THE CONNECTICUT
COLLEGE

FORUM REVIEWS ISSUES
by Suzanne Boban

Faculty evaluations, WCNI funding, quality of student life, student awareness, and executive board agendas were among the issues debated at the SGA campaign forum which was held on the night of April 10. Students who attended the event heard a variety of ideas and opinions of SGA from the seven candidates running for positions on the student government’s executive board.

One topic which divided the presidential candidates was faculty evaluations. Both Joe Niedercorn and Arthur Handelman felt that departmental evaluations which are assessed by the NEH department advisory board, were effective, and neither saw a need to make evaluations public. Niedercorn, who serves on the economics department advisory board, felt that intra-department evaluations were interpreted more efficiently and with greater accuracy than the mandatory campus-wide evaluations. Will Kane strongly disagreed with his two opponents. Mandatory campus-wide faculty evaluations would insure that every faculty member would have an option not to give the evaluations.

The race for the vice-presidency focused on Brian Crawford and Howard Gefen’s attitudes toward the aloofness of Student Activity money. As chairman of the Finance Committee, SGA’s vice-president oversees the distribution of Student Organization funds. With an upcoming increase of $40,000 in the budget, student activities have a greater potential for improvement. As a member of the Budget Committee, George Niedercorn has a hand in securing the additional monies for student activities. Crawford a member of this year’s Finance Committee, stressed the importance of putting a significant portion of the additional funds into the operation of the college’s commercial-free radio station, WCNI. Crawford believes that WCNI has the potential to become a principal venue for campus communication and unity. "The increasing student participation in all aspects of Conn’s social life will be emphasized by next year’s executive board. Future social board chairman, George Newman, who ran unopposed for the position, plans to increase the options for extra-curricular activities by developing a multi-college social happenings newsletter. This publication would inform students of events at other schools.

Presidential candidate, Mark Handelman felt that advisory boards would ideally remove many biases toward effective action.

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The responsibilities of the new Coordinator of Residential Life will include interviewing process this week. Marg Newmann, who serves on the selection committee, said that "serious attention" is finally being given to student life. Kane said that the new position is clearly in line with the future’s committee report and recommendations.

Dean Margaret Watson: to relinquish housing duties to new coordinator.

Conn Receives $400,000 NEH Grant

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by Michael Schenwald

President Oakes Ames announced at a news conference on March 10 that Conn has won a National Endowment for the Humanities (NEH) grant of $400,000. The grant is directed toward the college’s $30 million campaign.

Presidential candidate, Mark Handelman, said that "there is so much talk today about technological education, which is indeed a goal of Connecticut College. But, our young people will not miss this opportunity to rise in business unless they understand human nature and human aspiration. Humanistic education is the foundation on which they will build their lives the way everything else must be built."

The college anticipates matching the NEH grant with $1,000,000 in new gifts and pledges received in its $30 million campaign. NEH will make three $133,000 payments over the next three years, and the college has until 1986 to obtain the matching funds. Already, $361,000 has been raised toward this goal.

According to a release from the Office of News and Publications, the proposal, "Palmer Humanities Centers" will provide 10 classrooms and 39 faculty offices, primarily for use by humanities departments. Resources for teaching verbal literacy, such as a writing center and a modern language laboratory will be brought together in a Palmer Liberal Arts Resource Center and strengthened by the addition of computer and videotape facilities, and areas for tutoring and printed reference works. Three seminar study rooms for classical and foreign languages will also be housed in the granite building.

The release continues, "a faculty lounge with facilities for informal "scholarly" sessions will establish an original function of the building--the first Palmer lounge was used for weekly teas and monthly faculty meetings. A spacious reading and lecture room for use by faculty and students is also included in the plans."

SGA Vice-President Brian Crawford.

SGA President-Elect Will Kane.

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by Caroleen Bulhes

Over 160 applications for the newly created position of Coordinator of Residential Life have been received by the Office of Administrative Services and Personnel, according to direction from Sonia Caus, Social Board Chairman.

