underestimated the number of students who would qualify for the program.

If Congress does not approve a bill to give the program the needed \$215 million, about 500,000 students will receive reduced awards for next fall.

No one, of course, knows yet just how bad the situation will be.

In March and April, campus financial aid officers normally make tentative awards to students who apply for aid for the next fall.

The aid officers usually base the tentative awards on what each student received during the current year. The U.S. Department of Education then makes the actual awards in May and June.

But the Gramm-Rudman law, the budget shortfall and the Education Department's

often-erratic effort to calculate actual awards have deepened the uncertainty this year.

"The whole timing of what the Education Department does is pitiful," sighs Paul Orehovec, aid director at the College of Wooster in Ohio.

"We are asking if we can meet the needs of all our students," adds Jennifer Hantho, director of financial aid at Drake University in Iowa. "We are not sure we can."

Kansas State plans to "help the neediest (students) first," explains aid chief Jim Upham, "but we have not identified those who will be cut off."

Such uncertainty can play havoc with students' plans.

"I'll probably try to work more" to get through school, says Akron's McCafferty, who already holds a job in the campus Work-Study program and delivers newspapers.

She also has hopes that her finance will be able to help pay for school, and that Akron might find some other money to grant or loan to her.

"I am trying to understand why such a drastic cut," McCafferty says. "That's a lot of money to make up."

Although her financial aid package has not been finalized yet, McCafferty is planning on the worst case coming true.

University Associate Director of Financial Aid John Pitts does not know if the school will be able to find money to replace lost Pell Grants for all its students.

Pitts does estimate, however, that 776 students out of a total of 4,130 Pell recipients at Akron will lose their grants next fall.

"The Education Department plans to mail its official Pell Grant allocation letters in late May or early June," says spokesman Bob Jamroz.

"Colleges will be notified of how much they will receive for other aid programs by early May," he adds.

Russia In The Minds Of Americans

by Heidi Sweeney

The nuclear problems of today are the result of two hundred years of Soviet and American diplomatic relations. By understanding the history and culture of the Soviet Union, we, as Americans, can better understand why the Soviets act as they do.

"Russia in the Mind of the Americans; The US in the Mind of the Russians" was the third lecture in a series sponsored by the New London Day and Connecticut College Community Project-Avoiding Nuclear War. Lecturer, Abbott Tom Gleason is a professor of history at Brown University. Gleason illustrated how different the two societies are, and "why, if we are going to talk seriously about

anything (nuclear arms), we must know the differences and prepare for them."

Americans have been predisposed to view the Soviet Union negatively. Our first view of Soviet society was through the eyes of Russian immigrants, ethnic minorities, and political prisoners, who painted a bleak picture of their homeland. "We are a nation of immigrants, we have a sense of somewhere else. Russia appears to be a nightmare version of the old country," explained Gleason.

After 1881, Russian/American relations started to decline. First, the "creation of a real American public opinion, an echo chamber for foreign policy." Changes in Russian internal policy leading to a period of na-

tionalism led to massive immigration. The issue of Russian political prisoners and the abrogation in 1911 of the US/Russian trade treaty caused a greater breach between the two countries.

To comprehend the Russian view of America must involve understanding the country's past relations with Europe. Russia was treated as a third world country by Europeans, and Russia's history of insecure borders produced the Russian defensive character and the willingness to invade other countries. Russians became preoccupied with being regarded as a superpower, and not as a weak and backwards country.

In reaction to the high French culture of Enlightenment, a period of intense na-

tionalism began around 1800, and the Russians were told to become Russian, and not to imitate the cultures of other countries. "The Russians felt pressure to become Russian before they had an idea of what it was to be Russian. In the Russian national reaction that followed, Russia began to devise a Russian national character that was anti-Western."

Russians as Slavophiles viewed the West as decadent. The Russian people viewed their society as a "religious collective civilization based on the unspoiled, vital Russian peasant masses. "The peasant experience is central to understanding Russian life. The early peasant farms and a subsistence agriculture in harsh climatic

conditions taught the Russians the importance of group survival over the individual. From this communal culture developed the notion of who is an insider and who is an outsider.

