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Pundit

CONNECTICUT COLLEGE



Vol. 55, No. 5

NEW LONDON, CONNECTICUT 06320

Tuesday, November 2, 1971

Crisis Center Opens; Soft Shoulder Phone

by Joanne Abrams

443-6456 connects you with a member of Contact-Crisis Center. This individual, who is a part of a group of fifteen, will actually listen to and talk to you. He or she may suggest different alternatives to your problem and in any case, provide you with a sympathetic ear. Contact is a personal, not a professional service. Although members are advised by Dr. Allen and have gone through training sessions, they do not play the role of psychologists or psychiatrists. Simply at the other end of the line from 7 p.m. to 7 a.m. daily is another person who cares about you and your problem and will try to help you work it out.

"We must never tell a person something like 'I would do this'" said one Contact spokesman. "We can suggest different ways of looking at a problem. We serve as a sounding board. We can try to work it out together with the other person." The names of the members of Contact are not publicized nor is the Crisis Center location. The anonymity of both caller's and answerer's identity serves as a protective shield. Only when the caller wishes to identify himself or herself and consents

to be helped further, will be done.

Contact functions as a group effort. There is no chairman or president. The members share the responsibility and contribute equally. To support themselves the members make sandwiches and sell them in the dorms. They have gone through the role-playing sessions with Dr. Hall and Dr. Allen in order to familiarize themselves with situations that they are likely to encounter. Reference books are at the member's disposal in the Crisis Center. There is also a campus line to security and the infirmary in case the caller wishes either's help.

Why would anyone devote so much time and personal effort to a service like this. A Contact member summarized her reasons like this: "I feel it's worth the waiting to help that one person. After a call, I get a feeling of being needed."

If you're pregnant, if you need advice on the use of contraceptives, if you're having a bad trip, if you're in an academic bind, or if you just need someone to talk to, there is another human being at the other end of 443-6456 who will listen, will not moralize and who actually wants to help.



Stroke and 5 practicing secret emergency tactic for next crew race. For more see page 5. photo by sill

Draft Counseling Service Open To Conn Men

by Susan Black

The Draft Counseling Service at Connecticut College is organized to provide a reliable source of draft information and to disseminate this information to members of both the College and the New London community. It deals with three broad areas of draft law: the CO status, "military" problems, and general draft information. (Military problems might include how to obtain a discharge from the service; general information would deal with questions about lottery numbers and vulnerability to the draft, for example.)

Now that student deferments have been abolished, making more men more immediately affected by the

draft, the Service is seeking to publicize its own existence so that those who do need draft counseling will know where to obtain it. This is being done through the College Publicity Office, by joining forces with Contact, the Crisis Center, and by a possible involvement with military organizations in the area.

A general meeting will be held Thursday, November 4, at 7:00 p.m. in the Harkness Chapel Library. People interested in helping with draft counseling—and people needing counseling—are welcome. For further information, contact Reverend Barrie Shepherd at Box 1556, college extension 358, or Mark Lasner at Box 873, college extension 429.



Crozier Center Slated To Undergo Renovations

by Mary Ann Sill

Crozier-Williams Student Center is often referred to as the eyesore of our campus; even Hillyer Hall has more charm. The sterile cinder-block and white tile decor of the building tends to resemble a hospital more than a student center, and unfortunately, students avoid it as if it actually were a hospital or a similarly unpleasant experience one would rather avoid like the plague. Needless to say, Cro is not a true student center in the sense of the term. A physical education class twice a week might lure one into the building, or an occasional ice cream sandwich, or perhaps even a Friday night mixer if one is desperate.

In theory, all facilities in a student center should be available to all students all times for constant use. At present, Cro operates on a very limited basis. The facilities it provides do not capture student interest, and because students have resigned themselves to the fact that Connecticut College functions without a student center, they have adapted accordingly by pursuing activities in small groups and finding themselves detached from the rest of the campus as a whole. Connecticut College needs a general gathering place and recreation center. There are great potentials in Crozier-Williams; there is much unused space which could allow for the development of a viable student center.

Bart Gullong, crew coach and administrative assistant as well as part-time interviewer in the Admissions Office, instigated a committee of students which is designed to proceed upon the above conclusions and attempt to rectify the situation.

This committee met immediately preceding vacation, and appropriately, the meeting was held in the snack shop in Cro where all could observe the lack of people in the building and the barren nature of the architecture. It was there that the committee discussed the many proposals which had been made to that date, and these ideas are included below.

The first set of suggestions deal with proposals for the alteration of the actual physical plan of the building. The goal for the second floor of Cro is to convert the Main Lounge into a comfortable student lounge and a viable social center. This could be accomplished by first moving the folding curtain to the south side of the west wall at the exit to the rear balcony and thus creating a north and a south section. It is

proposed that the entire ceiling be painted black to lower it and improve the atmosphere, and that the entire room and half of the windows be paneled with barn wood. The paneling may be easily obtained by tearing down and carting away an old barn in the vicinity which is either an operation at no cost to the college, or the Cro committee may conceivably earn money by doing this.

Plans for the north section of the room include carpeting the floor and furnishing the room with upholstered chairs and low, coffee-type tables. Chairs could be made at low cost by sculpting barrels and placing cushions inside. This section would serve as a lounge by day and an overflow for the south section by night.

The south section is proposed to be altered as follows: replace the white tile floor with brown or simulated brick tile; erect a stage in one corner; build a small service bar; and recondition the fireplace by screening it in and properly ventilating it so that it may be made usable. The area directly in front of the stage would be left open, with small tables and dark chairs around it accompanied by dimmed lighting. The bar would be in the form of a bottle club where only ice, glasses and mixers are provided. It was also proposed to move part of the snack bar upstairs as there is an available kitchen.

Proposals also include the front deck on the second floor which is rarely used. The floor of the deck must be reinforced in order to sustain normal traffic. A double staircase could be erected on the east face near the center to facilitate

direct access from the ground, also serving as a fire exit and thus increasing the capacity of the entire second floor. Also, outdoor tables and chairs may be placed on the deck.

These second floor alterations allow for the present use of the room as a meeting area by day and would also serve as an attractive meeting place by night.

The first floor snack bar is also destined to undergo changes to create an area in which students may converse and gather. Physical alterations that would facilitate this include the following: brown or simulated brick tile on the floor, real or simulated wood tables and chairs, barn paneling as on the second floor, and a black ceiling with dimmed lighting. It was also proposed that the area be carpeted from the food service entrance to the windows and to the fireplace. Corkboard could be placed over the blond paneling at the main entrance to allow the easy placement of posters and announcements. In addition, a small marquee could be placed at or near this entrance for the listing of daily events as they appear on the calendar.

Rooms which are rarely used, such as the alumni and student lounges and phys-ed classrooms, might easily be converted into a faculty lounge, an outing-crew lounge, a suite of rooms for WCNI, and a game room containing pinball machines, a pool table and ping pong tables.

Also included in the list of proposals are changes in the food services operation. The aim of these needed modifications is to increase

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Recommendations

The Connecticut College Commission on Racial Relations met September 1 and 2, 1971, to examine data submitted by various components of the college. Material was also provided by four colleges, Yale, Brown, Wesleyan, and Vassar, and two outside consultants from NSSFNS (National Scholarship and Service Fund for Negro Students) and CONNFACTS (Connecticut Faculty Talent Search). There were in-depth discussion in the areas of:

- Admissions
- Student Financial Aid
- Student Academic and Social Experiences
- Faculty Recruitment
- Administrative and Staff Composition
- Financial Support

Policy recommendations that emerged from this and a subsequent meeting held on September 26 follow.