The position, defined as a result of Karl Beaver’s resignation as Coordinator of Student Activities, will allow Marg Watson, Dean of Student Affairs, to take over his previous responsibilities and relinquish the housing aspect of his job to this new administrator.

"In my opinion, this new position is clearly in line with the future’s committee report and recommendations," stated Sheridan. He views the new job as a positive step forward in organizing the services that are provided to students.

Commenting about the candidates for the job, Sheridan said, "These are exceptionally well-qualified applicants." He added that he expects to start the interviewing process this week.

The responsibilities of the new Coordinator of Residential Life will include student housing assignments for the 70 dormitories; selecting, training, and supervising housefellows; coordinating the entire housefellow program; and preparing statistics on residential life. The job will be a twelve-month appointment and will be under the direction of the Dean of the College, Alice Johnson. Sonia Caus, Social Board Chairman, who worked closely with Karl Beaver, commented, "The creation of the new position shows that 'serious attention' is finally being given to student life." Caus added that she felt the office of Dean Watson should be moved to Grueter-Williams Student Center. "It is vital for centralization and better organization in student programming," she said.

The move to Cro will be supported by the Student Assembly and by Watson herself. Said Sheridan, "Marg is eager to initiate the change."

The future of whether or not this move should be made to Cro will be one of the topics discussed at the all-campus SGA forum on Thursday at 7 pm in Oliva Hall.

All-Campus Meeting
Thursday
7:00 Oliva
House Councils required to attend.
Why Israel Entered Lebanon

by Michael Schoedwald

"Lack of background is one of the biggest problems involved in why people misunderstand Israel's reasons for entering Lebanon," stated Joe Weisman, a 25-year-old jet fighter pilot in the Israeli Army. Weisman, speaking before a group of Connecticut College students on March 14, revealed some of the insights into Israel's invasion of Lebanon, known as the Peace of Galilee, and the coverage by the international news media. The event was sponsored by the United Jewish Federation of New London and the Connecticut College Council.

Israel invaded Lebanon for basically two reasons, Weisman explained. The Palestine Liberation Organization (PLO) had literally built its own state within Lebanon, with an army that was described as "consisting of 100 tanks and 1000 military equipment." The PLO was using these weapons to "regularly bomb Northern Israeli settlements at their will." Lebanon before the Peace of Galilee was not a state in the real meaning of the word, according to Weisman. The PLO set up their guns on the roofs of hospitals and near the American Embassy in Beirut. They took over houses in Western Lebanon and set up a big ammunition dump in the basement of an apartment house. But, when we asked the residents of the apartment house about the weapons, they said they had never heard or seen anything. As is usually the case, the Lebanese actually hated the PLO, Weisman said. The Peace of Galilee was not meant to be fought as a fair, even-handed war, but it was a job to be done and that is how you should analyze it.

It was easy to beat the PLO, but the problem, Weisman admitted, was how to achieve the victory while at the same time minimizing civilian casualties. In this light, Weisman said, the Israeli pilots dropped their bombs at lower altitudes than usual and were told not to use planes suspected of malfunctioning on aim. The pilots also had to check their targets first by returning to Israel to determine if a bomb location was near a mosque or school.

Getting the mission done, according to Weisman, was secondary. "I personally cared more about bombs falling," he said. In normal war this is considered a waste of a mission, but in Lebanon this was expected behavior. "If the description of the target was only 95 percent accurate, I would return," he said. Despite the limited use of force, untruths about the war were still reported by the media, Weisman said. The media conveyed the impression that the city of Sidon in Lebanon had been destroyed when in fact it was not. Weisman said that he "took a tour of Beirut with a group of journalists just taking pictures and seeing the city. There was little military action that day but on the news that night we saw the Israelis as relentlessly bombing the city." Weisman said that the media "does not understand wars and does not look for the real truths." He alluded to the fact that by Israeli estimates, only 331 civilians were killed and 780 wounded in the Peace of Galilee (a miniscule figure compared with the casualty figures from the seven-year war in Lebanon in which the Christians and Muslims) as opposed to an estimated 46,000 dead quoted by the news media.

