Senior Class Held Accountable for Grand Larceny

by Suzanne Bohan

On Monday, October 3, the senior class held a party in ConnCave in the Crosier Williams Student Center. Shortly after midnight, while the party was still in full swing, thieves gained access to a storage closet in ConnCave and made away with approximately $5000 worth of sports merchandise.

The manager of the Ski Loft, a local sporting goods store, had been commissioned by the senior class to hold a sale in Cro on Monday, October 3 and Tuesday, October 4. Late Monday afternoon, the merchant stored his unsold goods in the ConnCave storage room; this being the common procedure used during a two day sale.

The senior class party began at 9:30 and proceeded smoothly for the next three hours. During this time, individual students entered the locked storage room to obtain records for the disc jockey. The d.j., Tim McDonough, was the only person with a key to the room.

At 12:15, Kevin McCrudy, one of the senior class Student Activities Council representatives, and classmate Jurg Heim entered the storage room to retrieve their jackets. Upon turning on the light, they noticed that their jackets, as well as several ski parkas from the sale, were missing. The remaining jackets were on the floor. At that moment, McCrudy and Heim saw a figure run from the room through the west exit. They suspected the suspect but lost him near the tennis courts. Seven ski parkas, each valued at approximately $150, and a duffle bag containing tennis rackets, ski sweaters and miscellaneous sports items were stolen. Investigators found several parkas in a garbage bag in the storage room. They believe that the stolen goods may have been concealed and removed in this manner.

Senior class president, Sheryl Edwards explained that the theft directly affects a least 400 people. Dean Margaret Watson has made it clear that the senior class is responsible for all liabilities. Also affected is the entire college community, as future occupants of the ConnCave dormitory.

The actions of a few students has led the administration to question the integrity of the entire student body.

Director of Campus Safety, Charles Richards is leading the investigation. Anyone with information should contact Richards immediately.

Margi Lipshez

by Shannon Sullivan

The Office of Residential Life was formed this year in order to diminish the college community's consumption, suicide, racism, drug-use and sex.

During the last four years over one million dollars have been spent on physical science facilities at Connecticut College. Most of these improvements have been made in New London Hall.

There are new electrical and ventilation systems, an insulated attic, energy saving windows, bathroom facilities for the handicapped, and extensive laboratory renovations. The ceilings throughout New London Hall have been replaced, and there is now almost twice as much light in the labs and offices as before. An elevator will be installed in the building this spring.

Related work is being done in the College House, located behind Smith-Burbeck dorm. Storage space at College House is being expanded for the zooology department's collection requirements which includes boats, wet suits, and tools for field work. The large storage area, known as the New London Hall, the renovation budget is $1.1 million. More than 90 percent of the money has been raised. Pfizer, Inc., a chemical manufacturing company based in Groton, has donated nearly a quarter of the total amount.

Dr. John Kent, Chairman of the zoology department, expressed satisfaction about the New London Hall changes. The remodeled labs offer a new environment for the students to learn.

The renovation has been made possible through the federal government's Education Supplemental Loan program which involves the sale of low-taxable bonds to Connecticut College families. The program was encouraged by a reduction in federal interest rates. Colleges can then apply for the funds and in turn lend them to families at a low rate of interest. Only Connecticut, Yale, and Wesleyan have chosen to participate in the program. The colleges are using the state's credit to aid families with capital flow problems.

The program was encouraged by a reduction in federal loans and grants to college students by the Reagan administration.

Marg Watson

by Richard Kassel

The Connecticut Higher Education Supplemental Loan Authority has issued bonds which have made loan money available for Connecticut College families. The program involves the sale of low-taxable bonds to corporations. Colleges can then apply for the funds and in turn lend them to families at a low rate of interest. Only Connecticut, Yale, and Wesleyan have chosen to participate in the program. The colleges are using the state's credit to aid families with capital flow problems.

The program was encouraged by a reduction in federal loans and grants to college students by the Reagan administration.

