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A Plight of Harshness and Success

21 Years In the Life of Darlington Martor

CONOR MCCORMICK-CANAVAGH STAFF WRITER

Darlington sat back in his school chair and put his hands on the desk, hoping for this day to be different. Stuck in a Liberian refugee camp on the Ivory Coast, he was used to attending the makeshift school structure each morning and leaving at the end of the day without gaining much new insight, each was the norm.

On this day, the sun was shining strong outside, and he and his fellow classmates were busily staying awake. At the front of the class stood Darlington's teacher, an older Liberian man with sweat pouring down his brow. "STUDENT," he spelled out. "Repeat after me. Stooo-dent. Student." Darling- 

The Igloo took 15 hours of manual labor to build over the course of a few days. It was completed, of course, on a snow day. But why would a dozen college males, busy with classes, athletics and video games dedicate so much time and effort to building a fort in the snow? Well, it started with an idea in a dorm room. The visionaries were Hugh Demers '14 and Nicky Bruce '14. They found followers in the hallways of Harkness and started to build. By the final day of construction, they were a committed party of eleven.

"The Builders" may sound like a quasi-Marxist group of equals - comrades, even - but don't make sure you don't freeze in your sleep," or "I hope that candle doesn't go out because there isn't enough oxygen in here and you die from carbon monoxide poisoning." "I know, this is all over-dramatic paranoia... well, except for this fun fact: In 2011, Yan Lavalliere of Montreal, while building an igloo for his girlfriend's four-year-old son, was crushed to death when the structure collapsed on his ribcage. "I think I'm okay in where I am," I said to the officer.

Exactly seven nights before this, a group of young men known simply as "The Builders" put the last brick of snow on what Builder Jake Junda '14 called "the most important thing I've ever done." Junda made a documentary of the process. In the final moments of construction Michael Guappone '15 exclaims, "Anything is possible!"

Spending a night in the snow-forged 'Harkness Annex'

Peter Herron

STAFF WRITER

"Is anyone in there?" said a voice from outside the Igloo. I was inside, wrapped in two sleeping bags, several layers of insulation and a whiskey jacket. It was the voice of a Campus Safety officer. "It's a Nor'Easter out here. You better go inside." I'd been caught.

When I decided to attempt a full night's sleep in the Igloo of South Campus — or "The Harkness Annex," as it's officially called — I didn't think the issue would be getting written up at 6 a.m. for unauthorized "camping." Don't get me wrong; this little overnight "camping." Don't get me wrong; this little overnight

The Men and Their Igloo

STAFF WRITER

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On Pussies and Power

The door to Earth House was locked this past SalUnlay night. As I waited outside, braving the eighth snowstorm of the semester, I thought about what I was about to do. A stranger opened the door, letting me and my friends into the house. "Is this where you were?” we were told. "Someone is performing."

I had my monologue scrummed up in my back pocket. Students crowded close together, too close, perhaps - in silent reverence as peers read words they had written: words that were personal - sometimes funny, sometimes serious and at, times, intimate. The Pow Wow functioned as an open forum to allow students a chance to voice their stories and opinions surrounding gender, sexuality, race, and identity, bodies, and the like, inspired in part by a project from Professor Jean Manston's History of Sexuality class last semester. The project and the Pow Wow both sought to confront the exclusivity and rigidity of five Eileen's Performa-

odic of the college's core values are consistently without the same con-

In response to my article for The College Voice, published on Monday, 9 December 2013, the seven residents of Earth House met with REAL staff to discuss their concerns about the impending changes to independent and thematic housing options beginning in the 2014-2015 academic year. After clarifying which perceived changes will in fact be actualized by the REAL office, students and staff were able to engage in fruitful conversation about how such changes would affect Connecticut College's only sustainable living space. After a period of dialogue, students and staff agreed that Earth House will remain an application-based housing option and will continue to be listed as Earth House in the REAL application.

This meeting represents a successful restoration and enactment of shared governance on the Connecticut College campus, one in which all parties voiced and heard one another's opinions and viewpoints with respect. As someone who was initially quite unhappy with what I perceived as an attack on the Earth House community and sustainability at the College, I am now more than pleased to report that both residents and the REAL office have made a hearty commitment to preserving these ideals of sustainability and encouraging them to flourish.

-Zech LaRock '16

Throughout the past year, the REAL Advisory Board (comprised of students and staff) has been working on ways to further actualize the thematic housing theme on campus. We wanted to provide ways for students with common interests to live together and share these interest
effects on the greater college community. In the past, students have had to dream up a theme to live in places such as Park Apartment or Frothingham. This attempt allows the students to create a theme that opens opportunities and imaginations; one that wouldn’t put limitations on spaces.

In an effort to keep current Earth House members, we learned that there was worry among students that this theme would cease to exist. This was not our vision. We want to create a system that pays attention to the changing needs of the student body. The worry came when the students asked themselves “What happens if no one proposes a theme of sustainability?”

Earth House has become a place these values are lived out on a daily basis.

Through the new common interest housing process we wanted to increase the intentionality of themes on our campus. Our office and the members of Earth House were able to come to a compromise: Earth House will stand as a theme every year, and it will commit to increasing its intentionality through shared goals, developed by the members chosen through the specialty housing application process and in collaboration with faculty/staff advisor (just as other common interest living options will have). The new process allows the student body to imagine what can be possible on our campus while staying true to the themes that already exist and are consistent with the college's core values.

***

These recent discussions have led to reflection about what Earth House contributes to the Connecticut College experience. The current members envision that Earth House is, and will continue to be, an active and purposed partner of the Connecticut College community. It is comprised of residents, non-residents, faculty and staff alike, who share a passion for environmental sustainability, social justice, the arts and participating in educational and recreational events frequently held in the shared living space. Earth House embodies an egalitarian spirit, as students from the sophomore, junior and senior classes live together, cook together and share meals together. The communal and welcoming lifestyle provides boundless opportunities for the formation of new friendships. Earth House actively participates in a shared history and collective memory, and as residents gaze upon the painted walls throughout the house, they are frequently reminded of all those before them who have shaped, cultivated and preserved our community. Earth House represents an independent lifestyle choice that other housing options on our campus do not provide. We are pleased that the Earth House family, both those who are presently at the College and those who have graduated, and the Connecticut College administration are committed to ensuring its longevity.

If you have interest in Earth House, please feel free to stop by to say hello. They are located at 258 Mohagen in between 350 Mohagen and Winthrop Hall.

Sara Rothenberger
Director of Residential Education and Living (REAL)
ELLIE NAN STORCK
STAFF WRITER

Flash mobs, TED Talks, a promotional video gone-viral, thousands of dollars worth of fundraising and a cast of over 100 students: this spring, the Connecticut College Vagina Monologues is taking this campus by storm. Dozens of driven, ambitious young feminists have chosen to connect with women all around the world by participating in the College's 12th annual performance of the Vagina Monologues, a play originally written and first performed in the 90's by Eve Ensler. The producers are extremely pleased with the high participation numbers, and have high hopes for fundraising this year—in 2012, the Vagina Monologues raised $5,000. Last year, they raised $10,000, and this year they are shooting for $15,000—a goal they are hoping to meet by adding in a third show time on Saturday.

Senior Meg DeJong, a PR Co-Chair for the Vagina Monologues, is very excited about the organization that the fundraising money will go to. "We're trying to raise $15,000. Ninety percent of the profits will go to Safe Futures. The other ten percent goes to One Billion Rising," explains DeJong. Susanna Mathews '16, co-chair of supplementary events, explained that the majority of the money is raised through ticket sales, but money also comes from a silent auction and a "raffle on the day of the show using donated items from the New London community," as well as donations from Conn academic departments and centers. Co-producer of the show Alia Roth '14 also received money for the event through a grant that was used as a "base point for jumping off" for fundraising.

One Billion Rising is the foundation that was started by Ensler to help women and girls who are affected by violence. Every Vagina Monologues chapter donates to this foundation. The other foundation that the producers have chosen, Safe Futures, is a local New London organization strives to eliminate violence in our local community by empowering and providing resources for women who find themselves threatened by sexual assault and domestic violence. Anna Marshall '16, the chair of V-Week, said that sexual violence isn't just an international issue, but an issue that "hits so close to home locally," and that the organizers of the show wanted to raise awareness that this is an issue that can impact anyone.

DeJong explained that part of what makes the Vagina Monologues different this year is the size of the cast. "We have an awesome cast this year, we're so excited that so many people are into it. It's really unique that we have so many people involved, not all colleges have that. Everyone has been very enthusiastic," said DeJong. "We have so many women on campus who consider themselves feminists and want to be involved. And we have such great resources, like the Women's Center, for example. I think people are just aware of the issues that The Vagina Monologues addresses."

Roth and her co-producer Ari Holden '14 have gone out of their way to make sure that The Vagina Monologues has a vibrant presence on campus this year. "A lot more work was done last semester to let people know that we're here. Last year it kind of popped up and it wasn't on people's minds," explained Mathews. Last semester, Roth produced a promotional video, 100 Men Rise for V-Day: Why Are Vaginas Important to You? The video quickly went viral and now has over 150,000 views.

