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Pundit

CONNECTICUT COLLEGE

Vol. 57

New London, Conn.

April 19, 1973

No. 10



Trustees hear students on vital campus issues

By KATIE PAINE

Before this year the Trustees of Connecticut College were considered by many as an amorphous mass, which ran the college from some castle in the sky that every one should stand in awe of. Starting with the open trustee meeting last month and continuing with an informal coffee hour with students and faculty last Friday night, the students and the Trustees are finally getting acquainted.

Along with the Trustees at the meeting were the Deans of the College, the presidents of the classes, student government officers, and representatives of various groups on the campus including Pundit, the Academic Policy Committee, the Budget Committee, the Summer Study Committee, and the Social Board.

The meeting got under way with Vice President Richard Lichtenstein raising what he considered to be some of the important issues on campus. He expressed concern about the financial situation of the college and questioned the priorities under which we had been working. Specifically he wondered whether the college will be around long enough to use the new library.

Mary von Bourgondien from the Budget Committee answered some of Lichtenstein's questions. She also reported that although

there is a large deficit this year the committee has worked hard to reduce or eliminate it for the coming fiscal year. She reassured both the Trustees and Mr. Lichtenstein that the college would have the money to cover the operating expenses and build the library.

Laurie Lesser then introduced Mary Cerreto to explain the achievements of the Summer Study Committee. In the brief space of about ten minutes Miss Cerreto explained some of the questions with which the committee had to deal concerning the meaning of liberal arts education and the results that they came up with. The new academic plan was described and new requirements explained.

As a sequel to the Summer study report, Sukie Stone discussed the course evaluation booklet that is to be published next fall. She explained the reasons and history behind it and made the Trustees aware of both the pitfalls and advantages to a student evaluation of the courses offered. She made it clear that this was not to be merely a few students sounding off about a particular professor but instead it would be carefully researched and the results objectively analyzed.

The calendar issue was the next to come up. Warren Erikson reported on what he termed the



photo by paine

students and trustees in conference

"wasted semester," referring to the time and energy that went into revising the calendar that produced no results. He spoke of the frustration of continually polling the students compromising and considering all angles only to have the same calendar as this year. He expressed the opinion that in the future the only possible solution would be a drastic renovation of

the whole semester system. He referred specifically to either a 3-1-4 or 3-3-3 system.

To end the reports on a lighter note, Doug Milne discoursed briefly on the activities of the Social Board, the Cro Committee and the Crew team. He explained the purposes and goal of the proposed bar in Crozier Williams, assuring the trustees that communication would increase

on campus if everyone could go to Cro "to have a couple of belts to loosen up." His report on the athletic activities of the campus reflected a distinctly male chauvinistic attitude as he totally neglected the women's teams. He felt that more money should be allotted to sports as at the moment most expenses, in-

(Continued On Page 11)

New trustee selected

Charles A. Pinderhughes, M.D., of Boston, considered one of the most distinguished black psychiatrists practicing in the United States, Saturday was elected to serve on the Connecticut College Board of Trustees.

Dr. Pinderhughes holds the respect of laity and professional colleagues alike for the broad range of his activities: he treats, teaches, consults and does research.

He presently holds three major psychiatric posts at Boston. He is professor of psychiatry at Boston University School of Medicine, director of psychiatric research at Boston Veterans Administration Hospital, and lecturer in psychiatry at Harvard Medical School.

With Professor Eveline Omwake of Connecticut College, Dr. Pinderhughes was one of 12



Dr. Charles Pinderhughes

members of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior.

In 1969 the American

Housefellows announced

BY DIANE L. PIKE

The housefellow program at Connecticut College is a successful and popular one, and the selection of students each year is a difficult process. This year, as always, the competition was great and it was difficult to choose among seventy good people for the twenty-one available positions.

The positions are open to seniors, according to Dean Watson who is in charge of the program, and the students are selected through a series of interviews.

There is an initial interview with Dean Watson followed by two group interviews consisting of three or four present housefellows and six other candidates.

There is no established pattern for what makes a good housefellow, but the qualities of maturity, leadership, dependability, and availability are desired. There are no grade standards, but the student is expected to be "all together in

terms of academics." For the first time, this year, married couples are not eligible for housefellow positions. This is because of economic cutbacks. One housefellow is cheaper than two, and it also gives single students the housing opportunity.

The stipend for the job has in the past been full room and board, and in recent years partial room and board. This year the stipend is just room.

Once the housefellows are selected they are expected to maintain their academics, be advisors, referees, good friends, and act as mature students with a sense of responsibility. In the fall, the housefellows arrive two days before the freshman and participate in two days of orientation, including meetings with Dean Watson, Dr. Hall, Miss Voorhees, and Dean King, as well as with student government officers.

Throughout the year, there are weekly staff meetings with Dean Watson and additional meetings between the housefellows are

encouraged when and if needed.

So next year, keep in mind that there is a carefully selected person in your dorm willing to help you with any problems a student might have.

The housefellows for next year are as follows:

Abbey — Ronald Sweet; Addams — H. James Hamill, Jr.; Blunt — Winston White; Bradford — Susan Wittpenn; Blackstone — ; Burdick — Mark Vokey; Freeman — Anita DeFrantz; Hamilton — Barry Steinberg; Harkness — Jonathan Gold; Knowlton — Deborah Hoff; Lambdin — Warren Erickson; Larrabee — Douglas Milne; Lazrus — Linda Wittmershaus; Marshall — David Shuman; Morrisson — Mary Van Bourgondien; Park — Patricia Whittaker; Plant — Anne Swallow; Smith — Carol Ramsey; Vinal — Sharon Martin; Windham — C. Jean Woodbridge; Wright — Barbara Herbst.

On Communication

Elsewhere in this issue is a dry factual report on the student-trustee coffee hour. It is necessary however to pause and reflect about the advantages and disadvantages of such a meeting.

No one can question the obvious value of increased communication between the students and the trustees. How can they be expected to run a college made up of students without knowing what the students are doing and how they feel. For this reason a chance to informally discuss together the current issues on campus is an great opportunity for both parties.

The question that must be asked, however, is who is to represent the student body, as obviously 2000 people can't together in an informal discussion group. At the meeting on Friday it was the job of representatives of various groups on the campus. But who is to say which groups are to be allowed to report. One could ask why there wasn't there a

presentation about the activities of the classes, other committees or other clubs, or for that matter the campus newspaper.

For many that were there who were not given a chance to speak the evening was wasted. No in-formal interaction between the individuals and the trustees could take place as all there was time for were the speeches. There is no doubt that the speeches were valuable but would it not have been more profitable and certainly more pleasant to have presented each short statement in writing ahead of time so that the trustees would know what was going on and then get a chance to ask questions. There were times when a question could have been raised or a point argued with but within the formula structure and time limit it was im-possible.

By all means the communication between trustees and students should continue and increase. There is no doubt that a chance to discuss issues as we had on Friday night was valuable but let us give more thought to the best and fairest way possible to bring about that communication.

Letters to the editor

To the editor:

I am upset with the decision of the Ad Hoc Housing Committee regarding this years lottery. The Pundit reported that "the housing of Black students will take place outside the lottery". As a member of the student body, I find this practice discriminatory. The objective of the new lottery system is to create a fair means of housing selection. The new lottery does not allow students the option of remaining in their present dorms. This provision will mean that students must take their chances in relocating, either in a group or as individuals. Why however are the Black students not subjected to this provision? I believe that equality would be served if all students were required to enter the new lottery. The Pundit stated that "everyone has an equal chance and its fair". This is clearly not the case. The Black students will select dorms outside of the lottery. This preferential treatment deprives the rest of the students of a fair chance, for the non-Black students will make their selection after Black students have been assigned dorms. Furthermore, no Black students will be assigned to the dorms in the complex which indicates the fairness of the new lottery system.

I am afraid that there will be discontent among the student body if the new lottery is instituted. I strongly suggest that the Ad Hoc Housing Committee reconsider its decision before this year's lottery takes place. I believe it would benefit "all" concerned.

David H. Peltz

cent of a six dormitory group of 409 people is to show undue favoritism, when we consider the present position of Black students in this college and in America.

I will continue to work to integrate Blackstone and return it to the dormitory lottery. I believe its continued separation from the rest of our community is a violation of the educational and human principles for which this college must stand. I will continue to offer an alternative place for a cultural center."

The storm is over. The Lottery will occur this week and Blacks will not be included within it unless they choose to.

Diary of a Mad Week: The racial question

By Kathy McGlynn

Last week at this time, this college community became entangled in a controversy concerning a directive issued by President Shain in which it was stated that the Black students would be excluded from participation in the campus Lottery. Petitions were circulated denouncing this Presidential directive as "preferential treatment" conducive to a segregated atmosphere. Students confronted other students in the classrooms, the Post Office and their dormitories. The pressure cooker had burst its top. Where had it begun?

In the beginning of the week, rumors had been circulating that President Shain had sent a letter to Afro-Am indicating to them

that Blackstone would remain a Black Cultural Center and that all Black students who did not get into Blackstone would be allowed to choose from within the six dormitories which compose the central campus area. On Wednesday, April 11 the Student Assembly was informed of this directive by Louise DeCamp who explained the major element. It was not until Thursday morning that the entire community was made aware of the plan through an article in this paper.

Students became upset. There had been no formal announcement issued to the community before the article in Pundit. The situation was extremely tense.

On Thursday evening Mike Lederman, Pat Whittaker and

Laurie Lesser went to Blackstone to discuss the situation with members of Afro-Am. After that meeting, it was decided that further action was necessitated.

On Friday morning the Officers of the Student Body met with Dean Watson, Dean Cobb, Dean King, and President Shain. In that meeting, it was decided to convene a special session of the Student Assembly and President Shain was asked to write an explanation of his actions.

Friday afternoon, the special session of the Student Assembly was held. Attending the meeting were many members of Afro-Am, Dean Cobb, Dean King, Dean Watson, Dean Johnson along with the Student Assembly members and any other interested persons. At that meeting, copies of President Shain's letter explaining the rationale behind his decision were distributed to those attending. As a result of the explanation offered within the letter and the discussion which occurred during the meeting, it was decided that President Shain's decision was a just one, worthy of receiving the endorsement of the Student Assembly.

In his letter, President Shain as stated previously, explained his rationale for allowing Black students to choose their housing from the Central campus area without being subjected to the "number game." This explanation is worthy of quoting in full:

"Let me first state the facts about the housing of Black students next year that was recently announced in Pundit. Blackstone with a 42 student capacity will still be a combination of a woman's dormitory and our Black Cultural Center. All additional Black students who wish to do so may be housed within the other six dormitories which compose the central campus area. No dormitory will be allowed to have more than twenty-five per cent Black students.

The College now enrolls 101 full time Black students. Of these, 86 are residential. All but 0 of these 86 at present reside in the central campus area, 25 live in Larrabee, 14 in Smith-Burdick, 2 in Branford. A majority of the College's Black students live in integrated dorms.

Pundit
CONNECTICUT COLLEGE

ESTABLISHED IN 1916 AND PUBLISHED BY THE STUDENTS OF CONNECTICUT COLLEGE, SOME THURSDAYS WHILE THE COLLEGE IS IN SESSION. SECOND CLASS ENTRY AUTHORIZED AT NEW LONDON, CONNECTICUT.

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Yes, there will be a Koine '74!

Koine '74 is now in the process of being planned and organized. Enthusiastic people from all classes are needed to help make next year's yearbook an outstanding one-NO EXPERIENCE NECESSARY! Photographers and people to help with circulation are especially needed, but all positions are still open. If there are any questions, please contact either Nancy Bastura or Pat Kelly in Freeman.

Koine '74

Yes, I would like to help with the yearbook!

Name:

Class:

Box No.
Dorm:

Phone Number

Interested in:

Please return to Box 983.

Hayden hired as new poet

By Kathy McGlynn

Next year, the Connecticut College community will welcome into its fold a very distinguished and talented poet — Mr. Robert Hayden. Mr. Hayden has been appointed to replace our poet-in-residence, William Meredith, who will be spending the second semester next year teaching at Carnegie-Mellon University in Pittsburgh.

Robert Hayden will certainly bring much to this community. His contributions to the academic as well as the literary field have been outstanding. Presently, he is a Professor of English at the University of Michigan. Previous to his appointment there he taught at Fisk University for 22 years. In addition, he has been a visiting poet in many other institutions of higher education.