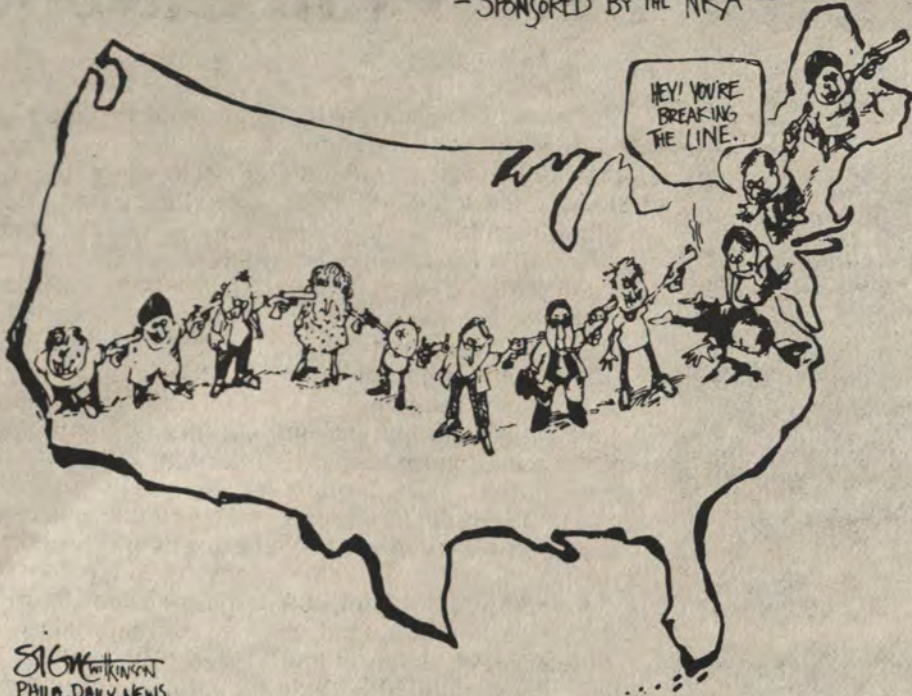
Russians exalted the communal point of view. As the most authoritarian country in the world, everything revolved around the tsar. As a result, political and the general culture are extremely authoritarian, highly patriarchal and extremely intolerant of dissent.

Gleason ended the lecture by saying, "the American myth is one of individual heroism and accomplishments. The Russian myth is one of collective effort, a deep sense of patriotism, verging on religious idolatry."

Viewpoint

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College Press Service

Letter From the Publisher

As you might have noticed, **The College Voice** has a new motto printed beneath the front page flag. The Latin inscription reads: *Ad Fontes*. It means "back to the sources".

Why this motto? First, a little background. *Ad Fontes* is a phrase dating back to the latter Middle Ages, when scholars rediscovered the ancient world's manuscripts. It called upon them to go back to the sources, to seek the original fountains of knowledge, and base their studies upon these works. It disavowed intermediary sources of information; the truth lies with the sources, not their derivatives, the scholars asserted.

To us, *Ad Fontes* symbolizes the need to research our stories, to sift the facts from the hearsay, and present balanced, accurate accounts. It also represents a commitment to serve the *source*, the College Community.

It is with this idea in mind, the service ideal, that I invite you to participate in **The College Voice**. This invitation is extended to all students, faculty, staff, and administrators. By participating, whether be it writing articles, letters to the editors, or just being an avid reader, will allow us to serve you better. A newspaper is only as good as the source of its news. And you, of course, are that source.

Sincerely yours,
Fernando Espuelas-Asenjo,
Publisher



College Press Service

"Hold that scalpel firmly, look that frog straight in the belly and remember . . . no guts, no glory. Go get 'em Morton."



College Press Service

"DRUGS? YOU PLAYED ON DRUGS?"

THE COLLEGE VOICE

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Publication Policy: All articles and letters submitted for publication must be typed, double spaced, and include a word count. All submissions must be signed. Letters to the Editor will be considered for publication if they relate to some subject of interest to the College Community. We can not guarantee publication due to the volume of mail. We reserve the right to edit for length and clarity. Neither solicited nor unsolicited articles and letters can be returned to their author. The deadline for articles is Monday evenings, for the following week's issue. Letters will be accepted until 5:00, Wednesday evening.

CORRECTION: Last week's "Juli Unearths Prehistoric Indian Village" was written by Heidi Sweeney.

JACK HAD A LITTLE ACCIDENT.

WHO'S AT FAULT?



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College Press Service

- A. JACK, WHO THREW THE BANANA PEEL ON THE FLOOR
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- C. THE NEWSPAPER THAT ADVERTISED THE BANANAS
- D. THE STORE THAT SOLD THEM
- E. THE IMPORTER
- F. THE FARMER WHO GREW THE BANANAS

ANSWER: IF YOU SAID B, C, D, E & F, YOU ARE PROBABLY JACK'S LAWYER.

Chu Tenure Case Questioned

by Heidi Sweeney
Staff Writer

Tenure decisions are made in the better interest of the College, or at least I always thought so. If scholarship, teaching and contributions to college life are the criteria which determine whether a teacher is an asset, I would like to know who benefits by Madeline Chu's tenure denial.