ADMISSIONS

Connecticut College must redouble its efforts to recruit and admit black and other minority students, including Spanish-surnamed Americans and American Indians. We should seek to attract minority students who will be well served by Connecticut College. Within the broad spectrum of American higher education we are a small liberal arts college—in the process of change, while holding to our standards of academic excellence. We are, in addition, predominantly white and upper middle class, but we believe that a representative mixture of racial, religious, and socio-economic background is essential for the educational development of each individual student within the college. Therefore, we seek to be more heterogeneous than we have been in the past.

Some of the more specific suggestions that developed include:

1. Enlargement of the pool of prospective candidates.
2. Exploration of new attitudes and procedures within the selection process traditionally used by the college.
3. Making ourselves more visible to middle-class minority students.
4. Asking our Admissions Aides to help us recruit minority group students by consulting community based groups such as the Urban League, YMCA/YWCA, black fraternities and sororities, community churches, Women's Medical Auxiliaries, Howard University's Medical School, the Hartford Office of Indian Affairs, et al.
5. Being more aware of our minority alumni, particularly as we begin to graduate more minority students, and remembering to include them as we plan programs for alumni.

BLACK FACULTY

One of the Commission's strongest recommendations concerned the present composition of Connecticut College's faculty. The hiring of black faculty should, through a policy statement from the Board of Trustees, be made a matter of the highest priority.

Department Chairmen should work closely with the Dean of the Faculty and the Ad Hoc Committee on Black Faculty (an arm of the Dean of the Faculty) in order to identify candidates.

RACIAL RELATIONS ON CAMPUS

The entire campus community must seek ways of improving the lot of our minority students—many, or most, of whom continually encounter insensitive questions from the predominantly white campus population and suffer from other forms of perhaps unconscious racism. In consequence, many blacks who have already been through the college remember their years here as largely unhappy—something to be survived until one can leave the place, according to evidence collected by the Commission. This situation must be changed. It will be improved to some extent by a significant increase of blacks on campus. Such an increase should also make a black dormitory no longer necessary.

Proposal:

The Commission should recommend to Student Government that it initiate discussions within each dormitory for the purpose of eliciting a positive statement to the effect that students desire to live in dormitories that have a significant racial mixture.

STAFF

The number of blacks and other minorities on our staff (Library, Bookstore, Administrative offices, Physical Plant, Residence and Dining Hall staff) should be increased—particularly in supervisory positions.

It would be helpful if all divisions of the college, even though they might not have a position immediately available, kept a file of applicants so that when a position becomes available they could fill it with a minority person from their files.

CAREER COUNSELING AND PLACEMENT

This office should pay particular attention to minority student problems in two areas:

1. Examine and make clear any hidden assumptions that prospective employers are using with respect to minority candidates.
2. Examine closely the specific reasons why minority students have been refused employment at particular places in the New London area. Is there a recurring pattern of refusal?

FINANCIAL SUPPORT

Where money is needed to realize the above recommendations, it must be found through the Development Office's efforts or made available by a reordering of budget priorities—or both.

LETTERS TO THE EDITORS

To the Editors:

In reference to Beverly Prince's article "Recourse for Students", Bev has raised an excellent question! As we have a judiciary board for student academic violations, might we not also have a board that would hear individuals who felt that they had been mistreated. This board could be equally represented by faculty and students and be completely confidential.

Carl Blake '72

Dear Pundits

One of the most intelligent decisions made in the gradual process of the expansion of our campus was that which located Warnshuis Infirmary near the end of

a dead-end street, in a quiet corner, with most of its windows looking out into the woods. It is a truly therapeutic setting for a place of healing. The fact that Harkness Chapel and the College Children's School share this quiet corner makes the whole thing doubly delightful.

Now, to my dismay, I learn from your last issue that this eminently sane piece of planning may soon be totally undone. I refer to the new "master" plans for the campus which will, among other things, route all vehicular traffic either beside, or directly below the infirmary on the so-called "Perimeter Road."

This rather grandiose scheme, proposed in the name of ecology (keep polluting cars off campus and so forth) seems to me to be an ill-conceived attempt to justify the cutting down of trees, the pouring of concrete, and the expenditures of finances which are desperately needed elsewhere. Surely our campus is not so enormous that we must, at great expense, construct this ring of asphalt around ourselves. Surely less expensive and less destructive alternatives can be found than to plough across President Shain's lawn, and to bull doze a way through the woods behind the tennis courts and Lazrus. Surely with a little more thought, and public debate we can come up with a solution which will at least preserve the few existing peaceful spots on campus, and maybe even add to them.

For openers in the debate, why not simply ban all cars from the center campus now; and direct drivers, on arrival to one of the existing perimeter parking areas? If it proves necessary, perhaps an additional lot could be constructed, as projected, on North Campus near the now rarely used North entrance to campus.

The proposed perimeter road plans seem to me to have fallen under the spell of that old illusion of the 50's and 60's that more roads—less traffic—less congestion. In the short run this equation may prove true. In the long run it has already strangled most of the major United States cities. I hope that we at Connecticut College have still time to learn from this experience that more roads—more traffic—less trees, less grass, less open space for persons to develop freely: which, last, is a pretty fair definition of what a campus should be.

Rev. J. Barrie Shepherd
Chaplain and Assistant
Professor of Religion

To the Editors:

**FROSH FEMALES
ASSERT YOUR MAJORITY
STATUS UNITE ...
VOTE FEMALE
IN TODAY'S PRESIDENTIAL
RUN-OFF**

When I was confronted by this poster in the lobby of the mailroom, I was left speechless. I didn't believe that such an attitude could sincerely exist here. If this poster was a joke, it was in very poor taste. It has been seen how two incidents [sic] (the mixer advertisement [sic] and the article by Amanda Wonderlips) have produced violent reactions among the females (and males) at Conn. I hope that some women here can see how offensive this is to me as a member of the male minority in this college.

Suppose the poster had been directed to the white students urging them to vote against a black candidate, or to the non-jewish freshmen to vote against a jewish candidate. How different would it be?
Sincerely,
Stephen J. Cuzzone '75

The Board of Trustees unanimously supports the recommendation of the Commission on Racial Relations that the Connecticut College faculty include members of racial minorities. We request the President to urge the department chairmen, whenever a vacancy arises, to work actively with the Dean of the Faculty to rectify the present obvious imbalance of the faculty.
Mr. W. E. S. Griswold, Jr.,
Chairman of the Board of Trustees

Pundit CONNECTICUT COLLEGE

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CO-EDITORS-IN-CHIEF

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ASSOCIATE EDITORS

Wendy Dolliver '73 Dave Clark '73

News Editor Peter Paris '74
Advertising Lynn Cole '74
Dev Augustson '75
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Business Manager Peggy Muschell '72
Make-Up Patti Biggins '72
Fran Axelrad '74
Classified Ads Cindi Cole '75

Contributors:

Susan Black, Noel Coletti, Carin Gordon, Sharon Greene, Susan Mezzoff, Madeleine Robins, Jim Shackford, Terk Williams.

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Simsoc Self Destructs; Students Fail Society

by Peter Paris

Is it quite enough to talk about the problems of society and group interaction or would it be better to try and establish a new society and witness the interaction on a first-hand basis? Mr. Winter's Sociology 113 sections attempted to establish a society of their own. Not only did they learn some important principles, they observed their own demise in less than one week.

