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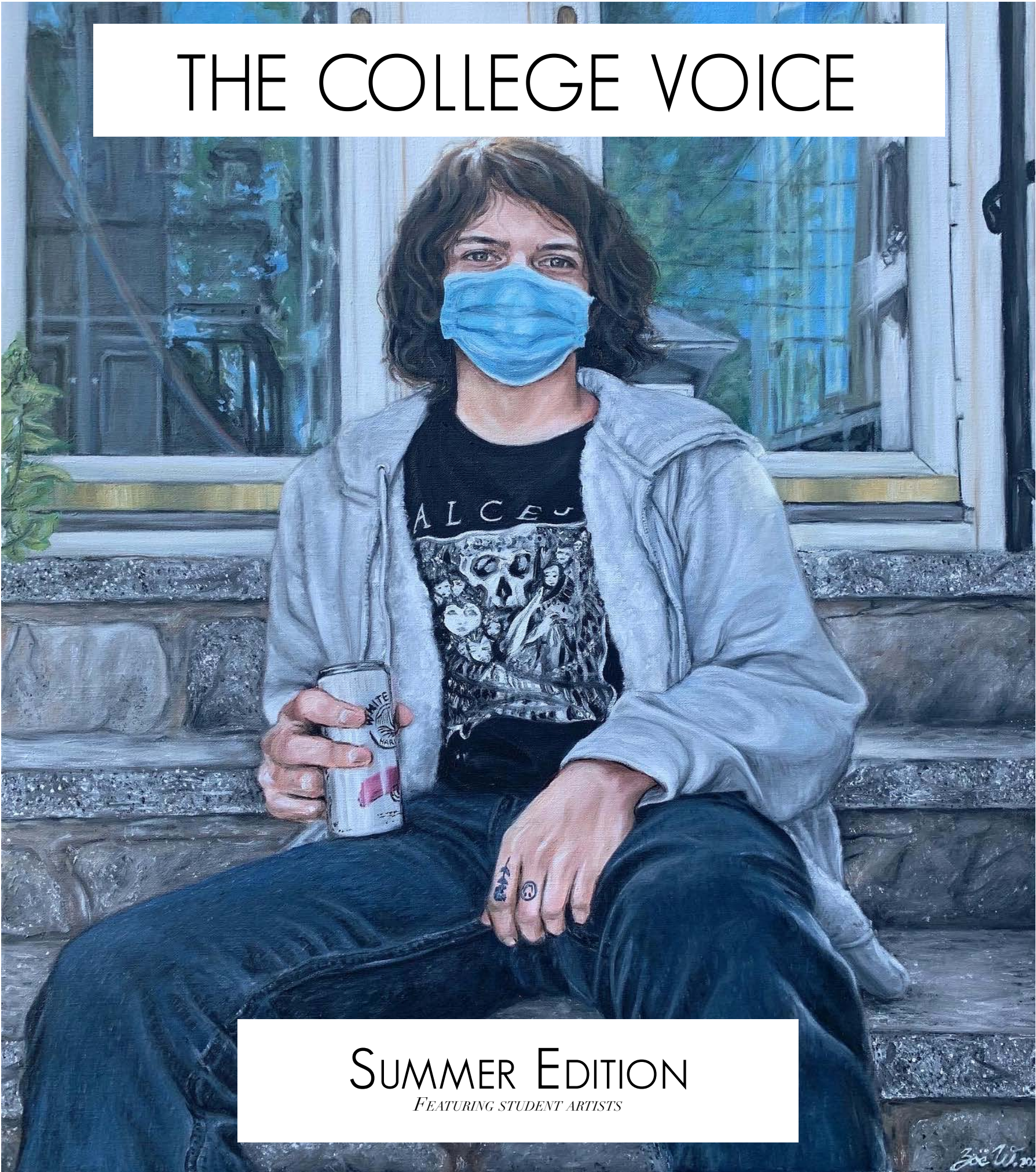
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THE COLLEGE VOICE



SUMMER EDITION

FEATURING STUDENT ARTISTS

Statement From Camel Coup

Dear Editor-In-Chief,

It is our pleasure to introduce ourselves. We are a group who goes by many names: Camel Coup, Conn Coll United, The Coalition. We are a group of concerned current students and alumni who have coalesced with the purpose of identifying the root causes that perpetuate systemic racism at Connecticut College, communicating those call-to-actions to the college's administration and Board of Trustees, and, most importantly, holding them accountable to implement and measure the policies & priorities outlined in the Diversity Equity and Inclusion plan.

