Follow this and additional works at: https://digitalcommons.conncoll.edu/ccnews_2013_2014

Recommended Citation
https://digitalcommons.conncoll.edu/ccnews_2013_2014/7

This Newspaper is brought to you for free and open access by the Student Newspapers at Digital Commons @ Connecticut College. It has been accepted for inclusion in 2013-2014 by an authorized administrator of Digital Commons @ Connecticut College. For more information, please contact bpancier@conncoll.edu. The views expressed in this paper are solely those of the author.
A Legend Leaves, A Legacy Left Behind

As President Higdon prepares to step down, professors reflect on his time at the College and anticipate the transition ahead.

DAVE SHANFIELD & MELANIE THIBEAULT
EDITORS IN CHIEF

According to Professor of Economics Don Peppard, past College presidents have left something to be desired. From his arrival in 1975, Professor Peppard notes that the current state of the College’s finances doesn’t seem to justify the necessity for new leaders. “It seems as though every time a battle is won, another one is started. The state of the school’s finances doesn’t always seem to be a priority.”

The next president, Norman Frenkel, was praised by Peppard for the “tremendous change” he brought to the College. However, Peppard notes that the College’s endowment to fund initiatives and projects has been “disastrous” and that the president should not be held responsible for the school’s financial difficulties.

As President Higdon prepares to step down, professors reflect on his time at the College and anticipate the transition ahead.

Performance from this year’s Fusion, captured in photos by Miguel Salcedo ’14

Fusion: Sharing Asian Cultures through Dance

ANDREW SHAW
STAFF WRITER

At the end of November in the 1967 room, the Connecticut College Asian Student Association (CCASA) presented its annual Fusion show. The dance performance celebrated traditional dances from Asia. The event was sold out and packed, with an impressive turnout that wrapped as far as the first floor. The show began with a lively dance routine and it continued with traditional dances from Asia. The fusion of music and dance from the Peking region to North Korea, East Asia, and the cultures of Buddhism and Chinese dance was showcased.

The dance performances were all inspired by traditional Asian dance styles, and the student performers were able to capture the essence of each culture through their movements and costumes. The fusion of different Asian cultures was evident in the variety of dance styles and music that were performed.

In this issue:

In Remembrance of Ann Robertson

The College community shares thoughts and memories of recently deceased Professor Ann Robertson.

Assessing the Relevance of the Honor Code

Casey Dillon ’14 considers the role of the Honor Code among the current student body.

If You Can Play, You Can Play

Conn uphold’s LGB&T-friendly reputation on the field.

Cadenza and Underexposed

Conn’s two arts magazines release new issues at the close of the semester.
Editorial

Finishing up my second-to-last semester of college, I've noticed a pattern as some classes get closer and closer to the end of the year. The students in question are usually the most anxious, the most stressed, the most worried about the endless project looming on the horizon. It's easy to see how the pressure of the final exams starts to build up, and my fellow classmates and I are no exception.

I know that this is a common complaint among college students, but I can't help but wonder if there's a solution. Are we simply overburdened with too much work and not enough time to complete it, or is it something deeper? Perhaps it's the realization that we have to dive too far into many interesting topics on the surface level, but we don't get to develop our skills in any one area. Perhaps it's the fear of failure that's keeping us from exploring new avenues. Perhaps it's the feeling of being overwhelmed by the amount of work that's required. Perhaps it's the realization that the Honor Code is falsely perceived as the moral right. While the idea of student body to amend the Honor Code is persisting, the idea of codifying - and yet the dogma pushing that idea away - is no honor in blind adherence criminal and the Honor Council is a governing document found- are summoned to adjudicate a case, to judge what is right and wrong, and to determine the penalty. Perhaps the moral ascendancy. Perhaps or Council, that wretch of oligarchy, and the establishment of honor, for there is no honor in blind adherence criminal and the Honor Council is a governing document found- are summoned to adjudicate a case, to judge what is right and wrong, and to determine the penalty.

For a college senior five months away from graduation, the real world seems so much more uncertain landscape. In college, I've heard enough people talk about the real world, and I've known a life that wasn't bound by the confines of the "moral" world constructed for us? To change it, we must first recognize that there are limits to what we can do, and that the real world is not some abstract concept that we can control. It's in our own power to make changes, to 더을 Our species alive. Perhaps the change from fall to spring semester isn't quite that scary, especially for upperclassmen. At the same time, as students we've been perpetuated.

The following was written by Sarah Hochman '14 as an open letter to the creator of Conn Coli Confessional. The use of "anonymous" is for the sake of privacy. Dear Anonymous,

This isn't to find out who you are. Maybe you've graduated. Maybe you just found it time consuming. It doesn't matter. This isn't to lament that Conn Coli Confessions is no longer active, although I imagine this is the reason you've decided not to use your name. But since I'm looking at it from the perspective of the student body rather than dissention. We're all here to help each other, to share our experiences, to learn from one another. And that's the beauty of Conn Coli Confessions: the ability to read about other people's experiences and learn from them. Perhaps it's the realization that the Honor Code is falsely perceived as the moral right. While the idea of student body to amend the Honor Code is persisting, the idea of codifying - and yet the dogma pushing that idea away - is no honor in blind adherence criminal and the Honor Council is a governing document found- are summoned to adjudicate a case, to judge what is right and wrong, and to determine the penalty.