Guidelines for the new society were set down in SIMSOC (Simulated Society) by William A. Gamson. The book lay down guidelines for society, but said nothing of mandatory interaction or behavior. Everyone in the population was assigned to a region, comparable to communities, and had to obtain jobs in order to remain viable in SimSoc. Travel agents regulated, for a fee, traffic between the four regions. The head of each region had control of the money and paid the members working for him. Salary varied according to job and generosity of the head. Jobs were available in the following areas: Judco (Judicial Council), Masmad (Mass Media), Pop and Sop (Party of the People and Society of the People), and Empin (Employee Interest). Students had to purchase "subsistence" with their salaries, with prices varying from region to region and dealer to dealer. Should someone fail to purchase subsistence for two consecutive days, and Empin

fail to purchase his subsistence for him, he is automatically counted as dead and no longer counted as a member of SimSoc.

Mr. Winter appointed himself God, and served as the banker, keeping track of all national indicators. These indicators showed how well the society was doing for any given period. Mr. Winter kept track of absentees, deposits in the bank, deaths in an attempt to illustrate the National Cohesion and the present Standard of Living. As the experiment continued, both indicators went progressively downward. "My job was to create society, and then to retreat back into the heavens to observe its destruction," related God.

The problems and trends that the SimSoc faced were similar to the ones plaguing societies today. Students formed small interest groups that protected themselves and their close associates. Mr. Winter explained that students did not contribute enough money and services to pay for the subsistence of those members who were not surviving. In reality, this takes the form of taxation and welfare payments. The students had the choice of adopting taxation, but the proposal was not considered until the end was near, and even then it was rejected. A bank robbery was a final attempt to help a dying society.

In the short time that SimSoc was

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Topic of Candor

Instant Truth

by Dave Clark

That the media has become expert in covering monumental events in recent years can perhaps be demonstrated by a brief anecdote about such an event. As Robert Kennedy lay dying in a hospital in Los Angeles, some reporters who arrived close behind the ambulance noted that it was a matter of only a few minutes before a Bell telephone truck came whizzing by to set up a battery of temporary telephones for the many anticipated reporters. A press room was set up in a matter of a few hours. Outside, there were several sets of television cameras, lights, and yards of electrical cabling. Reportedly, a frequent comment amongst the technicians in the dark of the early morning was: "I wonder if we aren't getting too good at this?"

Led especially by the television industry, mass communication has done two things to the American public. It has most obviously quickened the pace of the reaction to an event. Charges and countercharges may often be seen the same day on the same newscast. It is routine for the networks to have their own experts in various fields, such as economics or science, ready to comment after a major speech or news event.

More subtly, the recent trends seem to have made the American public more reliant upon the media, especially the tube, not only for the news, not only for the comment; but also for the first indication of how to react to the event. There is a recent example, less than two weeks old, of President Nixon's televised nomination of the two men he wants to send to the Supreme Court. Given the advance publicity, including specific names, the nominations were somewhat surprising. Probably a vast majority of those who watched moved closer to their sets to hear what Eric Sevaried et. al. would say about the two unfamiliar names. While part of the interest might have been for more infor-

mation about the two individuals, might not also a good deal of the interest have been directed towards a guide as to how to react to the nominations?

This yearning for instant "truth" by the public has been well recognized and yes, even exploited, by the press and the networks. Huge numbers of the Warren Commission Report and The Pentagon Papers were on sale only a few days after they became available. Special memorial magazines about the Kennedy Brothers and Martin Luther King sold widely. Upperclassmen may recall that during the Strike of May 1970, this newspaper office put out a daily edition of **Strike News**, in order to keep up with the demand for news.

The importance of all this was well illustrated in **The New York Times** several days ago. That paper ran a picture of former President and Mrs. Johnson watching a three-screen console in the White House. Each screen was tuned to a different network, but all were showing a videotaped Johnson speech that had been fed out simultaneously to the networks. While it has been said that Mr. Johnson was a vain man, surely vanity wasn't all that motivated the President to watch himself in miniature cinemascope. He most likely wished to catch any network breakdown or interference, and perhaps he too wanted to catch the commentator's words as a first guide to the reaction to his speech.

What should be kept in mind about these occasions is that instant "truth", be it factual or moral does not come in sweeping editorials or long commentaries; it comes in short, disconnected phrases. However well polished, any quickly made treatises that attempt to make long-lasting or final judgments on what has just occurred should be viewed with strong suspicion, if not mistrust. Such occasions are times for speculation, not judgment.

Controversy

Richardson Station

by Cynthia Willauer '72

Controversy regarding the value of Richardson's station at the foot of State Street has divided our town into bitter, name-calling groups. One faction demands the immediate demolition of an eyesore, while the other urges the reclamation and eventual "recycling" of the building. Right now the faction for preservation has the better hand because this summer it managed to have the building slipped onto the National Register as an Historic Landmark. Naturally, this maneuver has only intensified the disgust of local politicians and townsfolk who feel tricked once again by esthetes in Washington who may have never seen the station but who would (we

ask. I came upon the building late and liked it, yet I can understand others' reservations. They have been taught to hate its size, and there is no question about it, it is huge. However, it is not drab, as the "Day" calls it, but merely dirty; and so was all of Paris until three or four years ago. It is a unified building, strong but subdued. It is a handsome, quiet, "together" station, attracting by its masculine bulk and sober pride rather than by any of the applied ornament the period might have bequeathed it.

Its positioning by the river adds to the effectiveness of Richardson's tribute to the railroad. Contrary to what critics say, we are made aware

station are masterfully organized to pull the enormous building together and to express a firm yet light relation with the site. First-floor verticality suggests the open spaces of the inner waiting room; then the slight overhang of the second floor accents the shift to a more horizontal window line. The horizontal emphasis under a great expanse of sloping roof echoes the courthouse again while asserting the station's own size and unity. If the courthouse can be said to reign beneficently over the top of State Street, certainly the station establishes with dignity its own balanced possession of the river bank.

From five hundred feet the building is almost severe, with only the two fluted brick chimneys and the three fan-bridged elongated windows in the gable diluting the impression of solid strength. As one approaches the arched doorway, an arrangement of subtly varied tones and textures in patterns of brick and stone comes into focus over the whole surface. The revelation is a delight. Even the door hardware is a study in Richardson's delicate balance of mass and movement, if one can ignore the woodwork's strident red paint clashing with muted brick tones. The spandrels in unbroken cut stone and a massive stone "beam" along each facade serve to set off huge areas of rustic brickwork for a pleasing effect of horizontal tension. Another juxtaposition of textures and tones for contrast is that of the relatively heavy molded brick of the window surrounds with the adjacent redder and rougher bricks. The fan pattern around the splendid entry arch demonstrates craftsmanship which must have been hard to find even in Richardson's day, but which the architect demanded and got.

As an architectural symbol the station represents the transition from the nineteenth century to the twentieth—in its simplicity, its rejection of nineteenth century idioms, its confidence in the tomorrow of the railroad. We cannot share Richardson's faith in the railroad, but our children we hope will. In the meantime, why cannot the station continue to serve the railroad while serving **PEOPLE** as well.

We could use a soup-and-sandwich restaurant for hungry travellers. Upstairs there might be offices, with rent-paying lawyers, architects or real estate agents appreciating the view. Or why not



are told) hate it if it were in their front yard.

New Londoners are not to blame for failing to value their very big, very dirty station. They have been misled by the New London Redevelopment Agency to believe the building was not Richardson's at all but was executed badly after his death by office help working from incomplete draughts. The New London "Day" has underwritten this opinion consistently. Although art historians have come to the defense of the station as the best of its kind, designed by a man at the peak of a bold career, the "Day" continues to insist that New London does not want it. What architects call a masterpiece of transitional architecture is known locally as a "dingy pile," an "abomination" blocking access to our greatest asset, the Thames River.