Already most of the funds, which are dispersed in $200- $5000 sums, have been exhausted. The monies are lent to families at a fixed interest rate of 9.75 percent. 75 percent of all loan applications have been approved although some are still pending.

Marcia Gardiner, Director of Financial Aid, said that although the family loan program "is not need based, we want to help families with cash flow difficulties. College is sometimes a family's biggest investment. We don't pay for houses or cars in eight installments. Why should families be expected to raise up to $5000 a semester?" Mrs. Gardiner was surprised at the
Your Choice, Your Responsibility
by Jane Rowan
On Wednesday, September 28 in Bill Hall, Gay Stanislawski presented a lecture entitled "Women's Health Issues" as part of the Women's Studies Lecture Series. Stanislawski is the OB Nurse Practitioner in the Warnshuis Infirmary at Connecticut College.

Stanislawski's discussion focused on the different methods of birth control that are currently used by American women. Many people are inaccurate informed about the wide variety of birth control methods that are available for women to use.

The most ineffective and least recommended method is hope. Stanislawski explained that some young women believe that "it won't happen to me." This misconception frequently results in unwanted pregnancy. Two other ineffective methods of birth control are douching and coitus interruptus (i.e. early withdrawal). Women who use these methods have only 40 percent effective when it is used immediately following sexual intercourse. The rhythm method is most commonly used. It is highly effective in avoiding sexual intercourse during the woman's fertile periods. This method is not highly recommended because women's cycles vary, making it difficult to pinpoint time of ovulation.

Stanislawski gave a thorough explanation of the more effective methods of birth control currently available. Oral contraceptives, which are over 99 percent effective, were introduced to American women in 1960. The most common form of contraception "the pill," is the most studied drug in the U.S. The pill is a combination of synthetic female hormones progesterin and estrogen. Oral contraceptives inhibit ovulation which in turn prevents pregnancy.

Stanislawski continued with a brief explanation of the pros and cons of oral contraceptives. Women who choose to take oral contraceptives run less of a risk than women who use barrier methods which are available. These methods include condoms, diaphragm, and contraceptive rings. The diaphragm is a rubber dome-like device which is inserted into the vagina. It is about 88 percent effective using a wide range of commitment and practice. Recent studies associate its use with Toxic Shock Syndrome (T.S.S.) with prolonged wearing. Foam and suppositories are sold over the counter and are 80 percent effective when used properly. Condoms, which are attainable without a prescription, are 90 percent effective and are the only form of birth control which prevent sexually transmitted diseases (S.T.D.'s).

At the end of her lecture on various birth control methods, Stanislawski answered questions about birth control, menopause, sexually transmitted diseases and vaginitis.

Stanislawski asserted that men and women should inform themselves about their bodies and their sexuality. It is also their responsibility to be assertive in protecting themselves from unwanted pregnancies and S.T.D.'s.

Whether or not a woman is sexually active, it is recommended that she have an annual gynecological exam including a Pap Test. If anyone wants to learn more about this topic, Stanislawski conducts a weekly lecture on women's health issues on Wednesday afternoons at 1 p.m. She can be contacted in the Infirmary (ext. 7634). The Infirmary provides complete, confidential gynecological services, contraceptive counseling and contraceptive services.

Science Department Receives Government Grant

A $46,000 grant to Connecticut College, earmarked for the purchase of equipment for undergraduate science laboratories, was announced at the end of Sepi. by Pres. Ames. The Departments of Botany, Zoology, Chemistry, and Physics and Astronomy will be assisted by this gift. Lucretia L. Allen Professor of Zoology and Chair of the Department John Kni an said "The grant will improve our science program at Connecticut College by increasing the modern instrumentation available to students and faculty. This equipment combined with the recent renovation of New London Hall will greatly facilitate learning on all levels at the college.

This grant and the renovation of New London Hall are part of the $30 million campaign for Connecticut College.