The following was written by Sarah Hochman '14 as an open letter to the creator of Conn Coli Confessions. The use of "anonymous" is for the sake of privacy. Dear Anonymous,

This isn't to find out who you are. Maybe you've graduated. Maybe you just found it time consuming. It doesn't matter. This isn't to lament that Conn Coli Confessions is no longer active, although I imagine this is the reason you've decided not to use your name. But since I'm looking at it from the perspective of the student body rather than dissention. We're all here to help each other, to share our experiences, to learn from one another. And that's the beauty of Conn Coli Confessions: the ability to read about other people's experiences and learn from them. Perhaps it's the realization that the Honor Code is falsely perceived as the moral right. While the idea of student body to amend the Honor Code is persisting, the idea of codifying - and yet the dogma pushing that idea away - is no honor in blind adherence criminal and the Honor Council is a governing document found- are summoned to adjudicate a case, to judge what is right and wrong, and to determine the penalty.

The following was written by Sarah Hochman '14 as an open letter to the creator of Conn Coli Confessions. The use of "anonymous" is for the sake of privacy. Dear Anonymous,

This isn't to find out who you are. Maybe you've graduated. Maybe you just found it time consuming. It doesn't matter. This isn't to lament that Conn Coli Confessions is no longer active, although I imagine this is the reason you've decided not to use your name. But since I'm looking at it from the perspective of the student body rather than dissention. We're all here to help each other, to share our experiences, to learn from one another. And that's the beauty of Conn Coli Confessions: the ability to read about other people's experiences and learn from them. Perhaps it's the realization that the Honor Code is falsely perceived as the moral right. While the idea of student body to amend the Honor Code is persisting, the idea of codifying - and yet the dogma pushing that idea away - is no honor in blind adherence criminal and the Honor Council is a governing document found- are summoned to adjudicate a case, to judge what is right and wrong, and to determine the penalty.

Education is the most pow- erful and formative force in the growth of an individual. We are constantly being exposed to new and exciting ideas, and the ability to learn from others is a powerful tool. As humans, we fear the unknown, but education provides us with the tools to overcome that fear. Classroom education provided supremely privileged as the powerful and formative force in the growth of an individual. We are constantly being exposed to new and exciting ideas, and the ability to learn from others is a powerful tool. As humans, we fear the unknown, but education provides us with the tools to overcome that fear.

Education is the most pow- erful and formative force in the growth of an individual. We are constantly being exposed to new and exciting ideas, and the ability to learn from others is a powerful tool. As humans, we fear the unknown, but education provides us with the tools to overcome that fear. Classroom education provided supremely privileged as the powerful and formative force in the growth of an individual. We are constantly being exposed to new and exciting ideas, and the ability to learn from others is a powerful tool. As humans, we fear the unknown, but education provides us with the tools to overcome that fear.
MAPPING SUSTAINABILITY at Connecticut College

The Office of Sustainability at Connecticut College defines sustainability as the balance between the need and value of social equity, environmental stewardship and economic well-being at local and global scales. More pragmatically, the Office of Sustainability views sustainability as a holistic approach to problem solving. When we consider a systemic local and/or global challenge (i.e. hunger, deforestation, water shortages, economic disparities) we can only develop a solution that will last into the future by considering the three spheres of sustainability: environmental, economic, and social.

Key initiatives that the Office of Sustainability is directly leading or involved in are ones that could not function effectively or at all without the support and leadership of the office. Related resources are efforts that directly support the College's holistic understanding of sustainability, but are primarily led by other offices and departments on campus. The Office of Sustainability does everything it can to support these initiatives, but is not directly responsible for their success.

OFFICE OF SUSTAINABILITY LED AND INVOLVED PROJECTS

- Office of Sustainability
- Center for the Comparative Study of Race and Ethnicity
- Goodnow-Ming Center for the Environment
- Holleran Center for Community Action and Public Policy
- LEGO Certified Buildings
- CSR Center
- Office of Volunteer and Community Service
- Printshop
- Sustainability
- Student Life
- Student Wellness
- Studio Res
- Student Center
- Sprout Garden
- Zipcar

RELATED RESOURCES

- Center for the Study of Race and Ethnicity
- Holleran Center for Community Action and Public Policy
- LEGO Certified Buildings
- CSR Center
- Office of Volunteer and Community Service
- Printshop
- Sustainability
- Student Life
- Student Wellness
- Studio Res
- Student Center
- Sprout Garden
- Zipcar

MAPPING SUSTAINABILITY

ENVIRONMENTAL
- Minimizes pollution released in the air
- Prevents burning of toxic waste
- Releases less steam
- Also replaces up to 70% of natural gas costs
- Heats and cools New London Hall with environmentally-renewable energy instead of fossil fuels
- Saves the school money by decreasing need for natural gas
- Reduces pollution, then reduces human health risks
- Reduces greenhouse gas emissions
- Reduces fossil fuel use and reduces atmospheric pollution
- Decreases pollution and creates an understanding of resources that can be shared among a community
- Directs the operation of an off-campus wind turbine without burning fossil fuels
- Produces electricity by converting wind energy

ENVIRONMENTAL: Provides a renewable source of electricity.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity.
ENVIRONMENTAL: Produces electricity from wind.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity.
ENVIRONMENTAL: Produces electricity from wind.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity.
ENVIRONMENTAL: Produces electricity from wind.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity.
ENVIRONMENTAL: Produces electricity from wind.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity.
ENVIRONMENTAL: Produces electricity from wind.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity.
ENVIRONMENTAL: Produces electricity from wind.
ENVIRONMENTAL: Generates electricity from the wind.
ENVIRONMENTAL: Creates a wind farm that will provide clean energy to the community.
ENVIRONMENTAL: Supports the development of clean energy technologies.
ENVIRONMENTAL: Reduces the school's carbon footprint.
ENVIRONMENTAL: Provides a sustainable source of electricity. 
Robertson, of the Mathematics Department at Connecticut College, died on November 5, 2013, at the age of 70. Robertson was born in Newton, Mass., and received her B.A. in mathematics and economics from Tufts University in 1966. After graduation, she was a mathematics teaching assistant at Tufts for one year before moving to Connecticut College as an assistant professor in 1967. She was promoted to associate professor in 1976 and to professor in 1983. Robertson taught courses on fractals and cross-sections of art, was an expert in the convergence of mathematics and the arts, and had a strong enthusiasm for the arts and humanities. She was a member of the American Mathematical Society, the Mathematical Association of America, and the Association for Women in Mathematics. Robertson also helped to found the Ethnomathematics Conference, an annual meeting of mathematicians and educators from around the world. She was a beloved teacher and mentor to many students, and she was known for her passion for teaching and her commitment to helping her students succeed. Robertson is survived by her husband, Jack Jackson, and her son, David Robertson. She will be deeply missed by her family, friends, and colleagues. In memory of Professor Ann Robertson, the Mathematics Department has established a memorial fund in her honor. Contributions can be made to the Ann Robertson Memorial Fund, c/o Connecticut College, Math Department, 300 Mohegan Village Road, New London, CT 06320.
Student Groups Come Together to Facilitate Discussion on the Politics of Torture
DANA SORKIN
NEWS EDITOR

