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### The Spark, Volume 1 Issue 4

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The views expressed in this paper are solely those of the author.

# THE SPARK

## Search without consent- what are your rights?

Feb. 22, 1977

MICHAEL ADAMOWICZ

Feb. 24, 1977

Five cunning men move quickly down the corridor. They open and search each room on the east side of the floor. Without warrants or student permission they seek evidence of a felony. Finding none, they slip quietly away. In essence, this is what happened in Hamilton House a little over a year ago.

The College allowed two men from Southern New England Telephone to search student rooms. They were looking for evidence of tampering with the phone lines. Two officers from Campus Safety accompanied them. One officer had power of arrest. If their allegations had been true, it is plausible that the guilty students would have been arrested.

In response to the above actions, the following letter was sent to: Craig Hancock, Stuart Sadick, E. Leroy Knight, Alice Johnson, Margaret Watson and the Southern New England Telephone Company.

Dear---

On the morning of November 17, 1976, the rooms 113 through 123 of Hamilton House were entered and searched by unnamed Southern New England Telephone Company officials and Mr. Craig Hancock, Director of Campus Safety. Also present were Stuart Sadick, Housefellow of Hamilton House, and a Connecticut College Safety officer. These individuals were acting on the verbal authorization of Mr. E. Leroy Knight, Treasurer and Business Manager of Connecticut College; Ms. Alice Johnson, Dean of the College, and Ms. Margaret Watson, Dean of Student Affairs, and the Southern New England Telephone Company. At least four rooms were entered (118, 119, 121, 122) without the consent of the lessees. We find this to be an explicit violation of these occupants' civil rights, under the laws of the state of Connecticut. What follows are the rules of the College and the statutes of the state of Con-

necticut that we feel were violated.

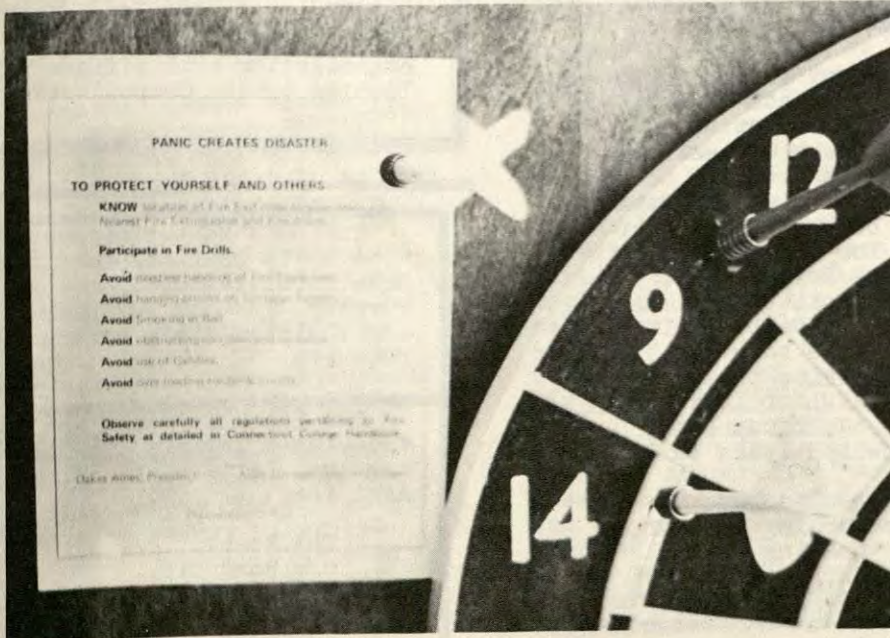
(1) "Room Privacy. Student premises shall not be entered, nor possessions searched unless outside authorization has been obtained or in cases of extreme emergency. For College residence halls, petitions for authorized entrance are to be made to the Housefellow. The application is to specify the reasons for entrance, and the objects or information sought. If at all possible, the student should be present during the search. The Residence and Physical Plant staffs will make periodic room checks to ensure a high maintenance standard throughout the College. For premises not controlled by the College, the ordinary requirements for lawful search shall be made." (p. 17, The "C" Book, 1976-1977, under the Student Bill of Rights, and p. 3, Judiciary Board Packet, 1976-1977)

There was no written authorization or petition for these entrances. Therefore none was presented to the Housefellow. Furthermore, no efforts were undertaken to inform the students of the intended entry. Nor were any measures taken to allow the students to be present at the time the entry and search were made. Lastly, there was no "outside authorization" - which we take to mean a legally obtained search warrant - by the Southern New England Telephone Company or the officials of Connecticut College.

(2) "Section 47a-16, General Statutes of Connecticut, Volume VIII.

(b) A landlord may enter the dwelling unit without the consent of the tenant in cases of emergency.

(c) A landlord shall not abuse the right of entry to harass the tenant. The landlord shall give the tenant reasonable written or oral notice of his intent to



Fire Hazard - story inside

Continued on page 10

# Vandalism

Vandalism is a big issue this semester. One can hardly walk ten feet on campus without seeing a sign proclaiming the dangers of this menace. Equal to the number of signs are the number of solutions offered to the problem. Most solutions revolve around the idea of heavy individual fines or of fining whole floors (or for that matter whole dorms), for the various instances of vandalism.

What must be understood however, is the philosophy behind these solutions. They are all based on the idea that vandalism is caused by a few discontented students who derive pleasure from destroying the property of others. Undoubtedly, students of this sort do exist; but are they really the whole cause of the problem? The administration has been telling us this for a long time, and we've come to believe it. Even those solutions proposed by Student Assembly are based on the idea that vandalism is solely a student caused problem.