Weisman cited another example of Israel being misrepresented by the media: a picture in a book with two arms missing that appeared in several leading newspapers. The picture was depicted as a supposed Israeli bombing error but according to Weisman it was really a PLO bomb that hurt the baby. And Weisman said that the baby's injuries in truth amounted to a slight scratch on the wrist. The photograph had been altered.

Operation Galilee turned out to be very successful for Israel but opposition from its citizenry and Jews worldwide was at times heavy. Weisman pointed out that "even in my squadron there was someone who was very anti-government. His views are very widely accepted within the squadron but when he is called on to do a mission he does it well. People in Israel are very involved in politics and like to be heard and many did not agree with going into Lebanon but Israel is a democracy — the only one in the Middle East — and everyone must have their own opinions."

"We are trying to build Israel in the best way possible and we are very conscious of what we do, so, before opinions are made on Israel, the real facts should be checked out," Weisman concluded.
SGA Moves to Expand WCNI

by Michael Scoenwald

Next year, the Student Government Association of Connecticut College will have an extra $40,000 of money to spend on the college radio station, WCNI, which has recently held a 9.3 hour marathon to raise money in order to increase its power from 10 to 270 watts.

"A college radio station has the potential to be a true focal point and uniting factor in a college community," said SGA President Herb Holtz. "It can also serve the needs of a college in its attempts to further community relations beyond the borders of the campus. SGA has the power to vote in next year's budget, and we must vote on the issue now so that the bills for the expansion can be paid this spring."

"We want this proposal to be passed in an attempt to fulfill people's minds for a couple of years," Holtz continued. "We want the student body to come together and state that WCNI is our number one priority. If we can get 80 percent of the student body to think along these lines I think the proposal will carry a lot of weight.

Holtz explained that in order to pass the money needed for WCNI's power increase, SGA will embark on an information campaign similar to the one used to inform students of the proposed increase in the Student Activities fee in fee in the fall. This will mean sponsoring another all-campus meeting, publishing a memorandum with the help of the College Voice, and sending out an all-campus letter - all of which will culminate in a campus-wide referendum on the 26th and 28th of April. "We are trying to keep people involved in the decision-making process with giving them an interest in what happens on this campus. The upcoming referendum is merely one more way that people can be a part of the system here," Holtz emphasized.

Brian Wisotsky, President of WCNI, explained that all costs of the station's expansion will amount to $35,000 if not more. He said that WCNI has raised $5,000 to $6,000 on its own and has also received an anonymous gift of $15,000. Therefore, the $15,000 allocated to the station would be very helpful."

"We certainly appreciate Herb's ideas - the are fantastic - but we wish he would consult WCNI to a greater extent so as to include us in the decision-making process. Going up in power is going to make us even better than we are now, and I think it will help us to further our relationship with the Southeastern Connecticut community."

The WCNI proposal is one of three issues on the upcoming referendum. Also at issue is the location of the Δηεrctor of Placement and the continued enhancement of WCNI (through greater funding by S.G.A.).

1. WCNI EXPANSION PROPOSAL

Given the fact that the S.G.A. now has ample funds, the students of Connecticut College will continue the continued expansion of WCNI (through greater funding by S.G.A.) a number priority goal for the coming referendum. We feel that continued enhancement of WCNI would enable the radio station to fulfill its potential as a widely popular focal point for student life on campus.

The S.G.A. should make this goal a priority concern in the coming years so as to allow WCNI to realize its potential. This would occur through greater support and substantial funding by S.G.A.

2. CAREER COUNSELLING IMPROVEMENT

Given the fact that the Administration has said it would expand and enhance the CAREER COUNSELLING OFFICE which is supposed to be the heart of the college's buildings on North Ridge Road. The creation of the Associate Director of Placement would appear on the referendum ballot.