---

COLIN LANG
STAFF WRITER

This coming winter break, Conn students will spend approximately three weeks away from their dorm rooms, work stations, friends, professors and coursework. Thirty days, or an entire month worth of time to watch Netflix, know the world as we (or you) know it and spend quality time with friends and family. Unfortunately, the calendar is set for this summer, and Professor Zimbardo's talk to our students could have been cut short.

Recently, Professor Zimbardo gained a reputation, inspired by student-at-large Will Miller's proposal. The professor, who was skeptical about his views, was followed immediately by a discussion between the students and faculty including Victor Arcelus, Vice President of Administration and other students set the calender, and all must agree. This did not deter Miller, who wanted to be able to "leave a mark on the school." He strongly believes his idea could give all Conn students the upper hand. He is working, however, that apathy amongst both SGA and the student body is his main obstacle. "I had to get people to care," he said. "I had to get people to care to get the resolution to pass."

Winter break can be more than just sitting around at home, but the reality for most students is just that. The College focuses so much on career preparation, especially with CELP, that it seems only logical to give students some time to unlearn, especially when it is as simple as changing the calendar.

---

LEARN TO TEACH. TEACH TO LEARN.
THE QUINNIPIAC MASTER OF ARTS IN TEACHING

gives you a hands-on education that prepares you for a highly rewarding career as a certified teacher—no matter what your undergraduate major.

Our all-inclusive 5-semester program provides:
• Course work that connects theory with actual classroom practice.
• Student teaching and internship included within the program.
• Placement coordinators work with you to set up your internship.
• Significant tuition reduction for your internship participation.
• Small class sizes and personal attention.
• Fully accredited by the Connecticut State Department of Education and the National Council for Accreditation of Teacher Education.

Learn more:
www.quinnipiac.edu/gradeducation
graduate@quinnipiac.edu
Handeke North Haven, Connecticut

---

THE QUINNIPIAC UNIVERSITY GRADUATE PROGRAMS

---

---

---
The A Legend Leaves, a Legacy Left Behind
As President Higdon prepares to step down, professors reflect on his time at the College and the anticipation ahead.

CONTINUED FROM FRONT PAGE

ELEANOR HARDY
STAFF WRITER

Professors talk about the impact of President Higdon, the College, and the future of the institution.

AYLA ZIURIS-FREUND

"If you want to wear a lettuce leaf on your head, do it!" And that, according to President Higdon, is just what he and the rest of the campus have done over the years. He jokingly refers to the "lettuce leaf" as a symbol of the College's liberal arts education and its commitment to fostering a creative and open-minded environment.

The College Voice December 9, 2013

THE COLLEGE VOICE

ALegend Leaves,aLegacy Left Behind
As President Higdon ... it. Iam
glad to have gotten to explore
what Lima and life has to offer
withTiaMaria.•

ELEANOR HARDY
STAFF WRITER

President Higdon talks about his time at the College and the legacy he hopes to leave behind.

Higdon said, "I go on the road from time to time, looking for a sitting situation with a new president," adding that some institutions are in a position to change leadership, while others are not.

"As a result, I am very gratified with the work that we have done," Higdon said. "We have made significant progress in many areas, including the physical plant, the campus life, and the educational programs." He also noted the importance of the College's role in the community and the state, and the need to continue to foster a culture of excellence and innovation.

"I am confident that the College will continue to be a leader in higher education," Higdon said. "I have had the privilege of working with many talented and dedicated faculty and staff, and I am grateful for their contributions to the College." He expressed his appreciation for the support of the Board of Trustees, the alumni, and the community, and his hope that the College will continue to thrive and prosper in the future.

"I am looking forward to spending more time with my family and friends," Higdon said. "I have enjoyed my time as President, but I am ready to begin a new chapter in my life." He expressed his gratitude for the opportunities and experiences he has had as President, and his commitment to continuing to support the College in any way possible.

"I am proud of the work we have done and the progress we have made," Higdon said. "I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.

"I am grateful for the opportunity to serve as President of the College," Higdon said. "I have enjoyed my time here, and I am looking forward to spending more time with my family and friends. I am confident that the College will continue to be a leader in higher education, and I am proud of the work we have done and the progress we have made. I am looking forward to seeing what the future holds for the College and its community." He expressed his hope that the College will continue to be a beacon of excellence and innovation in higher education, and his belief that the College will continue to be a vibrant and dynamic institution.
OPINIONS
DECEMBER 9, 2013
THE COLLEGE VOICE
ResLife Policy Changes Threaten the Future of Earth House

ResLife Policy Changes Threaten the Future of Earth House

A PROFESSIONAL DAY FOR JUNIORS AND SENIORS

The afternoon features alumni from a variety of industries including top HR and leadership coaching professionals.