But vandalism is on the rise, and pointing the finger of blame entirely at the student body is no longer an adequate solution. The reason that other possible causes have not been considered is essentially because the "we can do no wrong" philosophy of the faculty and administration has permeated this campus to the extent that even students have come to believe it. For vandalism is merely a sign, an indicator, of a much greater problem.

This problem essentially falls into two categories; increased academic pressure on the students, and the lack of space for non-academic activities, in order to release this pressure.

Colleges are not playgrounds, and hard work is to be expected. But hard work is not the goal, quality education is. This is where the faculty sometimes seems confused. Many professors seem to assume that if they assign ten books for a course, that course will automatically be excellent.

As residents of Salem hunted for witches, faculty members search for courses which are considered "guts". Whether a course is interesting or not doesn't seem to make much difference; if there is not enough work assigned, the course cannot be a good one. Quantity begins to equal quality, and the student is left to suffer.

The only solution to this problem is increased student input into decisions concerning the number and quality of readings assigned to a course. Perhaps this would result in some lessening of a professor's control over his subject, but in the end, education would be improved.

Increasing academic pressure is not the only problem. Concomitant with this pressure is the lack of recreational space. Placing a sign in front of Crozier-Williams calling it a "student center", does not make it one. For years, the administration has been telling us that they understand that there is a lack of non-academic space, and that they are trying their best to remedy the situation. But three pinball machines for a student body of sixteen hundred is hardly an adequate solution.

There is very little else to do in Crozier-Williams except to eat and drink. If a student wants a break from the rigors of the academic world, the place to go is the bar. Having students who are under increasing pressure, and who are virtually forced to get drunk, for lack of anything better to do, is an extremely hazardous situation. Undoubtedly, it is a situation which leads to increasing vandalism.

The answer to this problem is, unquestionably, an improved Student Center. Not merely enlarging the bar, moving around existing facilities, or vacating one or two rooms by moving out such things as Career Placement and Dance. Rather, there must be a commitment on the part of the administration. There must be an understanding

**Continued on next page**

## THE SPARK

Volume One/Issue Four

Wednesday February 22, 1978

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The Spark is a non-profit organization with offices located in the Chapel Boiler Room.

Business Editor Royce Winsten is presently at home recuperating from surgery. The entire Spark staff wishes him a speedy recovery.

The Spark welcomes and encourages letters from its readers. Letters should be sent to:

The Spark  
c/o Box# 618  
Connecticut College  
New London, Ct. 06320

# Vandalism continued

that this campus is "home" to over a thousand students, and thus some sort of recreational space must be provided. Not only must rooms be vacated by administrative or academic residents, but there must be a commitment of time, energy and money. Crozier-Williams must be "re-designed" so that it can truly become a Student Center.

The problem of vandalism can be solved, but only if we take a hard look at its causes. Neither the administration nor the faculty seem willing to do this. Thus the answer lies, ultimately, with the student body. Vandalism is an ugly sign of what happens when a quiescent student body allows others to make decisions for it. Only by putting the reins of power where they belong, in the hands of the student body, will the problem be solved.

## Letters

(Letters which appear in The Spark do not necessarily reflect the editorial viewpoint of the paper.)

To the Editor:

Students who sneak non-meal-plan friends into the cafeteria are stealing. Off campus students who eat meals in the dining halls without paying for them, are stealing. They are stealing from me, and from every student on the meal plan.

There are three common justifications given for this stealing. The most common one goes something like this: "I'm only having salad, or one piece of meat, they make so much they'll never miss it." The fallacy in this argument is obvious. It doesn't justify stealing, it simply excuses it. It does not consider the multiplied effect of continued stealing, day after day, and stealing by many people each day.

Another common excuse is: "I missed three meals last week so I am entitled to sneak three friends in to eat." This makes no more sense than returning to an "all you can eat" restaurant one week later insisting to finish your "all you can eat" meal because you didn't eat much last time. In "all you can eat" meals at restaurants where some people eat little and the store makes money, and some people eat a lot and the store loses money, on the average the restaurant makes money, otherwise it couldn't exist. The same is true for our dining service. The meal plan fee is based upon each student missing a few meals each

week and eating lightly some days. Like the restaurant, the meal plan is based upon an average number of meals, with an average amount of consumption. If every student were to eat every meal, it would have to cost more. As the situation now exists, the money we spend for food, includes the cost of these stolen meals. The money spent for feeding these people would go far toward lowering the meal plan fee, or increasing the variety or quality of food and services available--at no added cost--if only the theft would stop.

A third common excuse for stealing is that everyone does it. This is simply not true. Most of us are honest. Some of these thieves go so far as to think that no one really pays for the food. It is easy to steal from a large impersonal entity such as the dining service. Like department stores and the telephone company, there is no single victim. The damage however, is spread over many individuals--no--over many fellow students.

The Residence Department is unable to estimate the number of "sneak-ins" each day. However, they were able to supply the following information: if one person were to sneak through each door (excluding fire doors) each lunch and dinner in each dining hall, it would cost an estimated absolute minimum of \$2,000 in raw food costs, per semester. This does not include the costs of preparation, service cleanup, storage, equipment, and so on. Of the \$1,600 a year we spend for room and board, roughly \$900 a year is spent for food. That \$2,000 minimum theft rate per semester is more than

the cost of four full meal plans.