Clearly Conn's prestige is not hurt by Chu's presence. Chu is a scholar par excellence. Her publications involve new ideas in Chinese thought and literature and are applauded by leaders in her field.

Chu's activity in College life is clearly a benefit not a detriment. She has represented the Chinese department on campus in many functions, giving much of her time and energy to the College.

I know Chu best as a teacher, and I have yet to meet someone who can match her vitality and sensitivity as a teacher. She explains her material so well that the most complex Chinese philosophy is tangible to the least informed student. How many teachers could explain "White horse doesn't equal horse" and have the entire class grasp the subtle nuances?

Debates and discussion are the norm in Chu's class. She does not shove her ideas down your throat but gives you the materials for forming your own opinion. She is concerned with our learning and progress. Outside of class she is accessible and personable. She can only be referred to as an asset to the student body.

So who benefits from Chu's tenure denial? It's not the College at large, it's not the College's prestige and it certainly isn't the student body. So who benefits, if tenure is supposed to be giving for the College's benefit? There's a foul smell in the air, who's been playing the role of Machiavelli?

Exec Board Priority Bothersome

To the Editor,

Recently, the Student Government Association passed a motion granting the newly elected SGA Executive Board members and Class Presidents automatic priority in the lottery system. This is in addition to the other perks which come with their position. These include free phone service and first choice in rooms within their designated dormitory.

The argument was made that such action would increase the amount of prestige given these positions and would, in turn, encourage more qualified people to run. The motion was passed 13-2-1 with 14 members not present.

Personally, I find this bother-

some. Only one week earlier this same assembly turned down a motion that would allow those students residing in multiple spaces for a second year to participate in the priority lottery system. This was due to the fact that they chose to do this of their own free will. This leads me to conclude that SGA Exec. Board members are forced into running.

I agree that a student leadership position requires a heavy time commitment but this does not necessitate giving those elected more than they have already. Respect and prestige should come with action, not location.

Sincerely,
George Breen

House President, Blackstone

The Last Deadline For Letters To The Editor Is April 30.

Letter To Oakes Ames

It would seem, in the light of recent events, that the administration of this institution does not believe in, or follow, the basic principles of fair government and democratic decision making which it attempts to instill upon its students. The event to which I refer is the decision made by yourself to deny Professor Gary Giachino tenure. As a chemistry minor I have been involved with the Chemistry Department for the past three years and as a dual Economics/Government major I have had the opportunity of being exposed to a large number of professors as an undergraduate.

If there is one criticism that can be made concerning Dr. "G's" teaching, it is that he holds his students to a much higher degree of responsibility than most other professors. He is one of the few professors who actually pushes students to and beyond the limits of their intellect. He demands more of his students because he truly believes the students here are of a higher intellectual caliber than those at other institutions and that anything less would be hypocritical - in terms of his own beliefs and (I hope) the Educational Standards espoused by his colleges' administration.

