Trustees hear students on vital campus issues

By KATIE PAINE

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

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

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

Mary von Bourgondien from the Budget Committee answered some of Lichtenstein's questions. She also reported that although there is a large deficit this year the committee has worked hard to reduce or eliminate it for the fiscal year 1973-74.

Dr. Pinderhughes holds the respect of lay and professional colleagues alike for the broad range of his activities: he treats, teaches, consults and does research. He presently holds three major psychiatric posts at Boston. He is professor of psychiatry at Boston University School of Medicine, director of psychiatric research at Boston Veterans Administration Hospital, and lecturer in psychiatry at Harvard Medical School.

He is president of the National Mental Health Foundation, and he is a member of the American Psychiatric Association and the American College of Psychiatrists.

Dr. Charles Pinderhughes

By DIANE L. PIKE

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

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

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

There is no established pattern for what makes a good house fellow, but the qualities of maturity, leadership, dependability, and availability are desired. There are no grade standards, but the student is expected to be "all together in the whole semester system. He referred specifically to either a 3-1-4 or 3-3-3 system.

To end the reports on a lighter note, Doug Milne discussed briefly on the activities of the Social Board and the Crew team. He explained the purposes and goal of the proposed bar in Crotier Williams, assuring the trustees that communication would increase on campus if everyone could go to Cro to "have a couple of beers to loosen up." His report on the athletic activities of the campus reflected a distinctly male chauvinistic attitude as he totally neglected the women's teams. He felt that more money should be allotted to sports as at the moment most expenses, in

(Continued On Page 11)
On Communication

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

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

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

For many that were there were not given a chance to speak the evening was wasted. No informal interaction between the individuals and the students was possible. There is no doubt that the students was not going and then to have chance to ask questions. The whole time a question could have been raised, a point argued with but within the framework structure and time it was impossible.

By all means the communication between trustees and students should continue and increase. There is no doubt that a chance to do so was very valuable but let us give the students the best and fairest way possible to bring about that communication.

Diary of a Mad Week: The racial question

By Kathy McGlynn

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

In the beginning of the week, rumors had been circulating that President Shain had sent a letter to Afro-Arm indicating to them that Blackstone would remain a Black Cultural Center and that all Black students who did not get into Blackstone would be allowed to choose dormitories within the six dormitories which compose the central campus area. On Wednesday, April 11 the Student Assembly was informed of this directive by Louise DeCamp who explained the major element. It was not until Thursday morning that the entire community was made aware of the plan through an article in this paper.

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

On Thursday evening Mike Lederman, Pat Whittaker and Laurie Lessier went to Blackstone to discuss the matter with members of Afro-Arm. After that meeting, it was decided that further action would be taken Friday morning the Officers of the Student Body met with Dean Watson, Dean Cobb, Dean Johnson and President Shain. In that meeting, it was decided to convene a special session of the Student Assembly. That year, President Shain was asked to write an explanation of his actions.

President's decision was a just one, campus. To address the concerns in this college and in the nation, the wish to do so may be housed with twenty-five per cent Black students to the Central campus area. On Wednesday afternoon 17 Black students were housed in the other six dormitories. At that meeting, copies of President Shain's letter explaining the rationale behind his decision were distributed to those attending. As a result of the explanation offered within the letter and the discussion which occurred during the meeting, it was decided that President Shain is worthy of receiving the endorsement of the Student Assembly.

In his letter, President Shain stated previously, explained his reasoning for allowing Black students to be housed from the Central campus area without being subjected to the "requirement" situation. His explanation is worthy of quoting in full.

"Let me first state the facts about the situation of Black students in Blackstone. As reported in Pundit, Blackstone's capacity will be a combination of a woman's dormitory and a Black Cultural Center. All additional Black students who wish to do so may be housed within the existing facilities which compose the central campus area. No dormitory will be allowed to have more than twenty-five per cent Black students.