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Awareness Group
Resumes Discussions
by Karen Weldon
The Connecticut College Awareness Group had its first meeting this semester on September 29. The organization was initiated last spring by Jennie Davis ('84). This year she will serve as a faculty advisor to the group along with sociology professor, Fran Boudreau. Sue Edgar ('84) and Deb Hemmingsway ('84) will be involved in the discussions and organize activities.

The Awareness Group has two fundamental objectives. The first is to examine gender roles in order to understand the inequalities in relationships between men and women. Second, to discuss the political aspects of feminism and the ERA. Special attention will be given to the interaction of these issues with the social climate of Connecticut College.

There is great concern over the existence of sexist attitudes on campus. Evidence of such attitudes was manifest in a "satirical" editorial printed in last year's College Voice April Fool's edition, entitled "Convicts '79 Visit White Women." The Awareness Group responded to the article by stating that the College has an unhealthy dating atmosphere. "If we can at least be aware of the problem, hopefully we can better deal with the situation" (The College Voice, April 1982). One member of the group noted that despite intended humor of the article, it is important to realize that women as well as men can have sexist attitudes.

The Awareness Group will be open to the public for the next two sessions, meeting Thursdays at 9:00 p.m. in Winstrop. In order to establish a consistent and cohesive group, members will be limited to those who attend one of the first few meetings.

The Awareness Group will work in conjunction with several departments on campus including the Women's Studies, the Government Department, and College Counseling. In doing so, Awareness hopes to sponsor campus-wide forums with guest lecturers speaking on sexist topics such as women of different cultures and female sexuality.

Sue Edgar, one of the co-directors of the group, emphasized that feminism is not an issue exclusive to women. Awareness encourages men to participate in the meetings. "It will be a good learning experience for all members in terms of personal growth," she said.

Although families with incomes over $80,000 per year are not normally accepted for the program, one exception has been made. While 22 financial aid families were refused for past credit problems, the bond project on which the college has not had a deficit. Connecticut is considered a safe risk in the bond market due to its conservative financial management.

The college has been trying for years to set up some type of family loan program but could not find adequate funds. Mrs. Gardiner remarked "any loan taken out by a family at a bank would have an interest rate of no less than 14 percent."

Continued from page 1

In the fall, students are given the opportunity to participate in internships. These internships can range from short-term work in a business setting to full-time positions in a company. Students who complete these internships are given additional credit hours, and many of these credit hours are available to qualified students from accredited colleges and universities.

More than 60,000 students are enrolled at the University of Pittsburgh, and many of these students are offered the opportunity to participate in internships. These internships can range from short-term work in a business setting to full-time positions in a company. Students who complete these internships are given additional credit hours, and many of these credit hours are available to qualified students from accredited colleges and universities.

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Continued from page 1

An objective of the administration is to convert Crozier-Williams into a center that will focus on undergraduate activities. Dean Mary Watson's Office of Student Affairs and the Student Government has replaced the Career Counseling Office in focus her duties. The Office of Student Affairs will be moved to the new athletic facility when it opens, and the Student Government will be given additional offices. Dean Watson hopes a day-student room will be reserved for commuting students.

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ADMINISTRATIVE SHUFFLE
Continued from page 1

The shifting of Dean Watson's duties and the responsibilities does not represent a decrease in his powers, but rather an effort to better focus her duties. Dean Watson is very happy about the change and sees it as "a positive step toward recognizing the need for the Student Government to be held against the Coast Guard on November 12."
Knowledge Is a Prerequisite to Informed Action

To The Editor: Mr. Ames said quite a mouthful when he claimed that the "ideal college" is somehow represented here at Connecticut. Ms. Martin has accurately pointed out some of the major differences between Mr. Ames' "responsible citizen" and the more dangerous "critical thinker." Yet further examination shows that these two positions need not be diametrically opposed.