"The video that Alia did got so many people talking and created a great dialogue," said DeJong. "I think Alia's video broke a lot of stereotypes about what it means to be a feminist. "Most men on campus are pretty supportive of the Vagina Monologues—there's a perception that to be a feminist, you have to be a woman, and that's not true—you don't have to be a woman to be a feminist. We need men to be a part of the feminist movement too."

The main event will take place on Friday, Feb. 21 at 7 p.m. and on Saturday Feb. 22 at 2 p.m. and 7 p.m. in Evans Hall. Tickets are currently on sale for $8 for students at $10 for non-students.

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A Plight of Hardship and Success:
21 Years In the Life of Darlington Marton

CONTINUED FROM FRONT

chouk... chouk... chouk..." Gunshots. For a few seconds, which seemed like eternity, the teacher froze. Only after the “chouk... chouk... chouk...” got louder, did he hear students screaming and running out of the classroom. Darlington heard it too, and he started running as fast as he could. He walked 50 kilometers on foot from Liberia to neighboring Ivory Coast. His extended family unit fractured. Darlington’s mother and sister were separated, Darlington’s love for his father evaporated, his stepfather’s passion, “He took pictures of families and other people. He taught me how to use a camera. I thank him for that.” Darlington reflected on memories of his stepfather, and one memory stood out. “When I was smaller in the refugee camp, this one bully would always beat me up. He would say ‘I’m going to end his life’ and Darlington’s mother thought he was exaggerated. One day as I was saying bye to my stepdad, he saw me and pointed me out for a fight. I ran back to my house and tried to get protection from my stepdad.” Darlington’s stepdad then went on to ‘tell him that if he ran away from this fight, then he would kick Darlington’s ass himself. Darlington listened to his stepdad’s words. A fight ensued and Darlington walked away, bruised and beaten, on the losing side. But after that, he and the bully fought again, and again, and again, until soon enough the fighting in Liberia was winning. Darlington gleaned a valuable lesson from his stepdad’s words: stand up for yourself. Don’t give in to a bully. Compete and even if you lose, what doesn’t kill you makes you stronger.

In 2002, the Ivory Coast civil war took Darlington’s family by surprise. Darlington’s papers had recently passed through the UN refugee resettlement commission and were being validated in the United States. However, the escalating violence in Ivory Coast stalled his plans to travel to America. Again, Darlington was forced to migrate from one home to another. He walked 100 kilometers on foot from Ivory Coast to neighboring Guinea. This time he traveled with his aunt, who had offered to take him as her “son” to America to connect with other relatives.

A year passed in Guinea, until finally Darlington and his aunt were validated to travel to America in 2003. They settled in Providence, and Darlington began another chapter of his life. He quickly enrolled in a public middle school, which he refers to as “the worst middle school in Providence.” His ESL class was filled with “bad kids,” pre-teens with rough home lives. These “bad kids” exerted limited effort in the classroom and were often more interested in the next pair of Jordans or the upcoming 50 Cent album. Darlington believes many of these actually aspired to live life like 50 Cent. Darlington himself was more focused on his family. Everything changed in 1997, when Darlington’s family was forced to flee from civil war in Liberia. At this time, President of Liberia Charles Taylor, now sitting in jail on charges from the International Criminal Court, was wreaking havoc with his rivals and forces in the country. Darlington considered his opportunity to come to Connecticut College a blessing. Living in America helped him get to this point. Americans are quick to ridicule the United States for lack of opportunities would be prudent to read about Darlington’s journey.

In Ivory Coast, Darlington attended school in the refugee camp, while his mother and father were separated. Darlington himself was more focused on his family. Darlington joined a procession of students leaving the classroom. only to see black smoke filling the horizon and hear the sound of gunshots ringing in his ears. This was 2002, the beginning of civil war in Ivory Coast. Fast forward 12 years later, Darlington relaxes on a chair in Cre’s Nest. He has come a long way from that hateful day, and although he has traveled much of his journey without his nuclear family, Darlington is still quick to chime in, “Family is everything.” He will graduate this May, so before leaving Connecticut College, his story needs to be told for all current students to read in The College Voice and for all future students to look back through the archives and admire. Darlington considers his opportunity to come to Connecticut College a blessing. Living in America helped him get to this point. Americans are quick to ridicule the United States for lack of opportunities would be prudent to read about Darlington’s journey.

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A Plight of Hardship and Success:
21 Years In the Life of Darlington Marton
New Alumni Networking Platform Launches

**Alum Andrew Margie ’96 unveils Alumnifire exclusively for the Conn College Community**

**MOLLY BANGS
NEWS EDITOR**

Connecticut College hosts an online alumni database of its own, accessible through the College’s website. However, to use it for networking purposes, the user must have a clear idea of what company and location he/she is looking for. Additionally, the mode of contact provided are e-mail addresses that are only as updated as the users choose to make them. These accessibility issues have prompted many Camels to turn to LinkedIn for their networking needs—which, while helpful, can be overwhelming in its vastness and restrictive in terms of who one can reach out to via message.

For the Connecticut College community, the process is all about change with Conn alum Andrew Margie’s recently launched online networking platform exclusively for the Conn community—Alumnifire. Earlier this month, The College Voice spoke with Margie ’96 about the user-friendly platform.

When asked how he was first struck with the idea for Alumnifire, Margie began, "I love Conn." He spoke to how close he has stayed to the school since graduating in 1996. Margie is co-chair of his class’s giving committee and has volunteered at various events and activities. He then explained how the Conn network has opened a lot of doors for him, in ways that he hasn’t necessarily actively sought out. He learned at the end of his interview for his first job out of college that the interviewer was a fellow Camel—he ended up with the job. Margie said, "I think every Camel should get the most out of this network...which is amazing, but is largely disconnected." He continued, "This networking need is universal. The most valuable asset you have is your network.”

Working in the technology field for a long time, Margie realized how the web has the power to unlock the potential of alumni networks. So, along with his business partner—affably called “partner-in-crime,” Trip Tate—Margie launched Alumnifire exclusively for the Connecticut College community. The website is designed to connect alumni and students directly and conveniently. He explained that the key to joining is affinity to one’s school. "This affinity—next to your family—is the most natural affinity you have. Alumni want to meet students half their age, they want to help—[Alumnifire’s] traction has demonstrated this.” As of the first week of February, the site had gained 200 users in just two weeks’ time.

What makes Alumnifire unique? "Universally, people have an instinct to give back. We let them do that—however much they want,” said Margie. For instance, an alumnus can indicate that he or she has time for five requests for advice from other members of the Conn network per month—so after that fifth request, they will not receive any further requests until the next month. This way, “Alumni can give back in ways that make sense for them [and their schedules].”

"The next step," Margie continued, "is to get students to start asking more questions.” Available jobs at companies in which Camels work are layered on this platform. "Hopefully they can help you find a job, or at least give you great advice. The alumni network is the place where students can start. It’s about [utilizing] the community closest to you and then building up.”

In an Alumnifire questionnaire, "Over 95% of members said they would rather hire a Camel, given that the candidate was just as qualified as their competition.” Margie remarked, "This is really valuable.”

Kat Barker ’14, an intern for Alumnifire, personally attested to the platform’s utility. "Alumnifire’s mission is something that is important to me not only as a Conn student but also as a senior looking for a job." She continued, "Alumnifire is, in my opinion, the best way to start reaching out to people and make connections for potential job opportunities. We are not going to meet many people in our career searches who will be as willing to help a camel as Conn alumni. I’ve already reached out to two alumni on the site. I had a phone conversation with the first and I have a face-to-face interview coming up with the other in a couple of weeks. I’ve been pleasantly surprised at how willing and helpful they are.”

Margie commented on the effectiveness of Conn’s Career Enriching Life Skills (CELS) office, as well as the College’s Alumni Relations; he feels Alumnifire will only augment these resources. When he went to Conn, the CELS internship program in the summer after one’s junior year did not yet exist. The College Voice asked if this was a legacy Margie wanted to preserve and turned into a new program. Margie and Tate believed the platform could only help students in their endeavors.

Margie and Tate plan to expand the platform to other schools following the launch of Alumnifire at Conn. "My hope is that this is something that provides value in lots of different communities,” Margie explained.

Barker commented, "I highly encourage all students to join the platform. If you want to easily become a member, you can personalize your profile to the point that others know what dorms you’ve lived in on campus and you can strike up a conversation that way.”

In terms of learning more about Alumnifire as the semester continues, "Students can look forward to new social media platforms, alumni visiting campus to talk to students, and a variety of events we plan to host which will be really great.”

As the College Voice’s interview with Margie came to a close, he recognized the 100 Days Celebration marking the time left until graduation for this year’s Connecticut College graduating class and laughed. "Now that, they had in my day.” He concluded with a message for current students: "It’s never too early to get your sea legs ready. Use Alumnifire to start getting on your way, and eventually you will be the one opening these doors for future students when you become an alum yourself.”

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Best of luck to class of 2014!

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"I view my investment in an education here as analogous to purchasing a home. By not giving back, I’m neglecting the regular upkeep that maintains, and hopefully increases, the value of a home.”