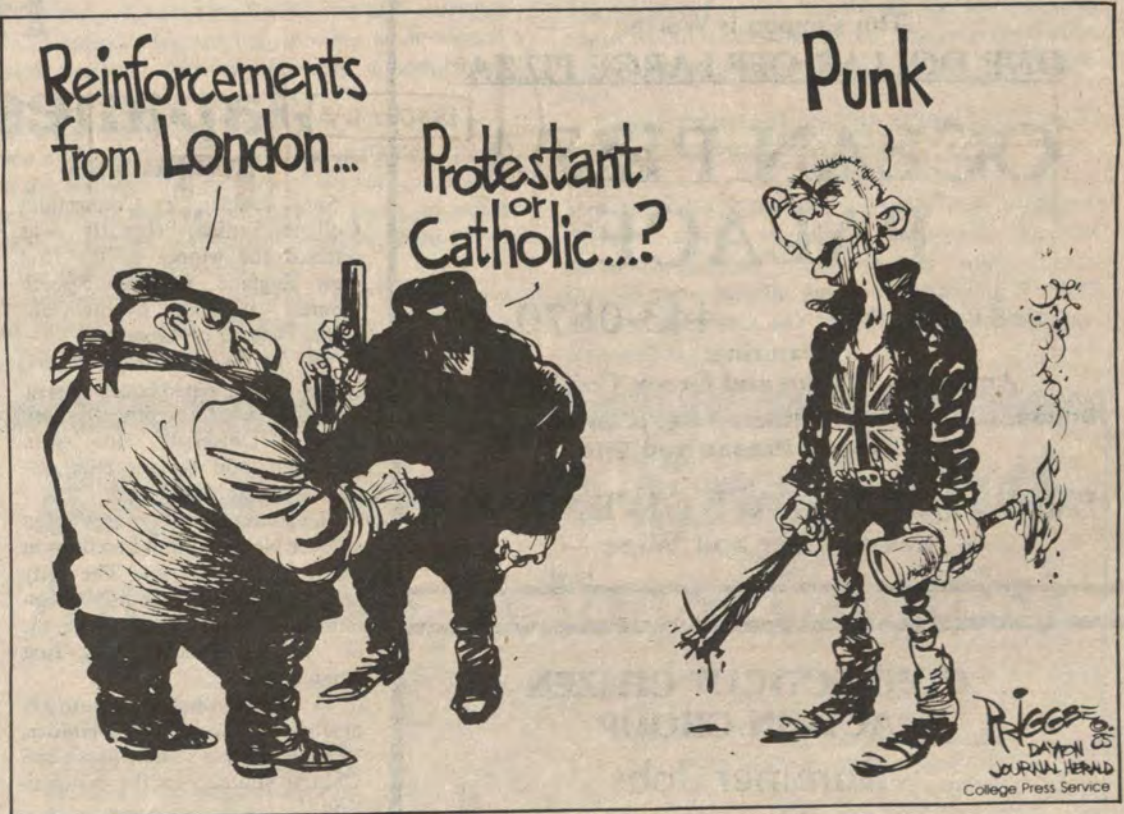
Another criticism was the lack of undergraduate research. If you reviewed the department's recent history on this subject you would soon realize that almost all research undertaken was started and administered by Dr. "G." The man attempted to institute a viable program with an extremely limited budget and obsolete or non-existent equipment. If you would compare the research outlays granted at comparable institutions you would soon see that this is clearly the fault of administrative priorities and not personal inefficiency and interest. The man actually spent his own time and money building instruments

from scratch in order to allow research projects to occur, and he currently has the greatest number of student research projects ongoing in the department. Does this show a lack of interest or effort on his part? I would think it points more to the decision of the administration to "push" Humanities, not "hard" science. If the college wishes to attract top science students, it must have a viable department, something which the administration and yourself sadly do not think is important.

The last, and most laughable, criticism voiced was a lack of involvement in the College Community. If the above mentioned research program is not enough, what about the fact that Dr. "G" is the advisor of the Chemistry Club. He is also (by personal experience) the most available professor I have ever encountered. He is more than willing to come in at odd hours (including weekends) to help students and encourages students to call him at home if problems arise. He also has a program where he gives lectures to elementary school children from the New London area in an attempt to show them that chemistry can be interesting and fun. Since we just celebrated our 75 year charter and membership as part of the total community; it is obviously important to the college to be integrated locally. Why then do you reject a professor who attempts this integration?

The Chemistry Department the tenure committee both voted in favor of granting tenure while you over-ruled both their decisions. It is nice to know that this administration adheres to the theories of democracy in its decision making process and stands behind the opinions of its students and faculty members.

Respectfully,
Scott. E. Giles '86



Exec Board Priority Dissatisfaction

To the Editor,

We would like to express our dissatisfaction with the SGA Executive Board, regarding the privilege they have bestowed upon themselves—priority in dormitory and room placement. There are many other committees and organizations on this campus with members who, in fact, work more

hours. The goal of such organizations is to contribute to and benefit the college community, and yet they do not get paid for their hard work. The Exec. Board does not deserve compensation, beyond the privileges they already enjoy. It is indeed ironic that the people who are responsible for

promoting justice are capable of behaving in such an unfair and self-serving manner.

Signed,
Laurie King
Anne Roesser
Kim Fletcher
Melissa Heidenrich
Sara A. Eddy
Leslee Carlson

Exam Noise Level Is High

To the Editor,

As the exam week is approaching, I'd like to voice my opinion of the exam process at Conn. Last semester, my exams were held in Thames and Fanning. The noise level in the buildings during exams was shocking. There were constant distractions...latecomers talking in the

hallways en route to picking up their exams, maintenance employees trying to finish their day's work, members of the administration conversing outside their offices. I felt cheated by the time three hours' worth was up. The policy has to be changed in the future, so that everyone will

have a fair chance. Please take these factors into account when planning the upcoming exam week. Oh, I almost forgot...Have you ever tried to take an exam, when the person sitting across from you is wearing a Walkman?

Anne Roesser

News

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Divestment Debated In Haines

by Peter Milburn

The Debate Club sponsored a lively debate between Melissa Shlakman '89 and Fernando Espuelas-Asenjo '88 on the topic of divestment from South Africa on April 15.