S.O.S. is a series of career and life skills workshops with networking opportunities for juniors and seniors.

The REAL office has not once been a second set of parents for Earth House residents, and has played a crucial role in the living room itself and acted as the center of the dorm room and in many other excursions, and

S.O.S. in a series of career and life skills workshops with networking opportunities for juniors and seniors.

Wednesday, Dillon notes, "Ever the office's staff approach us to contact with us to inform us of the

All participants will receive a special thank from the Office of Alumni Relations!

A PROFESSIONAL DAY FOR JUNIORS AND SENIORS

Sponsored by the Office of College Advancement

HOW TO SUCCEED IN LIFE AFTER COLLEGE

Topics include:

• Navigating the big cities - getting your first apartment, salary expectations, managing a budget, best places to hang out and more from alumni living in NYC, DC, Boston, and Philly

• An alumni talk with recent graduates ready to share their "Careers to Consider"

S.O.S. SEMINAR ON SUCCESS
Saturday, Feb. 1, 2014
1-4:30 p.m.
existing with tight refreshments and hors d'oeuvres

See the complete schedule, list of speakers and register today at: www.conncollege.edu/sos

CONTINUED FROM FRONT
REAL office.

With the confines of this new process, the notion of being able to become the "Oh, right I guess for the best part and getting to

The REAL staff continues to fight to preserve ResLife and to)

The建議 does not compromise tradition that has existed for many years in this tradition. By refusing to allow

We, as residents of the house, share meals cooked together in the kitchen and enjoy the feeling of being part of something bigger. We never have felt anywhere else on the campus. What will come of these changes is uncertain at this current situation. But it could disappear of Earth House. Their approach with one another in ways other than borders between

I can promise that Earth House will not be in danger of losing adiamond in the College's rough. A small house which...and have supported us. So, yes, those with whom I live, those with whom I have previously lived there and all students, faculty and staff who have previously lived there. So, yes, REAL staff are, I am so sorry. I do not agree with your refusal to engage in shared governance. I reject your appeal that these changes in housing policies will unfortunately improve our campus community because Connecticut College is in danger of losing a destination in the

The afternoon features alumni from a variety of industries including top HR and leadership coaching professionals.

The afternoon features alumni from a variety of industries including top HR and leadership coaching professionals.

Those who have previously lived there and all students, faculty and staff who have supported us. So, yes, REAL staff are, I am so sorry. I do not agree with your refusal to engage in shared governance. I reject your appeal that these changes in housing policies will unfortunately improve our campus community because Connecticut College is in danger of losing a destination in the

The afternoon features alumni from a variety of industries including top HR and leadership coaching professionals.

Those who have previously lived there and all students, faculty and staff who have supported us. So, yes, REAL staff are, I am so sorry. I do not agree with your refusal to engage in shared governance. I reject your appeal that these changes in housing policies will unfortunately improve our campus community because Connecticut College is in danger of losing a destination in the
The “Dirty” South Takes a Bath
A Freshman Perspective on the Social Culture of South Campus

A Plea to End the Glorification of Stress

The unspoken understanding is that these men and women are very, very busy, very, very stressed, and because of this, very, very successful. Procrastinate, we tell ourselves, in order to keep from being labeled with unappealing labels: “work overload” and “stress seeking frenzy.”

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

South Campus is a unique place on Campus. For matter, South has its own culture, its own dining halls in JA and Freeman, where you are guaranteed to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

South Campus seems to be recognized for its social life and how we relate to stress.

TheAdministration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

Kristian Massey

Opinions Editor

You’re not sure before, but you know it by a different name. You might call it the way your friends walk into a dining hall and plunk down books on the table and set out a string of beastliness, anxious hyperventilation, and sleepless nights for the last four nights.” It’s particularly visible in December and May, on social media, when pictures of beer bottles into the recycling bins you see is that South is an intimate sort of social gathering. South Campus offers more personalized interactions with other students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

So, when did we become the label of “work overload” and “stress seeking frenzy.”

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.

The Administration, the powers that be who made the rules about education without us being in any way consulted, decided to open our social life down here. Let’s face it, no matter what part of campus you live on, you’ve been reassured to find at least one person you know at nearly all times. Knowhow allows for its residents to both live and work with fellow students who enjoy the same experiences. South Campus seems to be recognized for its social life and how we relate to stress.
"There’s a power that lies within the Honor Code for students," said Dean Campbell. "We just don’t always recognize that power for what it’s worth." Connecticut College students tend to imagine the Honor Code simply as a set of rules, while in reality it plays a vital role in shaping the community and the experience of students.

Dean Campbell, Associate Dean of Student Life, serves as an advisor to the Honor Council and plays a big role in how the Honor Code is enforced on campus. He argues that the Honor Code cannot be considered only in terms of its violations. The Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Although faculty and staff are held to certain standards, they are not charged with signing the Honor Code and therefore do not have the same power to suspend all of its content or the Honor Council process.

Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests. Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Faculty members often ask whether Honor Code violations are to be reported, but they can't really just plop it on the community to make it work. The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, but it is often difficult to draw the line between conversation as a half-joke or limited in-depth discussions to a few of the students to a few of the students.

Kristina Harrold
CONTRIBUTOR

We all have to fit the Gen-Ed requirements into our busy schedules. Many people at the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring. Beyond that, the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring.

The consensus is that some Gen-Ed requirements into our Gen-Ed requirements will be more appealing to students. Some are wondering - with a "check-out" tool to guide us, how will students become better informed? Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. The concept of conciseness and determining disciplinary ac-

"Connecticut College students simply see it as a set of rules, while in reality it plays a big role in how the Honor Code is enforced on campus. He argues that the Honor Code cannot be considered only in terms of its violations. The Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Faculty members often ask whether Honor Code violations are to be reported, but they can't really just plop it on the community to make it work. The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, but it is often difficult to draw the line between conversation as a half-joke or limited in-depth discussions to a few of the students to a few of the students.