- Peter C. Banos

"I give because Conn has provided me wonderful and lasting academic and social support. The experience will continue to influence my life, so I will give so that future students experience this amazing school.”

-Katlin Fung

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Remembering Professor John Burton
1952-2013

Tim Hartshorn
Staff Writer

On Dec. 27, 2013, Connecticut College Professor of Anthropology John W. Burton passed away, following a hard-fought battle with metastatic lung cancer. Burton joined the College in 1983. Over the course of his thirty-year career as professor, he taught courses on diverse subjects such as cultural anthropology, human evolution, ethnographic writing and ethnographic film. Through his intense dedication to the discipline of anthropology, John Burton found success early in his career, publishing his first journal article while still an undergraduate. Reflecting on this initial anthropological prowess, Professor Jeffery Cole, current Chair of the Connecticut College Anthropology Department, deemed Burton “a precocious anthropological talent” – echoing the sentiments of Lawrence J. Taylor, who, now a Professor of Anthropology at the National University of Ireland, Maynooth, received his Ph.D. from SUNY Stony Brook at the same time as Burton. Taylor recalls Burton as being “a kind of wunderkind, a strikingly handsome and graceful young man with an intellectual maturity and intensity of focus that most graduate students only aspired to.”

Indeed, from a very young age, Burton understood his ambition to anthropology as being something beyond mere vocation. While still graduate students, he and Taylor developed the habit of selecting an ethnography to read each week (on top of their normal course load) and discussing these works during regular meetings at the Stony Brook Inn. It was by exploring the discipline of anthropology with fervor that extended well beyond institutional requirements that, Taylor recalls, he and Burton “went through nearly the entire corpus of culture and ethnographic European ethnographies, helping one another to become anthropologists in a way that could not have happened in a classroom.”

Following his tenure at Stony Brook, John Burton travelled to Sudan – a nation in which such anthropological giants as E. E. Evans-Pritchard and Godfrey Lienhardt had conducted fieldwork – and commenced an extensive ethnographic study of the Atout people (about whom, as Professor Burton would often reflect while teaching, “little was known”). This study would develop into the longest research project of Burton’s career. It also resulted in the publication of his first two books, God’s Ants: A Study of Atout Religion (1981) and A Nilotic World: The Atout-Speaking Peoples of the Southern Sudan (1987), both of which remain among the most comprehensive records of Atout culture to date.

During his time at Connecticut College, Burton went on to write two more books: Introduction to Evans-Pritchard (1992) and Culture and the Human Body: An Anthropological Perspective (2001), as well as publish a host of articles in various academic journals.

What Professor Burton will be remembered for most at the College, at least by students and alumni, is his teaching ability. Even in declining health, Burton was consistently able to captivate younger members of the college community through his Introduction to Social and Cultural Anthropology course. Perceiving Burton’s unique set of talents and experiences, this course inspired countless students to foster an interest in anthropology that often does not declare an Anthropology major outright. As Charles Barstow ‘12 reflects, “During Fall semester of my sophomore year, when I was taking Social and Cultural Anthropology, I spent an entire dinner with my family reflecting stories that Professor Burton had told in class of his adventures and his misadventures in England with Godfrey Lienhardt, and then in southern Sudan.” Barstow, who graduated with a degree in Anthropology, credits Burton with alerting him to the merits of adopting an anthropological outlook on the world, a perspective that he shares with many other students.

Looking back on her freshman year at Conn, Sybil Bullock ‘14 has come to appreciate the immense role that Professor Burton played in her education, asserting, “Professor Burton changed my life. Sitting in his introductory class was like being blown away by his ability to make a lecture seem exciting, to draw us all in by the pictures he painted was so impressive that it’s vivid in my mind a decade or more later.”

Indeed, the lessons that Burton taught to both students and faculty with an intensity that many other students have found time consuming, but timeless as well. Even now, several decades after listening to Burton speak at a faculty seminar entitled “Tradition and Modernity,” Proctor remembers “being taken aback, and then drawn into a completely new idea – for me at least – that he shared with us, based in part on his study of the Nuer tribe in Africa, Sudan. It is idea that what was called a ‘tradition’ is often a tradition at all, but can be something created quite recently.”

Particularly in a liberal arts college in which interdisciplinary scholarship is heavily encouraged, Professor Burton’s ability to share his scholarship in a manner which grabbed the attention of faculty members across departments was not only impressive but highly valuable. John Burton’s passing forces us to contend with the absence of a skilled orator, stimulating instructor and, for many students, faculty members and others, a great friend. Undoubtedly, his teachings will live on in the minds of those he inspired and challenged on a daily basis — a legacy, which from an early point in Burton’s career, seemed to promise fitting.

As Taylor reflects, “I was not surprised that John went on to a distinguished career... But I was even less surprised that John went on to be an inspirational teacher. I can still see his flashing eyes and hear his dry wit as he pondered about the significance of a term or argument over beers in the Inn, serious but ironic, engaged and engaging.”

The East Asian Studies Department Tackles Orientalism in Modern Television

Jahan Shouhayib
Contributor

On Feb. 6, the East Asian Studies Student Advisory Board (SAB) hosted a screening and discussion of two recent Public Relations Chair of the East Asian Studies Department, Theresa Ammi-Roche, has a similar story to share, emphasizing the unique role that Professor Burton played in attracting interest in Anthropology, if not declare an anthropology major outright. As Professor Burton would often reflect “When I sat in on his lecture. I was blown away by his ability to make a lecture seem exciting, to draw us all in by the pictures he painted was so impressive that it’s vivid in my mind a decade or more later.”

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This discussion encouraged broader conversations about Western constructions of cultural identity in a broader sense than just in television. It also pushed its audience to consider the responsibilities that we have as observers of American mainstream culture to be particularly alert of Orientalist perceptions in Western media that are often poorly or not at all constructed.

For further information about the event or the East Asian Studies Department, the SAB meets every Wednesday at 8:30 in the Kellogg Commons Room and is open to the general public.
Exploring Shain Library Renovations

AYLA ZURAW-FRIENDLAND
SENIOR EDITOR

Anticipation is building for the
coming renovations of Shain Li-
Brary. Already, students and fac-
tulty are noticing computers, books
and other resources being shifted
around to accommodate the begin-
nings of change. However, as of
now, there has been relatively little
information coming from the com-
as to how things will change for the
2014-2015 academic year when the
library will be closed for construc-
tion. Rumors of a Blue tacoer and
book stacks taking up residence in
dorms and dance studios abound.
Where will we print? Will there be
a Blue tacoer to fuel our late
night coffee needs? What will be-
come of Knowlton dining hall?

All of these are questions that
Lee Hisle, the Vice-President for
Information Services and Librarian
of the College, and Eileen Jenkins
of College Relations were able to
answer in an interview with The
College Voice.

The need for a new library space
has been evident on campus since
the early 2000s. The Shain Library,
we know now was built in 1974,
and its age and limitations began
to show as newer technology de-
veloped. A Blue tacoer, the Library
Renova-
tion and Expansion Committee
had their first meeting. The idea didn’t
take hold until Lee Hisle’s position
in 2012. With Hisle in the presi-
dency, when a Library Renova-
tion was added to an eight-year plan
for a Campaign for Connecticut Col-
lege.

After a few years of develop-
ing the case for a newer and better
Shain, in 2012 the $9.15 million
renovation was officially approved,
and the process of finding an ar-
Chitect for the project began. “We
began to think about this as we
bore narrowing it down to five, and
then three,” says Lee Hisle. The
winner of the commission was the
Schwartz company based in Boston,
which, coincidentally, was the
firm that designed the Charles Chu
Reading Room we have today.

The library will undergo several
aesthetic and functional changes
while under construction, all while
maintaining the same structure and
square-footage. Because of the current
location of the library, it is slightly
separated from campus by a “moat” as
Hisle described it, and connected to
it by only a small bridge that leads
to the doors. “The new design seeks
to connect the physical building with the
campus community.”

An outdoor café area and plaza
will eliminate this gap, as well as
a redesigned main entrance
that will feature a modernized re-
ception area. The front portion
of the library will be opened up
with enormous windows to allow more
natural light and a sense of space.

The functional updates will in-
dude both more technology and
more spaces where it can be used.
“One of the largest complaints
about the library as it is now is that
there are few spaces where small
groups can work without feeling
like they are disturbing other peo-
ple,” commented Hisle. Several in-
dividual study rooms will be added,
as well as 100 individual seats. “We
also hope to have an outdoor avail-
able for every chair, if cost allows.”

To add such a massive amount
of space, the bookshelves will be re-

ranged to take up approximately
a third less space than they do now.

The second floor of the library
will be transformed to include the
newly renamed Office of Student
Accessibility Services and the
Aca-
emic Resource Center. “This way,
more connected and connected
services and offices will all be centralized in one
more logical location,” said Eileen
Jenkins of College Relations.

The library space will become a flexible
study space with moveable furni-
iture.

Construction will start in June
2014, after this year’s College Re-
union, and continue until the fol-
lowing summer and is slated to be
finished for the 2015-2016 ac-
ademic year. Until then, the
classes will be left without a library.