Taking a position against divestment did not mean support for Apartheid, Shlakman stated opening the debate. Her position, accordingly, was that not divesting would help abolish Apartheid and improve the condition of blacks in South Africa.

Structuring her argument around two central points, Shlakman said that divestment would not have the desired effect of pressuring the South African government to end its minority rule. No change would occur, she argued, because there are many foreign companies which are willing to replace any American firms that move out. She added that Prime Minister Margaret Thatcher was not only opposed to a boycott, but the Prime Minister did not think sanctions would work.

Shlakman's second point was that blacks would be helped more by maintaining an economic foothold in South Africa. She cited a poll in which South African blacks said they favored more foreign investment. She added that companies operating under the Sullivan principles provided education and job training for 50,000 blacks. To conclude, she said "by supporting black education and organization, we can affect change in South Africa."

During the following cross-examination, Espuelas-Asenjo questioned the legitimacy of the poll that Shlakman had cited. Dramatizing the plight of South African blacks, Espuelas-Asenjo said, "There are

twenty million non-whites oppressed by four million whites. This is slavery in 1986."

He then turned to the formal presentation of his argument that divestment will not have any effect on South Africa, but it is a moral stance Americans must take. American firms make up only four percent of foreign investment in South Africa, and thus carry little coercive weight. Furthermore, Espuelas-Asenjo argued, the Sullivan principles have not been effective. In the seven years of its existence, no substantial change has been achieved, yet the companies continue to lend legitimacy to the South African government. If we divest totally, Espuelas-Asenjo concluded "we will be judged as having made the morally correct decision."

In her rebuttal Shlakman defended her position that continued investment would serve as an avenue to change. Responding to the point that only one percent of the black South African population works for companies guided by the Sullivan principles, she stated, "One percent is all it takes to start a revolution."

In his rebuttal, Espuelas-Asenjo reaffirmed his doubt that the Sullivan principles could lead to the end of Apartheid and told the audience that to support companies dealing with South Africa was "putting a dollar sign in front of morality."

The debate became derailed from the question "Should Connecticut College divest?" and it moved into a much broader debate involving many issues. Key questions were raised about the Sullivan principles, the role of morality in divestment, and the probability of revolution to end Apartheid.

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Holder Wins Japanese Speech Contest

by Melissa O'Neill

Sara Holder, a Connecticut College junior, recently was selected the winner of the first New England Japanese Speech Contest, sponsored by the Consulate General of Japan.

The contest, held on March 29th in Boston, pitted holder against 17 other finalists: fifteen from Harvard University, one from Wesleyan, and Holder representing Connecticut College.

The students were chosen from all over New England based upon a written manuscript. The only restrictions were that no contestant could be a citizen of Japan, or speak Japanese as a first language.

"I was competing mostly against Americans," said Holder, "but there were some Korean and Chinese students in the competition."

At the final competition students were asked to recite a five-minute speech based on a topic related to Japan.

"My subject was the benefits of learning a foreign language while actually living in the country itself. There are so many aspects of the culture that you can't get through a book," said Holder.

Holder learned the language at

the age of ten when her family moved to Japan. She and her sister were enrolled in a public Japanese speaking school.

"I had no choice but to learn it at that point. At first it was hard to adjust, but after I listened to what people are saying and watched their gestures I began to understand and then mimic them."

"It was like a baby learning English," Holder said.

When Holder returned to the United States at age fifteen she stopped speaking Japanese except for an occasional conversation with Japanese friends of the family.

"I didn't pick Japanese up again until I got to Connecticut College. It was amazing that I remembered almost all of it, even after two to three years without it."

"I guess I was young enough when I learned it to get a good solid grasp, but old enough to retain it," said Holder.

Holder decided not to go to Japan to study this year or next. She has been moving around all her life and is looking forward to staying in one place for four years.

"I might go to Japan to study after I graduate from Conn.

Besides, my father lives in Tokyo so I can visit him whenever I like," said Holder.

Ms. Keiko Kusomoto and Mr. Nakayama, instructors of Japanese at Connecticut College, both went to Boston to see Sara compete.

"I'm so glad they were there. They gave me moral support and I think that because they came all the way to Boston to see me, I didn't want to disappoint them," said Holder.

"Sara has been my student for almost two years. I'm so proud of her," said Kusomoto.

Mr. Tom Havens, professor of History and Director of Asian Studies, also praised Sara. "She is arguably the best undergraduate student of Japanese in New England. The college should be very proud of her accomplishment."