The college now enrolls 409 predominantly White students in Blackstone. If this percentage does not change during the spring's admissions, about 35 new students will be admitted. Eleven residential Black student graduate. Therefore, if all the space is taken up in the central campus area, there will be 14 more Black students in residence next year than we have this year. Forty-two women of this total will presumably be housed in Blackstone. Forty-nine others will be housed in the other six dorms -- according to our version of a prejudicial housing, that is, that the present housing policy be housed in Blackstone. The other dorms in the campus are that of the preferences we have this year. No Black students will be assigned. Furthermore, no Black students will be assigned to the dorms in the complex which indicate fairness of the new lottery system.

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

David H. Polsin, assistant editor

Letters to the editor

To the editor:

I am upset with the decision of the Ad Hoc Housing Committee regarding this year's Lottery. The Pundit reported that housing of Black students will be assigned to the dorms. As a member of the staff, I would like to find a way to prevent this discriminatory practice. The objective of the new lottery system is to create a fair means of housing selection. The new lottery does not allow students of any group or individual group, nor does it allow students of any group or individual group. In addition, the college blacks students not subject to this policy. I believe that equality would be served if all students were required to enter the new lottery.

The Pundit stated that "every Black student will be assigned to the dorms, outside of the lottery. This preferential treatment deprives the black students of their chance, for the black students will be able to select their dorms. Furthermore, the black students will be able to select their dorms. Furthermore, no Black students will be assigned to the dorms in the complex which indicates fairness of the new lottery system.

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

David H. Polsin

Join the debate! To participate, please send your letters to Box 983.

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

Kolne '74

Yes, I would like to help with the yearbook! Name: Phone Number: Interested in:

Please return to Box 983.
Hayden hired as new poet

By Kathy McGlynn

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

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

Robert Hayden’s power to affect has not been limited to a classroom or any particular academic endeavor. He is truly a teacher of mankind. His poetry has reached the hearts and minds of people throughout this country as well as the world. Not only has he authored many books — Selected Poems (1954), The Words in the Mourning Time (1970), The Night-Blooming Cereus (1972) to cite a few — but in addition his poetry has been read on TV film, Middle Passage and Beyond and used in recordings for various organizations.

Robert Hayden

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

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

- The City of Cleveland’s Scroll Society Award, 1975.
- The United States in Literature: An Introduction.

This could encourage the college to develop new and more interesting courses which would be better suited to one-month study.

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

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

RAM MEMAIL TUES. 7:30 MARSHALL.

And Larrabee—have their own dining rooms as does any dorm not in the central campus area, so it is an especially important factor for the proposal. So, perhaps it is being suggested that all the blacks could eat together in Smith-Burdick if they were to serve in the six dorm area, but surely that would cause a major problem and an overdemanding in an already full dining room, as well as a cause of a reduction of White students which would probably be under Shin’s proposal and may even lead to a “Black dining room scenario.”

It is also suggested that easy companionship is best accomplished if students live in a race and dorm areas in the college. If this logic and concern could not be carried further and soon a President Shin mandate that professors’ offices be located closer to the distant ‘complex’ so that students there will have a different time developing easy companionship with professors, which surely is equally important to get an academic institution. Indeed the situation would be made easier for Black students by their exchange of ideas from the lottery, it would be easier for every student if he could be excluded from the lottery, and just live where he thought it would be most convenient and be with his friends. To deny that Black students in this community have a difficult time due to their striking minority would be to deny the obvious, but one must question the proposed mode of alleviating those difficulties. Favorism or discrimination due to race or color is totally contrary to the ideals of this institution as well as the legal and judicial ideals of this country. President Shin appears to agree, yet bluntly visualizing his criterion for admission and he told me that Blackstone is considered a cultural center, not a dorm, and therefore cannot serve as an easy residence like the lottery is not only unjust but violates these ideals. One gets the impression that White students are to be appeased by President Shin’s statements about the efforts being made to integrate Blackstone and Black students within the campus community. Their validity is questionable, especially when two years ago I consulted President Shin after the Black students seized Fanning and he told me that Blackstone is considered a cultural center, not a dorm, and therefore cannot serve as an easy residence. Yet, he writes, “I will continue to work with Black student clergy to get the return it to the dormitory lottery.” I am still confused and perplexed as to how one can try to do so by enforcing segregation.