While the library is under con-
struction, the Charles Chu Reading
Room in Blaustein will serve as the
library headquarters with the circulation
desk, three printers and the Re-
source desk. Blue Camel Café will
be located in the Blaustein Fac-
ulty Lounge during regular hours.
“Blaustein was the original
Palmer Library Reading Room, so
Alumnae will feel more comfortable.

To get books from the library,
students will have to put a request
in to an online Call & Retrieval sys-
tem by a certain time each day, and
the librarians and student workers
will go into the library, where most
library materials will remain, and
find them. “The biggest change,
in general, is that people really need
to be thinking in advance, both about
checking out books, and reserving
space around campus for events,”
said Jenkins. “LIB is excited that many
of the library’s services will remain
there,” said Abbye Woodward ’15,
a student library employee who has
been involved with the renovation
process.

Study spaces will be opened up
all over campus, such as in the Cro
1941 Room, Main Street Atrium,
the Women’s Center, Unity House
and the living room of the new
Zachs Hillel House. Additionally,
academic buildings will be open
for extended hours, and there will
be an online search mechanism for
students to search which rooms are
available as study spaces during
certain hours. Quiet or silent study
rooms will not be officially design-
ated, however. “However, it is
important to point out that even
in the library now, the silent third
floor is not policed by library staff,
but rather by the students,” added
Jenkins. It is more likely that those
spaces will be naturally occurring.

Two of the three computer labor-
nies in Shain will be relocated to dif-
ferent areas on campus. The Neff
Lab, usually on the second floor,
will be in Main Street East. The PC
Classroom in the basement will be
relocated to Knowlton Dining Hall,
along with a few printers.
Knoll-
ton Dining Hall’s foreign language
dining option will be moved to the
“Antisocial Room” in Harris during
lunch hours.

If we all take during this process:
the library,” said Woodward.

Individual meetings with certain
key groups, such as faculty, first
year students, certain majors and
seniors who will be writing honors
theses will also help to alleviate
any stress.

Lee Hisle ended the interview
with the sentiment that he hopes
we all take during this process:
“We have to keep our eyes on the
prize. Even if this is inconvenient
and strange for a year, it will benefit
students and faculty for many years
to come. The school has needed
this for years, and now it is finally
happening.”

The current renovation plans received
a glowing review from library expert
consultant, Christopher Stewart, as
a library that will carry into the 21st
century.

1. Stay up all night un-
intentionally.
2. Meet at least 5 new seniors
before graduation.
3. Use (and abuse) the massage
chair in the Health Center.
4. Wear a Go-Pro to a Cro Dance
5. Have a slumber party with
a friend and watch old Disney
movies.
6. Unofficial Fishbowl
7. Roll all over the roof of the
AC
8. Cuppa-Cuppa squirrel (or skunk)
and keep it at a pet
9. Silent disco
10. Take some
silverware from the dinner hall
and bury them in secret locations
around campus
11. Common room sleeper
12. Senior class picture on Flora-
dia
13. Go swimming in the AC pool
14. Hold an impromptu jam ses-
tion on the green
15. Become the Campus Cutie
16. Turn the lights on in the
middle of a Cro dance
17. Find out the location of the
Bar every night of the week
18. Steal an entire tub of your
friend’s cream
19. Steal an entire tub of your
favorite flavor of ice cream
from Harris (discretely, of course)
20. Attend a lecture just because it
sounds interesting
21. Hang out with President
Hoge
22. Spontaneously add a major/
major
23. Go mattress surfing down
the Knowlton staircase
24. Participate in a Blue Camel
Cafe to fuel our late
night study sessions
25. Find out the location of the
Bar every night of the week
26. Show up to class dressed as
the Camel mascot.
27. Stargaze on Tempel Green
28. Hang out in the tropical room
of the Greenhouse
29. Lose a bunch of money at
Michigan Star
30. Order Chinese food to the 
Cro Bar
31. Call in to Conn’s radio station,
WPNI
32. Visit the headquarters during
the day
33. Have drinks with a professor
from Harris
34. Visit the Lyman Allyn
35. Get lost in the Arbo
36. Spend the night in Palmer
and meet Ruth the ghost
37. Attend at least one Conn
speed dating event
38. Meet at least 5 new freshmen
before you graduate
39. Go to every sporting event in
one week
40. Crash an admissions
tour and ask how
much each building weights
41. Write for The College Voice
42. Perform at an open mic night
43. Hold an impromptu jam ses-
tion on the green
44. Turn the lights on in the
middle of a Cro dance
45. Say something nice on
Call in to Conn’s radio
station, WPNI
46. Go to every sporting event in
one week
47. Sleep in every dorm on cam-
pus
48. Visit the treehouse in the Arbo
49. Ring the new gong
50. Graduate

Graduate
MADELINE CONLEY
OPINIONS EDITOR

City Crocker, class of 2014, has a request. He's asking Connecticut College students to not throw fish at him. Or loose change. Or bananas, as, for that matter. By and large, he seems to be opposed to projectiles of any kind, at least on February 23rd, when he and the rest of the Club Hockey Team will contend with the Coast Guard Academy (CGA) at the Dayton Arena—both teams' home rink. For the uninitiated, the CGA vs. Conn College Club Hockey game is quite likely the most fiery, malicious and, in reality, largely unfounded sports rivalry at Connecticut College.

The ferocity and tension of this game is evidenced by the diverse array of objects that have been made airborne by drunken Conn students over the years, usually thrown appreciatively in the direction of Crocker's head. In his four years on the team, he's observed the impressive scope both of students' inebriated creativity and their throwing arms. "My freshman year it was fish... Then my sophomore year it was loon change... Recently it's just been fruits and vegetables from Harris." He's earnest in his plea about not throwing stuff, and actually seems a little sad about it. "The fish we just picked it up and got it off the ice, but loose change can actually kind of hurt people when thrown."

But even though this heated rivalry may be, it draws a big crowd. Crocker, who serves as the president/captain of the team, tells me he isn't sure why the rivalry is so fierce, but that he knows people who have never seen to any Varsity Hockey games but have been faithful attendees this particular event every year. He also not sure of the history of the game, but guesses it has been a long time, at least ten or fifteen years.

Perhaps because it is an invitation to get drunk and throw paraphernalia, "kind of like Medieval Times," Crocker adds, the attendance is easily the highest of any club sports event and sometimes even rivals varsity events.

Most surprisingly, the supposed animosity towards the opponent doesn't seem to come from the players, for the most part. Crocker tells me that on the ice, mutual loathing is largely absent and that players, on both teams, are mostly civil. Any nastiness is largely innate, not game-specific, and that "People who are going to say [nasty] things on the ice are going to say things on the ice... no matter what game it is." Regardless, it seems like the players are too busy dodging missiles of various sort and praying that this isn't the game that forces the college to dishonor their team.

If Cary does feel any animosity toward CGA or its hockey players, it was largely overshadowed in the interview by successive pleas for improved behavior at the game. Very politely, Crocker mentioned that that while he and the team appreciate the support and enthusiasm of the fans, the conduct of attendees threatens their club's existence. At the time of our interview, he had just been in a meeting with faculty members of Student Life who had been made aware of the kinds of objects and insults that are thrown at the game and was not happy about it. They relayed to Crocker that "people in the past have shouted [unkind] things, particularly about Coast Guard women—something like, 'we have real women and Coast Guard doesn't,'" said Crocker, which he finds really regrettable and, frankly, unacceptable.

The game is notorious for the drunkenness of its fans, something that Crocker is also requesting be taken down a notch this year. "We don't always have the best reputation on campus [because of the behavior of the fans]," he said. The team is trying to change this and seems to be doing a pretty good job. This past year, they've successfully fundraised for breast cancer research and are now partnering with Relay for Life. All in all, they see like really good guys—so much so that the alleged viciousness of this game is a little surprising.

Crocker maintains that the competition is solely on the ice. Even when prodded with leading questions about his feelings towards the opponent, Crocker is the picture of a gracious, friendly and sports-maniac-like competitor. "It feels like any other game, although maybe the pressure's on a little more because there are so many fans. Any other game we might have 3 or 10 people, but at this game our stand is full." Unlike most sports events at Conn, student attendance is not the problem.

Nick Kersen '14, a devoted fan and three-year attendee, admitted an unhesitant sense of obligation to hate the Coast Guard during these 60 minutes. Kersen is one of many dutiful agitators at the event, which he calls a "classic representation of an emotional-rooted rivalry that is exciting to be a part of." Although he maintains a high degree of respect for CGA and has befriended a number of its students while at Conn, "at the game, all friendships and respect dissipate, and my feelings toward the Coast Guard turn bitter as the importance of the game comes into perspective."

Perhaps out of a professional responsibility to be ambassadressial, Ted Steinberg '16, SGA Vice President, former player and current fan, explained the appeal of the game more diplomatically: "We don't always have the most athletic spirit here, in terms of spectators, but for this game, everyone comes out and supports Conn in the Battle of Route 32, as we call it."

Dewey Worker, who spoke on behalf of the CGA coaching staff, also reflected fondly on the better-than-average atmosphere of the game: "Phil Siena [the rink's Zamboni driver] has even been known to allow guest riders (mascots) on the Zamboni, and if I recall correctly, even slide out of the snow machine to much applause."