We are a group who is hungry for change. We are a group who is tired. We are a group who is not going anywhere.

We've included attachments of all our communications with the college since this past June, and are proud to say that these conversations have resparked the momentum for the administration to address the testimonies of BIPOC students and implement policies that will ensure their safety and their opportunity to thrive.

We are writing to you to get one thing straight: we are all on the same side. We care about the college and the successes of its students, and that's why we are committed to this work. Over the summer, there has been some tension that we believe has been blown out of proportion, and we would just like to reiterate that we are open to dialogue on how to best work together to be better.

If you are a current BIPOC student reading this, know that we are here for you. We are advocating for you. And again, we are not going anywhere.

Please feel free to DM the @CamelCoup instagram account or shoot an email to conncollunited@gmail.com if you have any additional insights, questions, or concerns.

Thank You,
Conn Coll United

Attachments included on The College Voice (thecollegevoice.org) website

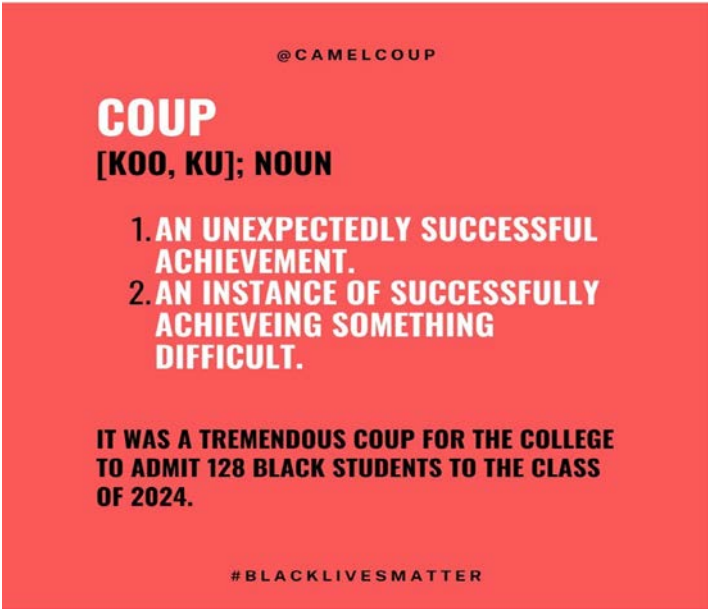


Photo courtesy of @camelcoup Instagram

THE COLLEGE VOICE

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eic@thecollegevoice.org
270 Mohegan Avenue
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Fall Sports Remastered

SAM MAIDENBERG
SPORTS EDITOR

In March, spring athletes at Connecticut College and around the nation, saw their season get enveloped in the destructive path that the COVID-19

pandemic continues to leave in its wake. Nearly six months later, as students across the country prepare for a return to college campuses, fall athletes face a similar fate. On July 10, the NESCAC presidents released a statement of their unanimous decision to cancel sports for the fall. Typical college life at Conn and nationwide, has been overhauled to keep students safe. While fall athletes will not take part in a typical season, the athletic department at Conn has designed a plan, permitting teams to practice under guidelines in accordance with local and national legislation.

In an effort to return to normalcy, the athletic department will use several phases to slowly progress towards full training. Small group training will coincide with the start of in person classes on September 11, after the initial testing and quarantine periods for all arriving students have been completed. Once the campus as a whole is ready to move towards the select in person classes, as well as other increasing interactions such as athletics, small group training will begin. Pods of nine athletes and one coach will be allowed to begin outdoor training. While coaches are permitted to fluctuate throughout the groups within their teams, the nine athletes will remain in consistent groups for the first two weeks, in an attempt to promote contact tracing and limit the outreach of one's interactions. These sessions will run with social distanced drills, limited equipment sharing and will be without team huddles and high fives. The locker rooms will be closed during phase one and team meetings will only be permitted outdoors with social distancing and masks.

In order to further promote the safety of students during this initial process, masks will be required for all athletes and coaches in phase one during training sessions. Keeping with Conn's new full athletic partnership with Under Armour, participants will receive Under Armour Training Masks that are designed to be worn during intense physical training. Players will be gated upon arrival at practice, as either a coach, athletic trainer, or administrator will confirm the completion of a daily questionnaire from the CoVerified app. This process will result in one of two outcomes: a red stop or green clear box. Students who receive the go ahead green box will proceed to have their temperature taken. If they are below 100.4 degrees on the thermometer, they will be cleared to practice. On the other hand, a red stop box indicates that the athlete may have been exposed to the coronavirus, and will be instructed to quarantine in their dorm room and contact Health Services. This gating information will then be uploaded by the Head Athletic Trainer to a central file for contact tracing purposes.