The venom directed against the station can perhaps be understood by someone in transit who finds himself inside the station at mid-day, all alone with the crumbling walls, the bare newsstands, the shuttered and bolted snack bar, and no trains scheduled to stop for hours. Even a child who loves trains senses that something is wrong with our station when it cannot provide trains or food at convenient times. We are all too late; the promise of the railroad that Richardson paid tribute to, has been allowed to fade. The station's confidence now ironically reminds us of failure.

The sordidness and filth are ours, however, not Richardson's, and beneath the grime there is a promise of a salvageable splendour that gives the station life even now. The great expanse of headroom assures an exhilarating first impression even though the traveller may come to prefer cleanliness and services to nineteenth century architecture. Were the space clean it would be a welcome fringe benefit working to uplift twentieth century spirits cramped in travel. If the alternative is a double row of metal cases such as those provided by the bus service, we must agree that Richardson's answer to the transportation problem, dismal as we have allowed it to become, beats a trailer complex.

"O.K., what about the building from the outside? How can you justify that sort of ugliness?" people who have grown up with the station

of the river background even from the top of State Street. As we round the bend approaching the station, we see more of the river and of the varied sorts of life it supports than we do of the station—large ferries, freighters, submarines, and the occasional sail or fishing boat. The building itself is set well to the north of the west-east axis; it terminates so that in effect the river is given center stage for its pattern of mobility and change in the lee of an insistent statement of permanence. The station's positioning does not therefore block State Street from the river but rather contains and controls its passage downhill. Without the balance of a screen and a view our presently honoured main street would fall into the river without a splash.

Richardson's building is effective in its ability to speak to the eighteenth century courthouse at the head of State Street in a language the older building used first. The station's horizontal massing counterpoints the vocabulary of the courthouse, as does much of the decoration, such as the fan motif around the door and windows and the elegant elongated windows in the gable, Richardson's response to the Palladian window at the head of the



hill. The station's essentially monochrome brickwork tones down the impression of its enormity in respect for the smaller clapboard building it faces. Its fenestration is kept symmetrical and rhythmic in a mood set by the courthouse. Fenestration and massing in the

exploit the space the station offers and appeal to the youth of our town who now have no where to go except the beaches? We could have rock concerts, or something quieter maybe, and serve the sort of fare teenagers can afford. We can do lots of things, if...

Models Subject Of Academic Ctte Forums

Perhaps it's true—that entire idea that Yoko and John Lennon have expounded about wearing bags. The wearing of a bag has improved the art of communication for many people, so they say. People in bags no longer need to be embarrassed about what they say since their faces are hidden from critical view. People in bags can, possibly for the first time, feel relaxed and free enough to reveal the real inside the inside of their bag story.

Perhaps bag-wearing would help us begin talking about experiences we have been sharing here and yet have never mentioned to each other. We have all been sitting down in school for a real long time—what do we think about sitting down all these years—do we think about it? What has been happening to all of us while we've been going to school going to school going to school. I school a "real" part of our lives?

All of us are now involved in the common experience of going to school at Connecticut College. Are we happy with school? Some people were not happy with school and developed a model experiment which was different from the format of education at Connecticut College.

When the Academic Committee first met in September, it was faced with the question of what to do with the "Models Experiment" which had been initiated on a small scale by last year's committee. One of the most frustrating elements confronting the Committee was the abounding ignorance on the part of this Committee as well as the college community at large of the Models program and related academic problems. As the Academic Committee's discussions continued, it became clear that many people on campus had really just stopped thinking and talking about the experience of education which is, at this very moment, being experienced by all of us. There is no dialogue between the faculty, administration, and students about this common educational experience. This lack of conversation has been encountered many times before at Connecticut College. However, in the last three years there have been major at-

tempts to incite members of the college community to dialogue and action regarding academic problems.

Perhaps a little history will illuminate this point. Several years ago this college began to alter the course it had been following for the last half century. The prevalent sentiment was that Connecticut College was not content in the model it was pursuing as had been established by the Seven Sister Colleges. Conn moved toward coeducation and began to abandon many outdated social and academic restrictions. This activity seemed to climax in the Spring and Summer of 1970. During the strike of that Spring open debate and discussion about our immediate educational situation flourished. But something fell apart last fall and campus dialogue ground down to a minimum.

So far this year the trend of silent isolationism among the members of this Community continues. The Academic Committee and the Chairman of the Faculty Discussions Committee feel that there is a real need right now to bring people out of their offices and rooms to begin talking about personal feelings toward the educational system in which we all participate. Conversant evaluation toward the goal of improving the academic experience is a start. As stimulation to such a beginning the Academic Committee and the Chairman of Faculty Discussions Committee are co-sponsoring a series of forums to initiate campus-wide discussions on the approaches to a liberal arts education. The first of these forums, on November 3 at 8:00 in Palmer Auditorium, will be conducted by Thomas L. Malone, Dean of the Graduate School at the University of Connecticut. Dean Malone was chosen to be the first speaker on the basis of his intense interest and unique ideas regarding academic change. His presentation is entitled, "Can Higher Education Respond?" In the weeks following this forum there are scheduled open panel discussions to give students, faculty and administrators the opportunity to speak out. AND DO SPEAK OUT!

Innovations And Reforms Still Under Consideration

by Virginia DeMatatis and Warren Erickson

It was requested by President Shain that during the summer of 1970, questions of existing educational costs, and possible academic innovations and reforms be considered by a committee comprised of administration, faculty and students. The recommendations of the Committee have been discussed for almost two years, and the ideas in question remain still under study by both students and faculty.

It is currently the task of this school's Academic Committee to examine both the present academic policy and possible trends in innovation. Under consideration and present revamping are several concepts concerning the Models experiment set forth by the Summer Study Committee.

In order to understand the models concept, it is necessary to consider the key question of "What is excellence in liberal education today?" It is obvious that no one answer may be offered by either the College, faculty, or student body. In order for a student's education to be relevant and practical, in relation to his own interests, it must be taken as his specific problem and possible solutions must be worked on as independently as possible. The Committee suggested that the following recommendations be considered: that the College should neither impose a fixed set of distribution or general education course requirements nor grant the B.A. automatically for any specified number of courses containing a concentration. Instead, the College should establish, in general terms, the criteria of an adequately broad, yet unified General Program and relinquish to the individual students, the task of formulating their own educational programs. These programs would then be submitted to a faculty review board for discussion and, hopefully, eventual approval.

It is up to the students and the faculty of the entire college to set up the criteria which would constitute acceptably whole, unified General Programs, and to consider various views of powers and abilities which must be developed in order to achieve a broad, but coherent education. A possible solution for this problem is the concept of the "models", which would suggest how unity and variety might be combined in knowing and organizing experience and the world. The models would establish standards by which the wholeness of all General Programs should relate, yet these standards are not to be specified in terms of particular courses, departments or modes of discipline. It is also to be noted that the models are established such that no possibility is to be exhausted. Further understanding of the models will develop through continued discussion on the part of both faculty and students.