According to Mr. Martin, a critical thinker "looks at the status quo, finds what is wrong with it and in doing so changes it, thereby creating a new order." On the other hand, a responsible citizen is "one who looks for ways to make the existing system work more efficiently." Critical thinking implies the ability to make distinctions. Surely there must be some parts of the status quo that are "right" and deserve to be maintained and/or improved. A critical thinker would therefore retain at least part of the status quo in his new order. In other words, a new order cannot be created in a vacuum; existence of the previous status quo necessarily contributes to the character and flavor of the new order. Thus, the perpetuation of at least part of the existing system continues even under the influence of a critical thinker. This is merely an example of the historical process at work.

Ms. Martin further states that the function of this college is not to train critical thinkers but to train minds in the ideas that will perpetuate the system. However, it is not the ideas themselves that will perpetuate the system. Each individual decides whether or not he or she will try to change and seek some aspect of it. Knowledge of the ideas themselves is not inherent in the status quo; it does not imply acquiescence to them. But knowledge of the ideas is a prerequisite to informed action. Therefore, the function of this college is to prepare the way for critical thinking (which is a lifelong process) by imparting knowledge of existing ideas and training the mind to make distinctions among them.

Sincerely,
La-Ann Connor '84
Self Hate: A Process of Elimination

by Kwazulu

The Black experience in America, was a unique one in the annals of history. Where a proud people were most brutally stripped of their revered identity, was all of that which was dear to their hearts and moreover with their souls crushed and their bodies ruthless exploitation perhaps unparalleled in the history of mankind. Despite racial injury, the Negro was not only not considered a human being but rather a subhuman, as it was not only pitch black in colour, but also ugly, flat-nosed, thick lipped and “kinky” haired. This base form of Anglo Saxon racist chauvinism was instilled in minds of all American Negroes themselves. Why does this attitude persist amongst minority American Negroes but also largely amongst those in the West Indies, though they are of African descent as well?

As a consequence, strangely enough but true nevertheless, blacks in America themselves have color distinctions within themselves. Considerably light skinned Negroes hew the rest of involuntary racial misconception, are viewed as being on a higher plane than “black” blacks. This is more true in the West Indies, where the lighter the skin pigment, the higher the status and position. In the Caribbean, the really dark person of African descent is considered to be a tap root of all the rest. This is all the more to the disadvantage of the average black American not to despise what he really is. He must fight against the present system which ex-terminated most native people. It is unfavourable to his well being. The American black has to struggle a great deal more with international currents of black pride and he would also have to struggle against himself as to maintain an identity which correctly speaking, he should be justifiably very proud of. He would want to eat with faculty in his own group and be educated without feeling inferior. In this regard, students sit and listen and the resulting observations of infants and children, one is struck by the fact that they are both experts in discovery and that they are the most significant discoverers of all.

The psychological frame of mind based on self hate and the internalization of racism, while Anglo Saxons values is a legacy of slavery, these attitudes which constitute the damaging results of the slave trade are firmly entrenched in the present system and hence one finds that the present system has to be done away with or at least greatly modified, if there is to be any hope of all for the average black American not to despise what he really is. He must fight against the present system which ex-terminated most native people and thus is unfavourable to his well being. The American black has to struggle a great deal more with international currents of black pride and he would also have to struggle against himself as to maintain an identity which correctly speaking, he should be justifiably very proud of.

But why do students suppress this intrinsic desire for black pride? They are being settled for indoctrination, for this seems to be the prevailing experience at the present time. A mere 10 hours per week spent in the classroom and thinking of their most academic involvement ends there. In these few hours students sit and listen and hearing new ideas it is far from the active discovery that is required. Students are designed around syllabi with specific readings and assignments. Students do nothing more than what is expressly required. Every paper assignment is followed by the inevitable inquiry, “how many pages should it be?” There are no desires for a clear delineation of how much is necessary to do to pass.