Black students need a cultural center, a residence hall, which will realize this need provide them; they serve as a vital home base for the students and their continued. Yet, favoritism toward Blacks and their segregation from crucial college processes serve as the essential tool of the college, but is likely to kindle animosity. Integration is vital for us and a new and much more essential for better race relations, a goal we all should try to achieve, black or white. Black students are just as capable of walking to Blackstone or any campus dining room as any other student and Black students could make any ill will or grievances from White students, which may result from their privileged exclusion from the lottery, by joining the lottery with the other students and perhaps trying to obtain groups of rooms in the new dorms, which probably would not be difficult. Of course the central campus area is the most sought after dorm group, but it has not fell the pressure of easy access to other Black students is most important the college should consider: a possible physical layout for those goals. Blackstone, for students living in the complex, is no further than the pool, for academic buildings, a trip White students in the complex make repeatedly every day. But then again this is not the most preferred area in which to live as it is the central campus area. President Shin does make one excellent proposal which is, “it is now time for all students to step into that empty place in our community-governance…” It is not too late to express yourself on this issue or perhaps strongly urge President Shin to reconsider.

Perhaps to strongly urge President Shin to reconsider.

There is a petition to be signed with each file president which urges student to be part of the lottery, and can be sent to the President’s office before room decisions are made on Monday.

Governmental gossip

By Paul Land

Shaw’s Cove Referendum was passed and 60 per cent of the college community voted for the proposal to permit smoking to until Wed., Sept. 5th, and there will be no classes the first Saturday but they will be held the second Sat.

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

The Co-Council discussed their proposed plan for a bar in the Main Lounge in Ora for next year.

The Ad-Hoc Housing Committee discussed this year’s lottery and emphasized the importance of properly filling out the cards and returning them to Dean Smith-Burdick if they lived in the central campus area.

The Security Committee gave a report of the incident on the night of the Security Committee.

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

The United States Department of Agriculture recommended in 1968 that over 55 limit their eating to 2,400 calories a day. The average American consumes 3,300 calories a day.
On Friday, April 13, a considerable crowd of people gathered in the Harness Chapel to partake of an organ recital given by Mr. John Anghon. In the author's opinion, organ music is a somewhat esoteric type of music. It seems that it is only a select number who can truly enjoy and appreciate a concert of this nature. However, Mr. Anghon's performance on Friday evening seemed, almost, to reach out and encompass all present with its grandeur.

The organist began with a work of the Baroque composer, Francois Couperin: “Selections from Messe Pour les Paroles.” Couperin, in all his music, was primarily concerned with the perfection of small detail and indeed, Mr. Anghon was attuned to this interest. He handled each contrasting section of the composition with equal dexterity, mastery, and elegance.

The next piece in the program was one by J.S. Bach: Sonata No. 2 in C minor BWV 528. This work seemed to charm the audience as it began with its delightful Vivace. In this fast-paced movement there was superb trilling and complex contrapuntal textures which were both handled with marvelous dextrous control. The composition also contained a beautiful Largo and Allegro. Both were played very admirably in light of the technically difficult demands of each.

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

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

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

The program began with the Divertimento No. (K188) of Mozart. In six movements this work presented the sounds of two flutes, five trumpets, and four tympani. It was an interesting work, for the tympani was used as the bass. It is a difficult work “as perform for it is very easy for the trumpets to overpower the flutes. It could have used a little more practice for its performance was shaky.

Second on the program was the Mozart Quintet for Piano and Winds (K448). This work was well practiced and well presented. The only non-faculty member playing was Judith Kulp on oboe who was, of course excellent. William Nemeth’s French horn, Ralph Loosner’s clarinet and Jeffrey DeFonzo’s oboe were all very well played. While Mr. Jacynowicz piano playing was technically good, she seemed particularly lifeless.

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

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

Dr. Kassler received his Ph.D. from Princeton University in 1973, choosing for his thesis “The Allegorical Techniques of Baltasar Gracian’s Critic.” Prior to that he studied at Columbia University, where he graduated cum laude in 1966. Presently, he is assistant professor of Spanish Studies at Vassar College. Besides publishing numerous articles, reviews, and lectures, Dr. Kassler has been active with the U.S. Department of State in the capacity of Escort-Interpreter and has written a book on the Vassar-Wesleyan Semester in Madrid program as director.