Different functions are served by the student's major and the wholeness of his General Program. The goal of the major is depth and competence within one area, while the goal of breadth of knowledge is achieved by a General Program. To understand science or history, for example, is a significant part of education, but no one can live merely as a scientist or merely as a historian. Intellectual wholeness, integrity and identity must also be products of the educational experience. A unifying question that is brought to each educational endeavor by the model's approach

helps to provide the coherence and usefulness that an educational experience must attain. Examples of possible "models" include the following:

A Model on the Western Tradition

(A fundamental question might be "What does it mean to me to be living in a Western culture?" General aspects of this question are suggested by the description. However, each student would have to decide how to fulfill the requirements of his own model, in terms that are meaningful to him.)

We Americans, like it or not, are part of the tradition of Western civilization. We cannot as individuals be free, critical, and educated members of this tradition, we cannot decide responsibly whether to embrace its values and accomplishments or dissent from them, unless we possess a sophisticated and disciplined control of the methods of the mind, of the modes of thought and feeling, which it has developed. From this perspective of critical cultural understanding, an education would call for an awareness of the great works of literature and art, both of the immediate antecedents of the West in the Graeco-Roman and Judeo-Christian traditions and also of the national cultures of the later West. It would require encounters with and evaluations of modern Western methods of science, including the social sciences, and the new modern method of history, which has become our way for seeking to understand minds whose ways of thinking differ from ours. Such an education would necessitate an experience of the place of the arts in the modern West. And, finally, it would have to consider how the Western tradition has approached ultimate questions of commitment through philosophy and religion.

A Model on Symbolic Forms

(Man tries to meaningfully organize his experience through the use and manipulation of symbols. "What are the various symbolic forms he employs to make sense of his world and how does he use them?" might be another possible "models" approach. Again, what courses should be taken to answer the question would have to be worked out by the student.)

The human mind encounters and creates reality through various symbolic forms, some abstract, others distinguished by their expressive character, still others related to the area of ultimate value. An approach to education through analysis of symbolic forms would take as basic a study of language in the broadest sense and find its starting point in logic, or mathematics, or general linguistics. Such an education would attempt, as it progressed, to determine what general languages or systems of symbolism are accessible and meaningful today. It would explore that spectrum of operational science which begins with physics and runs through sociology and psychology without any fundamental change in symbolic structure but with very different conse-

quences. It would examine the symbolic world of the arts and of literature; it might use the study of another language to illustrate a symbolic "house of being."

The Academic Committee will sponsor any students interested in participating in a models experiment, with the stipulation that all volunteers will satisfy current graduation requirements and may withdraw from the experiment at any time without penalty.

All students taking part in the experiment would be expected to submit a general outline proposal of the courses he would take in order to answer the questions posed by his model's approach. A faculty review board would then discuss with the student various aspects of his proposal in light of how will it satisfy the model.

Whoever is interested in exploring a new approach to his educational experience please submit your name, dorm and box number to:

Warren Erickson
Morrison
Box 365

There will be a mixer-party
this Friday in CRO
co-sponsored by
Wright House and Morrison
live entertainment
costs only 75¢—begins at 8:30
COME COME COME COME

SOC

(Continued from Page 3, Col. 2)

in existence, it managed to breed the emergence of a benevolent despot, organized crime (students called it a private police force, and theft). In analyzing their demise, the class agreed that failure was due to a lack of unity. Mr. Winter observed that the group of a real society that claims idealism to a perfect and just society mirrored the problems and pitfalls they attack in other societies.

Aside from showing the students their own mistakes, SimSoc provided a more graphic description of our society. Laurie Lesser pointed out that participating in SimSoc helped to better understand the aims of Sociology 113. "It was more interesting than just talking about the mistakes that all societies make."

Mr. Winter blamed the society's collapse on SimSoc's failure to build schools, provide adequate welfare, prevent traffic jams and control pollution. He claimed that the jobs which should have been done as a group were left undone. Again, members as a whole, instead of just one region. God observed that SimSocians could not see beyond themselves.

The society had \$2400 in circulation, with \$1400 of it idle in the bank at the time of the robbery. One depositor had kept \$106 for himself. The \$2400 was intended to circulate among the 50 participants in SimSoc, depending on their salaries.

With failure behind them, students in Mr. Winter's Sociology 113 sections will now set out to understand the social nature of human nature and contemplate social organization as a reality.

Once again the Washington & Jefferson Literary Journal is soliciting students for new materials that will help to compose this annual literary magazine. Interested persons may send prose, poetry, drama, music, graphics, and photography to:

The Journal
Washington & Jefferson College
Washington, Pennsylvania 15301

All manuscripts must be received no later than December 17, 1971. All material to be returned should include a self-addressed stamped envelope.

derek walcott

will give a poetry reading at 4:00 p.m.
sunday, november 7 in dana hall

Mr Walcott was born on the island of St Lucia in the West Indies in 1930. He has published several volumes of poetry: *The Castaways and Other Poems*, *The Gulf and Other Poems*, and *Selected Poems*. His play, "The Dream on Monkey Mountain", was produced first at the Eugene O'Neill Memorial Theatre in 1970 and this year at the Negro Ensemble Company Theater in New York, which earned him the Obie Award. It has also been televised over NBC. He is the author of three other plays: "Sea at Dauphin", "Ione," and "Drums and Colours."

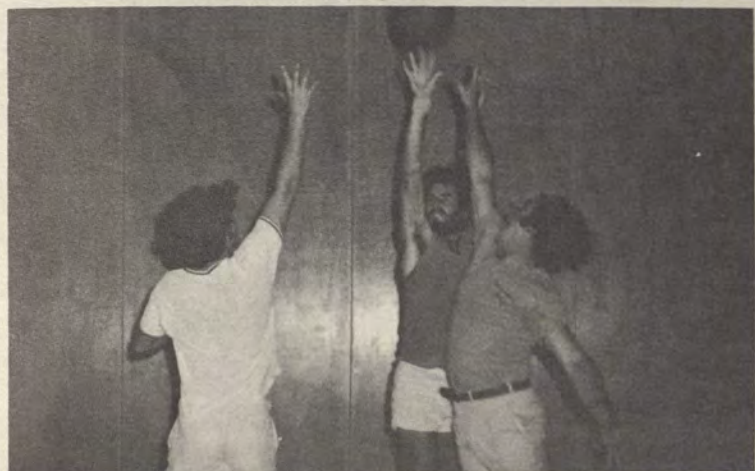
Pundit SPORTS

Tuesday, November 2, 1971

Pundit

Page Five

Camels Face New Season With Hope



PRACTICING for the upcoming season are Greg Yahia, Jim Cawley, and Dino (Grinderman) Michaels. They are the only returning veterans from last season. photo by biscuti

by Bill Bowen

Freud's fantasy season will begin in mid-November when coach Earl "Mike" Shinault's Connecticut College Basketball team begins its third season of play.

The twenty candidates who have tried out for the team have been in training for the past month. Practice games are slated for the beginning of November, after the final cut for the team has been made. At this time the captain(s) will be chosen.

No one who tried out for the team is more than six feet two, putting the team at a slight disadvantage when playing considerably taller opponents. However the Camel's candidates look strong and talented, promising a good showing.

When the team was organized two years ago, it averaged 29.9 points per game. Last year it averaged 59.9 per game. The future is unclouded, discounting serious injuries or other medical disabilities, holding in store many great games.

At present the Camels are not in a

league. For the time being they play freshmen and sophomore teams. Hopefully this coming season should produce some fine players and perhaps Connecticut College will qualify for a league next year.

This season, the third for the Camels, marks the first time that they have begun a pre-season conditioning program. The team has been doing exercises designed to strengthen their endurance, under the direction of Mr. Zimmerman since mid-September. The conditioning should prepare the team to run at full speed all during the games.