The history of and reasons behind the rivalry is murky, but fans don't seem to need a strongly documented historical tradition to show up and shout. "It would be an abomination if the Coast Guard had more fans on the bench than Conn," said Kersen, adding that, "the atmosphere at the games is one of benign malevolence, in which both benches are screaming at each other, the players, and anyone in the vicinity in order to come out victorious."

Needless to say, Kersen will be attending this year's game (his last occasion to do so) and will bring with him a profound loyalty to the "tradition that every Camel is born into."

Getting to the heart of the story, the rivalry between CGA and Conn is what students make it to be. This game has become more of a cultural event than an athletic one, and like most sports rivalries, would be nothing without its fans.

People clearly value this event, and as so your own sake as well as Crocker's, respect the wishes of possibly the nicest person at this college, who has oddly become the spokesperson for one of its most not-nice events. Please, for the competitive spirit through your continued attendance and animating yet respectful cheering, not through Coors Light and launched tomatoes.
Men's and Women's Swimming

The Final Showdown

ELEANOR HARDY
STAFF WRITER

This winter, the Women's and Men's Swimming and Diving teams have been hard at work. Ranked near the top when compared to other NESCAC teams, their season ramps up to the NESCAC Championships, held the next two weekends at Williams for the Women's team and Bates for the Men's.

The Women's team has had a solid season, finishing with a 6:1 record and beating all but Williams who are currently ranked second in the league. Relied on the upperclassmen that have allowed the team to be successful the past two years, this season's freshman class, making up almost half the team, was a remarkable addition.

Coach Marc Benvenuti feels that "the freshmen have each found a way to add something to the team and they have all made us better in some way. They have definitely raised the bar for the upperclassmen." Maggie Nelson, a junior on the team, relies on the freshman class for their new energy they bring to the team as they come in each year faster and faster. Freshman Valerie Urban was recently awarded NESCAC Co-Swimmer of the Week after posting three wins in their meet against the Coast Guard Academy.

Although there have been many highlights of the Women's season, a few stand out in particular. Rachel Bohn '14 views their win over Keene State this past month as one of the turning points in their season. "In the past, that meet has been difficult for us because it is right when we come back from training trip, so everyone is physically and mentally exhausted. Going into that meet, we thought it would be close but everyone stepped up and swam their best, regardless of how they were feeling, and we were able to beat them easily."

The Camels posted a 186-94 win during this out-of-league meet against Keene State. Out of the pool, senior Julia Pielock views their training trip down in Florida as a highlight, praising how "the team bonded and came together."

The road to NESCACs has been paved with a solid foundation for the Women's team. Last year they came in sixth at the Championships despite a majority of the team battling the flu, so this year the team's hopes are high. Benvenuti feels that "the women can improve upon that finish, but it will be very close between 3rd and 7th places." Middlebury and Bates will be the women's top competitors: defeating them could lead to a position in the top four. During the season, the Camels topped Middlebury by a close eight points and snuck by Bates with 11.

The men's team has ended their season with a 5-2 NESCAC record, falling only to Williams and Tufts, who hold third place in the division. Similar to the women's team, the incoming class of freshmen for the men's team was vital to their successful season. Being the fastest group of freshmen in the program's history, senior Sam Gill also noted that their presence in itself provided a contribution; "they're also a great bunch of guys which always helps out with the team chemistry."

Highlights of the men's season include impressive wins in dual meets against Trinity and Hamilton and a big victory over Bates (205-75) to finish off the season strongly before the championships.

Last year the men's team stepped up at the NESCAC Championships, ranking third overall. Coach Benvenuti aims for the same or better standings and think they will have another great meet just to stay there; though the gap between second and third should shrink considerably.

Although at about the same place as last year in terms of wins and losses at the end of the season, Gill feels as though the "difference this year is the incredible depth of our team."

Having a full team of 24 heading into the NESCAC Championships will be a big asset as it will give them the ability to score as many points as possible.

The next stop on the Women's and Men's Swim Team's journey is the NESCAC Championships and further down the road is the hopes that many will head to Indianapolis to compete in the NCAA Championships. For now, their focus is on swimming their best at NESCACs, as they've spent all season setting themselves up to peak at this meet.

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NESCAC POWER RANKINGS

Compiled by THE COLLEGE VOICE

The Winter Power Ranking will be posted weekly and will rank the eleven NESCAC schools based on men's and women's hockey, men's and women's basketball and men's and women's swimming and diving.

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<thead>
<tr>
<th>SCHOOL</th>
<th>MENS HOCKEY</th>
<th>WOMEN'S HOCKEY</th>
<th>MENS BASKETBALL</th>
<th>WOMEN'S BASKETBALL</th>
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The poll was devised as follows: Sports Editor Luca Powell ranked all NESCAC schools in each sport. These rankings were based on NESCAC standings as well as quality wins and influential losses to NESCAC opponents. These scores were averaged to create a composite overall ranking for each school.
Laying the Master to Rest

In memory of Philip Seymour Hoffman

"I believe, in your profession, it’s called... nostalgia."

Freddie Quell, The Master

"Nostalgia is denial - denial of the painful present... the name for this denial is golden age thinking - the erroneous notion that a different time period is better than the one one’s living in - it’s a flaw in the romantic imagination of those people who find it difficult to cope with the present!"

Paul, Midnight in Paris

Tony Rosenthal’s Memorial Cube

Uncovering the history and evaluating the condition of a Conn relic

PAIGE MILLER
CONTRIBUTOR

Bernard (Tony) Rosenthal (1914-2009) was an American-born Abstract Expressionist sculptor best known for his Monumental Public Art Sculptures. In his mid-twenties, he was commissioned to create a figurative sculpture for the 1939 World’s Fair in New York. At the turn of the century, Rosenthal’s art dealer, Sam Kootz, encouraged him to abandon his concentration on figurative works and shift his focus towards creating abstract, geometric forms. This new approach led him to create some of his most significant outdoor sculptures that can be found in cities including Los Angeles, Miami, New York, Philadelphia and San Diego. Often seen in public spaces, such as Astor Place in Manhattan where Alamo (1967) stands visible, Rosenthal’s prominent works grab the attention of passersby.

At Connecticut College, Memorial Cube (1972) sits perched on the northwest side of the Cummings Arts Center patio near the main entrance. Many walk by this seven-foot-tall steel cube on their way to class, but few take a moment to push it into a spinning revolution. Although Rosenthal intended for the public to interact with his work, the current condition of Memorial Cube (1972) calls for conservation. The piece was donated to Connecticut College in honor of Dene Laib Ulin ’52 and has notable iconic value, listed as a high priority to the College in recent conservation reports.

The company Sculpture and Decorative Arts Conservation Services LLC assessed the sculpture’s condition in 1994 as “good” and in 2009, the last time it was examined, listed it as “poor.” Much of the paint has flaked and a growth of lichen is present on nearly every surface. The base has changed color from black to green, indicating algae growth and corrosion. The company recommends, “the sculpture should be gently washed with a nonionic detergent once per year, dried, inspected for deterioration, then sanded, a deep rumbling noise is evidence of rust.”

For more information on outdoor sculpture on campus, the College Voice will feature a summary of the sculpture’s condition in the next issue. For current conservation reports, visit the sculpture conservation page at the College’s website. The College Voice will feature a summary of the sculpture’s condition in the next issue.

This sculpture column is the product of Paige Miller’s ‘14 Museum Studies Certificate Program project. For each issue of The College Voice, an article will feature information on an outdoor sculpture on campus. She hopes to highlight the importance of these works and share details about who made them and in what conservation condition they currently exist.

CALI ZIMMERMAN
CONTRIBUTOR

Philip Seymour Hoffman was by no means an ordinary actor. His passing comes at a time when certain immoral actions of Hollywood’s elite are being questioned. These include Woody Allen, whose career is metaphorically, dying.

Allegations of Allen’s sexually abusive relationship with his daughter surfaced around the same time as Philip Seymour Hoffman’s death. Though both personal flaws of Hoffman (drug abuse) and Allen (sexual abuse) are not new to the media, they are continuously undermined by a nostalgic look at their artistic existence.

In a recent interview with the LA Times, Leonardo DiCaprio admitted that he has never done drugs. Besides other revelations in the article, it is important to discern the man from the character (DiCaprio’s portrayal of Jordan Belfort in Wolf of Wall Street). It is upsetting that Hoffman succumbed to his addiction, but like DiCaprio, he was an actor first and foremost.

The slippery slope of Hollywood is not a new idea. There has always been confusion between the characters on-screen and the personal lives of the celebrities who play them. Think of Heath Ledger in The Dark Knight. Ledger’s Joker was so convincing, that he seemingly convinced himself to follow the darker side of his personality.

Interestingly enough, if you watch Hoffman’s Oscar acceptance speech for Capote, Ledger (Brokeback Mountain) and Hoffman’s costar in The Master, Joaquin Phoenix (Walk the Line) are both nominated. Similar confusion is also demonstrated by every celebrity couple that begins their relationship after meeting on set. Of course, these people get together and break up all the time. It is their job to portray us.