Class size is often large and this discourages discussion. A formal classroom situation and small groups for more active participation seems improbable. Classroom space is limited and both faculty and students are wary of the extra work. Informal conversation of discussion beyond the classroom rarely occurs. There is no place where professors may meet to discuss. Faculty is admitted to the dining rooms on a limited basis, and students must pay.

Professor TeHennepe's article was printed incorrectly in last week's issue. The Editors of The Voice apologize for this error.

The Role of Art

by Professor Eugene TeHennepe

"Art is a luxury, and should remain so," a faculty member once told me. "It is of no economic downturn such as these," he said, "we cannot do without art."

Well, when the choice is between food on the table or shoes for the kids, on the one hand, and art on the other, I accept it as a truism that art may have to be foregone. But it is a serious moralization that the耘ondom displays such indifference to the intellectual level, in particular to a liberal arts education. To the contrary, I will say at this point that I believe why I consider art to be not a luxury but a necessity for the institution of liberal arts education.

To be worthy of the name, a liberal arts education must strive "liberate" by encouraging and practicing the exploration and development of ideas, by promoting critical thinking, and thus generating genuine alternatives and freedom to choose. There are obvious ways in which the arts contribute to this process, but which nonetheless might be considered inessential and "superfluous." But from a very base, if not easily recognized perspective, they become essential to this "liberating" process. Let me explain.

Our usual ways of understanding and experience and our world become embodied in a variety of concepts and conventions that exist simultaneously in our language and profoundly so. These are the usual ways of sorting out and dealing with things, our everyday, practical concerns dominate this process. Thus our practical concerns and the conventions that surround them become the ways through which we tend to experience ourselves and our world. We take this language, this set of conventions as a "metaphysical map" - and thus screen out alternate ways of looking at the world. We are not aware of the role of the arts in this process, but which nonetheless might be considered inessential and "superfluous." This is the subject of this section: the arts and languages and cultures. But another way of considering this chauvinism, if present, is that it bypasses all conventional language, the artistic process.

Critical Thinker

by Lisa Baltal

Students work only for external rewards: a high grade, a good job. As P.H. Pearce, works in his essay "The Murder Machine," "the modern child is coming to re- gard his teacher as an official paid by the state to render him certain services; services which is his best interest to avail of, by doing so he will increase his earning power. And he therefore is no longer rendered these services by training students, not teaching them.

The Administration deceives us with false rewards. Students are supplied with squash and courts; a place for parties and token positions on ad- ministrative committees. Educational priorities are distorted when Connecticut State University is shaped by what the prospectives applicants would prefer to see a field house than a tennis court between faculty and students.

As a consequence strangely enough but true nevertheless, blacks in America themselves have color distinctions within themselves. Considerably light skinned Negroes hew the rest of involuntary racial misconception, are viewed as being on a higher plane than "black" blacks. This is more true in the West Indies, where the lighter the skin pigment, the higher the status and position. In the Caribbean, the really dark person of African descent is considered to be a tap root of all the rest. This is all the more to the disadvantage of the average black American not to despise what he really is. He must fight against the present system which ex-terminated most native people. It is unfavourable to his well being. The American black has to struggle a great deal more with international currents of black pride and he would also have to struggle against himself as to maintain an identity which correctly speaking, he should be justifiably very proud of. He would want to eat with faculty in his own group and be educated without feeling inferior. In this regard, students sit and listen and hearing new ideas it is far from the active discovery that is required. Students are designed around syllabi with specific readings and assignments. Students do nothing more than what is expressly required. Every paper assignment is followed by the inevitable inquiry, “how many pages should it be?” There are no desires for a clear delineation of how much is necessary to do to pass.

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by Stacey L. Bobbit

On Saturday evening, October 7th, the Connecticut College Dance Department presented a concert by Nancy Wanich, a '79 graduate of Conn, and her company "Dancereach." The evening consisted of works choreographed by Ms. Wanich and performed by herself and her seven dan-
cers. "Dancereach," a company of technically accomplished dancers, performed Ms. Wanich's works com-
mittent and energized. Yet the works themselves lacked development and choreographic finesse. All of the pieces needed to be more fully explored and played with, as a sculptor plays with his clay, forming and reforming it before reaching a he finds satisfying. The choreographer decided herself and her power by failing to push her pieces beyond cliché into personal expression; she sacrificed expressing her individual style.