Due to the various unknowns associated with the COVID-19 pandemic, the length of phase one has yet to be determined. If the

number of positive tests remain low, and phase one runs smoothly, the remainder of the semester will see a progressive trend from small group training toward full team sessions.

Heading into his 10th season as Head Coach of the Women's Soccer team, Norm Riker has a much different yet characteristically optimistic outlook on this upcoming fall. While in a typical season, "we define ourselves by wins and losses", in a year without "NESCAC weekends that we all love [...]" we have to look at this as a bigger picture," said Riker. This year, "a win will be having Connecticut College be one of the few colleges in the country that successfully went back to campus and got through the semester," he continued. Despite the lack of competitive games, a semester full of team training offers the opportunity to "do a lot of activities to really instill fundamental technical and tactical habits" as in a traditional season, "the NESCAC does not give us enough time to develop players." Coach Riker also believes that this time will help his team, as well as all athletes at Conn "grow as players, people, and teammates."

As Conn takes on the various uncertainties brought about by the ongoing pandemic, its athletic offerings will be part of an attempt to give students the best possible experience, while upholding the necessary safety precautions during an unprecedented time. •



MASK UP CAMELS!

Photo courtesy of @conncollxctf

SELF-PORTRAIT

18 X 24, PEN AND INK

Hadley Sherman '21

CRACK AND CRAWL

(2019), CERAMICS

Ayana Sequira '21

Welcome to Zoom Orientation

AMANDA SANDERS
MANAGING EDITOR

Orientation certainly looks a little different this year. Forget Palmer Auditorium, jam-packed with sweaty first years and awkward lunches with one's First-Year Seminar (FYS). This year's crop of sweaty first-years is doing orientation via Zoom.

First-year students moved in between Thursday, August 27 and Friday the 28 in order to prepare for their Welcome Weekend. The majority of freshmen this year are living in singles, a precaution taken by the college to both limit and contain the spread of coronavirus cases, so Zoom orientation is the first chance for many students to hear and see the people that they will be spending the next four years with at Conn.

Charlotte Becker, a first-year from New York said that while finding the testing center was confusing, she thinks that Conn did a good job of testing students and that her move-in was relatively easy. Despite loving her single in the Plex, she acknowledged that at first, she had wanted the traditional roommate experience, even though this year will be anything but traditional. "Now I really enjoy having my room be my sanctuary," she says.

Orientation started the night that she moved in for Becker and her orientation group. Conn has divided all new students into 4 groups, 1 is for transfer students and the rest are freshmen divided up into color-coded sections with their First-Year Seminar and a few others as well.

While some may have believed that there would be parts of orientation that would be in-person, it has remained online completely. Online orientation certainly is not synonymous with subpar in this case, however.

"It was definitely not what I thought orientation would be like, I thought it would just be some PDFs in an email and we would just do our thing, but I liked that it was Zoom calls so we could all talk to each other and our Student Advisors," said Becker when asked about her expectations of orientation versus her experience. While the daytime events are often lectures on safety and college procedure, Becker noted that events are often followed by a discussion where students feel free to ask any questions that they may have, which "actually might have made it better [than normal]." At night instead of the traditional acapella showcase and ice cream socials hosted around different dorms, there are online events such as Trivia Night and Build Your Own Zen Garden, where materials are dropped off at your door and students build their gardens together in front of their laptop screens. Becker plans to attend an open mic night to watch some new friends perform from their rooms. Yes, the word you read was friends. As impossible as some may find it to make friends when trapped in a dorm, first-years are finding a way to meet people. Students placed in the same groups trade social media handles and create large group chats in order to stay connected while in solitude.

"I think it's almost a little easier [to make friends], we send DMs and look for things that we all have in common, but for my FYS too we have a group chat where we play icebreaker games and this