This \$2,000 estimate must be trifling compared to the actual theft rate. One person through each door each meal in each dining hall amounts to two sneak-ins in Harris (two doors) one sneak-in in Harkness (one door), and so on. We have all seen groups of four sneak in through back doors and we all know of off campus students or visitors who manage to sleaze a free meal. The actual number is probably several times \$2,000. We are paying for these meals. These figures make absolutely no account of food that leaves the dining halls in coat pockets or bookbags. Students who come to meals with containers for milk, take out half loaves of bread, take six pieces of fruit or entire boxes of ice cream sandwiches are abusing the system. These subtle forms of stealing are impossible to control--in as free a system as we enjoy here. Some schools do not let bookbags into dining halls and some even limit the amount of food each person can take. Conn's dining system with its great freedom and accommodation can not go on indefinitely at current rates of abuse. Eventually, as costs escalate, we will have to introduce tighter and tighter controls. This would be our loss. To be successful, every human system that operates within a loose framework must be respected and treated responsibly, not taken advantage of and abused.

The single restriction placed on us by the dining service is that only those who have paid for their food should eat. It is those wonderful cafeteria women who enforce this by checking I.D.'s. By preventing theft they are helping to keep our costs down--not theirs. There is nothing in it for them except grief from us. We should volunteer our I.D.'s cheerfully and thank them for trying to prevent us from ripping ourselves off.

We need to be cognizant that stealing food is theft. It is not stealing just a little--it is simply stealing. There can not be a gradient of acceptable dishonesty because then, every-

**Continued on page 12**

# A Burning Issue

JOSHUA LYONS

As mortal human beings, we live under the constant threat of many dangerous phenomena. Some of these we have no control over, while others we can control and even prevent. Fire is one such controllable phenomenon. But flames can engulf an entire building in only a few minutes, and in doing so, they can destroy virtually everything, human life being no exception. Not only do the flames fatally burn, but smoke inhalation may also cause death.

This campus is not immune from fire. As a matter of fact, there have been two major fires on this campus in the past ten years. (Fortunately, no one was hurt.) In 1968, there was a serious fire in Jane Addams which, luckily, occurred around noon. Then, in 1976, there was another serious fire in Katherine Blunt. This fire was at night, and some dorm residents had a hard time getting out of the building due to the amount of smoke. The fire occurred in a storeroom, but the fire door was closed, so much of the damage was due only to the smoke. But it must be realized that there is a very real possibility of another fire on this campus at any time.

## Fire could strike at any time in any place, and it could be catastrophic.

In preventing and dealing with a fire, this college has some potential weakspots. First of all, if there was a serious fire in the middle of the night, those students living in third and fourth floor rooms might have a difficult time escaping. If one is awakened in the middle of the night by an alarm, and is immediately forced to confront a hot, smoke filled hall, one will, undoubtedly, have a difficult time finding the proper exit.

Another problem which exists is one of money. Thousands of dollars could conceivably be spent on fire prevention and equipment, but is it worth it?

When human life is concerned, it is. Realistically, a line must be drawn and limits set as to just how much money should be spent on fire prevention. Especially considering the present lackadaisical fire drills and destruction of fire prevention equipment.

There are a few solutions to these problems. First and foremost, it must be realized that present fire drills are ineffective. They are a joke. What we need are unannounced fire drills speckled over the entire campus, over a period of many days. This would probably cost a bit more money, but it is ridiculous to have all twenty fire drills in one evening over a period of a few hours. Everyone is waiting at the thresholds of their rooms, to rush madly out of the dormitory on signal.

In addition, these fire drills should be held late at night. If there is a fire at nine o' clock most people will be awake and will easily be able to leave the building. But, at three o' clock in the morning, people will find it more difficult to flee the dorm. This is the time when fire drills would be most effective. There should be simulated fire conditions during these drills. Not smoke or heat, but rather blocked exits at

appropriate intervals. Thus, those of us who are not able to leave the building will realize that we could have been caught or even killed if it had been an actual fire. To insure the safety of the residents of a dormitory, fire drills should be repeated until all the occupants can flee the building in the allotted time under simulated conditions.

Another possible solution would deal with the fire equipment. First of all, less abuse of it would help us, and could even save someone's life. Also, even though the school does fulfill all the fire



regulations, perhaps there is a need for more equipment and to go beyond the legal requirements. For instance, in a late night, serious fire, many people may find that their only root of escape is out the window. However, this solution can be quite difficult if you live on the fourth floor. Perhaps knotted fire ropes, rope ladders, or another similar device could be installed in each room to help facilitate escape. Once again there is the problem of money, but in this case it could very well save many lives.

These are just a few of the problems we face in regard to fire. Fire could strike at any time in any place, and it could be catastrophic. We must be prepared and know what to do in case fire strikes, in order to save ourselves and our friends.

# Catch This...

Marty Johnson

A black and viscous pestilence looms over this campus. It creeps up on you, grabs you, and proceeds to drain the life out of your body. You become helpless. You can't stand, walk, breathe, eat or sleep. You just lie there staring at the ceiling and moan like a wounded buffalo. After a while it appears that the ceiling and the four walls around you are closing in on you. You are trapped and there's no way out. You have "the flu".

This "plague" is getting to be about as common on this campus as down vests. Anybody who's anyone has it. But what is it!?! Is it A/Victoria or A/Texas? Could it possibly be Hong Kong Flu or Russian Flu? No one seems to know. I overheard a man from Physical Plant tell his companion that the "whole damn thing was a Commie plot." Those clever Russians. If they

can't kill you with falling satellites, they make you cough and sneeze to death.

"How do I avoid getting this vile disease?" you ask. It's very simple actually. Just avoid contact with anyone who has it. Well, the obvious question would be "How can I tell who has it?" The flu sufferer is very easy to spot. Here are some basic characteristics of a person who is infested and should be avoided:

- 1) Avoid those who leave a trail of Kleenex behind them.
- 2) Someone who coughs as though their next gasp will be their last. Avoid this person at all cost. Every hack fills the air with countless germs seeking new victims.
- 3) Avoid those who wander about feverishly and utter nothing but "Darvon, Darvon, Darvon,..." They are helplessly delirious, and at the peak of the illness. Point them in the general direction of the infirmary and

immediately sterilize the entire area. Of course it sounds ridiculous, but it's for your own protection.