Ms. Wanich's works lacked signs of potential and failed to develop ideas and choreography remained simplistic. Often pieces seemed disjointed and cluttered, several ideas floating loosely, rather than one idea being developed in its entirety. Much of the movement throughout various pieces looked similar, resulting in a feeling that the choreographer wasn't sure of her direction. She was unable to choose just one movement and develop it. Instead she filled pieces with familiar movements which often proved to be unnecessary and superficial to the idea and direction of the whole work.

I was rather put off by much of Ms. Wanich's work, for she created scenarios or stills that initially captured my interest but remained undeveloped, lost their significance. Consequently, I felt abandoned somewhere in the midst of her unfinished ideas.

Ms. Wanich structured her dances with beginnings and endings but seemed to get lost, to run astray between those two points. Her in-
decision and inability to commit to one train of thought made for un-
comfortable, i.rking situations. Many of the pieces had much more potential than was realized, in terms of movement, music, and structure.

The repetition of the same type of music throughout much of the concert was disconcerting and led me to wonder whether the choreographer chose it because it was handy, rather than suitable to the individual pieces.

Ms. Wanich's works lacked careful choreographic con-
sideration, and as 're-
working,' a dance piece calls for repeated examination and fine tuning. With anything but weakness to indulge in such a process. Building up, tearing down and rebuilding it is the creative process which produces works with body, style and appeal. Ms. Wanich's works need tone to balance each other out, and it is this kind of indulgence that I would recommend to her, for I believe that both her ideas and her dancers have much more to offer than was realized in this performance.

American Art Exhibit Opens in Boston

by Andrea Lowen

The current exhibition at the Museum of Fine Arts, Boston traces the emergence of art in America. This exhibit, entitled A New Art: The Masterpieces of American Painting, 1780-1910, features 110 works and covers 49 American artists.

As expected, America was a new world during the late 18th century, the capital of a country of wide space and freedom. American artists increasingly were attracted to those aspects of America that were integral to American culture. They painted people, landscapes and scenes of daily life, thus expressing their works with an indigenous feeling.

The exhibit begins with colonial Boston and its greatest portraitist, John Singleton Copley. His portrait, Rebecca Boylston, of a wealthy woman dressed in a satin gown and red velvet cape is painted in an elegant, almost showy manner. However, the attitude and expressive face com-
mands attention, making this a powerful portrait of a society.

The exhibit devotes two galleries to artists whose subject was the New World. Works include the romantic landscapes of Thomas Cole and Frederic Edwin Church and the polished scenic reality of Fitz Hugh Lane and Martin Johnson Head. Cole and Church both glorified the American wilderness. Their paintings of untouched forests, breath-taking sunsets and awe-inspiring vistas, support the magnitude of the world. In their works, nature possesses a spiritual quality. In John L. and Head's "Peaceful, meditative imagery, Lane's Owl's Head, Penobscot Bay, Maine" is the place a detailed scene of the bay at twilight. Time seems suspended in this cool place.

The most popular works of the late 19th century are J.A.M. Whistler's and his avant-garde trend toward abstract theory, and his portraits are described by critics as "honest," because they reveal personal and social values. But, Eakins also painted outdoor. In Max Snidt in the Singlet Shell, he painted his sportman with a detailed clarity. The luminosity within the scene enhances the precise, photographic quality of this painting.