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

Eight compete for cady prize

Linda Eisenmann selected

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

In the first part of the contest, the participants read one of their own selections, several read their assigned works, and a sight reading chosen by Miss Taranow. All eight contestants were then judged on their ability to read English aloud in a clear, meaningful way. The sight passage especially indicated the reader’s ability to precisely and distinctly interpret the written word. Four finalists were then selected from the eight to read their second selections, and the final decision was made. It was not an easy choice as all the contestants were excellent, but the winner of the Sarah Ensign Cady Prize for 1973 was awarded to Linda Eisenmann, who was a sophomore living in Park. Linda was of course very pleased with the judges’ decision. That even if she had not won, the evening had been worthwhile. The other judges observed that the contestants had good experiences for anyone interested in literature and the continuation of the oral tradition.

Honor code violated

The Judiciary Board realizes it has been blatantly lax in upholding social honor as it pertains to the library. It is an infraction of the Honor Code to deny another member of the community any property or materials. Removing a book from the library without showing an I.D. and checking out the material or removing a periodical constitutes an infraction against the community. The Judiciary Board has become aware that serious losses of availability of library materials and resources is a crippling infraction upon all members of the college. The Judiciary Board would like to remind the student body of the seriousness of the infractions against the library and enlist your aid in helping to promote a quality library.

We should all like the library to reach its highest potential. To help it do this, we must all be aware of the necessity of returning books (whether books are your responsibility or not), to report mutilation of all library sources and be willing to take action to help maintain our library.

By CAROL MORRIS
In the past Parents Weekend has primarily been geared to entertainment giving visiting parents and families few opportunities for exposure to Cro students, their activities, or the major role they play in this life. This year, however, the more serious matter of college education will be equally stressed.

While the traditional activities, the Horse Show, the performance by The Jazz Ensemble, and the Junior Walk will again appear, the 1973 Parents Weekend includes lectures and discussions with twenty of our faculty members on subjects ranging from English to computer science. This added dimension to Parents Weekend undoubtedly reflects the increasing campus about the type and quality of education students are receiving at Connecticut College. It is a fact that such lectures and discussions not only will provide students and parents with a chance to become acquainted with the teaching staff, but also will illustrate the various programs available for students.

Saturday afternoon features the President’s Reception, entertainment by the Jazz Ensemble. A reception on the College Green given by President and Mrs. Shain will immediately follow the Assembly. (Should it rain, the reception will be held in Cro.) Crew Races and Shell Christening will highlight the latter part of the afternoon. These people interested in attending are advised to sign up in advance to be sure they get a place.

Cranz continued

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

So there is one interpretation as to what we’re up to. I am proud to be a member of a college which has adopted the notion that every student think out an individual program in the light of the additional knowledge one gains in college. I shall be even prouder if we can show ourselves equal to the challenge of sustaining that. In fact, over the years the challenge is to the faculty, and they will do what they can to help meet it. But the challenge to think out individual programs is essentially a challenge to the students; if Connecticut College wants that it can be done, it will be your doing. Our hopes rest with you, and we wish you good fortune!

Crazz continued

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By MAXINE OLDERMAN

Hey man, like ya know what I mean? Like, ya know I was, you know, telling this friend of mine, you know, like man it ain't easy. yesterday's charred draft card. Ya know, telling this friend of mine, flat now and as obsolete as high school past use this languid environment, Like, ya know what and lost its initial derogatory impact dealing with water to anyone in particular but it when accompanied by marvelous anything else 'in life, these words revo!ution" has lost all its colorlessness. Every lime I hear At this point I question the imagination of the isn't Maxine the cool one, who the term counler-culture) which educated. Should be equally engaging. make is that if hasno if there was ever a time when I acrylic, but in the amorphous words, somehow it's just about anyhody on a "relationship") has lost all its power. The words seem to have sprung speaking with originality and except for the quote word "meaningful" (especially around the year 1958.Mrs. Durham was 

Also at last weekend's annual lunch event the board accepted "with reluctance and regret" the resignations of two long-serving members whose joint tenure amounts to 71 years. Both Dr. Esther L. Batchelder of Rome, Italy, and Mrs. Charlotte Keefe Durand of New York City are alumnus of the college and were members of the first class to be graduated in 1919. Dr. Batchelder is the former director of the Food and Nutrition division of the U.S. Department of Agriculture. She was a member of the War Department's food mission to Germany in 1947 and served on the organization sent to Japan by the Intergovernmental Panel on Nuclear Disarmament in 1949.