Robert Hayden's power to affect has not been limited to a classroom or any particular academic enclave — for he is truly a teacher of mankind. His poetry has reached the hearts and minds of people throughout this country as well as the world. Not only has he authored many books — *Selected Poems* (1966), *Words in the Mourning Time* (1970), *The Night-Blooming Cereus* (1972) to cite a few — but in addition his poetry has been read on TV film, *Middle Passage* and *Beyond* and used in recordings for various organizations.



Robert Hayden

Recently he co-authored *How I Write I* (1972) and edited the modern American poetry section of *The United States in Literature* as well as *Afro-American Literature: An Introduction*. The list goes on.

Likewise the awards that Mr. Hayden has received are too numerous to enumerate herein. To mention a few very important

literary awards, in 1970 he received the Russell Loines Award for Poetry, National Institute of Arts and Letters; and in 1966 he was presented the Grand Prix de la Poesie by the Literary Committee of the First World Festival of Negro Arts, Dakar, Senegal.

In 1966, *Choice* magazine recognized Hayden as: "The surest poetic talent of any Negro poet in America . . . a major talent and poetic coming of age without regard to race or creed."

Indeed he is. Once during an interview, Hayden made the following statement:

"When I was a child, we lived in an old, broken-down house. The neighborhood was ugly and there was violence, but I could endure all that because I had poetry. It gave me a vision of something quite different."

Fortunately for us here at Conn, we will be able to share that vision with this most remarkable man.

and Larrabee—have their own dining rooms as does any dorm not in the central campus area, so that must not be an important factor for the proposal. So, perhaps it is being suggested that all the blacks could eat together in Smith-Burdick if they lived in the six dorm area, but surely that would cause remarkable congestion and overcrowding in an already full dining room, as well as cause a reduction of White students, which is inevitable under Shain's proposal and may even lead to a "Black dining room."

It is also suggested that easy companionship is best accomplished if students live in adjacent dorms; one may wonder if this logic and concern could not be carried further and soon a demand made that the professors' offices be located closer to the distant 'complex' so that students there will not have such a difficult time developing easy companionship with professors, which surely is equally important in an academic institution. Indeed the situation would be made easier for Black students by their ex-

clusion from the lottery, it would be easier for every student if he could be excluded from the lottery, and just live where he thought it would be most convenient to be with his friends.

To deny that Black students in this community have a difficult time due to their striking minority would be to deny the obvious, but one must question the proposed mode for alleviating those difficulties. Favoritism or discrimination due to race or color is totally contrary to the ideals of this institution as well as the legal and judicial processes of this country. President Shain appears to agree, yet blatantly violates these ideals. One gets the impression that White students are to be appeased by President Shain's statements about the efforts being made to integrate Blackstone and Black students within the campus community. Their validity is questionable, especially when two years ago I consulted President Shain after the Black students seized Fanning and he told me that Blackstone is considered a cultural center, not a dorm, and therefore can remain, under present laws, segregated. Yet he writes, "I will continue to work to integrate Blackstone and return it to the dormitory lottery." I am still confused and perplexed as to how one achieves integration by enforcing segregation.

Black students need a cultural center and most colleges, realizing this need provide them; they serve as a vital home base for the students and should be continued. Yet, favoritism toward Blacks and their segregation from crucial college processes like the lottery is not only unjust but is likely to kindle animosity. Integration is vital for understanding and understanding is essential for better race relations, a goal we all should try to achieve, black or white. Black students are just as capable of walking to Blackstone or any campus dining room as any other student and Black students could avoid any ill will or grievances from White students, which may

result from their privileged exclusion from the lottery, by joining in the lottery with the other students and perhaps trying to obtain groups of rooms in the complex which probably would not be difficult. Of course the central campus area is the most sought after dorm group, but if being together and having easy access to other Black students is most important the complex provides the best physical layout for those goals. Blackstone, for students living in the complex, is no further than the post office or the academic buildings, a trip White students in the complex make repeatedly every day. But then again the complex is not the most preferred area on campus in which to live as is the central campus area.

Government gossip

By Paul Lantz

Shaw's Cove Referendum was passed and 60 per cent of the college voters turned out.

The Freshmen Orientation petitions were responded to so that upperclassmen are not permitted to return until Wed., Sept. 5th, and there will be no classes the first Saturday but they will be held the second Sat.

The election board was pleased to announce that a two-third quorum was easily reached in the last election.

The Cro-Committee discussed their proposed plan for a bar in the Main Lounge in Cro for next year.

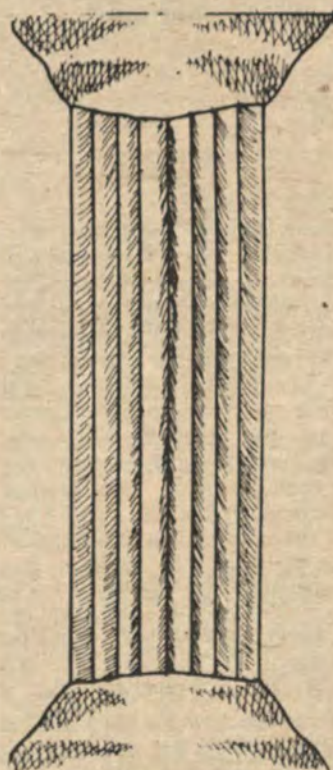
The Ad-Hoc Housing Committee discussed this year's lottery and emphasized the importance of properly filling out the cards and returning them to Dean Watson's office by noon April 20th.

The Security Committee gave a report concerning the insufficient lighting around the campus and a letter recommending that expenditures be taken to resolve this problem was passed unanimously. Also it was suggested that students be employed to patrol the Campus at night to help Security.

Your chances of longevity increase if you dwell on a steep hillside, preferably in the Ecuadorean Andes, the Karakoram Mountains of Kashmir or the Caucasus in Soviet Georgia. These three places have the world's highest proportions of centenarians.

The U.S. Department of Agriculture recommended in 1968 that men over 55 limit their eating to 2,400 calories a day. The average American consumes 3,300 calories each day.

Campus column



By CHRISTOPHER WRIGHT

President Shain's notice of April 13 concerning the unique privilege to be given to Black students for next year's housing facilities is full of remarkably vague, contradictory, and ambiguous phrases which attempt to defend an unjust and unfair measure for reconciling a racial minority. The notice suggests that in order to develop a "campus neighborhood," the administration feels it is necessary to house all the black students in the central campus area. What is it that creates a "campus neighborhood?" I certainly don't know and I wonder if anyone does? The circular does tell us that easy companionship and a chance to eat together are components of a "campus neighborhood," so it seems that easy companionship means not having to walk far to see a friend and that in order to eat together people must live together. A student at this college can eat in any dorm he or she chooses if they're willing to walk to it. Two of the largest dorms of the central campus area — K.B.

study, and intensive course study, all of these really unavailable under the present system.

Work-study would enable students to see the practical applications of their classroom tedium. Industrial sociology could never seem quite as alive — or dead — as on an assembly line. Since students are not in the classroom, taking up faculty time and classroom space, but are still getting a real education as well as making some money, the college can derive substantial economic benefits from this program.

Using this one-month period for independent study would enable a student to concentrate all his efforts in one area without having to work on three other courses at the same time. This program would benefit the college economically, much in the same way as would work-study.

For those uncertain of their interests or unwilling to work (no insult intended), one-course programs would be available. This could encourage the college to develop new and more interesting courses which would be better suited to one-month study.

Overall, a 3-1-4 calendar would prove to be better for the entire college community — students, faculty, and administration. This rational, radical alternative is well worth serious consideration by all.

RAM MEETING TUES. 7:30 MARSHALL.

RAM ramblings

By JASON FRANK
and
WENDY SANDERS

CALENDAR REFORM — THE CASE FOR 3-1-4

3:00 a.m. A young student pores over his books and moans.

Scenario: "Three papers, four finals, two weeks, and only five dexies to get me through!"

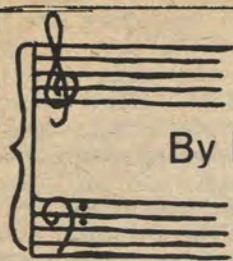
"The Cry Goes Out For Calendar Reform!"

Such is the plight of many, under our present calendar of academic suicide, which one of us, students and professors alike, has not felt the pressure of too much work and too little time to do it in?

What is needed — you guessed it — it is a radical change. It is possible to construct a freer, easier-going calendar within the eight-and-a-half-month confines of Labor Day to Memorial Day. A 3-1-4 plan could easily meet the desires of the students and faculty as well as the requirements of a good education.

Starting after Labor Day, a good economic policy for both the school and the students, the first semester would consist of eleven four-day weeks of classes with three course with a semester break from early December to early January. The second, one-course, semester would consist of four or five weeks of intensive study in one area. The last semester would be very similar to our second semester this year, starting and ending about two weeks later.

Many of the advantages of this system can be found in the opportunities arising during the one-month, one-course mini-semester. Many options would be available to the student, including work-study, independent



music By Karen Winer notes

Organ recital in chapel

On Friday, April 13, a considerable crowd of people gathered in the Harkness Chapel to partake of an organ recital given by Mr. John Anthony.

In the author's opinion, organ music is a somewhat esoteric type of music. It seems that it is only a select number who can truly enjoy and appreciate a concert of this nature. However, Mr. Anthony's performance on Friday evening seemed, almost, to reach out and encompass all present with its grandeur.

The organist began with a work of the Baroque composer, Francois Couperin: "Selections from Messe Pour les Paroisses." Couperin, in all his music, was

primarily concerned with the perfection of small detail and indeed, Mr. Anthony was attentive to this interest. He handled each contrasting section of the composition with equal dexterity, mastership, and elegance.

The next piece in the program was one by J.S. Bach: Sonata No. 2 in C minor BWV 526. This work seemed to charm the audience as it began with its delightful Vivace. In this fast-paced movement there was superb trilling and complex contrapuntal textures which were both handled with marvelous dextrous control. The composition also contained a

beautiful Largo and Allegro. Both were played very admirably in light of the technically difficult demands of each.

The program continued to include "Variations on a Sacred Song" by Samuel Scheidt and Sonata No. 1 (1937) by Paul Hindemith. The contemporary Hindemith work with its chromatic harmonies and discordances provided an interesting contrast to the preceding Baroque pieces. It presented novel and strange sonorities (while maintaining classical form). The last chord, in particular, was one of harmonic interest as it somehow evoked a supreme solemnity and seemed to leave all in a kind of awed suspension.

The final work of the program was the grand Fantasia and Fugue in G minor BWV 542 by J.S. Bach. Mr. Anthony played the explosive, bold and dynamic chords throughout with appropriate vigor. As the composition became progressively more complex, Mr. Anthony again displayed flawless treatment. This piece aptly closed an enjoyable evening of magnificent music and performance.



music By Lincoln Baxter notes

Shackford's work premiered

On Tuesday April 10 a faculty recital was performed in which the faculty performers were out numbered by the "outside" performers almost two to one. Three works were on the program, the last of which was the premiere of the latest work by Professor Charles Shackford.

The program began with the Divertimento No. (K188) of Mozart. In six movements this

work presented the sounds of two flutes, five trumpets, and four typanni. It was an interesting work, for the typanny was used as the bass. It is a difficult work to perform for it is very easy for the trumpets to overpower the flutes. It could have used a little more practice for its performance was shaky.

Second on the program was the Mozart Quintet for Piano and

Winds (K451). This work was well practiced and well presented. The only non-faculty member playing was Judith Kulp on oboe who was, of course excellent. William Nemeth's French horn, Ralph Loomis's clarinet and Jeffery DeFonzo's oboe were all very well played. While Ms. Jacynowicz piano playing was technically good, she seemed particularly lifeless.

The intermission was followed by the work that everyone had waited to hear. The Quintet in E flat, by Professor Charles Shackford. Excellently played by instrumentalists from Yale, this work featured clarinet, French horn, violin, viola and cello. This reviewer feels that it is too close both in time and relationship to Mr. Shackford to accurately evaluate the work as a composition. It was without a doubt well received as an obviously sensitive work.



music By Lincoln Baxter notes

Livingston taylor returns



photo by paine

Sunday night in Crozier gym a portion of the Conn College student body treated themselves to some fairly good acoustic guitar music. The big name of the night was Livingston Taylor, but the show began with the John Pousette Dart String Band. In some ways the music played by John on guitar, John Curtis on guitar, mandolin, and banjo, and John Troy on bass was better than that of Livingston Taylor. The string Band was very tight in all of their arrangements both locally and instrumentally. Their vocal harmony was excellent, almost studio quality.