These paintings tell us about Americans in their daily lives, their daily lives, their beliefs. They reveal to us how much has changed in American life and how much still remains the same. The show runs until Nov. 13 in Boston. It will be on view until January 28, 1984 at The Corcoran Gallery of Art, Washington D.C. from Dec. 7, 1983 - Feb. 12, 1984.
Dan Joseph: Remember That Name

by Kelly Stimmel

Walking down the second floor hallway of Wright dorm, the soundtrack from the musical "Cats" bombards your ears. As you sit quietly in your dorm room, you feel the footsteps echoing down the hall, the rhythm occasionally broken by a "hop-skip." Going to the bathroom to brush your teeth, you hear someone tap dancing in the shower stall.

These unusual occurrences, seemingly more at home in a performing arts school, are actually the result of the presence of senior Dan Joseph. This multi-talented performer is a mixture of humor, vitality, candi-
dness, and charm, as I was to discover in my interview.

Dan's experience in the theatre technically began at the young age of five when he played one of the Von Trapp children in a production of the musical "The Sound of Music," but his interest in the theatre really didn't get started until he played the lead in "Oliver" when he was twelve years old. The production was sponsored by a community theatre, and it was here, where he was pampered as the youngest member of the cast, that his enthusiasm for the theatre began. Since then, he has been in a different musical every summer, including "You're a Good Man, Charlie Brown," "Bye Bye Birdie," "West Side Story," "Music Man," "South Pacific," and "Piller On The Roof."

Dan's involvement in the musical "A Funny Thing Happened on the Way to the Forum..." the day before the opening performance. In addition to his being this first professional musical, Dan was forced to learn Act 1 of rehearsal and Act 2 during the intermission of the opening show! Dan's explanation of why he agreed to perform under such difficult circumstances: "Whenever you're asked to do something like that, you just can't say no!"

This summer, Dan chose to audition for a professional production of "Busby," the musical based on the life of Busby Berkeley. The audition called for tap dancers and though Dan had very little experience with tap, he showed up at the audition and proceeded to dance in his dockside. Despite his inexperience with tap, Dan's talent was apparent, and he later received the call he was waiting for; he had made it! His involvement with the musical has been a challenge. He is forced to read sheet music, yet has managed to learn all of the songs in the show. His inexperience with tap has caused him extra忙碌, but he has picked up all the steps quickly and claims "he works best under pressure."

Dan's schedule is hectic at first, but he has made it! As for a future in performing, Dan is skeptical. "There are a lot of people who have that special something and aren't making it. Talent is more common than people think."

May be so, but Dan might be just a little too modest. If you are interested in seeing Dan in "Busby," contact the Box Office at the Bridgeport, Connecticut 576-1630. Performances run until October 29 every Friday and Saturday night, 7:30 and 10:00.

Sue Czapla

Philosophy Club: An Alternative

The history of the philosophy of law will be the topic of a lecture given tonight by Professor Jefferson White. Professor White is a Professor of Philosophy at the University of Maine at Orono, and his lecture will be based on Morton Horwitz's "The Transformation of American Law in the 20th Century" (1984-1986).

Professor White's lecture is sponsored by the Philosophy Club, a group which was formed, according to Dan, "to do things that are different from the usual extracurricular activities." The club meets Thursdays at 10pm in the Whitney and Morrisianian museums in New York to compare modern and premodern art, a trip White called "a follow-up to the Wesleyan lecture."

Later this semester, the Philosophy Club will hold a symposium between various academic departments. Faculty members from different departments will lecture on topics ranging from law to crime and punishment. The club's main function, White stressed, is to "establish some kind of club other than sports. We want to give students an opportunity to talk about national and international issues somewhere other than the classroom. Teachers can be intimidating and boring," White said.

The club has been active so far this year and has begun to make plans, not only for the fall semester, but also for the spring semester. In September, Philosophy Club members attended a lecture at Wesleyan University called The End of Art. Arthur Danto, Professor of Philosophy at Columbia University, spoke to students from Connecticut College and Wesleyan, and colleagues. Future plans for the Philosophy Club include a trip to the Whitney and Metropolitan museums in New York to compare modern and premodern art, a trip White called "a follow-up to the Wesleyan lecture."