Holder said, "I hadn't previously encountered the usefulness of the language. I had always taken it somewhat for granted that I could speak Japanese fluently. It's nice to know that I can be recognized for it. The contest proved to me that people do appreciate the effort involved in speaking a foreign language."

The Last Issue Of The College Voice Of This Year Will Be Published On May 6. The Last Deadline Is April 30.



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Arts & Entertainment

Brubeck Charms House

by Peter Falconer

There was not an empty seat in the house at the Dave Brubeck quartet played in Palmer Auditorium on April 21. Brubeck's unique blend of grace, excitement, and style thrilled the audience who showed their appreciation by giving him three standing ovations. For their part, Brubeck and his group made three curtain calls and played two encore pieces, including the masterful "Take Five."

Brubeck has been a jazz institution for almost forty years. Well known for his unorthodox time signature and unusual harmonies, Brubeck began composing and performing in the early 1950's. He has performed for five different presidents, and his famous album, **Time Out**, sold over one million copies, becoming the first modern jazz album to go gold.

In 1985, Brubeck toured Asia and Europe and his usual one hundred concerts, as well as two jazz cruises. He also appeared, at the Hollywood Bowl and Avery Fisher Hall in New York, and many jazz festivals.

Brubeck's Connecticut College concert began with several jazz selections including the eerie and enchanting "Yesterdays." A sophisticated reverberating amplifier made Bill Smith's mystical clarinet sound even more so. Brubeck on piano was, of course, fabulous, and his son, Chris Brubeck, played bass with unparalleled dexterity and skill. The drummer, Randy Jones, had several solos which were truly brilliant and solicited thunderous applause from the audience.

The Brubeck Quartet performed with the Connecticut College Chamber Choir during the second

part of the concert. Together, they performed the following pieces: "New Wine" from **The Voice of the Holy Spirit** (1985); "The Peace of Jerusalem;" "When We Eat This Bread;" and "All My Hope" from **To Hope! A Celebration** (1980). The quartet and the choir performed very well together, and all the numbers were done with the religious fervor and intensity demanded by each piece.

"New Wine" included a fierce, fast-paced jam session by the quartet which effectively demonstrated their incredible talent. The inspirational, upbeat rhythms of "All My Hope" had many in the audience rocking in their seats.

The third section of the concert featured more jazz selections by the Brubeck quartet which were highlighted by two excellent trombone solos by Chris Brubeck. The first solo was a go-for-broke, fast, jazz solo while the second was a very smooth, soulful section. Though very different in musical character, in both Brubeck exhibited tremendous skill and poise to which the audience reacted with applause.

As expected, the end of the concert on the program was not the actual end of the concert. The Brubeck quartet re-emerged twice to play the encores demanded by the enthusiastic audience. The second encore piece, "Take Five," is perhaps, Brubeck's most famous and best-loved song. It was played with the same skill, grace, and fire characteristic of the entire concert. In a word, the Dave Brubeck quartet was fabulous. There can be no doubt that Connecticut College will remember **An Evening With Dave Brubeck** for a very long time.



"Tidal Wave" choreographed by Jessica Horrigan (Center)

Photo: Flagg.

Attack Spotlights Choreography

by Melinda Fee

One of the most successful dance performances of the year was held last Thursday and Saturday, April 24 and 26, in the East Studio in Crozier Williams. The concert, a choreographers showcase entitled **Dance Attack**, was sponsored by the Connecticut College Dance Department. Various styles were exhibited in the concert.

Although the concert as a whole abounded with talent, there were some dances and dancers that were especially notable. The most prevalent dancers who, like Pidge North and Julie Greenberg, actually communicated with the audience, not only with their movements but with their faces. The pieces that were exceptional were outstanding because they displayed unique and imaginative choreography.

Once again Pidge North, in "Colledge", delighted the audience with his mastery of the art of creating an object that isn't really there. Pidge, carefree and fun, effortlessly distorted his body to unusual extremes. By communicating varying emotions he developed a solid character thereby becoming a real, though unusual, person to the audience.

Meggan Sheble, in "Jump Start," created a mood of serenity and stillness, but was not able to convey to the audience the meaning of her movements. The movements, although desperately trying to express some beautiful moments of emotion, were for the most part quite common.

Another piece with potential was "Tidal Wave," an ambitious work choreographed by Jessica Horrigan. While the opening was strong the dancers cap-

tivated the audience, but as they became sloppy in their movement the intensity was lost. Rather than being dominated by the music the dancers worked with it, frequently establishing the sense of an ocean wave which was wonderful to watch.