II. EXECUTIVE BOARD

Given the fact that the Administration has said that the S.G.A. Executive Board would appear on the referendum ballot. Given that this new position on the S.G.A. Executive Board will not add the new position to the Executive Board. The referendum is to be held April 21st to discuss the issues on the referendum. The referendum is merely one of three issues on the upcoming referendum. The decision for student life on campus.

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Among the issues on the referendum is the location of the Career Counseling Office, hire an Associate Director for the Career Counseling Office, hire an Associate Director for the Career Counseling Office.

Also at issue is the location of the Career Counseling Office. This move is supposed to be the heart of the college's buildings on North Ridge Road. The creation of the Associate Director of Placement will appear on the referendum ballot.

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Stop the Clare is Killing Me

by Cynthia Wells Sulsa

I did not under academic pressure to attend College; I am under solar pressure. Yes, I am one of the few students who did not retreat from the bronze reminder of sun and fun in Tallahassee. On Sunday morning I awoke with the words, "You look pale," said my mother. "Don't remind me," I snapped. The familiar pimple of the familiar face had spent a nice Easter with the folks, but the bewitching hour arrived quickly. I had to return to Coppertone College. We met my parents and they said good-byes, and I stood in front of Hamilton and started saying good-byes. I saw my first fellow "whitey." "Kris, how was break? What did you do this spring vacation?" asked a new friend. "Got caught up on some new videos on MTV. It really sucked." "E=: (Hope) you didn't do anything bad. Glad to hear it." I left Kris and spotted God with a funny feeling. "You looked up and smiled. I decided to do it as quickly as possible. "How was the Caribbean?" he asked. I gave him the details. "Stop," I said, backing away, "You are gorgeous, I muttered, kicking myself for admitting the obvious." "I KNOW," he said loudly and facetiously, "but look at all this." She pointed to our surroundings. She then motioned to her tan arms and face. "We're now back at C.C. and I'm going to lose it! I have never worked so hard on Spring break in my life. It will soon all be gone." She then got all dreamy-eyed and said, "This gorgeous broccoli is an illusion." She stood there pathetically, I left her star-gazing in the sand of the dormitory parking lot.

Another Side To The Coin

To the Editor:

(re: "There Are Two Sides To Every Coin")

I think you missed the point of Ann Clark's letter. The way I read it, she did not call for an even distribution of black and white students among any campus facilities. Her point was that there exists a separation in the cafeterias and in cliques in general between blacks and whites. I also agree that this is by the personal choice of the specific person. It is true that, though no prejudice on my part, I have no close friends who are black. It is true that there are cultural differences between most blacks and most whites in the United States today.

But the point is, Esperanza (Hope) calls for a uniting of blacks at Connecticut College. Against what are we to think that she wants to unit? Against prejudices? I think not because this is something that all students at Connecticut College should unite against. Esperanza (Hope) was unclear on this point but I fear that she wishes to unite against whites. As a black student, how would you feel about an article which called for the unity of "white" students? Probably the way that Ann Clark, myself, and hopefully a lot of other people feel. It is racist and no ultimate good can come from it.

I have nothing against individuals using whatever criteria that they choose to in deciding who will be their friends and who will not. I am, however, totally against any call for the uniting of any racial group at Connecticut College or anywhere else. It implies that separatism is a good policy; not in the United States or on a college campus. College students are generally intelligent and come to college in order to expand their scope of vision. Hope's letter was contrary to this theme and I think that Ann, myself, and many other students have every right to take exception to it.

Chris Fentor
Class of '95

Facilitate Freshman Integration

To the Editor:

We, as members of the Freshman Orientation Committee, have recently discovered various ways in which freshman can adjust as quickly as possible to life at Connecticut College. We are academics, social, extra-curricular. One area which we view as being weak is the incorporation of freshmen into the campus' extra-curricular activities. Many freshmen sign-up for different clubs and do not hear from or are not informed as how to become a part of them.