In 1920 the nutrition division was a researcher in a three-year term as an observer for the New York City health department. She has served continuously since 1938 as a regular term.

Mrs. Durand was headmistress of the Dalton Schools in New York City from 1942 to 1945 and then served as director of the college. She now concludes 22 years as a Connecticut College trustee.

Dining halls out to lunch

By Lynn Cole

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

As a result, the meal service system will be implemented in Harris on Saturdays and Sundays in the hope to avoid losses by encouraging students to stage their own meals.

Ms. Voorhees and Breakfast will be served from 7:30 to 9:30 A.M. and continue until everyone is served. Dinner will be available from 4:30 to 9 P.M. “We will have to cut out the times as we watch how the system is working,” continued Ms. Voorhees.

All dining rooms, however, will be open for the three meals Monday through Friday. Con- tinual breakfast and dinner will be available on weekends in the dining rooms that are closed. “We want to preserve the multiple dining room system for as long as is possible,” commented Ms. Voorhees. Dining within one’s dorm has always been an attractive tradition at Conn. “However, Ms. Voorhees continued, ‘it is a very expensive system to operate.’

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

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

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

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

BY ERIC MCKENZIE

The Drop-in Learning Center, a tall white building on the left hand side of Federal Street here in New London, bustles with enthusiastic youngsters from ages six through seventeen between the hours of two and six o'clock each day. For instance, as soon as Allison Mishkit and I entered the work shop, we found two boys avidly assembling Spanish galleons while another boy was asking one of the volunteers, Axel Westerberg, how to use a drill. After explaining its use to the boy Mr. Westerberg escorted us up two flights of stairs to the gaily spray-painted second floor and ushered us into the small office of Mrs. Hamilton, the Center's director.

She greeted us very affably and for the next hour through intermittent visits and phone calls, she explained the Center and its many purposes.

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She greeted us very affably and for the next hour through intermittent visits and phone calls, she explained the Center and its many purposes.

The support for the children's activities comes from a variety of New London agencies and individuals. Mrs. Hamilton told me of a drive that the Telephone Company took up in order to find toys, cameras, TV's and other items the Center could use. The YMCA taught the children gym in the afternoon cost free. Connecticut College students also lend their efforts at tutoring the children in math, English, spelling and science. The proprietor of a ballet school in New London, Mrs. Froman, has kindly opened her premises to the youngsters, again cost free. The many toys, books and special equipment are gifts of innumerable individuals. Last summer two professional teachers and teenage volunteers from the Neighborhood Youth Corps organized a summer school for fifty six small children from all over the city.

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

As for the layout of the building itself, on the second floor is the science, tutoring and photography centers. The science center sparks the youngster's interest in ecology, electricity and computers. The tutoring rooms are for individual instruction in regular subjects. Rather than referring to this as tutoring, this service is called supplementary aid to public schools. These rooms can also function as team rooms in which the staff and Junior High students can engage in rap sessions over personal problems and community issues. The first floor contains a music room, library, game room, candle-making room and a work room. One piano is in the music room for anyone who wants to learn how to play it. Turning to the library, it is very well supplied with both textbooks and general reading books. Sometimes, according to Mrs. Hamilton, it is difficult to keep up with the various books that pass in and out of the Center. The policy of the staff is to allow the children to take out books for as long as they want. If a child does not return a book, no fuss is made because he or she may like the book but be unable to purchase it. The game room is not only a recreational area but also an educational area. Games such as photography at a time; seven of them take the pictures and the other seven develop the film. After the first group has experience with the camera, they switch jobs with those in the dark room.