Livingston Taylor came on after a brief intermission and did many of his more traditional oldies, including "Packet of Good Times," "Carolina Day," and Dave Dudley's Six Days on the Road." Taylor proved to be a much better blues guitarist than I expected in "I Love Her So." Musically among the most interesting things Taylor played were his arrangements of "Somewhere over the Rainbow" from the Wizard of Oz, "Rubber Ducky" from Sesame Street, and "A Little Help from my Friend-

s." Taylor proves to be an excellent song interpreter.

Several songs were performed on the piano, and several others on the banjo. Taylor is by a long shot a better guitarist than he is a pianist or banjo player. In fact the piano playing was barely good enough to accompany himself. While his banjo was better, it compared miserably with what John Curtis of the Dart String Band had done previously.

Throughout the show the excellent acoustic bass playing of Walter Robinson was welcome change from the usual electric bass guitar.

Two encore numbers were played, the first was a very nice jazz flute and bass duet. The second was this "Thank you Song," a nice way to end the show.

In retrospect I wonder whether Taylor's day hasn't come and gone, at present he certainly seems to be riding on the momentum of his previous popularity. Most of the listeners however got some good music, at a good price. The show was well run both in the performance and in the management.

Focus on film forum

By DEBBIE DUERR

The National Endowment for the Humanities is currently presenting the Humanities Film Forum in eight consecutive weeks on educational television. The series, which has been produced by Community Television of Southern California, includes ten outstanding films from Italy, Russia, France, England, and the U.S. Some of them, like Olivier's "Richard III," are direct cinematic translations of great literary works. Others, such as the Russian films represented, provide insights into historical human conditions.

The Humanities Film Forum has been designed so that educational discussion may accompany experience of the film. Some of the nation's leading humanists will discuss these

films in detail upon completion. The schedule of films is:

"Hamlet"	Thursday, April 12
"Richard III"	April 19
"Oliver Twist"	April 26
"Ballad of a Soldier"	May 3
"Alexander Nevsky"	May 10
"The Battle of Culloden"	May 17
"The Rise of Louis XIV"	May 24
"The Andersonville Trial"	May 31
	and Saturday, April 14
	April 21
	April 28
	May 5
	May 12
	May 19
	May 26
	June 2

In the second cycle (air dates to be announced), "Richard III" and "Oliver Twist" will be replaced by "Umberto D" and "The Cranes Are Flying." The films are presented on Thursdays at 8:00 p.m., and repeated the following Saturday at 8:00 p.m.





photo by parkman
Dr. Theodore Kassier

Latin flair at Cro

BY ROSEMARY KELLY

If a certain Latin flair seemed to pervade the atmosphere of Cro on the evening of April 12, it was no doubt due to the presentation of a lecture by Dr. Theodore L. Kassier, assistant professor of Hispanic Studies at Vassar. The lecture, sponsored by the Hispanic Studies Department here at Conn., was entitled "Spanish Prose of the Golden Age." It dealt with the premature demise of the novel in Spain during the "Siglo d'Oro". In his "autopsy", Dr. Kassier revealed many political and religious events as causes of death and specifically cited works from Cervantes to Gracian to illustrate this point.

Dr. Kassier received his Ph. D. from Princeton University in

1972, choosing for his thesis "The Allegorical Techniques of Baltasar Gracian's Criticon." Prior to that he studied at Columbia University, where he graduated cum laude in 1966. Presently, he is assistant professor of Hispanic Studies at Vassar College. Besides publishing numerous articles, reviews, and lectures, Dr. Kassier has been active with the U.S. Department of State in the capacity of Escort-Interpreter and the Vassar-Wesleyan Semester n Madrid program as director.

Following the lecture, a reception was held in the Main Lounge. Certainly all who attended would agree that it was a most pleasant and profitable evening and would like to extend a warm "gracias" to Dr. Kassier.

By CAROL MORRIS

In the past Parents Weekend has primarily been geared to entertainment, giving visiting parents and families few opportunities for exposure to Connecticut College's academic life. This year, however, the more serious matter of college education will be equally stressed.

While the traditional activities, the Horse Show, the performance by "C" Synchers, the Arboretum Walk, and the Junior Show will again appear, the 1973 Parents Weekend will be noted for its inclusion of lectures and discussions with twenty of our faculty members on subjects ranging from Botany to Russian. This added dimension to Parents Weekend undoubtedly reflects the increasing concern on campus about the type and quality of education students are receiving at Connecticut College. It is hoped that such lectures and discussions not only will provide students and parents with a chance to become better acquainted with the teaching staff, but also will illustrate the various programs available for study. In essence, the decision to include academics marks a welcome change in outlook concerning Parents Weekend, and will create a particularly refreshing balance of serious and light-hearted pursuits.

The weekend of April 27-29 will be distinguished by other noteworthy activities as well. On Friday evening there will be a repeat performance of Carmina Burana for all parents and members of the College Community. The show has received standing ovations at both Connecticut College and Yale, and certainly should not be missed.

Moreover, on Saturday, April 28 at 8:30 p.m., the National Theatre Institute Bus Company will present its Spring Production, Julian, based on a story by Flaubert, and A Servant Of Two Masters, taken from the play by Goldoni. Both shows were adapted by Kenneth Cavander and composed by Barbara Damashek.

Saturday afternoon features the President's Assembly with entertainment by The Jazz Ensemble. A reception on the College Green given by President and Mrs. Shain will immediately follow the Assembly. (Should it rain, the reception will be held in Cro.)

Crew Races and Shell Christening will highlight the latter part of the afternoon. Those people interested in attending are advised to sign up in Cro before 2:00 p.m. if they wish to go on the bus provided by the college. Otherwise maps will be

available in Cro for those who intend to drive their own cars.

Saturday will end with a flourish when students and parents gather for the "Spring Fling," a dance offering music certain to please everyone. It will be held from 10:00 p.m. to 12:30 a.m. in Cro.

Finally, on Sunday morning students and their families are invited to worship at Harkness Chapel with Mr. Bryce Butler, the College Chaplain. The 11:00 a.m. Chapel Service will include music by the Connecticut College Chorus and the Madrigal Chorus. Refreshments sponsored by Shanti will be served before and after the service.

On the whole, Connecticut College is faced with a hectic weekend. Because the programs are numerous and varied enough to suit anybody's taste, it should be the most successful, enjoyable Parents Weekend we've ever had.

Community gets religion

By Carol Bowman

After an extensive search it was announced recently that Reverend David J. Robb of Washington, D.C. has been appointed chaplain and assistant professor of religion here at Connecticut College. Reverend Robb is an ordained minister of the United Church of Christ.

In addition to planning all weekday and Sunday worship services held in Harkness Chapel, the new chaplain, as a member of the religion department, will teach two courses in ethics.

Reverend Robb is presently associated with the Council of Churches of Greater Washington, where for the past five years he has served as Director of Suburban Ministries as well as teaching two courses at Georgetown University.

Since 1965 Reverend Robb has held the position of assistant pastor of the First

Congregational United Church of Christ, a downtown parish seeking to expand its ministry in the inner city.

In 1967 Chaplain Robb helped develop an ecumenical strategy for the local churches' involvement in the Poor People's Campaign of the Southern Christian Leadership Conference.

The new College chaplain is a 1962 graduate of Yale University and three years later received his degree of Bachelor of Divinity cum laude from Union Theological Seminary.

Mrs. Nancy Robb is also a graduate of Union Theological Seminary and has worked as a professional counselor with the Pastoral Counseling and Consultation Center of Greater Washington. The Robb family which also includes their two young sons Matthew and Nathan will move to Connecticut College in July.

Eight compete for cady prize— Linda Eisenmann selected

Last Thursday at 6:45, eight contestants gathered in the Athletic Association Room in Crozier-Williams to participate in the Cady Prize contest for oral reading. Each contestant prepared two brief selections to read, one from a novel or short story and the other a poem. Each contestant came individually before three impartial judges, selected by Miss Gerda Taranow of the English Department, who was in charge of the contest. The judges were Mr. Proctor of the Italian Department, Mr. Meredith of the English

Department, and Maxine Olderman, a junior.

In the first part of the contest, the participants read one of their own selections, several read their own works, and a sight reading chosen by Miss Taranow. All eight contestants were then judged on their ability to read English aloud in a clear, meaningful way. The sight passage especially indicated the reader's ability to precisely and distinctly interpret the written

word. Four finalists were then selected from the eight to read their second selections, and the

final decisions were made. It was not an easy choice as all the contestants were excellent, but the winner of the Sarah Ensign Cady Prize for 1973 was awarded to Linda Eisenmann, a sophomore living in Park. Linda was of course very pleased with the judges' decision, but felt that even if she had not won, the evening had been worthwhile. The other contestants agreed that the contest was good experience for anyone interested in literature and the continuation of the oral tradition.

Honor code violated

The Judiciary Board realizes it has been blatantly lax in upholding social honor as it pertains to the library. It is an infraction of the Honor Code to deny another member of the community any community property. Removing a book from the library without showing an I.D. and checking out the material or removing a periodical constitutes an infraction against the community. The Judiciary Board has become aware that serious losses of

availability of library materials and resources is a crippling infraction upon all members of the college. The Judiciary Board would like to remind the student body of the seriousness of the infractions against the library and enlist your aid in helping to promote a quality library.

We should all like the library to reach its highest potential. To help it do this, we must all be aware of the necessity of returning books (whether books are your responsibility or not), to

report mutilation of all library sources and to be willing to take action to help maintain our library.

Infractions of the Honor Code with respect to the library will be considered by the Judiciary Board as a major infraction against the community. The frustrations we have all felt using or needing a defaced or stolen library book can be eliminated if we all show care and concern for our library.

Cranz continued

can bring a life to intellectual fruition. But let us not make the mistake of believing that.

So there's one interpretation as to what we're up to. I am proud to be a member of a college which has adopted a plan demanding that every student think out an individual program in the light of the common aims of the College. I shall be even prouder if we can show ourselves equal to the challenge of such a plan. In part, the challenge is to the faculty, and they will do what they can to help meet it. But the challenge to think out individual programs is essentially a challenge to the students; if Connecticut College shows that it can be done, it will be your doing. Our hopes rest with you, and we wish you good fortune!

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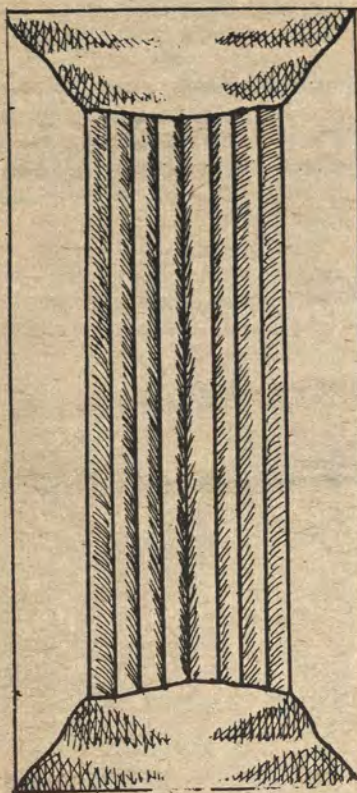
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Campus column



By MAXINE OLDERMAN

"Hey man, like ya know what I mean? Like, ya know I was, you know, telling this friend of mine, ya know, like man it ain't easy. Like, wow, that place is such a rip-off like, wow what a hassle."

No need to attribute the quote to anyone in particular but it could be just about anybody on a college campus. Alright, so I'm exaggerating a little but people do talk like that and if they don't use modern stock phrases all the time their language is peppered with the words "hassle" and "rip-off" among others. As with anything else in life, these words have now been overworked to a point of complete banality and colorlessness. Every time I hear them used often in a conversation I question the imagination of the speaker involved — surely if what one is saying is worth listening to, the words employed should be equally engaging.

The words seem to have sprung from some counter-culture source (and who isn't bored with the term counter-culture) which actually has no business calling itself culture of any kind unless you consider the kind they grow in Petri dishes in a lab room. The epithets of hassle and rip-off and that marvelous duet "like" and "ya know" have now crept into the vocabulary of the "establishment," a word which in itself has lost its initial derogatory impact and is now faded with time.

Some insecure professors or teachers as far back as my own high school past use this languid lingo to earn a warm place in our

beastly little hearts. For example, a psychology teacher in high school began his first class with this eminently quotable sentence, "Like, I think you're really going to enjoy this text. I'm really into it myself. It's a little bit clinical, but if there are any hassles let me know and we can rap about it."