Freshmen are typically drawn to their families and ready to devote their energy towards campus life. Thinking back to my freshman year, wouldn't you have liked to have been integrated into the Conn community faster and with more ease! Club night in the past has been successful, however, we think that more written material should be provided for freshmen. For this reason, we printed a explanation of the clubs' activities, regular meetings (if applicable) and officer's names would be helpful. In addition to club night and general announcements, we are planning to write a handbook for the purpose of informing the incoming freshmen about Connecticut College's clubs. We are proposing that each club provide initial material and guidance in order to attract Pleas. Please forward any information to: Margi Sch- wartz, PO Box 1213, or Susan Zuckerman, PO Box 1892. Thank you for your cooperation.

The Freshman Orientation Committee

Academy Admires VOICE

To the Editor:

Even though I am from the rural part of the street, I have read The Voice and I find it much more stimulating than our own local paper. I feel that we have read The Voice and I find it much more stimulating than our own local paper. I feel that we have the incorporation of the intellectual and social void of life. Thank you.

Respectfully,
Peter W. Seaman

Editor's Note: I am glad you enjoy the Voice but don't be too harsh on your classmates. We have received copies of your newsmagazine, The Howling Gale, from 3rd class Stoma and it too is a worthy publication. As far as receiving copies of the Voice, you need to stop the circulation of a 9th grade and be sent anywhere from here to Walla Walla. I hope you have your name, address, and check made out to "The Connecticut College Voice" and you're all set. However since it's late in the year you might simply take a trek to Waesche Hall (your library already has a subscription) or the barber shop where we try to leave a few copies each week.

Keneth Lankin
Assistant Editor.
Mark Jordan
Business Manager.
Nina Klige
Assistant Business Manager
Ann Babcock
Managing Editor.
Eric Jacobson
Sports Editor.
Steve Lau
Art Editor.
Karen Backeldier
Assistant Art Editor.
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Photography Editor.
Jon McEwan
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Howard Gefen
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Michael Julian, Heather Lane, Bill Walter, Charles Wurts, Susan Zuckerman, Carley Rand, Susan Brown, Alan Sternstein
Why Can't, Won't, Don't Students Read?

To the Editor:

It is "show time" again. It is that year when we faculty start getting papers, exams, and written work from our students with whom we have worked now for at least half a semester. We often come face to face again (and think the same thoughts) I have heard (and thought) for several years now: why can't (won't, don't) students read? Why does it seem that our students do not seem able to take a text, even after it has been explicated and discussed, and read it with understanding? Why do I get so depressed when I even try to face the reality of the problem? Honestly? I had thought of writing a full length article for the Voice entitled, "Why Connie Can't?, Won't?, Doesn't? Read?" but maybe this letter is the best way to open up the discussion. I do not think that the situation is hopeless, but I am finding it necessary to think long and hard about solving the problem I outline below.

To start with, what do I mean by not being able, willing, or interested in reading? Try this: I am a faculty member who will be giving a new (for you) piece of writing. Sit down. Read it. And then write your own work. The way you write today is a reflection of what you have said. Say, at least, what the main points might be. No explanation required. Leave the art of interpretation to others. If you can honestly say that you would read the words in your own voice what the author has said, I would say you have really read the words that preceded your eyes. Not only, or if even a few of the main points escaped you, then you have not read. You may seem to understand what the author believes you have read. But you have not read! This, sad to say, is not an unusual occurrence in our faculty friends find our students cannot do. And, most certainly, they seem both unwilling and uninterested in doing this is bad, bad because it means that instead of creating independent thinkers, we are creating or encouraging dependence. Good, old Bob Lazar once expounded the thought in the following way: "we will tell them what to read; we will read it to them; and then we will tell them what the point of the reading was." My heart is the hit. Is this what it is in all? I am sure that the author has decided to wear his new 'clothes' for all to see, but, when the people cheering (and leering) him on stand stark naked as well. What's going to happen on the day of the test? Nor, what's going to happen on the day of the interview? And, where the hell are we going to go from here?