Dan Joseph: Remember That Name

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**Women's Soccer: You've Come A Long Way**

by John Markbrlgbt

The Connecticut College Women's Soccer Team had just lost a toughie to a highly-touted Trinity 3-0 and Camel club coach Punnah Goodwin was a bit crestfallen. "I knew they were the better team," she said. "But we were prepared."

The team's next home game will be Thursday, October 20 at 3:30 p.m. against Tufts on Harkness green.

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**Field Hockey Scoops Second Win of the Season**

by Tracy Shipman

The most experienced team in NCAA, the 1983 Women's Field Hockey Team, is having troubles coming up with another win to add to their 1-4-1 record. With only nine shots in the second half and with only five saves, the team was able to push the ball up the field against Trinity's stingy defense. Representing the school and over twenty years of experience, senior co-captain Jim Brooks was clearly the leader of the offense for the team because "things were going our way," said Brooks.

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**Crew Team Heads for the Charles**

by Kathryn Smith

On Sunday, October 23, the Men's and Women's Crew Teams took part in one of the most participated in regattas in North America - the Charles River. The Head of the Charles, this highly prestigious day-long event, took place in the Charles River, taking in over two hundred rowers from nearly forty secondary, and club team participants from all over the United States, and the world.

In preparation for the event, this past weekend both teams competed in what coaches Clark Watanabe and Tom Boyer termed "a Charles warm-up race" - the Head of the Connecticut held in Middletown. Neither coach placed a lot of emphasis on this early season competition, but rather as a gauge where the teams are and what needs to be accomplished before the Charles race.

As far as expectations go, for the 23rd both teams are looking to do as well as they possibly can. While there is a sense that the men's team, the largest of the two, will have the advantage, with forty-four rowers, will be in the top fifteen six-man shells. With the character, skill and pressure, these three men will be ready to go, along with fine support from the rest of the team. "Bumpa works hard every time she's out there," said coach Watanabe. "She's a strong character in what turned out to be a territorial midfield wall in what turned out to be a territorial midfield wall." The Camel's top offensive threat was the senior co-captain Jim Brooks who, along with fine support from midfielders Mike Link, who each played the full ninety minutes, and Nancy Wolter, who was never seen even close to the goal, put the Camels ahead with twenty seven shots to put the Camels ahead with twenty seven shots to put the Camels ahead with twenty seven shots.

In the second half Conn took the lead with only two minutes into the second half. All 3 goals were scored by senior co-captain Jim Brooks. First, the sophomore goalie for Conn fumbled with the ball, but was able to get the ball away, and back into Conn's possession. The ball was passed to senior co-captain Jim Brooks who, with the help of his Eastern Connecticut teammates, got a step on his Eastern Connecticut defender and drove the ball into the upper-left hand corner. According to Coach Lessig, "Dave found himself in this game, he had a little bit of a tough time in the beginning, and I think his performance today is a real indication that he's back." The ball was sent to junior striker Brian D'Amico who, with an assist from senior co-captain Jim Brooks, put the ball into the top of the net. The final goal was scored by sophomore goalie for Conn, who was never seen even close to the goal, putting the Camels ahead against Brandeis in their first game ever.

The Connecticut College Sports Department recognizes the Tennis team double, Maryanne Somers and Joanne Knowlton as the Week's outstanding athletes of the Week for their performance and second place finish in Connecticut's all-state tennis tournament. It was the first time a Connecticut hall of fame tennis team had a representative in the finals of this prestigious tournament which hosted some of the best teams in Connecticut. UConn won the tournament.

**Soccer Breaks Losing Streak: Fenimore Unloads**

The Connecticut College Men's soccer team ended a four game losing streak Wednesday by cruising Eastern Connecticut to an 8-0 win in the third game of its season. The match was played before a large crowd of Connecticut supporters, many of whom didn't even know they were there to support the team. "We have the talent, they just have to want to win," said coach Putnam Goodwin.

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