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

The other very popular section of the second floor is the photography room. When Mrs. Hamilton showed me the dark room, about seven or eight pictures were hanging from a clothes-line. This opportunity for the children to learn how to take pictures was made possible because a church group sponsored a raffle, the profits of which were donated to the Center. Fourteen children here...
Drop-in Learning Center

The Center has children from many ethnic backgrounds upon which to draw from for creative impetus. Visitors have often exclaimed about the "United Nations" atmosphere of the place to Mrs. Hamilton because of the mixture of Blacks, Chicanos, Chinese, Filipinos and Hawaiians. In order to foster an awareness of their cultures, some volunteers teach American Indian history, Afro-American history and Spanish history. Another service that the Center affords particularly to teenagers is information on health and hygiene. The rap sessions previously mentioned include talks on venereal disease, syphilis and drugs. If in a particular case the volunteers feel that outside assistance is necessary, they can refer the person to other agencies such as Altruism House and Alcoholics Anonymous. The teenagers themselves became involved in a movement called "Health Day". The purpose of this special day was to test people in the city for rubella and sickle cell anemia. A salutary result of this drive was that many people were contacted who otherwise would not have known about their illness or about the social services available to them.

Finally, Mrs. Hamilton emphasized her desire for more college students to participate in the Center's activities. No matter what field of study your specialty is in or what hobby you are best at, you would be more than welcome to share your interest with the children.

Conn's creative cookery

By NINA GEORGE

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

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

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

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

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

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

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

The implications of Mr. To-Mein's high appraisal of Connecticut College cookery are yet to be expected. Letters from avid gourmets have been pouring into C.C.C. headquarters asking for Connecticut's exclusive recipes. It seems that other agencies will follow C.C.C's lead in sending members to partake of the college's succulent surprises (notably the department of public health which has expressed an unusually enthusiastic desire to investigate the newest menus).

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

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A sample of New York:

Actors Playhouse, Seventh Avenue between Grove and Barrow Streets
Amato Opera Theater, Bowery and Second Street
Bill Baird Puppert Theater, Bleecker Street near Bedford Street

Eighth Street Playhouse, 34 East Eighth Street between Sixth and Seventh Avenues, and Avenue of the Americas
Elgin, Eighth Avenue, near 17th Street. Film festivals and old favorites

Henry Street Settlement Playground, Grand Street
Judson Memorial Church, Washington Square South. Avant garde art, poetry, and dance

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

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

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

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

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

Sheridan Square Playhouse, Seventh Avenue near Grove Street

Theater De Lys, Christopher Street near Hudson Street

Village Gate, corner of Bleecker and Thompson Streets

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

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

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

Orientalia, Fourth Avenue near 10th Street. Eastern thought

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

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

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

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

Fulton Street Fish Market, Fulton and South Streets. Starts at 3:30 a.m.

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

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

Metropolitan Museum of Art, Fifth Avenue between 80th and 90th Streets. Home of the U.S. Department of the Interior

American Museum of Natural History, Central Park West, 77th Street. Many of the world's leading scientists have conducted research here. The museum has a collection of over one million species and has donated over 500,000 specimens to other museums around the world. The museum is open daily from 10am to 5pm and offers guided tours and educational programs for all ages.

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

Hispanic Society of America, Broadway between 155th and 156th Streets. The museum houses a collection of Hispanic art, including paintings, sculptures, and textiles. The museum is open daily from 10am to 5pm and offers guided tours and educational programs for all ages.

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

The Jewish Museum, Fifth Avenue between 92nd and 93rd Streets. Run by the Federal Republic of Germany, features exhibits, displays, and lectures.
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TC-C
Like Mr. Reiss, I am going to speak of our new academic plan without saying very much about it directly. And as far as our title goes, it was "the best we could devise on short notice when neither of our talks had been thought out, let alone written.

I still suppose that 'we' is the college, or all of us. What we are up to refers to the common intellectual endeavor in which we are engaged. And I am convinced that we had better think and talk very seriously about what we are up to. To be a college today, particularly a college with a new academic plan, is no easy task. Perhaps we are attempting something which has become impossible, if not absurd.

The central principle of the new academic plan is that every student shall think about education and learn, or have the opportunity to learn, the complexity of intellectual endeavor in which we have traditionally used them in educational matters, then we have moved very close to impossibility and absurdity. Take the 'common aims of the College.' This surely sounds as though there are certain requirements, however skillfully disguised, which must appear in every program; they are 'thought out' or 'individual.' 'Individual' on the other hand, means what I have decided to do by myself, what 'I like'; it is neither 'common' nor 'thought out.' Finally, what we mean by 'thinking' is primarily technical and operational; such thinking will never reach any common understanding as long as we all three may very well turn out to be imaginary; if any one of them can be fulfilled, it may well destroy the other two.