Another extreme perhaps but if there was ever a time when I considered pitching pennies on the corner as an alternative to education it was then. What does he mean he's really "into" the text — did he become an ink blot and physically seep into the page? Rap is another of these amorphous words, somehow it's always intended to imply more than just talking — it means you're supposed to get "into" each other's "head," and if you take the idea of getting into someone's head literally, it's a damn revolting prospect.

With typical flair and facility, college people have succeeded in squeezing the life out of an entire range of words and phrases. The words "confrontation" and "alienation" are so fraught with modernity that they're positively flat now and as obsolete as yesterday's charred draft card. Relevant has become totally irrelevant and ironically the word "meaningful" (especially when accompanied by "relationship") has lost all its meaning. The phrase "women's liberation" is now too predictable, the subsequent conversations which are attached to it are as oblique as Gloria Steinem's aviator glasses. Even that old favorite, the "sexual revolution" has become, if you'll forgive the expression, anti-climactic.

At this point in the article you're probably thinking, Oh, isn't Maxine the cool one, who the devil does she think she is, Daniel Webster? That's not my intention at all. The point I'm trying to make is that if anybody should be speaking with originality and imagination it is those people in the process of becoming educated. If you must be sloppy in your speech at least give it your own personal stamp of decadence, pedantry or what you will. But it's nonsense to let the rest of the world or your friends or the media dictate the way we speak.

For a while, in the midst of cleaning up our slums and dealing with water pollution it might be beneficial to clean up our language, lest it become as soiled and shabby as our physical environment. Like, ya know what I mean?

New trustees selected

The Connecticut College board of trustees on Saturday re-elected The Hon. Ella T. Grasso, Democratic representative from the sixth Congressional district, and Harvey Picker, dean of the Columbia University School of International Affairs, to five year terms on the governing body of the coeducational liberal arts college.

Dean Picker was first elected a trustee in December, 1958. Mrs. Grasso has served since January, 1969.

Also at last weekend's annual

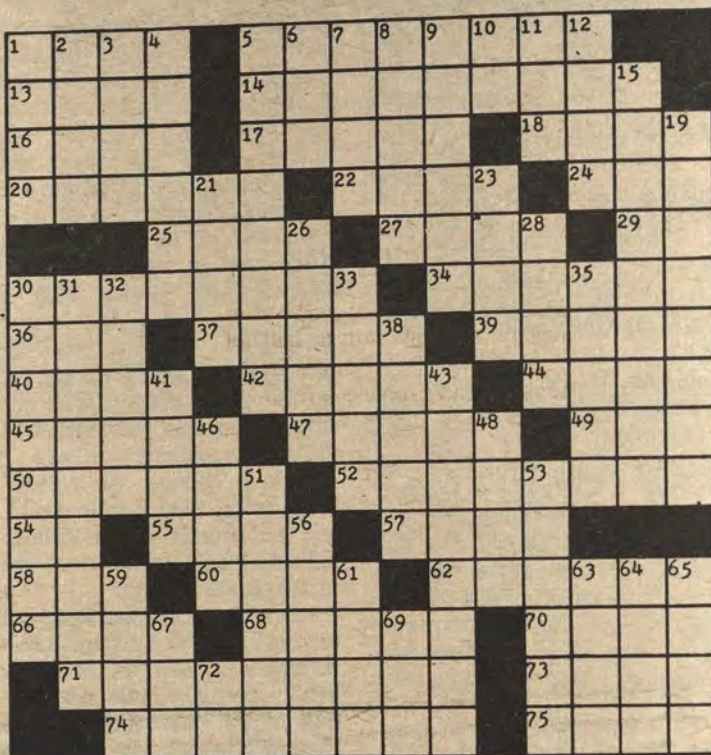
meeting the board accepted "with reluctance and regret" the resignations of two long-serving members whose joint tenure amounts to 71 years. Both Dr. Esther L. Batchelder of Rome, Italy, and Mrs. Charlotte Keefe Durham of New York City are alumnae of the college and were members of the first class to be graduated in 1919.

Dr. Batchelder is the former director of the Food and Nutrition division of the U.S. Department of Agriculture. She was a member of the War Depart-

ment's food mission to Germany in 1947 and served on the corn mission sent to Japan by the Department of Defense in 1948.

In 1929 the nutritionist was elected to a three-year term as an alumnae trustee of the college. She has served continuously since 1936 as a regular board member.

Mrs. Durham was headmistress of the Dalton Schools in New York City from 1942 to her retirement in 1959. She now concludes 32 years as a Connecticut College trustee.



By EDWARD JULIUS

ACROSS

1. Door's Side Post
5. Poisonous Arachnid
13. Russian Mountain Range
14. Of the Underworld Gods
16. Oriental Souther
17. King of Judea
18. Russian Name
20. Church Official
22. African Tree
24. Exist
25. European King
27. Ever and
29. Burmese Language
30. Musical Instrument
34. Roguish Persons
36. Peer Gynt's Mother
37. Chose
39. Spanish Friend
40. Strike-breaker
42. Danube Tributary
44. Island Country (poet.)
45. Incognita
47. European Gold Coin
49. Scottish Digit
50. Bug
52. Dying
54. Bone
55. Tape Recorder Brand
57. Mother of the Gods
58. Drink of Liquor
60. Kick
62. Inferior Substitute
66. Before Long
68. Set of Rooms
70. Taj Mahal Site
71. Descriptive of Owls
73. Mr. Errol
74. Pistol Cases
75. Body Part: Fr.

DOWN

1. Fits of Intoxication
2. Bitter Drug
3. Short-tailed Cat
4. Circus
5. Liquor
6. Guevara
7. Other: Sp.
8. "The Bad Seed"
9. Imaginary Small Town
10. Fashionable
11. New Zealand Muttonbird
12. Female Camel
15. Nationality of 25-across
19. Thought Out
21. Potpourri
23. Lisa
26. Stinking
28. Appellation
30. Fortifications
31. Christian Holiday
32. Toothed Wheels
33. Watery Blood
35. Love of Art
38. Room Setup
41. Harte
43. North Carolinians
46. Served Well
48. Row of Seats
51. Ankle Bone
53. Columnar Rock
56. Woo
59. Milne Character
61. Long For
63. To One Side
64. Jogging Gait
65. Grey
67. Military Person
69. Sailor
72. 81st Element

Dining halls out to lunch

By Lynn Cole

Only Harris Reflectory will be open on the weekends next year for meal service. According to Ms. Voorhees, director of the residence halls, all other campus dining rooms will be closed on Saturdays and Sundays "for economic reasons."

A continuous meal service system will be implemented in Harris on Saturdays and Sundays. "We hope to avoid lines by encouraging students to stagger themselves," Ms. Voorhees said. Breakfast will be served from 7:30 to 11. Lunch will begin at 11 and continue until everyone is served. Dinner will be available after 4:30. "We will have to work out the times as we watch how the system is working," continued Ms. Voorhees.

All dining rooms, however, will be open for the three meals Monday through Friday. Continental breakfast will be available on the weekends in the dining rooms that are closed.

"We want to preserve the multiple dining room system for as long as is possible," commented Ms. Voorhees. Dining within one's dormitory has always been an attractive tradition at Conn. "However," Ms. Voorhees continued, "it is a very expensive system to operate."

While the residence department expects to save money because not as much food will have to be prepared, Ms. Voorhees said that the closings will not affect present employees. "None of our employees will be fired as a result of this change," she said. "Employees who retire will not be replaced unless necessary."

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Store Mgr.

The Core Foundation has three openings for junior and sophomores from Connecticut College for a ten week internship in Los Angeles beginning in early June. The internship includes a week of orientation, eight weeks of internship in one or two organizations in metropolitan Los Angeles, and a final week of discussion and review. The cost to each intern is approximately \$1,000 for the ten weeks. For further information about the program contact Wayne Swanson of the Government Department.



The roof is raised: Lyman Allyn reopens



By DEBBIE DUERR

Last week the Lyman Allyn Museum was reopened after nearly a year and a half of renovations. The changes in the museum have made it a far more interesting place to visit.

The rather extensive renovations of the building included installing a new elevator, a new access road, a different facade on the west side of the building, and the raising of the roof. The new roof allows for more adequate storage of the museum's artifacts. And because of the higher ceilings, many items which have never been displayed before can now be put on exhibit in five new donor galleries.

Those who have visited the museum before will be surprised at the number of new displays. And those who have never been there will find it a lovely place to spend a few hours. There are paintings, artifacts, jewelry, and statues from all places and all eras. There is a superb collection of Chinese and Japanese art and relics. You can see African, Byzantine, Arabic, Persian, Mayan, Egyptian, Greek, Roman, and American Primitive items. One gallery is devoted to religious works. There are two galleries for changing exhibits, the familiar and ever-amazing doll houses, and even a Renior statue. The building itself is lovely and the display arrangements really interesting. So make a visit to the new Lyman Allyn. It's well worth it.



photos by draper



Town perspective: The D



By ERIC MCKENZIE

The Drop-in Learning Center, a tall white building on the left hand side of Federal Street here in New London, bustles with enthusiastic youngsters from ages six through seventeen between the hours of two and six o'clock each day. For instance, as soon as Allison Mishkit and I entered the work shop, we found two boys avidly assembling Spanish galleons while another

boy was asking one of the volunteers, Axel Westerberg, how to use a drill. After explaining its use to the boy Mr. Westerberg escorted us up two flights of stairs to the gaily spray-painted second floor and ushered us into the small office of Mrs. Hamilton, the Center's director. She greeted us very affably and for the next hour through intermittent visits and phone calls, she explained the Center and its many purposes.

She began by outlining the Center's history, its members and its supporters. It first opened its doors in September, 1970 with Ms. Nancy Shiber as the director. Five Vista Volunteers supervise the activities and only Mrs. Hamilton is paid. She emphasized the point that the organization is wholly com-

munity sponsored. Though the Center primarily serves the recreational needs of the youth from the Wirthrop, Buckley, Thames and Model Cities area, it is open to all of New London and all age groups. The stress may be on children and teenagers yet adults are also invited to come in to learn piano, carpentry and knitting.

The support for the children's activities comes from a variety of New London agencies and individuals. Mrs. Hamilton told me of a drive that the Telephone Company took up in order to find toys, cameras, TV's and other items the Center could use. The YMCA taught the children gym in the afternoon cost free. Connecticut College students also lend their efforts at tutoring the children in math, English,

spelling and science. The proprietor of a ballet school in New London, Mrs. Froman, has kindly opened her premises to the youngsters, again cost free. The many toys, books and special equipment are gifts of innumerable individuals. Last summer two professional teachers and teenage volunteers from the Neighborhood Youth Corps organized a summer school for fifty six small children from all over the city.

One of the community services which Mrs. Hamilton said is working out very well has been the Toy Lending Library. The College has been and continues to be one of the most generous of supporters. The purpose of this unique library is to bring parents and children closer together. It was started because, from

working with the youngsters, parental involvement with them was seriously lacking. Now that parents can participate in games, it is hoped that they will become better informed about what their children's needs and interests are. The success of this program can be gauged from the fact that Mrs. Hamilton is expanding the library's open days from

Saturday to include Tuesday, Wednesday and Thursday. The toys may be borrowed for a week at a time and, since the Center is always receiving new toys, there is no fine for broken toys or games.

As for the layout of the building itself, on the second floor is the science, tutoring and photography centers. The science center sparks the youngster's interest in ecology, electricity and computers. The tutoring rooms are for individual instruction in regular subjects. Rather than referring to this as tutoring, this service is called supplementary aid to public schools. These rooms can also function as team rooms in which the staff and Junior High students can engage in rap sessions over personal problems and community issues.

The first floor contains a music room, library, game room, candle-making room and a work room. One piano is in the music room for anyone who wants to learn how to play it. Turning to the library, it is very well supplied with both textbooks and general reading books. Sometimes, according to Mrs.

Hamilton, it is difficult to keep up with the various books that pass in and out of the Center. The policy of the staff is to allow the children to take out books for as long as they want. If a child does not return a book, no fuss is made because he or she may like the book but be unable to purchase it.

The game room is not only a recreational area but also an educational area. Games such as



photography at a time; seven of them take the pictures and the other seven develop the film. After the first group has had experience with the camera, they switch jobs with those in the dark room.

Password, Crissy and Life involves the children's mental concentration while spurring their natural enthusiasm. Some youngsters enjoy playing with a simple computer which helps them learn to spell. They push a card with an animal's picture on it into the machine. When the child presses the right combination of buttons spelling its name a buzzer goes off.