If, despite all your prevention, you contract the flu, about all you can do is lie back and become violently ill. The infirmary seems to have every possible anecdote from sudafed to cianide but the only true cure is sleep. Contrary to popular belief, Jack Daniels is not an effective antihistimine, and cannabis is not a reliable decongestant.

I was unfortunate enough to suffer from this wonderful disease, and after five days of sleep, ten cans of Minute Maid, countless sudafeds and three boxes of Kleenex, I can now say I'm cured, I hope. How did I, being the cautious person that I am, manage to get the "plague"? I guess Marble Head's one and only Campbell Seamans can explain it best. "I just opened the window and in-flu-enza."

## Women's Studies

LISA PINES

Thanks to a grant from the Mellon Foundation, there will be a "Woman Theologian" at Connecticut College next year. One of the things she will be doing is coordinating an interdisciplinary course in "Women's Studies."

For two years the Women's Studies Committee, a group consisting of five faculty members, and two students, has been considering the possibility of offering more "women oriented" courses. The awareness that women have been ignored in scholarship has helped to motivate the idea of having a "Woman Theologian" on campus. This awareness comes out of the consciousness raising of feminism and has also motivated the Women's Studies Committee's interest in eventually establishing Women's Studies as part of the curriculum.

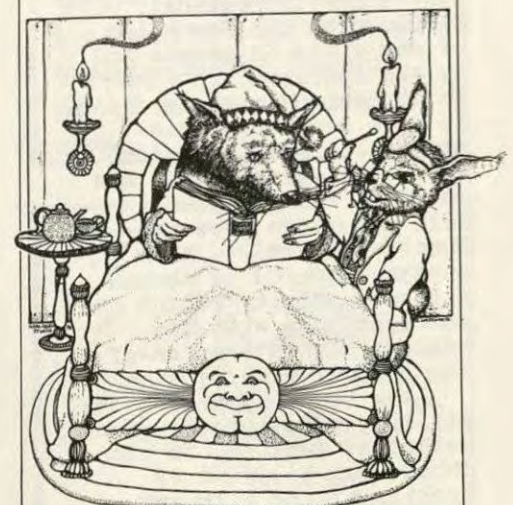
The Women's Group, an S.G.A. sponsored club not functioning this semester, was involved in the organization of the "Woman Theologian" concept. In the past,

the Women's Group has concerned itself with sexism on campus, discrimination against women in admissions, and especially in improving the health services. The Women's Group also helped to organize a Rape awareness meeting last semester that brought people from the Rape Crisis Center in New London to the college. In the last two years people have been using the Women's Group primarily as a forum for discussing the topics mentioned above. Though the group is not presently in existence, it has made its presence felt by playing a part in improving Women's Studies at Connecticut. Perhaps the interest in Women's Studies that the "Woman Theologian" seeks to create will help to revive student interest in a Women's Group.

The "Woman Theologian" will draw on the faculty for lectures related to Women's Studies. The Women's Studies Symposium is a series of Tuesday afternoon lectures which began February fourteenth with Naomi

Goldenberg lecturing on "Feminist Witchcraft, the Goddess is Alive." These lectures will give the members of the college community a chance to meet the candidates for "Woman Theologian."

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CURE!"

# Excommunicating the Media

MICHAEL HETSKO

The media at Connecticut College is currently in a state of turmoil. (Media, for the purpose of this article, shall refer to the two newspapers, the radio station, and the video and film production groups.) Media concerns are being stifled and many students are experiencing a sense of frustration over the S.G.A.'s and administration's seeming indifference to their problems.

One of the basic problems, of course, is to get adequate financial backing for these endeavors. But there are other serious problems that will require more action than just an infusion of cash.

All of the media programs listed above are financed through funds allocated by the Finance Committee of the Student Government Association. The S.G.A. receives its funding through the Student Activity Fee, which is assessed of every student. In years past, this source of revenue was adequate to support the

**We have seen the radio station turn FM, a second newspaper established, and interest being raised in film and video tape production.**

media in a satisfactory manner. As of the last few years, however, the budget has become increasingly strained by the formation of new clubs on campus and by the increased interest in the communications field. We have seen the radio station turn FM, a second newspaper established, and interest being raised in film and video tape production. In short, the money allocated to the student activity budget has not kept pace with the growing sophistication of the student body.

The best example of the stifling effect the current method of funding has produced, can be found by looking at the film and video production units. A few years ago there was a

highly productive video workshop on campus which regularly produced programs that were seen over the cable in the New London area. As a result of these programs, a considerable amount of positive feedback was received from the community.

These video productions were originally financed by Cable 13. However, since they have left, the college has not assumed the full financial burden. This year, for example, a total of four hundred and sixty dollars was received for video activities, with two hundred going toward the advisor (a hardly generous amount) and the remaining going towards the purchase of tape and maintenance of equipment.

As far as film production goes, it hardly goes at all. This year, one hundred dollars was allocated for this activity. This restrictive budget requires a student who desires to make a film to go before the Special Events Committee of the S.G.A. in order to acquire funds on a case by case basis. Chances

of securing funds through this route are considered slim, at best. In the words of John Azarow, a student who has fought long and hard for a viable film production unit at the College, "Creativity is being stifled here at Connecticut College." Not only are the current financial problems reducing the potential for growth, but it would appear that they are cutting into existing programs.

One proposed solution to the financial problems would be to increase the Student Activity Fee. This would not only make more money available to media activities, but would allow the expansion and formation of other campus activities. But, according to Scott

Calamar, a student who has been involved with the media in several areas, "This solution would not solve the other, more fundamental problems with the media at Conn."