The idea of fame is also demonstrated by every celebrity couple that begins their relationship after meeting on set. Of course, these people get together and break up all the time. It is their job to portray us.

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The Palpability of Art

A look at Towards a New Reality, a faculty art exhibit featuring Professors Greg Bailey and Timothy McDowell.

EMMI DEHIL
CONTRIBUTOR

Entering Cummings, the skeleton of a Ford Explorer looms above the gallery space, perched on the front bumper down to the floor. A work in progress, this functional sculpture transports the viewer into a new reality: Greg Bailey and Timothy McDowell, a show that subverts the narratives of climate change, offering alternative models of reality and human interaction.

While the form of their artwork is very different, both Bailey and McDowell, Professors of Studio Art, are interested in the ways that humans interact with the earth, and how our relationship to the planet has drastically changed over time.

The artists often discuss how in-digeneous people of North America had a stronger connection to their environment and lived in a radically different manner than we do. Now, American culture and society have caused humans to live with “a big separation from the natural earth,” according to Bailey. This separation has led to an unsustainable lifestyle and a continuously changing relationship to time.

We now expect to live at a faster and faster pace, addicted to the ability to transport ourselves and to transport knowledge at unprecedented speeds. For Bailey, this lifestyle and culture is unsustainable. “Now we’re fighting reality, really hard to preserve this way of life, and I imagine how that’s going to change in the future. Capitalism is essentially built on infinite growth, and we live on a finite planet” he said. Change is imminent.

Thus, as the title shows, humans must be always looking toward a new reality as the planet continues to change, according to the actions of humans. “The overall premise of the show is our response to things changing, and that kind of perception of ‘reality’ versus what a real ‘reality’ is. I personally don’t believe that humans ever get to the real reality, we just have flexible models of reality that just keep being adjusted, and sometimes they’re further off than others,” said Bailey. Using metal, wood, found objects, and left-over materials, Bailey’s sculpture ranges from a simple form – a postcard, for instance – to a unique playhouse for his daughter.

His rock pieces, beautifully polished stones ranging from grey to an obsidian black, are in fact rocks that he found in his yard as he hit them with his lawnmower. He polished them, leaving some natural texture. For Bailey, using these rocks forms a type of connection between humans and nature, “only from the human’s view of ‘reality’.” They would never have become polished through a natural process, but “by polishing them I’m also importing them into human time,” Bailey said.

Bailey’s sculptural pieces also incorporate objects of personal significance, such as heat exchangers designed to maximize heating efficiency, solar panels, and Playhouse, built out of Bailey’s Scottish yard that fell down in his yard during Hurricane Sandy. Playhouse incorporates mediation on how climate change and other events’ effect on humans and the waste that humans produce when consumer items get discarded. However, it is also, in function, a playhouse. Bailey said it is now more of a sculpture of a playhouse, but it will have a second life in his backyard as a completed playhouse for his daughter, which he hopes she will enjoy.

In contrast to his recent work, Bailey’s sculpture Self/Portrait with Food (2011) presents a jarring view of the artist’s dead, cannibalized body. Bailey was inspired by “a local crisis, in which food is available in the grocery stores, and everyone is fending for themselves. While hunting to feed his family, another hunter finds him, shoots him in the head and takes meat off his body for his own family. This extreme form of an alternate reality, a potential occurrence, depending on the course of the future.

The pieces of the content or form, Bailey said his work is from a “personal point of view. It’s based on my desire for security and my interpretation of the things I’m seeing around me.”

McDowell’s primarily two-dimensional work also explores possible visions of the future, environmental change, and his own interpretations of “reality.” By portraying marmalade and fictitious landscapes, his work challenges our ideas of the earth.

A set of four digitally rendered landscapes, titled Imagined Landscape 81, 82, 83 and 84, shows a variety of fictitious landscapes in dark, slightly ominous tones. In one, the forms of dead tree-like plants sprout up on dry ground scattered with bushes, set against a cloudy sky. In another, the viewer appears to be looking through a cluster of large plant forms resembling dent, monted brown and decaying tulips. These works question our understanding of the earth’s landscape using subtly unsettling forms and pairings.

In his series of color etchings, McDowell portrays classically pleasant landscapes in dark colors: cliffs, a waterfall, plains and distant mountains. Superimposed on these scenes are brightly colored geometric lines forming a structure over a portion of the landscape; McDowell says these represent the idea of either containing or preserving the forces at play, a dichotomy, for example Preserve/Contain, Sanctuary, and Excuse.

In Around and On The Town

Examining the historical relevence of Conn's newest production

EMMA WEISBERG
CONTRIBUTOR

Twenty-four hours. That’s all the ships Chip, Gabey and Ozzie have in New York City. After 24 hours, the three men will return to the Brooklyn Navy Yard and their waiting responsibilities. It’s the 1940s: World War II is in full swing, and the city is bustling with the energy and social change resulting from the domestic war effort.

The three friends have high hopes for a day jam-packed with "As we look back at World War II and the lifestyles we had, it was a great production, it would be like, ‘how naive are we to think that students will fully relate to our ideas of the earth.’” Bailey said. However, Bailey stressed that art is “complicated, imprecise language,” and he hopes that viewers will not feel that the show does not feel like they need to take an intellectual approach to art.

Above all, viewers should enjoy looking at the works, thinking about them and interpreting them in their own personal ways. After all, everyone has their own unique experiences of reality, and their own ideas about what the future will bring.

As the cast and crew have taken many trips to visit relevant historical sites, including the Brooklyn Naval Yard, the New York Transit Museum, the Brooklyn War Memorial, all in New York City, and the Submarine Force Museum in Groton, Connecticut.

The production team researched the history and culture of the 1940s extensively. Costume designer Sabrina Notarfrancisco explained how World War II influenced American fashion: “During the 40’s, clothing was rationed. Because of the lack of materials being used for the war effort, there were rules about how much fabric could go into a garment. The silhouette for the women were actually very masculine styles: knee length dresses with boxy shoulders. Women would try to feminize these boxy looks with longer hair — in the 1930s, shorter hair was the style — and gloves and hats and lipstick.

And just the romanticized notion that every military man should come home to a beautiful woman.”

As the process gears up, the whole team is transitioning from rehearsal rooms to Palmer Stages, Orchestra member Emma Radell said, “I love playing in pit orchestras, and to be able to work with such a talented group of people and such incredible directors — especially Mark Seto, our conductor — has been wonderful. Last year with Into the Woods, the venue was so small, and even though it was a great production, it would have been nice to be on a big stage. All the musicals I have performed so far have been in auditoriums like Palmer, so I am super excited to get back to this kind of venue.”

Come see the work of many members of our Connecticut College community who are collaborating to create an unforgettable musical theater experience that offers insights into the romance and strife of World War II era New York City. Tickets are $8 for students and are on sale at the box office located on the first floor in Palmer and Cro. •
Day-by-day Breakdown: Town Hall Meetings

Engaging Students in the First Year (Mon. 2/10)
One of the main aspects of improving the first year experience was to have better advising for professors that teach freshman year seminar courses. Additionally, there was strong emphasis on creating an advising that spans the four year and has a more uniform vision of advising. On another subject, there was also a general belief that 100 level courses should be reworked to make them less major-focused and more integrative.

Integrative Learning and Advising Beyond the First Year (Tues. 2/11)
There was a consensus that there needs to be integrated advising beyond the first year. This may include multiple advisors from different departments or structural systems of advising that go beyond freshman year seminar professors. Similarly, many voted in favor of powerful integrated advising for the first three semesters as opposed to the first year. Another priority included an integrated senior project or research project that every student must complete at some point during their four years.

Making Excellence Inclusive (Wed. 2/12)
Perhaps the most overwhelming concerns of all the town hall meetings was the need for increased student accessibility on and around campus. This umbrella term of “student accessibility” includes transportation to the local New London community and beyond, campus facilities that are accommodating to all, available academic and social resources, etc. Importantly, at the core of student accessibility is the need to break down the barriers to access and make the learning experience at Conn optimal and equitable for all students.

SGA reVISION Town Hall (Thurs. 2/13)
Unlike the other town hall meetings, the SGA meeting covered a wide range of topics instead of focusing on one aspect of reVISION. Overall, almost everyone agreed that topics the reform should address include: changes to advising and mentoring at the College; from better consolidating the many advisors Conn students receive to better training advisors to work with the individual needs of students; an improved use of spring and summer breaks; more class trips and programming; and a change in the nature of Conn’s relationship with New London, including more ways to volunteer as groups and more service components to classes.

GE Courses – Implications for Departments and Majors (Fri. 2/14)
The point of most importance was the standardization of General Education and freshman year seminar courses with continued oversight. In our current system, once a course is approved as a Gen Ed it stays that way indefinitely, with little regard given to the content of the course after each year or in relation to other GE. Having a GE template would mean more supervision of GE courses with specific outcome goals. Closely following this was the need for flexibility of requirements to allow for further exploration and a designed GE curriculum with an intentional progression and structure.
A Picture of Shared Governance

JULIA CRISTOFANO
MANAGING EDITOR

Shared governance. The infamous tagline plastered on our admissions literature. The buzzwords invoked in times of controversy. The concept that brought many of us to Connecticut College.