Kristina Harrold
CONTRIBUTOR

We all have to fit the Gen-Ed requirements into our busy schedules. Many people at the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring. Beyond that, the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring.

The consensus is that some Gen-Ed requirements into our Gen-Ed requirements will be more appealing to students. Some are wondering - with a "check-out" tool to guide us, how will students become better informed? Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. The concept of conciseness and determining disciplinary ac-

"Connecticut College students simply see it as a set of rules, while in reality it plays a big role in how the Honor Code is enforced on campus. He argues that the Honor Code cannot be considered only in terms of its violations. The Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Faculty members often ask whether Honor Code violations are to be reported, but they can't really just plop it on the community to make it work. The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, but it is often difficult to draw the line between conversation as a half-joke or limited in-depth discussions to a few of the students to a few of the students.

Kristina Harrold
CONTRIBUTOR

We all have to fit the Gen-Ed requirements into our busy schedules. Many people at the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring. Beyond that, the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring.

The consensus is that some Gen-Ed requirements into our Gen-Ed requirements will be more appealing to students. Some are wondering - with a "check-out" tool to guide us, how will students become better informed? Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. The concept of conciseness and determining disciplinary ac-

"Connecticut College students simply see it as a set of rules, while in reality it plays a big role in how the Honor Code is enforced on campus. He argues that the Honor Code cannot be considered only in terms of its violations. The Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Faculty members often ask whether Honor Code violations are to be reported, but they can't really just plop it on the community to make it work. The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, but it is often difficult to draw the line between conversation as a half-joke or limited in-depth discussions to a few of the students to a few of the students.

Kristina Harrold
CONTRIBUTOR

We all have to fit the Gen-Ed requirements into our busy schedules. Many people at the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring. Beyond that, the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring.

The consensus is that some Gen-Ed requirements into our Gen-Ed requirements will be more appealing to students. Some are wondering - with a "check-out" tool to guide us, how will students become better informed? Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. The concept of conciseness and determining disciplinary ac-

"Connecticut College students simply see it as a set of rules, while in reality it plays a big role in how the Honor Code is enforced on campus. He argues that the Honor Code cannot be considered only in terms of its violations. The Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Faculty members often ask whether Honor Code violations are to be reported, but they can't really just plop it on the community to make it work. The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, but it is often difficult to draw the line between conversation as a half-joke or limited in-depth discussions to a few of the students to a few of the students.

Kristina Harrold
CONTRIBUTOR

We all have to fit the Gen-Ed requirements into our busy schedules. Many people at the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring. Beyond that, the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring.

The consensus is that some Gen-Ed requirements into our Gen-Ed requirements will be more appealing to students. Some are wondering - with a "check-out" tool to guide us, how will students become better informed? Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. The concept of conciseness and determining disciplinary ac-

"Connecticut College students simply see it as a set of rules, while in reality it plays a big role in how the Honor Code is enforced on campus. He argues that the Honor Code cannot be considered only in terms of its violations. The Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, steady grades, and more time available to focus on their interests.

Faculty members often ask whether Honor Code violations are to be reported, but they can't really just plop it on the community to make it work. The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, but it is often difficult to draw the line between conversation as a half-joke or limited in-depth discussions to a few of the students to a few of the students.

Kristina Harrold
CONTRIBUTOR

We all have to fit the Gen-Ed requirements into our busy schedules. Many people at the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring. Beyond that, the thought of taking an entire class that has nothing to do with our majors or that is not important to us is boring. The struggles of course registration is impossibly boring.

The consensus is that some Gen-Ed requirements into our Gen-Ed requirements will be more appealing to students. Some are wondering - with a "check-out" tool to guide us, how will students become better informed? Professor Loo explained at the Student Government Association (SGA) meeting that we need to be more of a self-designed educational experience. The concept of conciseness and determining disciplinary ac-
Turning Towards Winter Sports Season

LUCA POWELL
SPORTS EDITOR

As the winter sports come in to full swing, Connecticut Col-
lege hosts a rich chapter of sports excitement. As a resident
towards the athlete that excites us through the fall season, we’ve highlighted some of their accomplishments.

2014 saw the last season of sports on Tempest green for Bliz
Powell ’14. The graduating captain adds NESCAC All-Ten-
nis to an already illustrious career career. It was also the first athlete from Conn to earn the NESCAC player of the year award. Leading the league with 23 points, 6 goals and 3 assists, The Men’s Soccer Team will surely miss the long haired all-star’s impres-
ating ability to turn a goal from the edge of the 18 yard box. Tennis player Anika Kla-
ichak ’16 and Jack Griffin ’13 of Men’s Lacrosse repre-
ented Connecticut through the fall semester, as the Camels longstand-
ing accomplishments of our athletes were honored on the NE-
CAC All Academic team.

This semester, 48 new ath-
letes were honored on the NE-
CACC Fall All Academic team. Balancing both scholarship and strenuous commitments to their respective sports, all the ath-
tletes sustained GPAs of 3.55 or higher. Among these were Michael LeDuc of Men’s Cross Country, Sarah Holton and Heather Rockliff of Women’s Cross Country, Max Nichols of Men’s Soccer, Ana Tur-
ner of Women’s Wives, Caly Brunelle of Women’s Volleyball, Laura Sanderson of Women’s Field Hockey, and Nick Dino of Men’s Water Polo. We are very proud of the ac-
complishments of our athletic programs and Athletic Director Fran
Gabelman ’14 of the Women’s Squash team and Patrick Whittingslow of Men’s Water Polo.