The candle-making room has proved to be a very successful experiment. In a recent endeavor the children made wax candles in the form of different animals. Once a sizeable number of candles was made, a few of the candle-makers were taken to the Charity Fair at the Mall to peddle their wares. Instead of being bored during the transactions, Mrs. Hamilton commented on how enthusiastically they threw themselves into the dealings. With the actual experience of having participated from beginning to end, these youngsters now have a sense of accomplishment.



Drop-in Learning Center

One of the underlying concepts of the Center's staff, there are no fixed models for male or female interests. A girl may be interested in assembling or repairing radios in the work shop; a boy may be just as intent on mastering the techniques of the knitting needle. However, all the youngsters enjoy spray-painting the walls or building boxes and chairs which they then design.

The Center has children from many ethnic backgrounds upon which to draw from for creative impetus. Visitors have often exclaimed about the "United Nations" atmosphere of the place to Mrs. Hamilton because of the mixture of Blacks, Chicanos, Chinese, Phillipinos and Hawaiians. In order to foster an awareness of their cultures, some volunteers teach American Indian history, Afro-American

themselves became involved in a movement called "Health Day". The purpose of this special day was to test people in the city for rubella and sickle cell anemia. A salutary result of this drive was that many people were contacted

who otherwise would not have known about their illness or about the social services available to them.

Finally, Mrs. Hamilton emphasized her desire for more college students to participate in

the Center's activities. No matter what field of study your specialty is in or what hobby you are best at, you would be more than welcome to share your interest with the children.



Conn's creative cookery

By NINA GEORGE

history and Spanish history.

Another service that the Center affords particularly to teenagers is information on health and hygiene. The rap sessions previously mentioned include talks on venereal disease,

syphilis and drugs. If in a particular case the volunteers feel that outside assistance is necessary, they can refer the person to other agencies such as Altruism House and Alcoholics Anonymous. The teenagers

At the last meeting of the Connecticut Cornucopian Connoisseurs (C.C.C.) questions were raised concerning the latest culinary innovations being served up at Connecticut College. In an effort to combat the monotony of traditional menus and at the same time cope with rising food prices, some new and exciting creations have been painstakingly and thoughtfully prepared by the campus food services. It has been rumoured that Conn. College will presently set the trend for world-wide gourmetisserie, but until it receives reputable endorsement from established alimentary circles it is likely to remain a hidden source of invaluable gastronomic creativity.

The C.C.C. decided to dispatch one of its more discriminating members to sample some of C.C.'s latest fare. Mr. To-Mein Poiz-N'ing, a highly respected member connected with the Far Eastern branch of C.C.C. was selected for the distinguished honor of dining at Connecticut College. The experience was truly unforgettable. Mr. To-Mein's report to the committee was published posthumously in the recent issue of the C.C.C. newsletter. It read:

"The orange-cornflake soup was good. Its clear lukewarm broth was as subtle as Vichy water and made the orange bits more exciting. A surprise was garlic oil droplets which gave a pleasant flavor that I have not had since the south of France.

The specialty, Gefiltefish Supreme, could have been excellent, except the fish suspended in meringue lost its character and the dandelion petals, though beautiful before preparation, were over-cooked, soggy, and their color palid.

The vegetarian peanut-butter, peach and watercress sandwich was acceptable, but the chutney (on the sandwich) I suspect contained pork rind which is far from fair on the otherwise magnificent sandwich. The cinnamon potato chip garnish was stale, which is sad as they have received such acclaim.

Though not quite summer, the Summer Jubilee were superb. As is traditional, it was served on a halved water-melon with a filling of olives, American cheese, vanilla ice-cream, topped with anchovies and served with cognac flambee.

The beverage menu is extensive and features such delights as pimento-cocoanut milkshakes and apple onion juice."

The implications of Mr. To-Mein's high appraisal of Connecticut College cookery are yet to be expected. Letters from avid gourmets have been pouring in to C.C.C.'s headquarters asking for Connecticut's exclusive recipes. It seems that other agencies will

follow C.C.C.'s lead in sending members to partake of the college's succulent surprises (notably the department of public health which has expressed an unusually enthusiastic desire to investigate the newest menus).

(The Connecticut Cornucopian Connoisseurs hope to release similar reports on other areas of rising interest to the world of food-lovers everywhere, in the near future.)

—with apologies and appreciation to Woodwind, Washington, D.C., Vol. IV. No. 12.



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A sample of New York

Actors Playhouse, Seventh Avenue between Grove and Barrow Streets

Amato Opera Theater, Bowery and Second Street

Bill Baird Puppet Theater, Barrow Street near Bedford Street

Eighth Street Playhouse, 32 West Eighth Street between Fifth Avenue and Avenue of the Americas

Elgin, Eighth Avenue, near 17th Street. Film festivals and old favorites

Henry Street Settlement Playhouse, Grand Street

Judson Memorial Church, Washington Square South. Avant garde art, poetry, and dance

Mercer Arts Center, Mercer Street, between 3rd and Bleecker Streets. Theaters named for Lorraine Hansberry, Bernard Shaw, Oscar Wilde, Bertold Brecht, and Sean O'Casey. The Blue Room Cabaret has jazz

Provincetown Playhouse, MacDougal Street between 3rd & 4th Streets. Home of Ruffino Opera

Public Theater, Lafayette Street near Astor Place. Birthplace of *Hair*; home of New York Shakespeare Festival; also has film anthology

St. Mark's-in-the-Bowery, Second Avenue at 10th Street. Poetry, drama, and music in church

St. Mark's Playhouse, Second Avenue between 10th and 11th Streets

Sheridan Square Playhouse, Seventh Avenue near Grove Street

Theater De Lys, Christopher Street near Hudson Street

Village Gate, corner of Bleecker and Thompson Streets

Washington Square Methodist Church, West Fourth Street between Washington Square and Avenue of the Americas. Music, dance, drama, film

Dauber and Pine Bookshop, Fifth Avenue near 13th Street. From plain and used books to rare and old books

Eighth Street Bookshop, West Eighth Street. Scholarly, difficult-to-find books, extensive paperback collection

Orientalia, Fourth Avenue near 10th Street. Eastern thought

Little Italy: Bounded roughly by Houston and Canal Streets, the Bowery and Lafayette Street. Salamis and warm fresh bread; fresh fruit and vegetables and seafood. The festivals of San Antonio in the late spring and San Genaro in the early fall.

Soho: The area south of Houston Street where a colony of artists lives and works in the spacious lofts. There are half a dozen galleries here, too.

Federal Hall Museum, corner Wall and Nassau Streets. Site of many historic colonial events—Washington's inauguration, Peter Zenger Trial, etc.

South Street Seaport, Fulton Street and Annex on Pier 16 facing John Street. Museum plus live events such as folk dancing and singing of sea chanteys

Chinatown: The Bowery, Mulberry and Canal Streets enclose the tiny enclave. The Chinese Museum is at 7 Mott Street. The Eastern States Buddhist Temple is at 64 Mott Street. The Chinese New Year is celebrated the first day of the new moon between January 21 and February 19

Financial District: between the Battery and Fulton Street and between Pearl and Greenwich Streets. The New York Stock Exchange, the American Stock Exchange, the Commodity Exchanges, the large insurance companies and the head offices of the leading banks of the U.S. are here. The Federal Reserve located here keeps the gold reserves of various countries of the world in vaults built into the rock which is Manhattan Island

Carnegie Hall, 154 West 57th Street. Concerts, recitals, and performances

Ceili Irish Festival of Song and Dance, Cathedral High School, 560 Lexington Avenue, 50th to 51st Streets

New York City Center, 131 West 55th Street. Dance and music recitals

American Institute of CPA's, 666 Fifth Avenue, Room 403. Library offers books on accounting, taxation and rare books on accounting

The broadcasting network libraries. By appointment. ABC at 1926 Broadway near 64th; CBS at 524 W. 57th Street; and NBC at 30 Rockefeller Plaza

Donnell Library, 53rd Street, between Fifth Avenue and Avenue of the Americas. Noted for books on the theater, has a regular schedule of films, concerts and lectures

Hargail Music Press, 28 West 38th Street. Recorders and recorder music their specialty—the only music shop of its kind in the country

Museum of Contemporary Crafts, West 53rd Street, between Fifth Avenue and Avenue of the Americas

Museum of Early American Folk Arts, West 53rd Street between Fifth Avenue and Avenue of the Americas

Museum of Modern Art, West 53rd Street, between Fifth Avenue and Avenue of the Americas. Galleries, gardens, fountains—the very latest art, plus historic films

Museum of Primitive Art, 54th Street between Fifth Avenue and Avenue of the Americas

New York Cultural Center, 2 Columbus Circle. Variety of exhibits and events

Pierpont Morgan Library, 36th Street, corner of Madison Avenue. Rare books and changing exhibits of art are splendidly displayed in this former homesite fashioned like an elegant Italian palazzo

Broadway: The central theater district is located in midtown along the streets that run East and West through Times Square

Madison Square Garden and The Felt Forum, between 32nd and 33 Streets and Seventh and Eighth Avenues. Concerts, circuses, rallies, sports, and other mass events. Home of the New York Knickerbockers and the New York Rangers

The United Nations, First Avenue between 42nd and 47th Streets

Central Park, 59th Street to 110th Street between Fifth Avenue and Central Park West

Martha Graham School of Contemporary Dance, 63rd Street near Second Avenue

Council for Inter-American Relations, Park Avenue at 68th Street. Exhibits, music

El Museo del Barrio, Community School, District Four, 206 E. 116th Street

French Institute, 60th Street near Madison. Lectures, movies, library—English and French

Frick Collection, 70th Street at Fifth Avenue. Baronial mansion of an American industrialist, housing a private art collection, recitals

Goethe House, Fifth Avenue between 82nd and 83rd Streets. Run by the Federal Republic of Germany; features exhibits, displays and lectures

Jewish Museum, Fifth Avenue at the corner of 92nd Street

Metropolitan Museum of Art, Fifth Avenue between 80th and 84th Streets

Museum of the City of New York, Fifth Avenue at 104th Street

National Academy of Design, Fifth Avenue between 89th and 90th Streets

Solomon R. Guggenheim Museum, Fifth Avenue between 88th and 89th Streets. The building itself a work of art by Frank Lloyd Wright

Whitney Museum of American Art, Madison Avenue at 75th Street. Exhibits of American artists who are still living

Lincoln Center, Broadway and Amsterdam Avenue, between 62nd Street and 66th Street. Home of the New York Philharmonic orchestra, the New York City Ballet, the Metropolitan Opera, and the New York City Opera

American Museum of Natural History, Central Park West, 77th Street to 81st Street. Nearly twelve acres of exhibits

The Cloisters, Fort Tryon Park, west of Broadway near 190th Street. Recreation of the medieval world

Hispanic Society of America, Broadway between 155th Street and 156th Street. Goya's "Duchess of Alba," works by El Greco, Velasquez, Zubarian and Ribera

Museum of the American Indian, Broadway and 155th Street. Largest museum in the world devoted to the North American Indians

Riverside Museum, 310 Riverside Drive. Features Tibetan and Oriental art

New York Historical Society, Central Park West at 77th Street

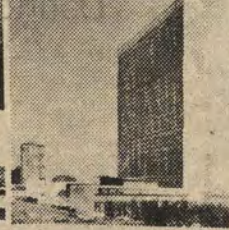
World Trade Center

Trinity Church

Skyline from the East River

Brooklyn Bridge

The United Nations



Skyline - Central Park

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Trustee meeting con't.

cluding the crew teams trip to Florida, came out of the members own pockets.

Following the reports, a discussion of the issues raised ensued. The major topic was that of the financial crisis of the college. Mr. Detmold who is in charge of development, assured us that the college was not in imminent danger of folding. He went on to explain that there were two different funds and types of donors. The first was large contributors or foundations, who give specifically to the Library Fund. Secondly, there were the alumni, parents, and friends of the college who gave in small amounts towards the day to day upkeep of the college. At the moment they have already raised two-thirds of the money necessary for the library. Former President of Student Government, Jay Levin voiced the opinion that what was needed was a long range plan rather than a short term measure like increasing the tuition or increasing the student faculty ratio.

At this point Mr. Griswold, head of the Board of Trustees, emphatically stated that people should not be frightened into concern. We were assured by Treasurer Knight that there was no imminent crisis and next year there will be a much smaller deficit, if any. As one Trustee put it "back in the depression President Blunt built six buildings."