These fundamental problems include, time which must be spent by students pursuing their interests, lack of course credit, and the general administration feeling that the media programs do not fit into the liberal arts curriculum. In interviewing students for this article I was awed by their dedication to their various fields. All have spent long hours fighting for funding, struggling to organize a paper, film production or radio station staff, and then spent many hours out of each week writing copy, researching, or doing whatever it takes to put out a product that meets their demands for quality. What these people have been left with is a profound sense of frustration.

The most commonly advocated solution to the problems of the media (advocated by those students involved) would lie in the formation of some sort of Communications Department. They believe that in addition to providing adequate financial backing for the existing programs, and allowing for the expansion into other fields, a Communications Department would facilitate the operations of the various fields, as well as give course credit for work done.

One of the most important aspects of a Communications Department would be to provide a sense of continuity from year to year. As things are now, every year the papers have to regroup, a new editor has to get a feel for the job, a station manager has to learn the ins and outs of station management, etc. With a department overseeing the operations, the year to year transfers could be achieved much more easily, resulting in better quality for the student body at large.

Another aspect of a Communications Department



## Media concerns are being stifled and many students are experiencing a sense of frustration...

would be the course offerings which would help students develop their talents. Currently, there is little offered and that which does exist, often lives a hand-in-mouth existence.

There is a group of media oriented students on campus that has approached the administration with the idea of a Communications Department. But the administration's response has been to raise two objections. First of all, it would be a luxury, and secondly, the idea doesn't fit in neatly with the idea of a liberal arts education as it would be too technically oriented.

The most obvious answer to the administration's statement that the cost of establishing a Communications Department would be too great, is to say that this College cannot afford not to have such a department. The reasons for this are: first of all, due to a decrease in the birth rate in the past decade or so, there has been a substantial drop in the number of children attending elementary and junior high schools throughout the country. In a few more years time, a reduced number of students will be entering an already

glutted college market. The result of this is that many colleges are going to be forced to accept reduced enrollment, or possibly even face the prospect of closing. Some colleges are going to have to broaden their bases and try to attract students they might not ordinarily be interested in. In the case of Connecticut College, this school is going to have to make itself more attractive to potential students if it is going to keep enrolling students in the "highly competitive" bracket.

Secondly, the idea that communications doesn't belong in a liberal arts education is absurd. The media, including everything from newspapers, magazines, television, book publishing, to films and radio, permeates American life. To deny the establishment of a Communications Department is stifling creativity every bit as much as would cutting off dance, theatre, etc. Learning about and running a newspaper or radio station, and producing a film or video tape, are creative ventures. To develop these talents requires practice as does anything else. To stifle students who may be creat-

tively inclined is a crime against these students, and we all suffer as a result.

The very idea of a liberal arts education is to help students find an effective way of expressing themselves as human beings. In such a potentially creative field as media, students must be able to work with some sort of competent guidance and instruction, and without the burden of yearly budgetary anxieties. To deny those students who have found that their talent lies in the media field is a travesty.

### WRITERS POETS CRITICS

If you are interested in submitting poetry, short fiction, or literary criticism for publication in a student literary magazine put your manuscripts in a folder and send them to:

Cronin: Poetry, Criticism  
Box 214

Sims: Poetry, fiction,  
Criticism Box 1266

Martin: Fiction Criticism  
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Anyone interested in designing the front cover of the magazine should contact any of the persons listed above.

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# Amends

SCOTT CALAMAR

"Come to the field," he said, beckoning the other to follow. They walked almost side by side for twenty minutes. There were no words spoken, no sounds made save for the crunching of the vegetation below them and the old man's heavy breathing. "Look up," he said, glancing toward the sky. He lowered his gaze and caught the other's eyes with his. "What do you see?"

"A blue daytime sky, a sun, a few scattered clouds," replied Jarn, perhaps a little impatiently.

"But you do not see the stars, do you? Nor the asteroids. Nor even the planets of this system. Just the sun and a few clouds."

**"...The odds are that you and everyone left on this planet will be dead within one year."**

"But it's daytime, old man. I'm not expected to see the stars."

"No, of course not. They hide from us. Sometimes we forget the stars are there. In the daytime, when we're inside...on a cloudy night. We forget too often. And when someone like you comes along, most of us forget, too. That's what scares me."

"I don't understand why you've walked me out to this point to stare at an empty sky," replied Jarn, growing more irritated.

"Because I lost my father and my grandfather in that emptiness."

Jarn's eyelids contracted in a grimace-like manner.

"We are not new to space, alien. We started exploring our planetary system over four hundred years ago. We've had colonies on our moon and on two planets in this solar system..."

"I am aware of your accomplishments as a race, old man..."

"We were a damn strong race, alien! It took two other races to wipe us out. And I lost my grandfather when I was young and my father when I was old enough to understand why.

That was ninety years ago. My father was one of the last casualties. Like the rest of my people, I want no more of space. I don't want to see creatures that look like the Ritandi, or like you. Nothing personal, you seem to be the cordial type. But this is my home, I intend to stay here."

Jarn was beginning to feel chilly. The yellow sun and cool wind caused his skin to blue slightly. "Old man, you are foolish. Let me repeat the facts. There are about fifteen thousand of your people left on this world. You are almost all agrarians, self sufficient, with a minimal reliance on the supplemental supplies that have been around since the

conquest. You do not have enough people to operate your sophisticated machinery. And even if you did, there is some doubt in my mind as to whether you have the skill to operate it."

"Nope. Neither the skill nor the desire," interjected the old man.