This semester, 48 new ath-
letes were honored on the NE-
CACC Fall All Academic team. Balancing both scholarship and strenuous commitments to their respective sports, all the ath-
tletes sustained GPAs of 3.55 or higher. Among these were Michael LeDuc of Men’s Cross Country, Sarah Holton and Heather Rockliff of Women’s Cross Country, Max Nichols of Men’s Soccer, Ana Tur-
ner of Women’s Wives, Caly Brunelle of Women’s Volleyball, Laura Sanderson of Women’s Field Hockey, and Nick Dino of Men’s Water Polo. We are very proud of the ac-
complishments of our athletic programs and Athletic Director Fran
Gabelman ’14 of the Women’s Squash team and Patrick Whittingslow of Men’s Water Polo.

Bill Leedy, a junior on the Men’s Ice Hockey Team, works hard both on and off the ice. Off the ice, the history major is in-
volved with Residential Educa-
tion and Living as a mentor and is a graduate of the Green Dot Program. On the ice, he plays defense and his hard work is already paying off in the season. During the second game of the season against Wes-
eyan, Leedy scored the team’s first goal of the game with the help of an assist from JC Care-
giolo. This goal held the team on top until eventually, they were defeated 2-4 by the Wes-
eyan Cardinals. Here’s a look at his favorite in-season moment so far this season:

Favorite In-Season Moment: Beating Tufts in both games last year. This is a good spot to make playoffs.

Post-Game Food: I usually like to have a good meal in with water and fluids to replenish and be ready for the next game. If my parents are home, I usually have some dinner food. I like to have them take me to.

Involvement With Green Dot: I think the game is awesome. Not only do we have a great crowd, which provides us with a lot of energy, but we also get to promote a very important program through the Green Dot Game. This is when we can help spread the word about the program. It’s our way of doing something we care about.

Amelia Dineen

Amelia Dineen ’14, a behav-
ioral neuroscience major, has been playing hockey over three seasons with the help of a brain injury. After graduating from Connecticut College and returning from a concussion earlier this year, the Skidmore alumna returned to the ice to help the Camels improve. This year she has already been off to a great start. Most recently, she brought the Camels their second win of the season scoring the winning goal with 1:07 left against Holy Cross. You can watch her live on the Skidmore Channel.

Contact Julia Cristofano at business@thecollegevoice.org for rates and other information. ——

Tufts University’s Alexis Byrd ’17, a first-year forward who was one of the highest scoring sophomores in the NESCAC last year, has already scored 12 goals and 3 assists through the first two games this season. On the ice, the history major is in-
volved with Residential Educa-
tion and Living as a mentor and is a graduate of the Green Dot Program. On the ice, he plays defense and his hard work is already paying off in the season. During the second game of the season against Wes-
eyan, Leedy scored the team’s first goal of the game with the help of an assist from JC Care-
giolo. This goal held the team on top until eventually, they were defeated 2-4 by the Wes-
eyan Cardinals. Here’s a look at his favorite in-season moment so far this season:

Favorite In-Season Moment: Beating Tufts in both games last year. This is a good spot to make playoffs.

Post-Game Food: I usually like to have a good meal in with water and fluids to replenish and be ready for the next game. If my parents are home, I usually have some dinner food. I like to have them take me to.

Involvement With Green Dot: I think the game is awesome. Not only do we have a great crowd, which provides us with a lot of energy, but we also get to promote a very important program through the Green Dot Game. This is when we can help spread the word about the program. It’s our way of doing something we care about.

Amelia Dineen

Amelia Dineen ’14, a behav-
ioral neuroscience major, has been playing hockey over three seasons with the help of a brain injury. After graduating from Connecticut College and returning from a concussion earlier this year, the Skidmore alumna returned to the ice to help the Camels improve. This year she has already been off to a great start. Most recently, she brought the Camels their second win of the season scoring the winning goal with 1:07 left against Holy Cross. You can watch her live on the Skidmore Channel.

Contact Julia Cristofano at business@thecollegevoice.org for rates and other information.
LeDuc Wins National Title

ALEX CAMMARATA
SPORTS EDITOR

On Nov. 23, Mike LeDuc won the NCAA Division III Men's Cross Country Championship in Hanover, Indiana, finishing the 8 km Championship in 24:29.

LeDuc was down to just the two of us at 1.2 miles. I was on the领跑 pretty hard with 300m left, knowing I couldn't sustain it through the finish, but just barely able to hold on to second place. I didn't. After he fell off the pace a little bit, I just tried to bury him before he could give it another go," said LeDuc.

LeDuc's coach, John Crain of North Central, was pleased with LeDuc's performance throughout the season, and was "very pleased" with the NCAA Division III Men's National Athlete of the Year award. "The Division III National Championship was the culmination of my cross country career. All of the work that my teammates and I put in throughout the year paid off in a big way," said LeDuc.

This victory was a continuation of LeDuc's winning streak. He also won the NCAA Division II Regional Championship and the NACAC Championship earlier this season, along with winning the 3000 meter steeplechase at the NCAA Outdoor Track and Field Championship this past spring.

Crain is excited about the recognition of being named the United States Track and Field and Cross Country Coaches Association (USTFCCCA) Division III Men's National Athlete of the Year. For him, the Division III National Championship was "an important role in his win, "We focused on making sure he raced with confidence," said LeDuc. "Butler can't stay away, you have to minimize the burden and expectations, and Mike was very willing." During the race, LeDuc had the support of his teammates. Mike Williams '16, Michael Joyce '15, Ron Brandt '17, and Matt Billings '17, members of the Men's Cross Country Team, and Anna Spence '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammates race at nationals.

When asked about his teammates' support, LeDuc said "I thought I was mentally and physically capable of finishing and I set out to prove it to myself."

Butler thought that this "self-confidence played an important role in his win." "We focused on making sure he raced with confidence," said Butler. "You can't stay away, you have to minimize the burden and expectations, and Mike was very willing."