This year's squad has only one remaining member of the first team, Dino Michaels. Returning veterans include Jim Cawley, injured for most of the season, who averaged over 25 points per game. Much of the team is new.

The Camels will open their season on Nov. 11 at 8:00 p.m.

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- Make money fast in your spare time.
- G.I. approved.
- Registration until Nov. 10.
- If you graduate, we'll help you find a record cleaning job.

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Park House**

(Paid for by Ad Hoc
Comm. to snag H.P.G.)

! MOVIE ! MOVIE ! MOVIE !

Hey, kids, come to a
FILM WORKSHOP
and learn to run a (real)
movie camera!

Sunday Nov. 7, 3:30 pm
meeting in Wright House

Living Room
(HOT DOG!)

FILM MAKERS!

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December 3, 4, 5, 1971

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Secretary
UNIVERSITY FILM STUDY
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Box 275
Cambridge, Mass. 02138

or call: (617) 894-0920

Booters Beat Thames, 8-0; Loose to Coasties 3-2



This past week provided ecstasy and disappointment for the Conn College Soccer Team, as they trounced Thames Valley Tech, 8-0, and lost a very close game to the Coast Guard Academy, 3-2.

The victory over Thames Valley Tech extended the Booters winning streak to two games, and set the stage for competition against the Coasties on their home ground.

The close score reflected the overall fierce competition of the game. Neither team ever led by more than one goal during the game. Neither team ever led by more than one goal during the game. Conn goals were scored by Shawn Solomon, assisted by Jazier Suarez, and by Bob Ballek. The Coasties scored their third goal, breaking a 2-2 deadlock with three minutes remaining in the game. The referee's goal signal was hotly contested by the booters, who claimed the ball had not penetrated far enough into the goal.

The loss brought the booters record to 4-3-1 with two games remaining on the schedule. The team meets Mitchell College on Nov. 3, at Mitchell, and ends the season against Vassar, at home, on Sat., Nov. 6. The season finale will begin at 4:00 p.m.

Vassar, quickly becoming Conn's arch rival, has always drawn large crowds to exciting games. Be there.

—PMP

BEAT VASSAR

Conn Beats Academy at Sport; Crew Team Crushes Coasties

by Jim Shackford

After dropping two races with Middletown High on October 3, the crew, still officially nameless, tasted sweet victory at last on Wednesday, outpacing East Lyme High in the women's eight and the Coast Guard

frosh in the men's eight at Rogers Lake.

Three boats rowed in the women's race, a lightweight and a heavyweight eight from Conn and a heavyweight eight from East Lyme. In the 600 meter sprint the Conn

women got off to a bad start, but pulling a high stroke and encouraged by a voluble cheering section on shore, they came from behind to win by half a length. East Lyme came in second, and the Conn lightweights trailed.

Three boats also rowed in the men's competition, a 1000 meter haul—the Conn heavies, the CGA frosh, and a mixed boat composed of four from each school. Since the Guard had not practiced a racing start, the race began with a moving start of three paddle strokes, two 3/4 strokes, and a sprint. The Guard took the lead in the sprint, then the Conn heavies overtook to lead by half a length in the middle. This lead gradually dwindled until it was neck and neck at the end, the Conn heavies crossing the finish line about two yards ahead of the Guard. The mixed boat experienced technical difficulties, due to a broken oar, and trailed throughout.

With this one-and-one record to its credit, the Crew will row against M.I.T. on the Charles on November 6. Open invitation is extended to all fans who wish to come and cheer.

Netmen End Strong Season; Find Source of Future Hope

When Abe Farley defeated Coast Guard's number three singles player, history was made at Connecticut College. Abe was the first player to win a match for the newly formed Mens' Tennis Team.

For the first time this Fall, there were enough men interested in playing competitive tennis to form a team. The team was well coached by Miss Cheryl Yeary, who had to divide her time between the men and women tennis teams. Team members include Steve Bergen '74, Jim Wiesenberg '75, Alec Farley '75, Peter Brown '75, Greg Yahia '74, Tod Randek and Tom Hallett, both '75.

The first match of the year was against URI, who proved to be too much for the Conn racketmen. No one was able to even take a set from the URI players, but honestly, no one made a poor showing.

Things were not much better against the Coast Guard. There was one bright spot which was Alec Far-

ley's victory, defeating his opponent 6-3, 6-4. The Number 1 doubles team gave the Coasties a real scare in the second set, but unfortunately, the Cadets pulled through to win.

As much as Conn was out-matched by URI, Conn outclassed Mitchell College. They came unprepared for a real match with only three players, so there were three singles and just one doubles match. Conn took the Number 1 singles and doubles by identical scores of 6-0, 6-0. In the other two singles, our players had no trouble as Conn swept the match. The team ended the season on a good note with some promise for the future.

Only three matches were scheduled because most other schools do not field Tennis teams in the Fall, but in the Spring. Conn has such a short spring season because of weather and classes ending in May, so the fall becomes the prime-time for tennis on this campus. Hopefully more than three matches will be scheduled in the future seasons.

SECURITY

Insecure adolescents
With hyena grins.
Frightened, embarrassed
By their huge tearing jaws,
Ripped apart and scattered,
I then remember
That hyenas feed only on what
The lion deigns to leave them.

—Greg Yahia '74

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These photos were taken by Jon Cotton, '75. The many holes in the earth of our campus that emitted so much steam for so long are now filled up again. But we think these photos are subtle reminders of what "work" is all about.



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Part III

Rock Festivals

Basically, all three movies are united by their rockness, and are evolutionary developments and outgrowths of one another. *Monterey Pop* was the first, and it has that fresh feel. It seems to be a movie for the people by the people, a musical sharing on a national scale. *Monterey Pop* has a very special feel, we wanted it to be real. Today however it is bitter-sweet, a record of part of America's journey from a wished for innocence to a bewildered experience. Was it real? Were people that happy? Were the balloons and bubbles and smiles that prominent and were drugs that non-apparent—or was it just that the editing was aimed at creating that feeling?

Whatever *Monterey Pop* was actually like, filmwise *Woodstock* was next on the evolutionary scale, and we saw how one good thing can lead to a perversion. *Woodstock* was determined to be incredible, and it was. But it was here that we began to learn Games That Film Makers Play. *Woodstock* was a tool, not a goal as the *Monterey* festival had been. When the 500,000 *Woodstockians* thought the festival was over, they were told yes, your role is over, we paid you off in music, mud and peace, and we'll take the actual cash that this results in. Be sure to come see yourselves in the movie—for more than it cost you to come. Thank you and goodbye. And the cash is still rolling in from the record, and the movie, and now the second record.

Then came *Altamont* three months after *Woodstock*, where we were to learn that "the rock culture has degenerated into a grotesque tragicomedy peopled by swindling promoters, gate crashing kids, club-wielding cops and money mad stars."^{1 6} Who can say anything good about what we witnessed in *Gimme Shelter* except that it articulated the corruption that we had been sliding into. For at *Altamont* we saw, actually saw, a real man be killed, and he was one of four who died there, and "every kind of lesser murder (was) committed"^{1 7} as well. For the first time we really saw the demonic side of music's unity, the dionysian frenzy, "the validity of Kierkegaard's Law: that a thousand good individuals can be turned into an evil crowd by the fantastic force of mob psychology."^{1 8}

We have learned that the reality we see in film is always controlled in one way or another by the film maker. Surely the Maysles brothers and the Stones wanted us to realize that the rock world is often corrupt, but they didn't want us to see too deeply and to realize that they themselves were a part of the blended corruption of the rock and film worlds. Unlike *Woodstock* the Stones *Altamont* concert was "free" from the start. Anyone could come to hear the Stones concert, a concert that was created to be filmed. You were allowed to come free because

everyone knew that enough money would be made off the film, listener/performers were needed, and who wanted to worry about gate crashing. OK, this can be considered a pretty fair commercial give and take setup, so why pretend that it's not a deal? Why make it seem like a gift from the Stones, and as if they only put out and didn't get back anything but trouble?