"Whatever," conceded Jarn. "But the fact remains that your planet is in danger. Your satellite, Luna, is in an orbit that has been degenerating for the last few centuries. Within the next year or so, it will break from its orbit and be pulled into your planet by gravity. The resulting collision could reduce the planet to a belt of space rubble. Or it could knock it out of its orbit, into another orbit, perhaps too far, or too close to your sun. From past collisions in other parts of the galaxy, we feel that you are in great danger. The odds are that you and everyone left on this planet will be dead within one year."

The old man was quiet as he assimilated this new information. His eyes widened, he swallowed noticeably. After two timeless seconds, the old man's eyes narrowed to slits.

"So what did you come for? To save our planet? I don't want your help, alien. We've got our pride!"

"I'm not here to save your planet. Your planet is dead and burnt out, except for these few remaining farm areas. We didn't kill that, old man, we may have taken your men, but not your planet. I don't offer to save your planet. It's too much trouble, not worth it for us. But there are fifteen thousand of you - your people. We offer you sanctuary, we will let you share our world. We are here in friendship."

"I don't want your friendship. I don't want to live among your people - on your world. This is my world. I'll stay here until I die. This is mine. You keep your world. I don't need no charity."

An eerie soaring sound swept over the field as the wind increased. The field, the whole planet, suddenly seemed very empty.

"Old man, we cannot let your race die. It is a horrible thing for our people to have caused your destruction. I think you would have killed yourselves without our help, but I am only an emissary. My superiors think we owe it to you to keep your species alive. Come with me to Ursalon."

"And live on a wildlife preserve for humans? No thank you, sir. As I said, my father and grandfather died in space. Me, I'm gonna die here, on Earth."

"You are very stubborn. You would rather die than to come with me, even if some of your own kind also come along?"

"Yes. I'd rather die."

"Well, you are rather old. Perhaps if you were a younger man you'd think differently."

"I doubt it. Let's go back to my house, you're wasting your time with me. Go find someone younger. Maybe they'll provide you with some specimens for your zoo. Come along."

"Suit yourself, Earthman."

The alien and the old man walked silently

# Pennies from Fanning

AMY WILSON

back to the farmhouse where the alien's ground car was waiting, resting on a cushion of air. The old man said nothing more as the alien got into his vehicle.

"You are stubborn and foolish and old, Earthman. But perhaps if the situation was reversed, I might act the same. I hope we are wrong, I hope your planet does survive. I wish you good luck." Jarn sealed his ground car and sped away.

"Sonofabitch," muttered the old man to himself.

In any institution where funds are limited, it is necessary to have unallocated money in the budget to use for emergency situations. Funds must also be set aside for situations that cannot be classified as emergencies but are important and cannot be ignored.

At Conn, President Ames has 25,000 dollars to allocate for such situations at his discretion. He says the 25,000 dollars "is a contingency fund to use in the event that things happen we don't anticipate in the budget." When asked for examples, he cited the need in the past for creating more expository writing sections, and therefore the need to hire an instructor. He also stated that he will often give an advance for a performance in the arts where it is not clear whether or not ticket sales will cover the expenses. The President has, in the past, donated money for travel expenses so that a professor can deliver a paper abroad when the faculty travel and research fund cannot provide the necessary funds.

President Ames stated that "most of the requests have to do with our instructional program in one way or another."

Quite obviously there are going to be more requests than the contingency fund can cover, and President Ames stated that he likes to return some of the money in the fund to the college at the end of the fiscal year to balance the budget.

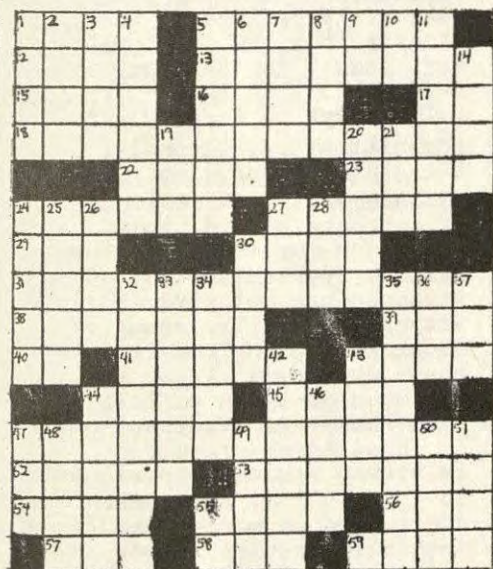
WCNI's request for a thousand dollars to update their equipment for an FCC

inspection was a publicized refusal of funds from the contingency fund. President Ames was asked why he refused WCNI's request, and his response was that "The reason for turning down the WCNI request was because I had a very, very low fund at the time, and I had a good deal of indication of rather pressing demands on it. Although I very much wanted to help WCNI, I thought that some of these other demands were more urgent."

There is often a discrepancy between what the student body feels is most pressing and what the administration believes is most urgent. When President Ames was asked if he was aware of such a conflict at times, he responded: "Ultimately the contingency fund is for the students, and that is what the whole college is for. But it has to be our responsibility to decide where it can be most effectively spent, and that is what we try our best to do."

To allocate \$25,000 for unexpected special situations must not be an easy task, especially when the requests exceed the fund. But since the money is being spent for the benefit of the students and is ultimately taken from student tuition money, there definitely should be student input on how this money is allocated. An idea to consider is rather than all requests for money from the contingency fund ending up on President Ames' desk, a committee should be formed that would allow student input into the decisions. In that way, decisions can be made which will benefit all members of the college community.