Those of you who know me are doubtless already sure that I am going to end up with a more polemical note than that. I have the weaknesses of that legendary Calvinist who was supposed to be a pretty good theologian except for the fact that cheerfulness kept breaking through. But what I am about to say is not so much polemical as it is based on an awareness of what we are all vaguely familiar with, at least most of our colleges are still vague about either society or education, or at least the relation between them.

The basic change is that education, as I have defined it, has been modified by secularization and by the development of a secular area. For our purposes the crucial point is that education, along with reason, was once placed within the secular area; it no longer addressed the whole person but only a limited, if highly ornamental, part of the whole person. Can we rectify this from the first clear model which emerged, that of 'Renaissance education,' with which we are all vaguely familiar since most of our colleges are still vaguely imitating it. It was an education which functioned as a Christian gentleman; it took the Christian gentlemen as given, and it was not the business of education or church to produce them or to call them into question. There have been many later variations, in which one does not change the fundamental pattern but typically changes context and aims instead at an education for a bourgeoisie, for example, or a Frenchman or German. Fairly recently, we still had the 'gentleman's B.' But there was no change in the fundamental situation where the Christian or the gentleman, or the anti-gentleman was there first, which produced the education (even if somewhat contemptuously in the case of the 'gentleman's C'), and where he was called to account for it, but not called into question by it. All that's not so difficult; that's just history. What about the new academic situation? What about this alleged large change which has taken place?

I am fully aware of it and surely without our having adequately adjusted our education to it. I shall try to be simple, but I'm sure I shall not achieve any large measure of success, partly because I believe that the mind is difficult and complicated, partly because my own understanding about it is still so incomplete. A second basic change is that the secular area or education is no longer contained within and limited to the categories of commitment, by various civilizations or 'lives' such as those of the Christian or the bourgeois or the German. The world or the secular area has become the universal all-embracing category within which one finds multiple civilizations and multiple lives. In terms of all past history we have a new, paradoxical situation in which what is ultimate, that is to say, the various civilizations and lives, is no longer secure and worldly, but not ultimate, is now all-embracing and universal. And this surprising change makes necessary a fundamentally new structure of concepts or symbols for thinking about either society or education or the person. It has been the failure to grapple with these new possibilities that has led so much of what we have been saying about education simply anachronistically, and that we have often been for the wrong reason. Contrariwise, a true facing of the new situation gives us any hope that we may again be able.

(Continued On Page 15)

Alice Walker

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

Four years ago, her first book of poetry, Once, went into a second printing shortly after publication, and won such critical praise as "She speaks the voice of her time in present tense" (Atlanta Journal); "They are angry and vivid poems that give the reader an urgent sense of being on the scene," (Eboray); Her poems deal with the civil rights conflicts in the South and the black experience living with the Egyptians and the Rihyupas and Kenya and South Africa. Now, at age 28, Alice Walker will have her second collection of poems, REVOLUTIONARY PETUNIAS, published by Harcourt Brace Jovanovich. About this new volume, The Kirkus Reviews has written: "Brightly sensitive, true to a definite, attractive mind. Alice Walker can evoke a whole realm of experience with the soft black inflections of a simple statement."

Alice Walker has been an active civil rights worker since she was a teenager. In Georgia, where she was born and raised, she helped to register black voters. She attended Spelman College for two years and received a B.A. degree from Sarah Lawrence College in 1966. After working for the New York City Welfare Department, she moved to Mississippi and participated vigorously in Project Headstart, voter registration drives, and securing welfare rights.

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

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

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

Alice Walker, courageous author, will read some of her poetry on Tuesday, April 24 at 7:30 p.m. in Hale 222. Following the reading there will be a reception in the College House.
able to think together about education and the proper uses of the mind, and to bear in mind the standpoint of what is individual or from the standpoint of what is common.