And why have a running put down only of poor Dick Carter? ("Not just *Altamont Speedway*, *Dick Carter's Altamont Speedway*."") His publicity wish is certainly a part of the reality, but when he is singled out and only he is pointed out and laughed at, then once again reality is being distorted.

But where does all this internal corruption lead? We're in the process of finding out, and its what we always suspected, some people go along with it and others pull away rather than get co-opted. When Bill Graham announced the closings for his Fillmores East and West, he explained it this way. "Two years ago I warned that the *Woodstock* syndrome would be the beginning of the end. I am sorry to say that I was right. In 1965 when we began the original Fillmore Auditorium, I associated with and employed 'musicians'. Now more often than not it's with 'officers' and 'stockholders' in large corporations—only they happen to have long hair and play guitars. I acknowledge their success, but condemn what success has done to some of them. The sole incentive of too many has simply become money."^{1 9}

As rock groups continue to demand more and more money for a single performance, many more groups will probably turn to film as a way of getting the optimum amount of money out of each performance. The question will be if the film world will be willing to be used in this way, primarily as a money making tool for rock musicians.

If some of *Woodstock's* original luck rubs off, then perhaps *Gimme Shelter* will be the last and most horrible of this type of movie. But then, what's the next type of reality that we'll see? Now that we have journeyed this far, hopefully we have gained some ideas of the various potentials opened to us and can choose towards the good, and then on towards the best. We have learned; we wore those flowers in our hair when we went to San Francisco and they've wilted and died. Now we have to move on and turn the flowers into fertilizer for new growth and life.

^{1 6}"Mick Jagger and the Future of Rock," *Newsweek*, January 4, 1971, pp. 47-48.

^{1 7}Gilliatt, p. 161. (parenthesis are mine).

^{1 8}Corliss, p. 193.

^{1 9}George Gent, "Fillmore East and West are Closing," April 18, 1971, p. 48.

CLASSIFIED ADS

CELLO — Only \$150. An opportunity to start a great instrument. Will also give free lessons. D. Halsey, box 711 or Freeman 104 or ext. 429.

Exacta VX-1000 Single Lens Reflex 35mm Camera. Timed Exposures from 1/1000 sec to 12 sec. With 50mm Zeiss Jena Lens. Great Camera for novice or 2nd for pro. 1 yr. old. \$85.00. John Wilson, box 1291, Freeman 447-9011.

Water bed without frame \$50. D. Stome(d), Box 1195, Lambdin.

Water bed without frame \$49. I will not be undersold! P. Paris — Park.

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Rieker Ski Boots — Buckle and holder — Ladies size 6 narrow. \$12.00. Call 443-4693. Wilson Steel Tennis Racket — t2000 — \$25.00. Call 443-4693.

'65 Porche 356 CONV. New Paint and Top — Blaupunkt AM-FM Radio — Excellent condition. Contact: Jim McLaughlin, Box 836, Wright.

WANTED

OLD MAGAZINES, CARDS, COLORING BOOKS, AND CRAYONS. Please contact Devra Augustson, Box 31 or KB 104.

BIKES, Men's or women's preferably English or with gears. I need one or two. Hester Kinnicutt, Box 502, or Wright, ph. 447-9269.

Tea Bag tags now have a use! Tags are collected and sent to a hospital which in turn may redeem them (when they have enough) for Wheelchairs. Send all your tea bag tags to Lisa Palmer in Wright or box 1187.

TRYOUTS for the Film Workshop's STAG FILM. Male and Female leads needed. Call Chester in Wright House for appointment.

NEEDED

(Not just "wanted")
 Students to form a force to help Patrol the Arboretum
 Call Wright and ask for Guzzu

RIDE offered/wanted from somewhere west of New London. I live in Guilford and would like riders or a ride part or all of the way to and from N.L. to help with transportation cost. Please contact Bobbi Rider, Box RTC or 453-3567.

Crozier

(Continued from Page 1, Col. 5)

the number of hours the short-order snack bar is open and available for student use while simultaneously maintaining a lunch area for those faculty who do not wish to eat with students. One of the six Complex dining rooms could easily be set aside for faculty members who desire to be away from the students during their lunch hour. In order to increase the efficiency of the food operation, the main meals might be prepared in the Complex and brought to the snack bar for sale, leaving only the service and short order staff necessary for the operation of the snack bar. This would require only four members of the short order staff at the busiest hours. The hours of the snack bar must be increased to include breakfast, lunch and dinner and between-meal periods. Upon showing an ID, students could eat the regular main meals in the snack bar free of charge at hours other than scheduled meal times. Organically grown and prepared foods made by students could be brought to the snack bar for sale. Also, the jukebox should be allowed to remain on at all times at a reasonable volume. Another idea suggested the elimination of the jukebox altogether, replacing it with speakers broadcasting WCNI.

Activities designed to increase student use of the building, decrease the weekend exodus, and offer an outlet for student talent have also been suggested. A well-publicized series of introductory demonstrations should be given on the use of the bowling alleys, the pool, squash court, basketball court, badminton areas, paddleball court and universal gym. The amount of equipment for these areas should be increased and made more readily available on a sign-in basis at the pool desk; cash deposits on equipment should not be required. The number of hours that the gym, pool and all other phys-ed facilities are available should be increased, complemented by a decrease in the bureaucracy one presently encounters when borrowing equipment. A water polo program could be established for both men and women. The proposed pub or bottle club is also included in the list of activities specifying nightly entertainment provided by student groups. Facilities such as Buck Lodge and other college owned lands should be publicized and used by the students, and perhaps the

college-owned power vessel could be put back in working order. Once a conducive atmosphere is established, the committee hopes students will automatically provide sufficient ideas for additional social activities.

All management positions should eventually be taken over by the students individually and in groups with whatever remuneration may be offered through the College funds or Center profits. One student and/or committee could oversee the entire operation of Cro, the food service could be managed by students in cooperation with the college; food service, and a committee could schedule activities in and manage the pub-bottle club. In addition, a student could work along with the information office and coordinate all social functions and group activities in the building, and another individual could work in conjunction with Mr. O'Grady in the establishment of a student security force.

A student security force would be created to maintain order at all social functions and activities in Cro. In the case of the pub-bottle club, a student security officer would cooperate with a campus security officer at the door to check for age and college status. A student who is under the age of 21 would be allowed to enter the pub but not be allowed to drink. At this time, state laws on the operation of a bottle club are being investigated.

The creation of a viable student center requires the cooperation and involvement of the students. Individuals have already demonstrated interest in having a real student center, and have volunteered time for this student-built, student-run organization. Through the use of student help not only would the cost be kept at a minimum but also a high level of student interest would be maintained through direct investment. As the report states, "the key to this project is to successfully tap the tremendous student resources available on this campus."

President Shain has already considered these recommendations and has sent the report to the administrative staff for perusal. The proposals may be put into action as soon as this is completed. An organizational meeting will be held tomorrow night, November 3, at 8:00 in the snack bar of Cro.