Mr. Griswold then broke up the discussion as it was getting late. The housing situation had not been discussed at all so the trustees were persuaded to stay an extra fifteen minutes to hear

about the situation. Laurie explained the events that led to the crisis, the text of President Shain's letter and the actions of the college council and student assembly. She also stated that she felt that for the first time "the reasons behind the reasons" for the situation came out as blacks and whites on the campus started to talk things out. Dean Watson then clarified the new housing lottery system for any confused trustees.

Discussion then passed beyond the relatively dead issue of housing, since it was determined that the decisions had already been made. The racial tensions on campus were discussed. Mary Cerreto felt that the problem lay in the discrepancy between "the way it is outside in the real world" and the way it is here. Jay Levin suggested that communication between whites and blacks should somehow be institutionalized at first to eventually lead to natural intercourses. Norma Darragh made the constructive suggestion that next year the housing be an open issue, not merely an administrative decision.

Mr. Pinderhughes, the newest member of the board of trustees, concluded the discussion with the suggestion that the feelings on Connecticut College campus today are a legacy of the 1960's. The civil rights movement was neutralized, he said, by the white backlash around 1965. What we are left with today, then, is institutionalized polarization.

President Shain made some concluding remarks and the meeting adjourned to cheese crackers and refreshments.

New trustee con't.

Psychiatric Association named him chairman of its Task Force on Aggression and Violence, and that same year the APA appointed him to a second Task Force on Social Issues.

Dr. Pinderhughes' civic service has included Freedom House Civic Center at Boston, the Roxbury Community Council, the Metropolitan Council for

Educational Opportunity, and the Massachusetts State Department of Education Task Force on Racial Imbalance.

The black psychiatrist has been an adviser to the Boston Housing Authority, to the Massachusetts Commission Against Discrimination, and to the Board of Trustees of State Colleges in the Commonwealth.

Mamoorian receives award

A Connecticut College senior, Leslie Mamoorian of Warwick, Rhode Island, has received a highly competitive Fulbright-Hays award which will support her post-graduate year of study at a West German university between October, 1973, and July, 1974.

The honor is conferred by the binational Commission for Educational Exchange between the United States of America and the Federal Republic of Germany. It carries a stipend to cover travel and living expenses as well as tuition costs for the foreign study experience.

Miss Mamoorian has a background of eight years' study in German language and literature and four years of intensive work in Russian. Last

year she undertook an independent study of the Serbo-Croatian language, working with Assistant Professor Helen Reeve, chairman of the Connecticut College Russian department.

In Germany, where she hopes to be admitted to the University of Freiburg, Miss Mamoorian expects to concentrate her studies on aspects of romanticism in German literature and in German and Slavic folklore.

At Connecticut College she has held a Charles A. Dana Scholarship and was initiated this week into Delta of Connecticut chapter of Phi Beta Kappa. She is the daughter of Mr. and Mrs. Albert Mamoorian of 31 Maquette Drive, Warwick, and a 1969 graduate of Pilgrim High School.

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TC-C

Campus column

By F. EDWARD CRANZ

Like Mr. Reiss, I am going to speak of our new academic plan without saying very much about it directly. And as far as our title goes, it was the best we could devise on short notice when neither of our talks had been thought out, let alone written. Still I suppose that 'we' is the college, or all of us. 'What we are up to' refers to the common intellectual endeavor in which we are engaged. And I am convinced that we had better think and talk very seriously about what we are up to. To be a college today, particularly a college with a new academic plan, is no easy task. Perhaps we are attempting something which has become impossible, if not absurd.

For example:

The Central principle of the new academic plan is that every student shall think out an individual program in the light of the common aims of the College. I don't think there's much doubt that if you use those words as we have traditionally used them in educational matters, then we have moved very close to impossibility and absurdity. Take the 'common aims of the College.' This surely sounds as if there are certain basic requirements, however skillfully disguised, which must appear in every program; they are neither 'thought out' nor 'individual'. 'Individual' on the other hand, means what I have decided to do by myself, what 'I like'; it is neither 'common' nor 'thought out.' Finally, what we mean by 'thinking' is primarily what is technical and operational; such thinking will never reach any common aims nor any individual. Hence the College has found three nice ideas: 'common aims,' 'thinking out a program' and 'individual' and we have boldly proclaimed all three as our goals. But in the light of our usual language and our usual selves, all three may very well turn out to be imaginary; if any one of them can indeed be actualized, it may well destroy the other two.

Those of you who know me are doubtless already sure that I will end up on a more optimistic note than that. I have the weaknesses of that legendary Calvinist who was said to be a pretty good theologian except for the fact that cheerfulness kept breaking through. But what I have just said, I have said seriously. I believe that it holds, given the assumption that one is speaking of our hand-me-down use of the terms and of our hand-me-down minds.

As to why our hand-me-down terms and our hand-me-down minds should lead to so much nonsense is so good a cause, the reason is that we have been living in a time of rapid change and that we have let the change far outrun our response in affairs of the mind and education.

In a healthy situation, there is always a reciprocal relationship between society and the person, with education functioning as the middle term. It is evident that there has been a radical change in society in the largest sense, in the human world in which we live. I would suggest that we have lagged far behind in realizing

what this means for a redefinition of the person, and even further behind in realizing the appropriate redefinition of education.

A brief history of how we got there may help to clarify the situation in which we find ourselves. I shall outline in schematic form two earlier stages of the relation between society and education and then try to move on to our present third stage which seems to be having so much trouble catching up with itself.

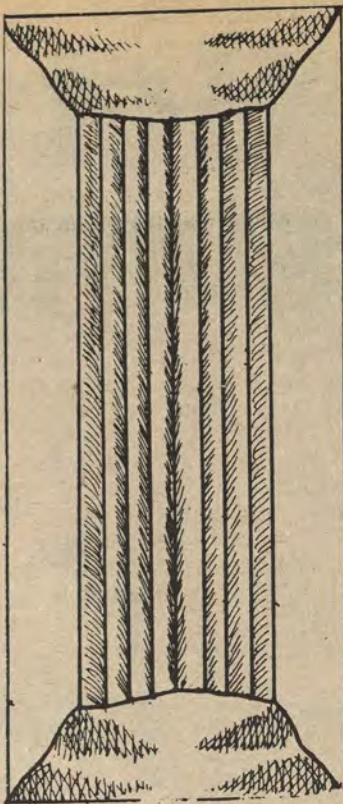
The first stage may be illustrated by ancient Sparta, where we find a society which functioned as a single holy order; it may be regarded as essentially an educational institution designed to produce and maintain Spartans. Its education was, quite appropriately, a single, one-valued, holy education. Do not condemn it lightly, and do not forget the Spartan claim that the free Spartan was the freest man in Greece. (Nor should we forget that such a single-valued education would still be the majority choice, by a very large majority, in any global vote.

photo by draper



Mr. Cranz

A second stage of society and education emerged in medieval Europe and even more in the Renaissance. Here a single holy order of Christianity was modified by secularization and by the development of a secular area. Four our purposes the crucial point is that education, along with reason, was now placed within the secular area; it no longer addressed the whole person but only a limited, if highly ornamental, part of the whole person. One could illustrate this from the first clear model which emerged, that of 'Renaissance education,' with which we are all vaguely familiar since most of our colleges are still vaguely imitating it. It was an education for Christian gentlemen; it took the Christian gentlemen as given, and it was not the business of education either to produce them or to call them into question. There have



been many later variations, in which one does not change the fundamental pattern but typically omits the Christian context and aims instead at an education for a bourgeois, for example, or a Frenchman or a German. Fairly recently, we still had the 'gentleman's B'. But there was no change in the fundamental situation where the Christian or the gentleman, or the anti-gentleman was there first, where he possessed the education (even if somewhat contemptuously in the case of the 'gentleman's C'), and where he was not called into question by it.

All that's not so difficult; that's just history. What about the new situation? What about this alleged large change which has taken place without our being fully aware of it and surely without our having adequately adjusted our education to it. I shall try to be simple, but I'm sure I shall not achieve any large measure of success, partly because the situation itself is difficult and complicated, partly because my own thinking about it is still so inchoate.

The basic change is that the secular area or education is no longer contained within and limited by various total orders of commitment, by various civilizations or 'lives' such as those of the Christian or the bourgeois or the German. The world or the secular area has become the universal all-embracing category within which one finds multiple civilizations and multiple lives. In terms of all past history we have a new, paradoxical situation in which what is ultimate, that is the various civilizations and lives, is now multiple; what is secular and worldly, but not ultimate, is now all-embracing and universal. And this surprising change makes necessary a fundamentally new structure of concepts or symbols for thinking about either society or education or the person. It has been the failure to grapple with these new problems which has left so much of what we have been saying about education simply 'unthinkable' in the literal sense. Contrariwise, only a honest facing of the new situation gives us any hope that we may again be

(Continued On Page 13)

Alice Walker Reads writings



Alice Walker

At age 26 she wrote her first novel, *The Third Life of Grange Copeland*, about three generations of black, southern sharecroppers and how their lives have changed. John Henrik Clarke, associate editor of *Freedomways*, commented: "She (Alice Walker) can be depended on in her writings to define the true nature of the black experience."

Four years ago, her first book of poetry, *Once*, went into a second printing shortly after publication, and won such critical praise as "She speaks the voice of her time in present tense" (*Atlanta Journal*); "They are angry and vivid poems that give the reader an urgent sense of being on the scene," (*Ebony*); Her poems deal with the civil-rights conflicts in the South and her experiences living with the Bugandans and the Kikuyus and Uganda and Kenya, East Africa.

Now, at age 28, Alice Walker will have her second collection of poems, *REVOLUTIONARY PETUNIAS*, published by Harcourt Brace Jovanovich. About this new volume *The Kirkus Reviews* has written: "Brightly sensate, true to a definite, attractive mind. Alice Walker can evoke a whole realm of experience with the soft black inflections of a simple statement."

Alice Walker has been an active civil-rights worker since she was a teenager. In Georgia, where she was born and raised, she helped to register black voters. She attended Spelman College for two years and received a B.A. degree from

Sarah Lawrence College in 1966. After working for the New York City Welfare Department, she moved to Mississippi and participated vigorously in Project Headstart, voter registration drives, and securing welfare rights.

Her husband Mel R. Leventhal, a civil-rights attorney, is Associate Counsel of the NAACP Legal and Educational Defense Fund, Inc. They live in Jackson, Mississippi, with their daughter, Rebecca.

Alice Walker first appeared in print in 1967 when her essay, "The Civil Rights Movement: What Good Was It?," won first prize in a contest sponsored by *The American Scholar*. Her work has also appeared in *Negro Digest*, *The Denver Quarterly*, *Freedomways*, *Essence*, *MS.*, *Harper's*, *Redbook* and in several anthologies, including *The Best Short Stories by Negro Writers* edited by Langston Hughes, *Voices of Revolution*, and *Now*.

Miss Walker has been Writer-in-Residence, and teacher of Black Studies at Jackson State College and at Tougaloo College, and Consultant in Black History for Friends of the Children of Mississippi. Most recently, she taught writing and literature at Wellesley College, and a course on Black Women Writers at the University of Massachusetts in Boston.

Alice Walker, courageous author, will read some of her poetry on Tuesday, April 24 at 7:30 p.m. in Hale 122. Following the reading there will be a reception in the College House.

What are we up to?

able to think together about education and the proper uses of the mind, whether from the standpoint of what is individual or from the standpoint of what is common.

With some trepidation, then, let me try to think with you about the implications of such a new situation for the mind and education. I shall do this first from the standpoint of society and then from the standpoint of the person. I should say in advance that in neither case am I engaging in a merely factual analysis, or simply saying 'how it is.' Nor am I simply dreaming up a Utopian society or person and telling you how I wish it were. What I am trying is to bring to awareness a sense of direction and intent within the symbolic structure of our thought and actions, whether as a society or as persons. This may not be precisely defined; it is something which may be aimed at more than achieved. Nevertheless I believe it has a kind of reality for all of us as a kind of actual-ideal.

Most fundamentally our society, whether looked at as the College, the nation, or the globe is a radically pluralist one. It embraces or contains a multitude of civilizations or 'lives'; in some way these lives are the most basic part of the whole structure, the ends for which the rest is means. At the same time as society, it must have public and common areas; it is not simply pluralist, for it is also a society. Finally in such a radically pluralist society, 'lives' have meaning as they move out of the past into the future. Without the link with the past, they fall, as you have heard, under the curse of amnesia or sleep-walking; without the recognition of a real past, there can be no hope for a real future.