What to do? Well, first, we want to realize that we've got a problem on our hands - both faculty and students. And, therefore, like any other complex problem, we will not stop blaming the other side. I am a faculty member who will boldly assert that the author has no valid situation - at least not totally. It does no good to complain about the students' dependence on the impact of Pacman on literacy, and on and on. Sure, some of these things matter. But, even if it were all true, there are no fundamental causes of the problem of dependent reading, professionals would still need to face up to our professional responsibility as educators. How do we bear responsibility for why Connie can't, won't or doesn't read? I want to know in this question in the firm belief that if a faculty decided to do something, the solution would arise.

So, what to do? I think that it is an excellent first step would be to demand that our students read. That our students read their own work. That they read simple, in fact, really is simple. But behind such a decision, a mighty reservoir of courage and self-confidence must be ready and waiting. The fact- hearted will say this is too risky; the "realists" will smile condescendingly, saying how impractical this is; administrators will warn us about scaring away our students. But, I would repeat my advice in the face of all these worries: if you want to have independent readers in your classroom, you must do something. Of course, along with making such demands, we, as faculty, will have to try to encourage this and the inevitable in- dependence of mind and spirit that will come in its wake.

Dear Editor,

Once again, we have labored over lottery cards. With excitement and perhaps a touch of anxiety, we await the announcement of our future dorm. Then the big day arrives and the big question: "What dorm did you get?" For most future Plexites, Lazrites, and Larabees, the question is often a dreaded one. Their response usually evokes sympathy and con- dolence, but, since they wear their badges proudly, their reactions are to be envied. For the rest of us, the question is often a dreaded one. Their response usually evokes sympathy and con- dolence, but, since they wear their badges proudly, their reactions are to be envied.

Lazarus has proved as well as most other dorms last year and Larabee this year that ultimately a dorm is judged not by its walls or its landscape but by the life within it. The dorms are the difference between a living room with good friends, a warm fire, hot cocoa and popcorn after an enervating snowball fight - and a lonely balcony room. Far too much of our attitude is appreciated here on this campus, and that goes for everything from lectures and the arts to food service. It may also reflect how little we appreciate who we are, who we can do and what we can become with respect to our circumstances.

I would have hoped that my first letter to the Voice was on a subject of more substance. However, the fact that it felt ought to be written may say something about me in itself. The letter was provoked by a dorm poster encouraging the at- tendance to a meeting at which lottery cards would be distributed. The poster was well-received and approved with the threat "or else you may be stuck in Hamilton." As next year's Housefor Hamilton, my first duty was quite clear. altered the poster.

Nina Elgo
Class of 84
"...Let’s Dance"

"Some of those teachers can really dance. Better than me anyway."

Black, white, silver, candlelight...

"My first impression was that I couldn’t believe it was Cummings. I mean Cummings is nice and everything, but the decorations, they were wonderful."

"The champagne at midnight was a great idea, but I was dancing when they poured so I missed out."

"Black, white, silver, candlelight, that’s what I remember."

"I think it was smart to have it fairly private. I made me feel kind of special even though I’m not a great artist or anything."

"One kid had on a button that said “Fuck Art, Let’s Dance.” I liked that."

"I wish I’d brought my camera."

President and Mrs. Ames enjoying the Ball.

Ray Gill, Karen Mason, Vicki Lewis, Carolyn Carmave, and Gary Beach are featured in "A Bundle of Nerves" at the Top of the Gate, 100 Bleecker Street in Manhattan.