Choreographer Elin Clark developed a refreshing change of atmosphere in "P.G. 13." In creating a warm and lighthearted mood she let us in on three children at play. At times the dancers failed to synchronize their movements which greatly detracted from the fun, floppy, and playful quality. Julie Greenberg charmed the audience with her exuberant and personable presence.

Lisa Smith, who is rapidly gaining a reputation for her distinctly clever works, continued this trend with her latest piece "Take 4?" a study of spacial patterns and musical variations, presented three beautiful ballerinas on pointe which was a rare event. The audience found humor in the hyperfast tempo at which Robin Bazendale danced. She performed with a poise and an elegance which is unique and uncommon.

Joining forces with Hannah Treitel, Lisa Smith developed an emotionally powerful work. "Born, Never Asked" conveyed how society tries to conform an individual to prepared roles and that an individual is only free when she breaks away from inflexible social conventions. Choreographer Anne Harris showed flare for the unusual in "Killing Time," polished work that was spontaneous, unpredictable and exciting.

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The Battles Of Men's Lacrosse

by Doug Hobbs

The men's lacrosse team battled against two formidable opponents recently - the University of Hartford on April 17, and Providence College on April 19. Conn's laxmen split the two contests -beating Hartford 8-4 and surrendering to Providence 12-10. The split of these two games brings Conn's record to two wins and four losses.

Before a home crowd on Harkness Green, Conn defeated a tough and skilled Hartford squad 8-4. In this game Conn held a slim lead of 3-2 at half-time. In the third quarter, however, that margin grew to 5-2, Conn on top.

Defenseman John McCormick scored one of these crucial goals. Conn outscored Hartford 3-2 in the fourth and final quarter, giving Conn the victory 8-4.

Coach Fran Shields commented that "the key to the game was our defense." Tri-captain Nick Kouwenhoven, John McCormick and Dave Cross from Conn's awesome defense.

According to Shields, "Gross and Kouwenhoven shut down (Hartford's) top two scorers." Sophomore goalie Larry Goldstein stuffed Hartford many times, collecting fifteen saves. Shields lauded the quick netminder -"Goldstein did a great job (in goal) and did well clearing the ball for us."

Conn's offense did not perform as consistently as its defense. Junior midfielder Bob Behrens and senior attackman Carlos DelCristo led the scoring against Hartford - Behrens firing in two goals and DelCristo gunning in two goals and assisting on another score. A tough Hartford defenseman held tri-captain and leading scorer Dave Shore to one goal and one assist. Coach Shields described the Hartford game as "a really good win."

Conn played a gutsy game against Division I Pro-

vidence College. The Camels fell to Providence 12-10 in a tightly-fought contest on Harkness Green. Conn climbed to a 6-5 edge at the half. In the second half Conn led 7-6 and then fell behind before tying the score at 8-8.

Providence grabbed a 10-8 advantage on its way to a 12-10 victory over Conn. Providence outscored the penalty-plagued Camels 6-3 in the exciting third quarter. Coach Shields praised his opponent as "having a strong team."

Against Providence Dave Shore played an outstanding game, powering his way to three goals and one assist. Shore now has accumulated eight goals and 13 assists for 21 points in six games.

He is just six points shy of Conn's all-time points record and is closing in on the career assist record as well, needing four to tie the all-time mark. On the defensive end, goalie Goldstein once again "played great in net and threw some nice clearing passes," Coach Shield said.

Coach Shields singled out the starting defense as playing the key role for Conn's laxmen thus far in the season. Shields said that John McCormick "has done a great job on defense. He's a great stick-handler. He's great on ground balls (too)." Shields commented that Dave Gross "has done a great job on one-on-one defense."

Shields also reflected that tri-captain Nick "Kow" Kouwenhoven "does it all. What more can I say about him." As for Conn's sporadic offense, Shields stressed that "we need more discipline on offense."

Conn will battle Babson College on April 22 on Harkness Green. Conn travels to Maine to face-off against Bates College and Colby College on April 25 and April 26, respectively.

Women's Track Running Strong

by Gregory Long

"Unexpected" seems to be the calling card for Connecticut College's Women's Track Team as far as the other NESCAC teams are concerned. At the NESCAC Championship last Saturday, the lady runners took fifth place out of a field of eleven on strong performances by Denise Llewellyn and Nichola Minott who amassed more than half the team's fifty-four points.

"A team can usually be carried by one or two outstanding runners," pointed out Coach Ned

Bishop, but said this was not the case with his squad. Last Saturday was a day where everyone ran great."

Llewellyn '87, who finished first in the 100m (12.67), second in the 200m (25.7), and anchored in both the ECAC-qualifying 4x100 (51.04) and the 4x400 (4:18.64), was voted co-Outstanding Performer at the meet. The junior has already qualified for the ECAC's in the individual 100m.