Now if this is our actual-ideal society or our hopes for one, what are its intellectual and education needs. What are your needs as members of such a society? In the first place, for thinking and acting together, there must be public perspectives which transcend or even ignore the multiplicity of the 'lives.' Such perspectives are found in the secular disciplines originally worked out in the early modern West, disciplines which are in part a response to the modern world and which in part produced the modern world. Such disciplines go as far as they can in the extension of human knowledge and power while at the same time remaining completely independent of the absolute commitments which alone make 'lives' possible. Most spectacularly, these are exemplified by the natural sciences, the social and behavioral sciences and, from a different aspect, history belong to the same category.

In the second place, in such a society men need human understanding of lives and faith different from their own, for the society cannot survive if its unity is merely mechanical and operational. Here the paradigm is one form or other of the modern transformation of the humanities. More and more, for example, we read the Iliad, the

Poem of Job, or the Divine Comedy as the artistic correlates of different 'lives' which we affirm to be as ultimately valid as our own, though we may believe in neither Zeus, nor Jahweh, nor Christ. From the same standpoint we move out toward a comparable understanding of the literature and the art, the philosophy and religion, of other civilizations not directly our own ancestors but with whom we are brought into relation by the increasing smallness of the modern globe.

Finally, such a society needs continually to be aware of and explore the relation of its 'lives' to their pasts. I do not know that any single discipline is dominant here though all the disciplines which deal with the past may make its contribution. (and nearly all disciplines do this). In the careful examination of one's relation to the past one becomes aware of the complicated development of one's own civilization and life, of the relation between continuity and change, of the mystery of human ways of responding which produce lives and not simply IBM machines.

I have tried to look at the intellectual needs and demands of our modern society. It will not surprise you that I have ended up with Groups A, B and C of the new academic plan. But my point is that all of us, and particularly you students, if you are not to have an education simply by hear-say, must engage in some sort of similar thinking. You may come out more or less as I have, and in that case you will work within the college-designed options. You may come out more or less differently, and in that case you may wish to develop a program of your own through which you can yourself respond with self-examination to the modern world. And the thinking can't stop with the adoption or approval of one plan of courses or the other. You will have to think in and about the courses you have chosen as you use them to explore the society of which you are a member to help meet the old Greek imperative of 'know thyself.' And let no one dream that thinking about your education will be finished when you graduate.

One can reexamine the same problem by taking persons rather than society as the starting point. Doubtless there are tensions here, but I am always surprised by the extent to which as 'actual-ideals' the society and the persons are reciprocally supporting, even in an age when the public noise would lead us to expect the opposite. In a curious way, most of us by the time we have come to college seem already to have been introduced into a common symbolic universe which we share with the society as a whole. We were mysteriously taught by people who neither knew that they were teaching nor even what they were teaching. And we learned without realizing either that we learned or what we learned. But like the slave in Plato's Meno we give good and common answers when asked the right questions, and I suppose that is what we are supposed to

do to ourselves at College.

The person finds himself first of all within that life, or in the hope of that life, which is his own commitment. He quickly comes to realize, however, that he cannot expect to prove such a commitment publicly; there are other very different lives which he must recognize as no less human than his own. In such a society of different lives, he will recognize the need for public perspectives which he can share with those of different 'lives.' He will also recognize the need for ways of using the mind so as to enter sympathetically into other lives not his own, but which he supports and from whom in turn he hopes to receive support. Finally, as he finds himself living on that borderline between past and future, where to cut his tie with the past is to block any future which is really new, he will seek ways of using the mind to apprehend and explore the creative tension between past and present of the person in the modern world.

Once again, I am back with Groups A, B, and C, though this time in a different order. You in your own thinking may not end up exactly as I have done, but the plan welcomes such diversity. What I hope to have shown, first of all, is that whether we start from society or from the person, we can think about education in the light of the common aims of the college. Perhaps one can speak of these common aims as being embodied in a fundamental social contract which establishes the college community. The student by coming here agrees that in thinking out his general education program he will face honestly the problem of society and the person in the modern world. The College, for its part, agrees to accept any program thought out through such a facing of the educational problem and to further all such programs. (Like most social contracts, this is a myth. Should we make it a reality?).

I have further maintained there are ways of thinking about the question of education which result in programs which are both answers to the question and your own individual answers to the question. Open your eyes to your awareness of your society and of our hopes for it; open your eyes to your own perspectives and commitments. If you are willing to do this, I am confident that educational and intellectual needs on the one hand, educational responses on the other, will reveal themselves to you. You can then continue under your own steam to work out a program which embodies these needs and responses and which uses the resources of the College to explore, and to begin to fulfill, your vocation as a person in your society. And when you do this, we will have achieved the triple goal of the new plan, the thinking out of individual programs in the light of the common aims of the College. What we are up to is neither impossible nor absurd, imaginary nor contradictory. I think we should be ashamed to attempt anything less, but let us be under no illusion that it will be easy.

In closing, I shall discuss three points already mentioned but which need expansion; first, what does it mean that the programs are to be individual; second, what does it mean when we speak of planning a program as thinking; and finally what is the relation of my 'life' to the College program.

Individualism is a tricky and elusive concept. Briefly my position (and I believe it goes against some of the current climate of student opinion) is that the unquestioned end on which we can all agree is that what takes place in education must 'happen' (if that is the right word) in the individual; you cannot have it by hearsay.

Let me try to disentangle some of the historical roots. The origins lie in Iron Age societies of Israel and Greece; in each case, though very differently, we find a rejection of what was now regarded as the hearsay of the Old Oriental civilizations of Egypt and Mesopotamia. In the case of Israel, there is the hope of the New Covenant of Jeremiah. 'And they shall teach no more everyone his neighbor and everyone his brother, saying 'Know the Lord,' for all of them shall know me, from the least of them to the greatest of them' (Jer. XXXI, 34) Hearsay is out; it must happen in every Israelite; the content is the revelation by Jahweh of a single law. In the case of the Greeks, there is Socrates' comparable attack on hear-say in his condemnation of the unexamined life; there is no use in getting the right answer from someone else. The content is seen by the intellect, and it is again one universal answer. A

third type of individualism is rooted in Christian speculation on man as made in the image of God. There is the assertion of Pico della Mirandola that man, unlike all the other creatures, has no fixed nature; as the image of God, who is the I AM THAT I AM, man is free to make of himself whatever he chooses. Or for a later anti-Christian variation, there is Sartre's 'Man is not only free; he is freedom'; man himself now is that I AM THAT I AM.

My point is that these four radically different answers all 'happen' to the fullest extent in the individual. Our primary obligation is to 'think' so that something 'happens' in us. We limit our thinking and make it less individual when we prejudge the answer and decide in advance either to come out with a universal answer (maybe we're not universal) or to come out with a unique answer (maybe we're not unique). I have illustrated this from 'lives' but as regards the new academic plan, the moral is that the first obligation is to think about the whole situation in which you find yourselves and about yourselves as whole persons. Maybe you will find your thinking embraced within the College designed option; fine! Maybe you will find that your thinking leads you to other constructions of your own; fine! In either case the thinking is prior to the choice of one option to the other; it leads to further thinking in the working out of an individual program; and you are going to have to keep on thinking not only in but also about every course you take.

Maybe the second question, about thinking, can be handled

more quickly. Here again, I am simply trying to fight against limiting and hampering assumptions. My impression is that we have not yet sufficiently emancipated ourselves from the original relegation of thinking to the secular area. This becomes more dangerous as the ultimate consequences of secularization are revealed to be the elimination of value, of what is holy, and finally of what is human.

All thinking and all reason is then 'reduced' to a point where it is merely technical; even man finally becomes simply the answer to a technical question as in Jacques Ellul's frightening Technological Society. Obviously the thinking called for in the new plan is at the farthest remove from this operational and technical form. What it seems to involve is a kind of openness to a human situation, whether seen as society or as person, and a human response to this situation. But as long as we cannot engage together in thinking of this sort, then one will continue to be faced by the familiar accusations that the statements made in the academic plan are cynical window-dressing or disguises for departmental log-rolling. Maybe this is a new kind of thinking or use of the mind, neither Old Testament revelation or Christian faith or Greek intellect or modern science. But in a radically new situation, let us be open to radically new uses of the mind.

On the last point, the relation of education to our 'lives', I speak with great hesitation, but one cannot escape the problem. Through all the discussion of education we constantly speak of its wholeness, and it is clear that we are dealing with something that touches the whole person, that involves an examination of the whole person.

But we do well to keep in mind a possible reversal of Socrates' familiar dictum (I have borrowed this from Mr. Reiss). If Socrates said that the unexamined life is not humanly worth living, there is also the complementary truth that the un-lived life isn't humanly worth examining.

There are multiple lives, and yours should be one of them. The College or your education can do a great deal to deprovincialize your life. It can show you that it is only one of many; it can show you how to view it from a strictly public and uncommitted perspective. But all of this, I fear, does nothing directly to strengthen and give vitality to your own particular life, and you cannot live simply by the common life of the mind. At some point, if you are going indeed to live and die as a Zoroastrian, you had better get together with your fellows to participate in the growth of that non-public, non-common life as you work out together new liturgies, new theologies, and new ways of carrying out the mission of Zoroastrianism in the world. And so, mutatis mutandis, for all other lives. But this is not the business of a common, public College such as Connecticut College is. We welcome Zoroastrians, but we would also welcome anti-Zoroastrians, and so for all other lives. I am convinced that today only the context of a general, common education

(Continued On Page 5)

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Frosh undefeated

By Kevin Kelly

The Connecticut College men's freshman lightweight boat captured first place in its race at the Davenport Cup Regatta to remain undefeated for the year. The Women's varsity placed second and the men's heavyweight boat finished fourth in its race.

Rowing under beautiful sunny skies on the Merrimack River in Lowell, Massachusetts, the lights showed a potential to be one of the top small college freshman lightweight boats on the east coast. The lights faced tough competition for the first time this year and won by three lengths going away.

The first four strokes of the race gave Connecticut a half length lead over the other four boats in the race. Amherst and Worcester Polytechnic Institute, both of whom were expected to challenge Connecticut, were quickly reduced to battling for second place, which Amherst won.

The heavyweights did not do as well as they would like to have, but they performed admirably against six seasoned crews, which Connecticut is not. Manhattan and W.P.I. fought for the first two spots, Manhattan winning at the line by inches, while Connecticut and Amherst battled each other for third. Connecticut was a length behind Amherst with 250 meters remaining. Connecticut's sprint quickly moved the boat up on Amherst, but the older crew failed to panic and held on to win by a few inches also.

Obeysing the starter's instructions, the Connecticut women's varsity boat was backing up when the race was

unexpectedly started. By the time Connecticut could reverse its stroke it was a full length behind the other five boats.

Failing to become flustered and rowing as if under normal conditions, Connecticut quickly caught and passed Syracuse, University of Rhode Island, and W.P.I. Williams, having gained both a practical and psychological advantage with its brand new lightweight Schoenbrod shell, and M.I.T. set the pace.

With 250 meters left in the 1000 meter race Connecticut exploded with a sprint that carried the boat past M.I.T. and closed the gap on Williams. Unfortunately Connecticut needed another 100 meters to catch Williams. Williams won by less than a length.

All of Connecticut's boats have displayed remarkable maturity for a team comprised primarily of freshmen. Few team members ever rowed before coming to Connecticut College and some never competed in athletics at a serious level. No crew has quit during a race. No team has sat on a lead and permitted its opponents back in the race. With the notable exception of the lightweight every team has trailed and come back either to win or at least to challenge.

The lightweight boat will need every bit of maturity it can muster Saturday morning when it will face the u.s. Coast Guard Academy and Marist College at Derby, Connecticut. Both crews are considered to be the top small college teams in the east. Last year the Coast Guard won the Dad Vail Championships symbolic of the national small college championships.

Booters scrimmage

By G. Woodward

The Coast Guard and Conn. College are at it again. Every Monday and Wednesday until the end of the semester an organized dog fight in the guise of a spring soccer game is taking place. Under the leadership of Bill Lessig, a courageous group of former and prospective Camels are learning to play soccer together in preparation for the fall season. All the scrimmages are being played on the Conn. field across from Palmer Auditorium and such noted past

stars as Javier Suarez and David Kelly will be performing and playing their favorite past time, next to girls of course.

Other players involved include James Low, Mark Gerolmo, Dario Coletta, Nick Schulla, Dan Tucker, Greg Woodward, Sean Murphy, Gully Hand and anyone else who happens to wander by. For those of you soccer buffs who have yet to show your skills, the team would welcome any newcomers, so feel free to slip on your spikes and sprint down to the field at 4:00 on Monday and Wednesday afternoons.

intramural basketball con't.

they weren't putting so many points on the board and there was a faint ripple of Is it possible? going through the crowd. The Hamilton ripple, however, was subject to time termination and a Harkness tidal wave. The Horde smelled blood and suddenly became sharks. They stayed even with Hamilton and that's all that was necessary for the 59-47 win and The Conn. College Championship.