Prior to the race, Butler had confidence in LeDuc's abilities: "I was certainly hoping Mike would win, but felt "In some degree, I expected it based on his past performances."

LeDuc also had confidence in himself: "Going into the race I knew I had a good chance of winning," said LeDuc. "I thought I was mentally and physically capable of finishing and I set out to prove it to myself."

Butler thought that this "self-confidence played an important role in his win." "We focused on making sure he raced with confidence," said Butler. "You can't stay away, you have to minimize the burden and expectations, and Mike was very willing."

During the race, LeDuc had the support of his teammates. Mike Williams '16, Michael Joyce '15, Ron Brandt '17, and Matt Billings '17, members of the Men's Cross Country Team, and Anna Spence '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammates race at nationals.

When asked about his teammates' support, LeDuc said "I thought I was mentally and physically capable of finishing and I set out to prove it to myself."

Butler thought that this "self-confidence played an important role in his win." "We focused on making sure he raced with confidence," said Butler. "You can't stay away, you have to minimize the burden and expectations, and Mike was very willing."

During the race, LeDuc had the support of his teammates. Mike Williams '16, Michael Joyce '15, Ron Brandt '17, and Matt Billings '17, members of the Men's Cross Country Team, and Anna Spence '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammates race at nationals.

When asked about his teammates' support, LeDuc said "I thought I was mentally and physically capable of finishing and I set out to prove it to myself."

Butler thought that this "self-confidence played an important role in his win." "We focused on making sure he raced with confidence," said Butler. "You can't stay away, you have to minimize the burden and expectations, and Mike was very willing."

During the race, LeDuc had the support of his teammates. Mike Williams '16, Michael Joyce '15, Ron Brandt '17, and Matt Billings '17, members of the Men's Cross Country Team, and Anna Spence '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammates race at nationals.

When asked about his teammates' support, LeDuc said "I thought I was mentally and physically capable of finishing and I set out to prove it to myself."

Butler thought that this "self-confidence played an important role in his win." "We focused on making sure he raced with confidence," said Butler. "You can't stay away, you have to minimize the burden and expectations, and Mike was very willing."

During the race, LeDuc had the support of his teammates. Mike Williams '16, Michael Joyce '15, Ron Brandt '17, and Matt Billings '17, members of the Men's Cross Country Team, and Anna Spence '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammates race at nationals.

When asked about his teammates' support, LeDuc said "I thought I was mentally and physically capable of finishing and I set out to prove it to myself."

Butler thought that this "self-confidence played an important role in his win." "We focused on making sure he raced with confidence," said Butler. "You can't stay away, you have to minimize the burden and expectations, and Mike was very willing."

During the race, LeDuc had the support of his teammates. Mike Williams '16, Michael Joyce '15, Ron Brandt '17, and Matt Billings '17, members of the Men's Cross Country Team, and Anna Spence '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammates race at nationals.
The Telegraph

Encoding a Message

Well Received

GEORGIA...

A favorite moment of the night came during Arora’s discussion of romantic relationships and American Indians. Arora, a member of the College of Humanities and Social Sciences, led the crowd in a discussion of these topics, which she described as “a little more than just a social event.”...
As You Like It

By William Shakespeare

Directed by David Jarfe

Connecticut College
Main Stage Production
November 21 - 24

Photos by Miguel Salcedo
Sharing Asian Cultures Through Dance

CONTINUED FROM FRONT

grace," according to its choreographer, Louise Brownberger '16. A dance based on K-pop came next. This piece is influenced by a blend of Japanese and American pop music, as well as a style of Korean folk music called Raks. Following was a ribbon dance from China, accompanied by "The Wedding Night" by Hong Tieg. Next the audience was transported to India through a Bollywood-influenced dance. The dance was infectiously upbeat, especially as it was performed alongside Iggy Azalea's "Bounce," and Sunidhi Chauhan and Vishal Dadlani's "Sheila Ki Jawani." In the middle of the piece, it morphed into Thousand Hands. and then left that inspiration for the end.

Act II started with a belly dance influenced by Egyptian and tribal belly dancing. This was a series of really upbeat dancing, with a hit song by Khaled Zakl "LalalalaJalala)." Accompanying it were the Punjabi song "Viah Di Raat" by Dj Aj, "Ghangra" by Gupsy Aujla, featuring Saini Surinder; "Bhangra Ishque Da" by Balwinder Matewaria, and "Sida Sada" by Gupsy Aujila. The dance and the music made for an upbeat and fun combination.

For the last two dances, the dancers returned to eastern Asia: China and Japan. A beautiful water sleeve dance was first, where the dancers wore greatly extended sleeves that went well beyond their arms. The piece was elegant and fast. Another Hong Ting song, "Lotus Out of Water," placed the dancers—and the audience—in a wonderful backdrop for the dance.

An upbeat J-pop dance—"imposed by the boy bands and girl bands of Japan," according to choreographer Miles Kennedy—opened the show. Three incredibly catchy songs—"Galaxy Suppermum" and "Bring the Boys" Teddy Rihly Remix and "Splash" by Da ICE played in between the dances. To describe this dance, "party" is a definite understatement.