Other outstanding performances were turned in by Jean

Whalen '88 whose time of 41:57 in the 10,000 not only qualified her for the ECAC's but knocked five minutes off the school record. Joining these two at the ECAC's will be freshmen Maria Gluch who finished 4th in the 3,000m; Betsy Thielbar with a 16.8 in the 100m hurdles and Nichola Minott whose longjump of 17'1 3/4" bested her personal record by 14 inches.

"Actually, we could have placed as high as second in the Championships, if it weren't for a few bad breaks. Tufts (whose 150 points commanded first place) was too far ahead for us, but the second through fifth slots could have gone any way," said Bishop.

Looking ahead, Bishop has the task of preparing his fledgling squad (first year Varsity status) for a tough Tri-State Championships which takes place this Saturday. The one week "rest" in between meets is appreciated by Bishop.

"It will prepare us for a tough Bryant team (R.I.) and hopefully enable us to take first place."

Bishop also hopes to stave off any emotional letdowns after the competitive feeling. I hope that this will carry over in to the Tri-State Championships."

With ten events represented at the ECAC's and "the possibility of seven more" before the season ends, it seems that the Women's Track Team is not only "unexpected" but "unbelievable," as well.



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The Athletic Center

Photo: Jennifer Caulfield.

Changes In Athletic Dept

by Dave Gross

Last April, the Student Advisory Committee and the Visiting Committee conducted an in-depth study and evaluation of Conn's Department of Physical Education and Athletics. The committees interviewed captains of all the Varsity teams, intramural commissioners, presidents of sports clubs, and people involved with Conn's recreational facilities.

Between 150 and 200 people were asked how they viewed the Athletic Department, and what they believed its pluses and minuses were. Some of the major concerns of the respondents were field problems, lack of recreational facilities, and poor organization of the intramural programs. Additionally, many other concerns were discussed.

The campus currently has only one acceptable playing field. This is Harkness Green. This field is overused and its playing conditions are rapidly deteriorating. Mr. Charles Luce Conn's Athletic Director, commented about the committee's report on the field situation and what was being done to alleviate the problem.

Mr. Luce explained that the original plan, which is stated in the Athletic Department's five-year plan, was for Dawley Field to be made into an all-purpose recreational center. This would include astroturf, lights, and an expansion of the waterfront area to include sailing, canoeing, and improved crew facilities.

The problem with this project occurred when accessibility to the public was discussed. Since there

is no parking by Dawley Field, the handicapped would be excluded from all activities. What has tentatively been decided upon is to make the most of the open space by the Athletic Center.

To the right of the Athletic Center, there is an open lot which would be made into an intramural field. Behind the Athletic Center, Mr. Luce hopes to put in an astroturf field with a track around it, and eventually lights for night playing.

This does not mean that Varsity sports would be taken from Harkness Green. These new fields would be used to alleviate the rapid deterioration of Harkness Green due to overuse.

Mr. Luce believes that it is important that the Athletic Center be the start, and not the finish of recreational facilities. There has been talk of adding more racquetball courts and expanding the night facilities.

The major project for the future is a new swimming pool. The Men's Swim Team must forfeit points at each meet because the current pool does not have a

diving board. The pool would be placed by the Athletic Center, thus making Conn's recreational facilities concentrated in one area.

The intramural program is to receive a complete overhaul. At the present, there isn't one central authoritative coordinator to oversee all the intramural leagues. Presently, coaches help league commissioners with the programs.

Due to the strains of running a varsity team, coaches usually have little time to help with intramurals. Thus, the leagues have a lack of professionalism to them. To many students here at Conn, intramurals are of great importance. Mr. Luce would like to see the intramurals organized better so that the students can get the most out of the activities.

It has been proposed that Amy Campbell, Conn's volleyball coach, take charge of intramurals beginning at the start of next year. Then in the 1987-88 school year, she would no longer coach volleyball and would concentrate solely on intramurals. It is also proposed that Campbell be given an intern to assist her.

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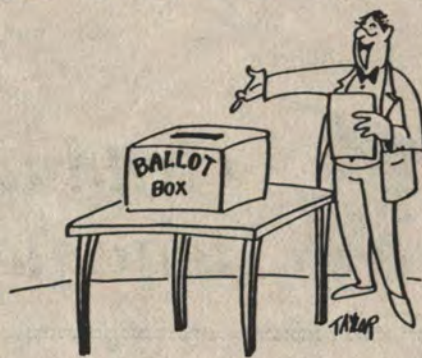
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