A Bundle of Nerves
by Eric F. Jacobson
A Bundle of Nerves, a musical revue which opened March 12th, treats the various neuroses and paranoia of modern society through engaging musical numbers. It is at the Top of the Gate at 100 Bleecker Street, in Greenwich Village, Manhattan. The five nervous citizens of today’s hectic world are portrayed by Gary Beach, Carolyn Casanave, Ray Gill, Vicki Lewis, and Karen Mason. During the performance, one is seated at a small table and may order drinks.

Although there is no dialogue, the musical numbers move smoothly and easily due to the fast paced directing of Arthur Paria. The songs provide personal glimpses into the lives of those characters as they cope with society. The small set and inventive lighting, designed by Barry Arnold, are an integral part of this show and greatly add to its effectiveness.

Some of the more interesting and enjoyable songs included: "A Bundle of Nerves," the title song gives a stirring introduction to the play; "Suds," in which the two men suffer through their exercise class; and "Fear of Flying." Composer Brian Lasser and lyricist Geoff Leun and Edward Dunn have composed some interesting songs with very funny lyrics. A Bundle of Nerves is a highly enjoyable evening at the theater.
Liberal Arts Students Make TheBest Teachers

By LyDile CalClo

The student teaching program at Connecticut College is so important that it is indispensable. But, the -Reagan administration is saying that as long as we support whatever it is, we have the right to do whatever we want. It is time to realize that the blind eye to what is happening in Nicaragua is a mistake.

We should also look at who we are supporting with our assistance. The guerrillas are predominately ex-Samoan and Sandinist. They are fighting for the rights of the people of Nicaragua. The government is trying to control the people and make them live in poverty.

Such actions are wrong for several reasons. With the revolutionary government, we should be supporting the people who are fighting for their rights. We should be giving them the tools they need to fight for their freedom.

Later in March, the President, together with the Board of Trustees, will formulate a draft plan and recommendation to be discussed and reviewed by the Faculty Steering and Conference Committee before a final decision is announced in May. President Ames explains, "Ideally, we would like to see the program be continued, but realistically, we have to weigh what's here and what's here and decide our priorities." He notes that the population of 31 years olds has been declining, especially in the northeast, and the college must adjust to the resulting change in admissions. Although the President remains uncertain as to whether both the elementary and the secondary programs can remain, he emphasizes "nothing has been decided yet."

Originally, it was thought that those who entered the program would be stopped by the Reagan administration. Later, however, the Administration reversed its position and said that as long as students were made aware of the political situation, they could continue to enroll.

Sophomore Kim Cope finds that she has considered alternatives to the program. "I'd seriously consider elementary education with additional certification to the ninth grade. However, I'd question the philosophy of a of a school that claims to value education so highly and yet isn't willing to prepare its teachers."

Study Marine Science at Mystic Marineline Aquarium

Coastal Ecology (BIOL 294)

June 6-22, 1983

This three-credit course features a week at sea aboard the wooden schooner, Voyager. Students will collect and analyze data from research and husbandry practices. The class meets for one-three-hour evening lecture per week from September 1 through December. At each session a different lecturer presents information in his or her own area of expertise. This three-credit course includes a two-day whalewatch and extensive demonstrations.

Term/Research Papers

For further information contact: Education Department, Mystic Marineline Aquarium, Mystic, CT 06355. (203) 536-4208.

The University of Connecticut
When it rains, it pours. And Brad Funnye ('86) round-out the singles respectively. The singles players also repeat as three doubles teams. The faculty ice hockey team ravaged a 5-4 reckless mishap. Wong and Mari Smultea Morrow scored two more for the faculty out after the half for a dismal 4-17. It was very sluggish. Tammy Brown's goal was always unneeded. Co-captain Lee Page Preston ('85), and the lone Camel goalie, and Goalie Billy Charbeneau had a great game with 23 saves but Amherst did not even play their leading scorer. Co-capt Dave Krakow led the blue offense with four goals and one assist. "Amherst was a great game and we should not have let them score twice," said coach Shields.

Wesleyan, the lacrosse team's most hated rivals, took it to Conn, by shutting down the varsity lightweights of the team's leading point scorer.

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