Paul Lantz and Mark Warren played their guts out for Hamilton running the offense and defense and just running and so their point totals of 15 and 13 pts. doesn't give the total picture of their effort. Peter Johnson, Roy Taylor, and Dean Smith also

didn't have their actions or emotions reflected in points, but rather in body paleness.

Harkness was just too much, too strong, too determined, and blessed with more than just two players. Like Hamilton, the Horde had depended on a team effort all the way and although Bruce Garnant garnered 17 pts. and Keith Nappi 14 pts. everybody else was right in there

—Mark De Gange 9 pts, Dave Chaffee 4 pts. and Big Defense Frank Kadell 8 pts. and intimidation, Ted Schellet 5 pts. and consistency, and Peter Paris 2 pts. with mascot mastery. The Harkness Horde is Highness of the Heap!



photo by parkman

Freshmen men's lightweight boat

Sporting about

By Stu Meyers

The Conn. Golf Team is alive and somewhat well with a motley array of folks with different strokes. The golfing gentlemen include: Stuart Meyers, Timothy B. Reynolds, Tom Sullivan, John O'Hare, Paul Lantz, Roy Taylor and Wild Bill.

The Conn. Chipsters scared off the New London High team for a forfeit (although the inclement weather may have lent a helping hand) in their first encounter and then travelled to Cromwell Conn. to pitch with the Wesleyan J.V. Wheezing, wet and wasted the team came through with a 3-2

victory over the highly rated J.V.'s but it wasn't decided until the last foursome played out.

Twenty-four hours later Conn. was perched at Pequot Golf Club to enjoy the home course advantage against Fitch High School. The Chipsters were at a marked disadvantage since most of the greens had been closed during practice due to wet weather and so the touch around the greens was lost about 100 yards away (where the temporary greens had been) and this is where Fitch did their damage. I'm not sure if all members have returned yet since there were many water hazards right in the

middle of the fairway and many Chipsters were seen wandering aimlessly about the flagstick wondering what that close cropped stiff grass was that they were walking on. Fitch, since they brought their putters and beat our number one and two men, probably won but there was a rematch last Tuesday that didn't make the printing deadline.

Today, the team locks wedges with the Wesleyan J.V.'s at Pequot and tomorrow there'll be a battle with the Faculty and the experts will be watching who stays out of the woods.

Pundit Profile: Ken Slate

By ERIC MC KENZIE

Tucked away in an obscure corner of the Larrabee basement is Ken Slate, one of the most promising young hockey prospects in Canada today. His meteoric rise to fame started when he was only three years old. As far as he can remember, hockey has always aroused his enthusiasm.

For the past four years Ken has been playing goalie in Canadian

Junior A Hockey. His quick reactions in blocking hundred-mile-per-hour shots has qualified him for this grueling position. As a result of this dubious distinction, Ken bears the scars of a continual bombardment. But, he quips, so far he has been able to survive the severe maulings undergone by more experienced goalies.

In the short span of four years he has amassed many honors

including Rookie of the Year, Most Valuable Player four times and All Star Team member of which he was elected captain three straight years. His option is held by the Montreal Canadians of the National Hockey League. One of his most conspicuous records is for having been treated for the most separated shoulders in the history of Massachusetts General Hospital.

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Coffee spoons

Eric Newcomer, '76, and P. Anthony Eprile, '75, will read some of their short stories today as part of the English Department's "Coffee Spoon Sessions." Both are students in Mr. William Meredith's creative writing classes.

The reading will be in Thames Hall, first floor, at 3:30 p.m. Coffee and cookies are offered for a 15c contribution.

Want to buy girls (age 9-10) bike, womans bike. Ok to defer consumption until end of term. Contact S. Wertheimer, Box 1614 or 447-9504.

Intramural basketball: Playoff Prattle

By STU MEYERS

Local bookies have reported back that little action was taken in their parlors on Big Bad Burdick to go all the way in the intramural Basketball playoffs but there was a lot of action in other parlors as well as on the court.

The first game of the playoff sequence was a pandemonium prelude for what was to come as J.A., LL and the Faculty mixed it up before a frenzied, raucous capacity crowd. The confidence and gusto of JA was evident as they grimly held on to a 42-38 third quarter lead but everyone realized the great reserve strength and resourcefulness that's been the Faculty's heritage were smugly waiting for their victory drive. The Faculty remained behind with about 30 seconds left in the game but a half court J.A. bounds was intercepted by Ned Preble whose lay up tied the game and sent the festivities into a three minute overtime period.

Defense and hard noses dominated but J.A. squeezed in 4 pts. to the faculty's two to win the game 62-60. The major emotional undertaking that was J.A.'s victory highlighted Tucker Hewes, Kevin Kelly and Andy Kercher with 14, 13 and 13 pts. respectively while the two guns for the Faculty all year long, Ned Preble and Bill Lessig, came through again with 33 and 13 pts.

Monday's next game showcased undefeated, undisputed Park power against fourth place Larrabee. It was a tight, sloppy, low scoring game although Larrabee was obviously outplaying Park, they were cold from the floor and were behind 32-31 through three quarters. But then Randy Russ took over. He scored 9 of his ten game points in the fourth quarter while Bernard Bradshaw and Bruce Croffert were tremendous on the boards and Jerry Glover contributed good ball control, as Larrabee won the fourth quarter 20-6 and the game 51-38.

Park relied on uncanny outside shooting throughout the year but being behind so late in the game was not only a new experience but could have unnerved the outside bombing. Larrabee controlled the boards all night and that also didn't help. It's a shame to think that Park's only loss resulted in elimination but timing in sports is not always sympathetic and Larrabee certainly wasn't. The Brothers Two, Bradshaw and Glover popped in 13 and 12 pts. respectively while Park's inside man, John Phillips, led the hot shots with 10 pts. Park's outside game was nowhere to be found. Mark Kestigian had no second half pts. and Rob Shiffrin had a total of 6 pts. and that's Park's post mortem.

Tuesday pitted the Hamilton Hoopsters against Bad News Burdick. Wayne Gibbons didn't show and Dino Michaels was out on technicals and the game was soon over as Hamilton sprung to a 21-10 first quarter lead. Burdick didn't put out, they didn't try too hard and their major concern

seemed to be who could basket hang or pout the best but Hamilton was really playing together. All that can be said is that it would have been a closer game if Burdick had their firing power.

The balanced scoring indicated how well Hamilton was moving the ball around and hitting the shots. Paul Lantz had 20 points, Mark Warren, 13 points, Pete Johnson, 12 points, Roy Taylor, 10 points. It was something to see as was Don Formey's acrobatic 16 points for Burdick. The Hoopsters romped 65-43.

Tuesday's next game gave due notice to the Harkness Horde, who are not only overpowering during the game but during the warmups, the timeouts, the slap fives and even while getting some water. They are a four forward, one guard team and everyone crashes the boards and their effort is measured in team play. Oh, by the way, Freeman offered the competition, but not for long, since the first period score was 17-9 and was only a stop over for a 37-17 Harkness half time lead.

Harkness was quite imposing as Frank Kadell blocked five shots and Bruce Gannant couldn't miss, ten for thirteen from the field, to allow only the excitement of Freeman fortitude creeping to within six points in the third period before finality and fatality set in, 63-50. The Bruce and Frank Harkness Revue was augmented by Dave Chaffee and Keith Napier with ten points apiece. Freeman relegated retirement, sported some life in John Aldeman and Rick Dreyfus with sixteen points each.

Wednesday staged the semifinals as Hamilton and Larrabee fought to determine the North Conference Champion. The Hoopsters slick front line passing and fast start remained constant as reflected in the 29-14 first quarter score. The Hamilton strategy seemed to be let the Brothers Two have their points but control their fast break and collapse on Bruce Goffet to negate his rebounding and inside game. It helped that Hamilton was hot and almost psychic with their passing because, although they were ahead by thirteen points most of the time, it was always a shakey lead.

The teams traded baskets pretty even throughout but Roy Taylor was phenomenal with his inside touch and dominance on the boards. Despite the well-executed strategy and diabolical defense employed by Hamilton, you almost had to say that Roy was the game. He had twenty-three points to supplement Peter Johnson's twenty-three game points, and Mark Warien's fourteen points of Hamilton's seventy-three game points. Bernard Bradshaw hit for 26 points to go with fifteen for Jerry Glove and Bruce Goffett and Larrabee's 67 points.

Harkness and the JA Jamboree met for the Southern Conference Championship and a chance to meet Hamilton for the whole

shebang. JA must have known it'd be real tough to come from behind against Harkness so they were hoping for a fast start but, apparently, someone stole their starting blocks. They scored five points in the first quarter.

Harkness developed an interesting pattern themselves-eight first quarter points. The big men weren't getting passes and the picks they were setting weren't getting pointed.

The Harkness Horde was back to the basket in the 2nd quarter and it showed on the scoreboard 31-12 at halftime. Everyone in the starting five scored and it looked like another romp but back to the pattern. In the 3rd quarter, the Harkness big men were back to picks and standing around and maybe doing a folk dance or two to score a commanding 5 pts.

J.A. was too far back to take real advantage since Harkness was still controlling the boards and allowing only one shot, offensively for J.A. The Jamboree got to within 13 pts. until they decided to get into the single

figure fits with a 6 pt. 4th quarter. Harkness didn't twiddle their thumbs over that gift with everybody scoring again for a domineering 59-29 win. Keith Nappi soared to score 17 pts., Dave Chaffee shook to rate 14 pts., and Frank Kadell whirled and twirled for 10 pts. No one was in double figures for J.A. which goes to show how bullish the Horde can be.

Nine-forty five Thurs. night Crozier is rocking from the SRO vibrations. The Hamilton Hoopsters are on our left. The Harkness Horde on our right. The Mike Shinault Trophy 4 the Annual Intramural Basketball Tournament in the center. The hype of the heap. I believe in magic.

Harkness came out picking on offense and switching well on the man to man defense. Frank Kadell was all over the place and the Horde was attacking and dominating the boards. Harkness could afford to gamble on their shots and play loser because they had better rebounding

possibilities whereas Hamilton was allowed one shot at the basket so they had to hit high percentage shots and be more disciplined with their outside shooting. Hamilton eeked out to a 23-21 halftime lead but it was congested and tight and Harkness hadn't even exploited their inside shooting consistently.

Bruce Garnant came out for the 3rd quarter like a man possessed and hit 4 for 5; in contrast to the deadly cold shooting of the Hoopsters. Hamilton didn't score for the first 4½ min. of the period and, in the process of pressing, were outscored 19 to 7. Harkness was moving the ball around more and their press was bothersome as they began to pull away and show Hamilton their heels.

The Hoopsters started diving and challenging the Harkness Clog in the middle during the 4th quarter. Although many layups and finger rolls weren't going in Hamilton had more opportunities and so closed the gap to 6. Harkness was working hard but

Women's Crew vs Princeton

By Kevin Kelly

The Connecticut College women's crew team "crabbed" at the midpoint of its climb toward national prominence. The Princeton Tigresses handed the Camelettes their first defeats of the year on the Thames River Saturday morning.

For a change the Thames was smooth. There was only a slight crosswind. The 1,000 meter course was run upstream against the current.

At the start Connecticut moved in front by two seats of the eight and held this advantage through the first 500 meters.

Connecticut fell apart in the third 250 meters. The team was

stroking high but couldn't put any power into the strokes and, consequently, lost its cadence. Princeton opened a two-length margin with 250 meters remaining.

Connecticut, however, showed its exceptional maturity and poise. Connecticut started a sprint that closed the margin by a length in the last 100 meters. Princeton was still losing ground, er, water, at the finish line, but held on to win by slightly less than a length.

The junior varsity also lost its first race of the year. A bigger, stronger, much more experienced Princeton team led the entire race, but was under

pressure the entire 1,000 meters. Connecticut never trailed by more than a boat length and crossed the finish line less than a length down. Both jayvee times were faster than their varsity counterparts.

Next Saturday afternoon Connecticut faces Wesleyan and M.I.T. on the Connecticut River in Middletown. M.I.T. has a strong women's rowing program and has prou itself to be one of the most competitive teams in New England this year. It is important for Connecticut to regain the winning tract at this race.

The combined women's record now stands at six wins and two losses.



photo by parkman