## Crossword Puzzle



### across

- 1) dock
- 5) overwhelmed
- 12) stringed instrument
- 13) monastic heads
- 15) spread
- 16) decays
- 17) California city
- 18) colorful creatures
- 22) Robert E. & family
- 23) great quantities
- 24) most charming
- 27) ecru
- 29) Yoko
- 30) movie
- 31) colorful creature
- 38) direct again
- 39) theater sign
- 40) preposition
- 41) creatures
- 43) worry
- 44) creature carers
- 45) indigent
- 47) colorful creature

- 52) expected
  - 53) Italian name
  - 54) unique person
  - 55) goals
  - 56) obtain
  - 57) time period
  - 58) alpes
  - 59) allot
- down**
- 1) creature food
  - 2) girl's name
  - 3) Roman road
  - 4) human beings
  - 5) thoroughfare

- 6) creature sounds
- 7) against
- 8) mission; abbr.
- 9) symbol for plutonium
- 10) sound of hesitation/
- 11) omit
- 14) backtalk
- 19) Miserables
- 20) scale
- 21) creature
- 24) creature
- 25) not rented
- 26) Les deux
- 27) kind of pen
- 28) creature

- 30) to cultivate
- 32) and so forth
- 33) punched
- 34) contract
- 35) alienate
- 36) form of to be
- 37) quarrel
- 38) pays out money
- 43) district of London
- 44) creature
- 46) chooses
- 47) interrogative word
- 48) sharpen
- 49) country road
- 50) Russian negative
- 51) carry
- 55) elevated railway

# Privacy Rights continued

enter and may enter only at reasonable times, except in case of emergency.

(d) A landlord has no other right of entry except (1) as permitted by section 47a-17 (2) pursuant to a court order, or (3) if the tenant has abandoned or surrendered the premises." (See section 47a-2 for applicability to educational residence.)

In all three documents it is stressed that permission of the occupant must be secured before entry by a landlord. This was not accomplished or attempted by either the Southern New England Telephone Company or the College. Further, the only exception applicable would be a case of emergency. Such a state did not exist at the time in question. In both documents presented to the students by the College, through the Judiciary Board Packet and The "C" Book, it is stated that Physical Plant and Residence staffs may enter rooms periodically for maintenance checks. The entries and subsequent searches were not made by either of those departments.

Therefore, this is not an allowable excuse for the entries and searches. After you consult with your attorney, we, the undersigned, would like a written statement of the College's and the Southern New England Telephone Company's position on this incident. In this way we hope to clarify the matter quickly and without appeals to any other bodies or agencies.

Respectfully,  
-----

In a letter dated March 16, 1977, Mr. Amas replied to the above charges. The President quoted the College lawyer as follows, "Under the circumstances it is my opinion that the action taken came well within the power reserved by the College in its catalogue. The condition needed correction and in order to correct it access to the rooms was required."

This writer knows of no one who has been arrested or suspended after such room entries. The evidence obtained in such a search would most likely be thrown out of court. However, by

that time, the student would have spent a great deal of money and time, not to mention the effects on his reputation.

Up until this year, the College catalogue contained merely the following statement, "College personnel may enter student rooms as required" (Connecticut College Catalogue, 1976-77, p.20.) The 1977-78 Catalogue contains the following amended statement, "College personnel and authorized representatives from any utility may enter student rooms as required without prior permission from the occupant." (p.21)

The updated statement, however, still does not clarify certain ambiguities. Firstly, the term "College personnel" has never been adequately defined to the student body. In its present usage, the term may refer to anyone from maintenance to faculty and administration. Secondly, the statement does not explain what restrictions, if any, are placed upon those who may accompany the utility representative. Students are not given any assurance that the agent of Southern New England Telephone Company will not be accompanied by an officer with the power of arrest.

What is now required is strong student opposition to this policy. For once, don't read an article and then simply put it aside without any further thought. Instead, realize how the College's policy affects every resident student. Our right of privacy is being trampled upon, and search warrants on this campus have become needless and superfluous.

Changing a statement in the College Catalogue does not alter any of the ethical problems. Speak up, let your voices be heard. The administration will only change its policies if student protests are too great to be ignored.

## *The widow's walk*

October has drawn thin the white  
howling gulls, dusk falls on  
Gloucester. Aloof the wind-blown perch  
raps with her imperious struts. No vigilance  
for a ship homeward, but solace  
from an invalid husband.

The autumns have worn little her slim beauty.  
She was a San Francisco dance hall girl.  
She came with the captain, before the disease crept in.

I won't have much more watching. On warm  
days she wheels him out, so he can sit safe  
and look out at his lost sea, alone  
and too near the murdering cliff.

J.J.C.

Tune in and turn on to  
WCNI 91.5 FM in New London

# The Guiding Light

ANDREA BLOMGREN

You amble into the Admissions Office; that cozy houselike structure perched on an attractive edge of Williams Street. Invariably, inside a comfortable waiting room you are confronted with 3-5 young people, still in the throes of their adolescence, dressed to the hilt, fidgeting and usually pale.

They are either nervously contemplating the approaching interview, or contemplating performances in interviews just past. Either way, they have a lot on their minds, and your job as tour guide is to direct those thoughts. To what, you may ask? Simply to the task of directing their bodies and other assorted paraphernalia into our "oasis" of academia for the next four years.

Obviously, this is no easy task, and the way it is approached tends to vary with the mood of the guide. The best tours are given when the guide happens to be feeling fairly enthusiastic about the environment at this school (for whatever reason). Ideally, a buoyant mood is called for. Yet, realistically, that may not always be the case (for an equally inane reason). No matter what the mood is, one aspect of the guiding experience never changes; it is always refreshing to converse with an individual who is looking at this school for the first time.

On a nice (preferably sunny) day, crossing Harkness Green, the answers flow easily. Somehow, the surrounding buildings loom large and majestic, and good feelings usually surface. This is the spirit with which most tours are undertaken.