According to Conn's website, shared governance is the idea that "Connecticut College students have a major voice in how the College is run, including setting strategic priorities and allocating budgets...with student representation on virtually all of the College's standing committees." Yet more and more I find that conversations about shared governance are brought up with a scoff, an eye roll, casually sandwiched between some cynical air quotes. So what does shared governance really mean? What does it look like? And why should we care?

ReVision week was shared governance in a nutshell. Obviously, this curriculum restructuring was not the entire meaning of shared governance but it truly demonstrated a collaborative undertaking by the entire campus community. I'm not associated with student government or residential life, I'm not on any campus committees, nor am I currently the president of any student clubs, yet I, a lone student, was able to walk into any of the ReVision meetings and have equal voice and consideration as faculty and staff.

Some see this as a large misconception that shared governance is synonymous with SGA, while our student government is certainly one aspect of shared governance, it is not the be-all and end-all of student participation in college decision making. The ReVision town hall meetings were the true epitome of shared governance: students, faculty and staff brainstorming, collaborating and voting on important issues of the restructuring of our education.

On Tuesday, what started as a conversation about academic ad- vising turned into a flurry of all sorts of ideas about changing our entire academic foundation—sage major and three minors, flexible Gen Ed requirements for double majors, an annual sympos- ium on teaching and learning, etc. On Wednesday, we discussed inclusivity as it pertains to every aspect of campus—from the ability to get to downtown New London and back to the need for the academic and social climate of the school to stop assuming all Conn students have the same needs, resources and representation. The entire week was a sounding board for any and all ideas, from changes as basic as renaming certain offices or grades levels to radical ideas like doing away with the concept of "departments" in order to integrate different disciplines.

Curriculum changes are in the air for many secondary institutions, yet it is not unlikely that many schools will be making these decisions behind closed doors, handing them down from on-high, and expecting the community to adjust accordingly. Yet for the past week, Conn students have been given the opportunity to actively involve themselves in the process of institutional change.

As a student body privileged with the forums to express our opinions and beliefs, it is each of our individual responsibilities to actively engage in these discussions.

For those who missed ReVision week and still bemoan the "futility" of shared governance, I suggest you take a closer look at how our institution operates. For seven days, in fifteen lunches, town hall meetings and over three hours of lively conversation, shared governance was visibly at work at Connecticut College.

ReVision week is the beginning of the biggest undertaking you will ever see at Connecticut College—an undertaking so large that it has already been two years in the making and will probably need at least two generations to make it through. This glacial pace may sound ineffectually slow, but when consid- ering that the plans laid out during reVision week were actually leading to a complete upheaval of our campus's academic and cultural structure, you can imagine why such a monumental revolution will require at least two generations of students to fully implement.

ReVision week is about collecting ideas from students, faculty and staff about enacting change, and not just change to General Edu- cation Requirements, but change to almost every aspect of our cam- pus. "This is not simply a General Education program. It's a program that encompasses the entire liberal course of study, the whole curricu- lum," said President Bergeron in her speech introducing ReVision to the campus.

Only by attending five of the week's twelve events was I able to begin to understand what she meant and fully grasp the scope of this proposed change. I conceptu- alize ReVision week as a branch- ing approach to addressing the problems of our campus under two broad categories: inclusive excellence and academic reform. In- clusive excellence is probably the most pressing issue to come out of the event (and trust me, there was a lot of jargon). Much of ReVision week was dedicated to conveying our university's commitment to making reVision changes, to combine these two themes of inclusivity and academic reform, but for the purposes of this column I will be focusing on the concept of inclusivity in more detail.

It's easy to be cynical about an effort as large and unwieldy as reVision week. But if you pay atten- tion to what the students are saying, it's hard to believe that this could possibly be the beginning of perhaps one of the biggest movements of change ever to occur at Connecticut College.

ReVision week is the beginning of perhaps one of the biggest movements of change ever to occur at Connecticut College. We will see that this is the beginning of perhaps one of the biggest movements of change ever to occur at Connecticut College.
THE LIFE AND DEATH OF A LAB RAT

MARINA STUART
STAFF WRITER

Many science majors are familiar with the use of lab rats in their hands-on education. In biology they are dissected, and in psychology, majors use them for the majority of their research. However, not all students feel the same about using rats in research.

There are some students who are more reluctant to have contact with the animals, probably in part because of the association with distress, creepiness, and disease. I worked with psych lab rats in Intro to Psychology last semester, and I asked Tori Kenyon. "As someone who is not a fan of rodents, I didn’t touch the rat but I worked with four other students to train the rat through conditioning.

Other students, such as Casey Domine, ’16, are more willing: “I have loved working with the rats. People think they are just really cute and sweet. I always volunteer to be the rat handler so I can hang out with them. I helped on an independent study that was testing how caffeine and exercise affected pain tolerance; that was pretty cool.”

The leader of this independent study was Geoff Phaneuf, ’14, who is a Behavioral Neuroscience major and works with lab rats frequently. “I didn’t mind working with the rats; and the more I handled them the more comfortable I became. I never really considered them pets or gave them names or anything like that, as some might. But, that’s not to say they don’t have different personalities.” Phaneuf said.

For most students, the rats’ “cuteness,” or lack thereof, isn’t the main issue. “I Better be easy as I thought it would be. One of the other students to take animals home, their accountability of the animals is immediately lost, and there is no way to tell how this rat will be treated once it leaves the facility.” This procedure elicits varying responses from students. “It’s a very conflicting topic for me,” said Domine. “As a behavioral neuroscience student I understand that it is necessary to use rats [and] look at their brains to enhance our knowledge, but it still sets little for me. For me, it is a way to get over the sad part is to recognize that member that I love a lot of my education and knowledge to these rats and I have a lot of respect for them and understand that I wouldn’t be able to progress without them. A lot of times I say thank you to them when I put them away. It may be kind of weird but it makes me feel better and I truly am grateful.”

“Rats are really the ideal experimental animals. They’re enough robust enough to produce brain data that can be generally representative of human brain function and they’re small enough to handle and test effectively,” said Rajabi, who recognizes the ethical concerns implicit in testing on rats, also acknowledged that it is a privilege to use them in research, and one that is largely unique to Conn. “The use of animals in undergraduate neuroscience program is quite rare and something that sets Conn’s Neuroscience Department apart from other programs...the professors believe that to gain knowledge in the neuroscience field, this type of experience is crucial.”

As with most issues, there are two sides to every story. While rats are very important for scientific research and especially for neuroscience, wherein rats must be euthanized in order to use their brains, they are still animals that are being killed. “If I was Conn students understanding this and are not insensitive about the fact that all subjects are euthanized, but in order for their research to continue, this is the way it is going to be.”

For most students, the central question is how to reconcile ethical concerns with the very real benefits of using rats in research.

SUSAN CUNNINGHAM
CONTRIBUTOR

Arriving at Connecticut College, I had a feeling I wanted to be a teacher, but I was not quite sure how I would get there. After volunteering at a local school, I finally realized that teaching might not be as easy as I thought it would be. Preparing to engage in a meaningful way with a class of students who each have their own needs is not an easy task and definitely not a task that can be completed during a five-week summer training session.

Over the past four years, I have worked to complete the elementary education certification program at Connecticut College so that I will be prepared to teach next year. Many other recent college graduates will also graduate this year or next fall, some with certification and some without. Of those without will be placed through Teach Connecticut, which is an organization that has some troubling implications for the education system.

As a freshman, one of the other options I considered was applying to TFA and getting a certification that way. Previously, I had only heard of it as a prestigious program that some people from my high school had ended up doing after college. I never had a TFA corps member at any of my schools. In fact, as a white, upper middle class, suburban about 20 minutes west of Boston, Nor do I think there will ever be one there.

The people I knew who were TFA corps members are nice people, people who care about others and want to make a difference. I am not writing this letter to malign the individuals who joined TFA, but instead to take a look at the effects it has on an organization in contrast to what many of the individuals involved are lead to believe they are doing.

The TFA website states their mission: "growing the movement of leaders who will ensure that kids grow up in poverty get an excellent education." TFA plans to do this by recruiting students from top universities and training them up with or without a background in education, training them for five weeks over the summer and placing them as classroom teachers that fall. All corps members make a two-year commitment, but there have been many cases where they fall through. The goal is not necessary to create lifelong teachers, but to create lifelong leaders for a better world.

The idea is that future leaders, some of whom will be teachers, will impact the education system in a meaningful way, thus motivating them to keep it in mind for the rest of their lives.

The problem with this concept is that students are not the first priority. There’s no doubt TFA is an organization with prestige—it makes a great resume item. Joining TFA as an entirely self-interested decision is, well, selfish, but as bad as it sounds it’s not the most harmful thing. The most harmful thing is the public education system.

The organization’s original idea was to place corps members in underserved areas where there were not enough teachers. That’s no longer the case. This summer, Chicago Public Schools (CPS) had 200 corps members (both TFA and unionized teachers) and increased their contract with TFA to $1.6 million from the $1.3 million they had spent in recruiter fees for the previous school year. TFA teachers are paid by CPS, as any first year teacher would be. Chicago does not have a teacher shortage; do not most places where TFA is placing teachers.