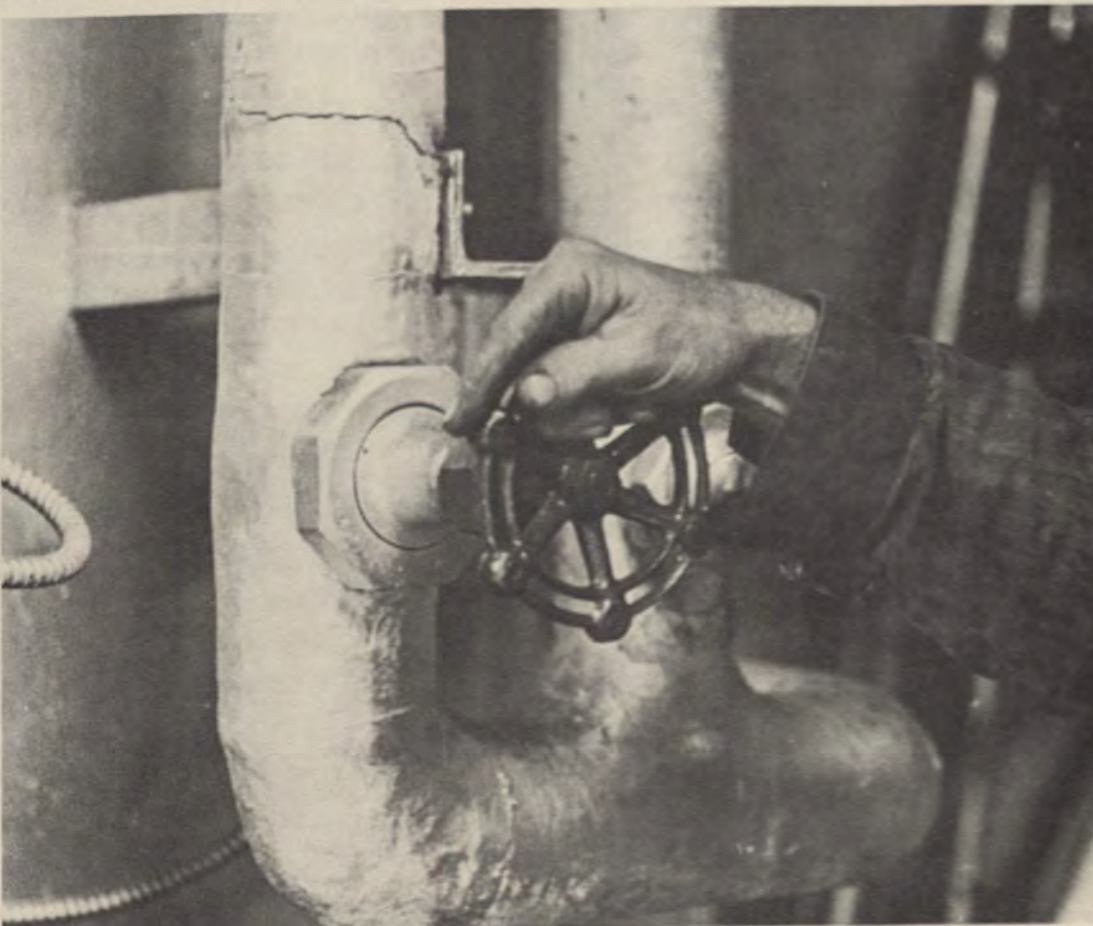


photo by cotton

Wesleyan University has planned the following events for the remainder of first semester of the 1971-72 school year:

Friday, October 29—Johnathan

Friday, November 5—The DELFONICS

Saturday, November 6—Blue Oyster Cult

Friday, November 12—DREAMS, John McGloughlin

Friday, November 19—The KINKS, Glass Harp

On November 14
Connecticut College ZPG
will present
1985 (not 1984)
in Palmer.
No admission charge.
Come — this could be important.

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Come to the meeting
TOMORROW NIGHT (WED)
in CRO Snack Shop
at 8:00.
HUZZAH!! HUZZAH!!

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To Voting Members of the College Community:

I solicit your support for all of the candidates of the Democratic party for the New London Board of Education and the City Council. The various candidates have had an opportunity to be seen and heard at two candidates' meetings, and the **Day** is carrying brief statements and biographies of the contestants. On the basis of professional qualifications and experience the Democrats appear to me to have quite an edge. I urge you to make it a point to vote on election day and to vote early. It saves "the party faithful" both time and effort if they do not have to phone you, late in the day, to remind you to go to the polls.

New London has many very difficult problems, none likely to be solved overnight or by easy remedies. I pledge, as a candidate to devote my utmost energies to trying to do a careful job in weighing alternatives and in making decisions. I expect to direct numerous research projects by my advanced students in Public Finance and Urban Economics to the mutual benefit, hopefully, of both the city and the students. You may recall that it was a "term paper" in Public Finance which in 1964 first alerted me to the scandalously low revenues being earned by the City at Ocean Beach Park. At long last reform, is, quite possibly underway as the Charter Commission (which I urge you to support) is advocating taking from the Beach Board any further power to let concessions. In my group of advanced economics and urban affairs students and their capacity to investigate, inquire, and make inter-city comparison I have indeed a formidable "secret weapon," and one I intend to set about using intensively.

I hope you will vote for the entire Democratic slate, as the party with the more humane and enlightened point of view on most issues. I especially solicit your favorable attention to the last-named member of our ticket, Mr. James Jones, a promising member of New London's Black Community and a Master's candidate in the Department of Economics. Although young, Mr. Jones shows evidence of marked leadership ability, and in my view, because of the many courses in economics under his belt, is well equipped to cope with the city's problems.

VOTE YES ON CHARTER REVISION Ruby Turner Morris
VOTE DEMOCRATIC PULL LEVER 2

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of famous shops, boutiques,
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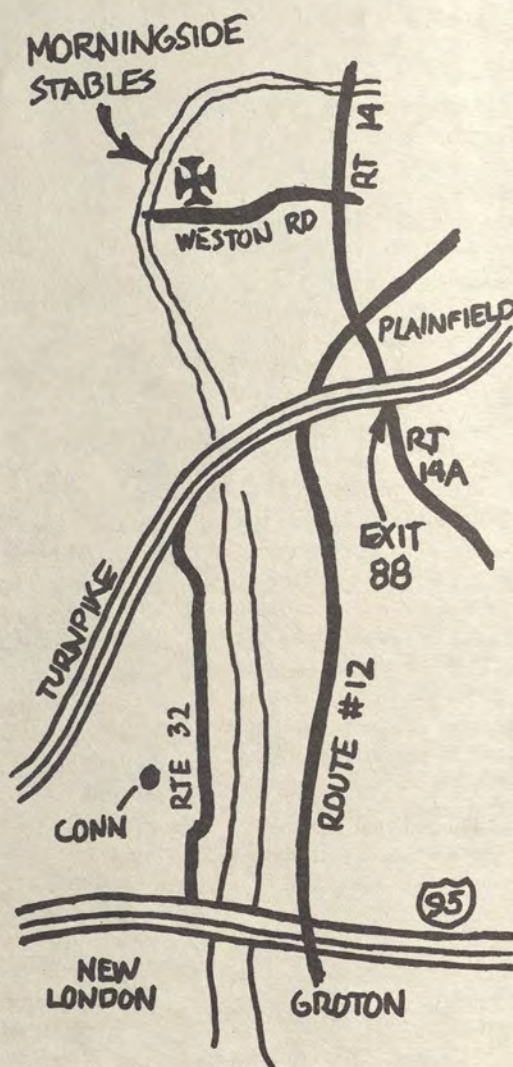
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