Starting down at south campus, this attitude is usually echoed by the resounding "Yeah" of an upperclassman appreciative of the coming weekend, on a languid Tuesday afternoon. Before the prospective students have had a chance to take this all in, they are confronted with the awesome appearance of Cummings. One is never at a loss to describe the joys of this wondrous building, a haven

for the artistically inclined. Inspiration never fails to arrive as one beholds, all eyes turning ever upwards, towards the skylight, whose cascading beams of sunlight fill the main gallery. And oh! The quiet dignity of the sculpture court remains on a rainy day as rust is added to rust.

Now Bill; here is where you will explore the intricacies of the human mind, and most likely those of the rat and computer as well. Very quaint.

And New London Hall, where the rats' bodies probably go when it's all over. Fanning advertises its importance, but is soon passed.

Central campus is usually the most fun, though. The bar, snack bar, bookstore, P.O. - this is definitely the area where most basic needs can be satisfied in the least amount of time. This reality of life around the Quad is certainly testified to by the occupants of Branford, Plant, and Blackstone, as they cheerfully emerge to jump into cars conveniently parked at the curb, ready to whisk them to classes in Fanning. Somehow, one is convinced that the rain never seems to hit these people. The advantages of living in this choice area are always intriguing to newcomers. A trip through its hallowed halls is sometimes undertaken, followed by the appraising half-amused (only half-amused, especially on a Monday afternoon) glances of the maids as they leave for the afternoon.

The library is a delight. The comfy chairs are a serious consideration next time the all-too-familiar urge to snooze roils around. And soundproof typing rooms can be ideal for several other kinds of uses for the particularly resourceful student. Even the 24-hour study beckons warmly, particularly in the afternoon hours, although with the inevitable onslaught of evening its character is subject to change. Eyes dart in obvious anticipation of future evenings spent in conscientious study. Little do they know

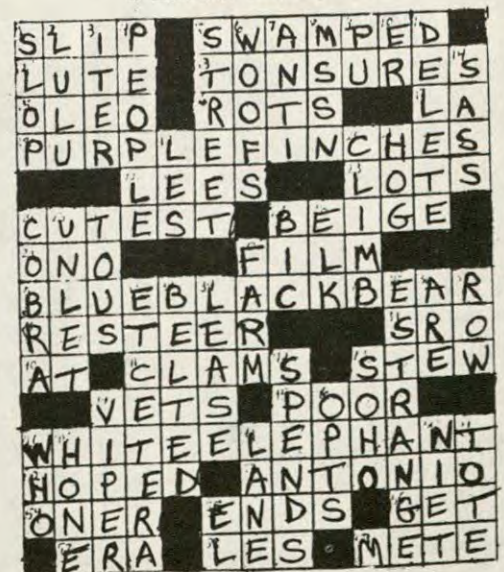
that they will probably spend more time in the building next door.

And finally, of course, the Complex rears its lovely head(s?). (After pondering the vastness of Harris, a look at a "typical" plex bathroom and livingroom, the word becomes a bit trite. The fact that all 6 dorms are interconnected is intriguing; proto-freshman are imagining cruising its subterranean channels at night when all else fails. No lack of recreational activities! The guide is always careful to emphasize the Plex's good points. "It's a great place to meet people your first year," you earnestly intone, as you stroll the lineoleum with those entrusted to you. Needless to say, the comments of those passing by are usually not very helpful to your conversation.

Soon enough, the tour ends and the guide returns home, throat parched after dissecting the school building by building. You have mapped it out for strangers, and now you confront the place in your own mind.

Perhaps the chief benefit of guiding is that in explaining something to someone else, you begin to define it for yourself. You come closer to answering that eternal question, "Why did I come here in the first place?"

## Puzzle answers



# Letters continued

one will use a different scale and honesty will only be what is convenient at the moment. Admittedly, stealing meals from the cafeteria is not as heinous as stealing from a man's home, but it is stealing none-the-less and should not be tolerated. It should not be "uncool" to stand up and tell someone to pay for their meal, to tell them you resent paying for their food. We should support each other in defending what is right. If one person goes to tell another not to steal (or for that matter not to vandalize or squirt fire extinguishers) everyone nearby should support the honest person.


We need to remind ourselves that stealing is dishonest and there are victims to these crimes, no matter how distant these

victims may appear. We are the victims. If nothing else, we all; students, the nation, mankind, suffer by this continued and tolerated erosion and decay of our morality.

M. JAY ALPEREN

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### WCNI Spring Schedule

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7-10 Mike Sladden	7-10 Bob Seide	7-10 Jeffrey Fishman	7-10 Stuart Lyons	7-10 Diane Grady	7-10 Steve Owen	7-10 Broad & Taylor
10-12 Classical Dave Phillipson	10-12:30 Sub Rotation	10-12:30 Mary Conklin	10-12:30 Lois Mendez	10-12:30 Peter Engel	10-2 Alan Goodwin	10-2 Henry Hauser
12-3 Mark Grossman	12:30-4 Frank Diaz-Balart	12:30-4 William Sheffield (Country)	12:30 - 4 Bob Lazaroff	12:30-4 Tom Kadzis	2-6 Oldies Barry Gross	2-6 Mortimer & Giarman
3-6 Michael Schiff (Folk)	4-6 Classical Jack Wade	4-6 Classical David Levy	4-6 Classical Patty McGowan	4-6 Classical Sarah Fisher		
6-7 Public Service	6-10 Jazz Lex Richardson	6-10 Warren Klotz	6-10 Bill Farrell	6-10 Jazz Dave Cruthers	6-10 Viki Fitzgerald	6-10 Erica Phillips
7-10 Royce Becker						
10-2 Caroline Royce	10-2 Jazz Win Morgan	10-2 Meaghan O'Connell	10-2 Scott Calamar	10-2 Peter Rustin	10-2 Andy Wolfson	10-2 Mike Litchman