The financial benefit of having TFA teachers is that they are first or second year teachers so their salary is not as high. The other financial benefit is that the teachers will likely not stay around for more than two years, so they do not have to pay into their pension through a full career.

While the financial benefits of having teachers who only stay for two years may seem enticing, it is really not a system that will help “close the achievement gap,” which refers to the difference in test scores between groups of different socioeconomic status, race and gender. It should come as no surprise that white males of higher socioeconomic status perform better on standardized tests. There is now a trend to call the achievement gap “the opportunity gap” to more accurately reflect the lack of opportunity that causes the differences in achievement. Having teachers come and go every two years is not actually a good way to try to fix this gap in opportunity.

Supposedly, the TFA corps members are the best of the best, so their presence alone will make a difference. Students deserve better than this. They deserve the best teachers who are making an investment in them in the long run. Teachers who are teaching, because they love teaching, who are working to develop their future as a teacher. Teaching is more than a job, it’s a profession, and it’s time we started to treat it as such.

TFA recruiters call upon Connecticut College every year. As liberal arts students, it’s our job to look at organizations critically and evaluate their true purposes. Although it may seem like a good career decision, students should not be used as "stepping stones" to further career paths.

If teaching is really what you want to do and it’s too late to join the Education Department here at Conn, look into fellow programs at a smaller structure, it’s more likely that your work will actually reflect the community needs and lead to a more fulfilling experience for both you and the students.”

MIGUEL BALDEDO
Jokes Aside: Monetizing a Humanities Degree

The problem is that...a lot of young people are no longer seeing the trades and skilled manufacturing as viable career. But I promise you, folks, that you can make a lot more, potentially, with skilled manufacturing than...with an art history degree. Now there's nothing wrong withthistry, I love art history. I don't want to get a bunch of emails from everybody...

PRESIDENT BARACK OBAMA

CONTINUED FROM FRONT

I recognize that the President's comment (quoted above) was not an attack on art history, and that his point was that there's money to be made in the trades and skilled manufacturing. Fair enough. The slight was inadvertent, and I'm not personally offended by it (although I found it a bit tactless). What I'm more interested in is why a legitimate academic discipline needs to be castigated, in open public at the degree that our own president can publicly make a comment like that without a second thought (not that there hasn't been backlash—but there is a general understanding that what he said was harmless).

Granted, I didn't make the decision to major in art history with a great deal of foresight (about career prospects, or anything else). As a college sophomore, it was hard for me to think that far in advance. I didn't because it was generally accepted at my very small campus that art history majors have a specific set of transferable skills, strong writing experience and a critical understanding of how our visual world works. Art history and architectural studies majors practice these skills daily.

Professor Baldwin told me about her role in college and a computer science major, who has secured a job on Wall Street for after graduation. "He'll be making more at 22 than I will make in three years at 63, after 34 years of full-time teaching," remarked Baldwin. "Would I want his job for twice his salary? Not a chance."

So no, I don't know what I'm doing after graduation. Will I make as much as a skilled manufacturer or someone in the trades? I don't think it really matters.
All are welcome to come in and hang out, but please don’t take snow off the walls or destroy the igloo. We worked hard to build it. Enjoy. - The Builders

CONTINUED FROM FRONT

occasional breaks. These included the Architects, the Engineers — “the brains of the operation” and the Pudgers (although Iggy Sterling ’14, a devoted brick-maker, said afterwards that his branch was the unseen heroes of the project. The sung hero was Haik, unanimously voted Most Valuable Player due to an inspired solo shift on the last day.

Haik was also at the center of a dramatic philosophical split in the camp early on. The issue was the means of production. After a few feet of wall had already been laid down with small bricks, Nick Kensey ’14 suggested a radically new approach: bigger bricks. A heated debate followed. Kensey thought the small bricks were taking too long, Haik, and others, argued the big bricks wouldn’t work when it came to rounding out the roof.

With small bricks still being laid, Kensey took action. He built the walls of the doorway in an impressively short span of time, but when it came to the curved ceiling of the archway, Kensey needed Mr. Junda to lean over and use his back as a scaffold (“I literally put the team on my back,” said Junda). After that, the small-brick method was generally accepted by the group. Time, it seemed, was not in short supply. All that mattered was the making of a good igloo.

The cynics will be baffled by all this fuss over something that’s going to melt in a matter of weeks. This same people also didn’t give any roses on Valentine’s Day. But besides the good times that were had in its making, this structure might change Connecticut College history. For on one of the Igl’s first days, a group of top women’s lacrosse recruits visited Conn as part of an East Coast tour. They were charmed, to the point that they all Tweeted something along the lines of “Conn College: Best school on the East Coast! Only one with an iglo!” Good criteria for judging an academic institution? Maybe, maybe not, but if there’s a dynasty of Conn Lady Lax over the next decade, you’ll know why.

Iglou aren’t always made for fun. In fact, the real purpose of the igloo is purely survivalist. The Inuit never really lived in igloos. They made them on ice-fishing trips to survive a few days in the outdoors. So, in my mind, this igloo wasn’t a real igloo until someone had survived a night in it. So I thought I would take it upon myself to test it out.

I dragged a few sleeping bags, a sleeping pad and all of my clothes into the Igloo to form a respectable sleeping area. A few chairs made up the living room. As people came in and out over the course of the night, the rules, established by the Builders, of course, were adhered. No farting. At one point, when a very077770people were sitting around the circle, a suspicious smell circulated. But this rule is so sacrilgeously respected, for obvious reasons, that instead of the usual round of “Who was that?”

the only response was Builder Patch Lonsdorf ’14: “How could someone do that? It’s against the rule!” Not so much a rule as an unwritten courtesy of the Igloo is to say, “Watch, it’s slippery” to anyone entering through the low-ceiled entrance. But this served mainly as an ironic introduction to newcomers arriving headfirst into the group.

The largest occupancy of the night surprisingly occurred at about 3 a.m.: a record-setting 14 humans. Those lucky enough to grab a chair in the living room had the most space, those on the bed the most shared body warmth and those on the ice-floor; well they had pretty cold butts. But the Igloo was literally melting hot; drops of water started trickling down from the roof. It was about then, as we gathered together to form a tight circle of body odor, that things got religious. Builder Junda raised up his arms, touched his fingers together and somehow invented the Igloo God Salute. We watched this moment of divine inspiration and then formed igloos with our arms over our heads and prayed. Thank you Igloo Gods for blessing us with this igloo. Let us do you proud.

Eventually it became evident that however much fun we were having, there was only one person actually staying there. People gradually tricked out. I thought of Christopher McCandless and his famous last words: “Happiness Only Real When Shared.” If he were in my position in that last scene of Into The Wild, they would have read: “Igloo Only Warm When Shared.” But I wrapped myself up warm and, thankfully, remembered John the Campus-Has-Doorman’s advice: to sleep on my belly. A devoted right-shoulder sleeper, I struggled to make this life-or-death adjustment. And believe it or not, I fell quickly off to sleep, dreaming of the same thing as every other Camel that night. The Email. The school’s-cancelled-lax-don’t-even-bother-cheeking-with-your-professor-it’s-a-freakin’ snow-day Email. It was a good sleep.

At least until the campus safety officer on igloo-duty had to get involved.

“Igloo? It’s warm in here, actually,” I said back to him. After a pretty bizarre conversation I convinced him I was in the Igloo for good, at least until 11A.opened. Like the finest Campus Safety officers always do in such situations, he turned the blind eye and left me alone. At 8:30, I stepped outside for the first time, into a blizzard. At least, that’s what it seemed like to me. But to a Builder, it was nothing but “prime nesting” and a perfect chance to re-layer the South wall. But with a devastating “School opening at 10 a.m.” email, the snow day was cancelled.

Fast forward to 11:46. The snowstorm has persisted and is given its reward: “School Cancelled... effective immediately.” The Builders started appearing from all directions. M.V. Haik, in a sprint. By noon, the entire crew

was back to work. “Building an igloo is so interdisciplinary,” said Junda, “who admitted that after the Igloo was initially completed, he found it hard to anything as purposeful in life. “You got architecture, art, survival skills... thermodynamics!”

But I think the real appeal of all this snow carpentry has got something to do with boyhood. The atmosphere on site was as boyish as a pair of scabbard knees. The mantra that college kids jokingly say, and realistically live by: “Work Hard, Play Hard” doesn’t allow for this kind of self-made fun. There are days we’re supposed to party and nights we’re supposed to study, but an igloo on a snow day is the inner-kid’s idea.

“Forget jobs. Let’s just build snowscapes,” said Haik, as he rolled a massive snowball along. He had the excitement of a boy just made an igloo—and a fully functional Inuit-life-saving igloo at that. Remember when you were young enough to have such blank excitement? Now, doesn’t it seem like any moment of true excitement or ambition is accompanied by a very mature, very realistic thought that it might not turn out just like you want it to?

After helping the guys out a little, I needed to go home and have a hot shower. As I was walking away, I think they were making a pyramid. *