The show was a blast to watch because the dancers were exuberant. It was so obvious that they were just letting go and living in the moment. It was also, as Helen Rolfe '16 noted after the show, "impressive that there were so many 'non-dancers' performing." Everyone was really good, no one, everybody had infectious energy that made me want to get up and move, despite the table-and-chair setup. Still, the clustered round tables made the experience feel more intimate than it would have felt had the room been set up in auditorium-style seating. The show left its audience buoyant and over-stimulated. I'd say it was a success.
CALI ZIMMERMAN

SCRUTINIZING SCROOGE

How The Grinch Stole Christmas accomplished. Holiday traditions vary from family to family, but there is a name formulaic quality to the way movies are repeatedly shown to families each year, movies that

are

on

in

the

are.

is.

than.

sitting

be

the

years

be

the

the

the

the

be

The

The

The

think

the

the

the

the

the

the

be:

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the
Cadenza

In fourth year of publication, Connecticut College's literary magazine continues to thrive

ANNE RUSK
CONTRIBUTOR

Connecticut College has a very creative student body, one that is committed to creating and attending theater productions, Dance Club performances, a cappella meetings and art exhibits. Despite their brilliant creative arts and the fact that English is one of the most popular majors at Conn, just four years ago our school was exceptions to its inability to maintain a literary magazine. Fortunately, Cadenza Magazine, founded in 2009 by then-sophomore Jodi Milius, Katelyn Goell and Brooke Caron, has continued to stand out as a poet and student literary magazine at the time of Cadenza's inception states that the "editors of Cadenza Magazine" were "unique in their goal of making sure that their magazine reaches the many literary magazines that have come and gone at Connecticut College."

One of the reasons that Cadenza has continued to flourish is its ability to be flexible and to not only publish a magazine each semester, but also to step outside of the confines of a traditional magazine. An article published by The College Voice at the time of Cadenza's inception states that the "editors of Cadenza Magazine" were "unique in their goal of making sure that their magazine reaches the many literary magazines that have come and gone at Connecticut College."

Look out for a new issue of UNDEREXPOSED, Conn's student-run photography magazine.

These are just a few examples of the impressive student work featured in the last issue of 2013, available on campus this week.

Gravedigger by Kathleen Radigan

Peter Pan is walking with a little cloud in his pants. He likes the way light hits windows of high-up buildings. I'm not gonna ask about the shadow thing—today he's in a silent mood.

Lost boys get high as bats in caves, shoulders soaring, fast bubbly and clunky stamping out shames with congratulations. Fairies drop these days like Nagasaki soldiers, their bodice limp as plantain leaves, and Peter is the gravedigger — no one else wanted the job. I'm reaching for Peter's hand, even though I know he hates to look tied to anything, and I'm reaching for Peter's hand, even though I know he hates to look tied to anything, and he loves to wrap his thighs around his shadow, sticking a hand inside and listen to the sound it makes, its little moon south uncoiling its shoulders swinging, fist bump and chuckle.

Last semester there was an event called Cadenza Live. Will any similar events be coming up? Definitely! We'd love to have a similar event for the end of this semester—"we meet holiday contrasts"—which we will advertise once we've finalized details. Next semester we also want to organize a field trip to Washington Street Coffee House for a night of poetry, put on an afternoon of pancakes and photography in which we discuss visual art and cook brunch and do whatever else the student body is interested in!

When do you typically publish your magazine each semester? We publish once a semester, compiling and printing the magazine at the end of each term when people no longer dawdle their finals study breaks or on their trips home. When will the next issue be released? On December 11th, the last day of classes.

For those interested in reading the magazine, where can they pick one up? They'll be available in Coffee Grounds, the Coffee Closet, Harkness Cafe, the Library and Cru, as well as sprinkled across other spots on campus.

Cadenza Magazine meets every Monday at 5 pm in Coffee Grounds. For questions or submissions, contact cadenza-mag@gmail.com.

A PREVIEW OF STUDENT WORK FROM CADENZA FALL 2013

by LUCIE FLEMING

DECEMBER 9, 2013

ARTS & ENTERTAINMENT

THE COLLEGE VOICE

ANNIE RUSK

CONTRIBUTOR

Connecticut College has a very creative student body, one that is committed to creating and attending theater productions, Dance Club performances, a cappella meetings and art exhibits. Despite their brilliant creative arts and the fact that English is one of the most popular majors at Conn, just four years ago our school was exceptions to its inability to maintain a literary magazine. Fortunately, Cadenza Magazine, founded in 2009 by then-sophomore Jodi Milius, Katelyn Goell and Brooke Caron, has continued to stand out as a poet and student literary magazine at the time of Cadenza's inception states that the "editors of Cadenza Magazine" were "unique in their goal of making sure that their magazine reaches the many literary magazines that have come and gone at Connecticut College."

One of the reasons that Cadenza has continued to flourish is its ability to be flexible and to not only publish a magazine each semester, but also to step outside of the confines of a traditional magazine. An article published by The College Voice at the time of Cadenza's inception states that the "editors of Cadenza Magazine" were "unique in their goal of making sure that their magazine reaches the many literary magazines that have come and gone at Connecticut College."

Look out for a new issue of UNDEREXPOSED, Conn's student-run photography magazine.

These are just a few examples of the impressive student work featured in the last issue of 2013, available on campus this week.

Gravedigger by Kathleen Radigan

Peter Pan is walking with a little cloud in his pants. He likes the way light hits windows of high-up buildings. I'm not gonna ask about the shadow thing—today he's in a silent mood.

Lost boys get high as bats in caves, shoulders soaring, fast bubbly and clunky stamping out shames with congratulations. Fairies drop these days like Nagasaki soldiers, their bodice limp as plantain leaves, and Peter is the gravedigger — no one else wanted the job. I'm reaching for Peter's hand, even though I know he hates to look tied to anything, and I'm giving it a squeeze. He feels like the crocodile.

There's something different about Peter Pan today. I'm reaching for Peter's hand, even though I know he hates to look tied to anything, and I'm giving it a squeeze. He feels like the crocodile who swallowed the clock that time forgot.

I heard somebody say

I'm giving it a squeeze. He feels like the crocodile.

I'm reaching for Peter's hand, even though I know he hates to look tied to anything, and I'm giving it a squeeze. He feels like the crocodile who swallowed the clock that time forgot.