In the second place, in such a society as we are today, there are tensions here, but I am always surprised by the extent to which our educational and social systems are being undermined by the same thing that we always say is the threat of the individual. It is the threat of the individual. I mean there are certain things that are really important for the Individual: education, culture, and so forth.

In closing, I shall discuss three perspectives already mentioned but which need expansion; first, what does it mean that the Individual is a member of a society? Second, what does it mean when we speak of planning a program as thinking; and finally, how do we think of my life to the College program?

In planning, I shall discuss three points already mentioned but which need expansion; first, what does it mean that the Individual is a member of a society? Second, what does it mean when we speak of planning a program as thinking; and finally, how do we think of my life to the College program?

Individualism is a tricky and elusive position (and I believe it goes against some of the current trends in the individualism in the unheralded on which we can all agree is that what takes place in education must happen 'party in the light of the common aims of the College. Perhaps one can say of thinking in the working out of an individual answer. Aard type of individualism is not only one of many: it can show you ways of responding which are less different, and in that case you will work on that borderline between past and future, where to cut his tie with the past is to block any future which is really new, will he and commitments.

One can reexamine the same problem by taking persons rather than society as the starting point. Our primary obligation is to think so that something 'happens' in us. We think we should be ashamed to attempt anything less. And if you are going indeed to live and die as a Zoroastrian, you must make sure that you are involved in the life of your fellow Zoroastrians, and so for all other lives. I am convinced that today only the context of a general, common education.

(Continued On Page 5)
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Frosh, undefeated

By Kevin Kelly

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

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

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

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

Obeying the starter's instructions, the Connecticut women's varsity boat was backing up when the race was unexpectedly started. By the time Connecticut could reverse its stroke it was a full length behind the other five boats.

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

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

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

The lightweight boat will need every bit of its maturity it can carry over to Saturday morning when it will face the U.S. Coast Guard Academy and Marist College at Derby, Connecticut. Both crews are considered to be top varsity and college teams in the east. Last year the Coast Guard won the New England Championships symbolic of the national small college championships.

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Local bookies have reported that little action was taken in their parlors on Big Bad Burdick's Basketball. But there was a lot of action in other parliaments as well on the court.

The first game of the playoff sequence was a pandemonium preview of the next round. J.A., LL and the Faculty mixed it up before a frenzied, racous, enthusiastic student throng. The odds on was 3-1 by bookies and the raw receipts of J.A. was evident as they gristily held on to a 42-38 third quarter lead but everyone realized the great reserve strength and resourcefulness that's been the Faculty's heritage were enough waiting for their victory drive. The Faculty remained behind with about 30 seconds left in the game but a ball popped over J.A. Kevins and J. Croffert was intercepted by Ned Preble whose lay up tied the game and sent the frenzied Hodges to a three minute overtime period.

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

Mr. Harkness's Dodgers were showcased undefeated, undisputed Park power against fourth place Larrabee. It was a tight battle to a 37-31 halftime. The Faculty had seen the Larrabee's previous game as an out of control. The Hodges were bled through at 45-38. By then Randy Russ took over. He scored 18 and his 32-31 through three quarters. But then the Hodges were back and fast start remained constant for the Faculty all year. Despite the well-timed rebonding and allowing only one shot, offensively for J.A. The Jamboree hit to within 13 pts. until they decided to get into the single figure fits with a 4 pts. 48th quarter. Harkness couldn't break the Hodges' defense and went into overtime the last minute of the game. The Hodges had to be scored first and not having it go their way in in the 2nd quarter. But then they were back and the Hodges were down to 5 points.

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

The Harkness Horde was back to the basket in the 2nd quarter and it showed on the scoreboard 31-12 at halftime. Everyone in the starting five scored and it looked like another romp but back to the pattern. In the 3rd quarter, the Harkness big men were back to picking and standing around and maybe doing a fake dance or two to score a commanding 5 pts. J.A. was too far back to take a lead. But they were still controlling the boards and allowing only one shot, offensively for J.A. The Jamboree hit to within 13 pts. until they decided to get into the single figure fits with a 4 pts. 48th quarter. Harkness couldn't break the Hodges' defense and went into overtime the last minute of the game. The Hodges had to be scored first and not having it go their way in in the 2nd quarter. But then they were back and the Hodges were down to 5 points.

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