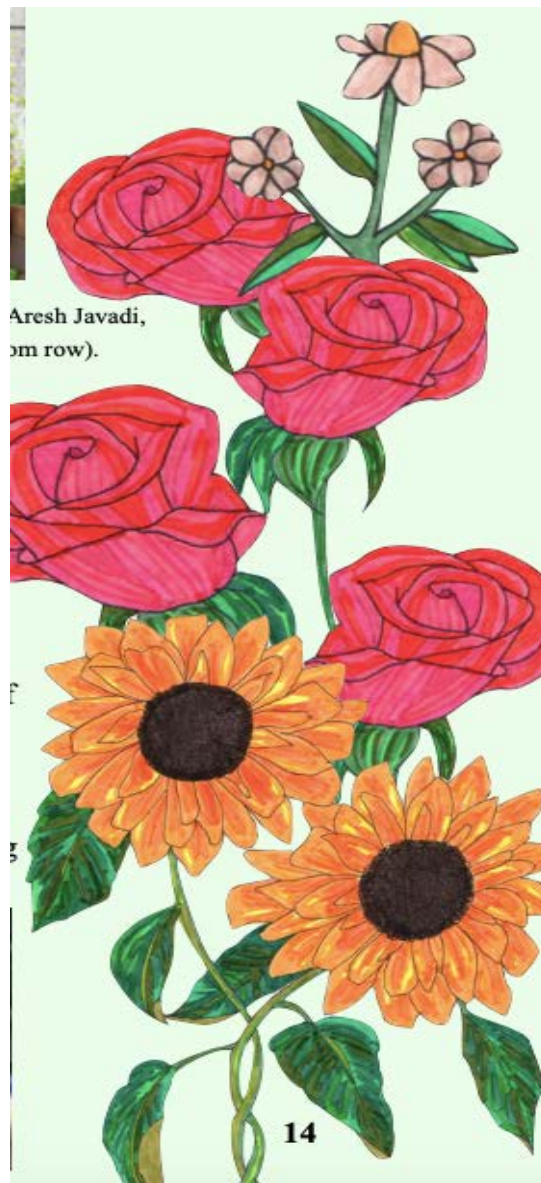
summer I made a group chat for my entire dorm, it's like I already know some of these people and have for so long, even though it's so strange." Becker is excited to finally meet people she's been talking to face to face and doesn't think that it will be so awkward.

While first-years have been unable to explore the campus as they traditionally do during orientation, Becker is excited to start walking around once her quarantine is over and learn about Conn through her own exploration of our campus and maybe start to get some socially distanced interaction in.

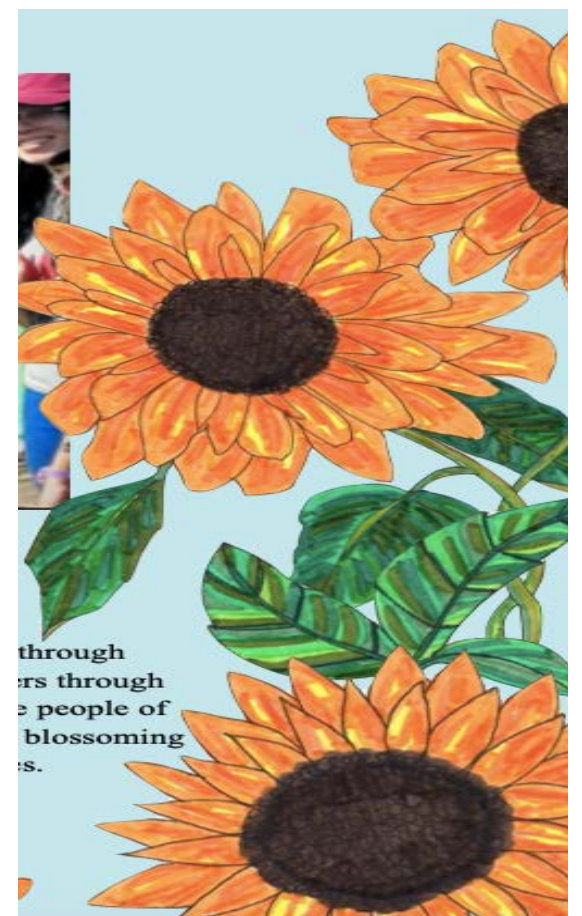
"The number one thing I'm looking forward to is going to the library though, that's what I've always pictured myself doing in college." •



Screenshot courtesy of Conn Coll



UNTITLED
(2020), DRAWING
Amanda Ennis '21



How Do You Make Friends During a Pandemic?

ELIZABETH BERRY
OPINIONS EDITOR

Does anyone remember the packet of old report cards you were handed before receiving your cap and gown for high school graduation? I distinctly remember opening a manilla folder and flipping through memories from kindergarten to middle school. One note from my first-grade teacher explained “Elizabeth is a good presence in the classroom, but does not raise her hand or speak aloud often.” When I came home to show my parents my (very old) report card, my dad responded with his memory of dropping me off at my first day of kindergarten: I held onto my backpack straps while waiting in line to enter the school, looking on to other students running around the playground but refusing to play with them.

Needless to say, I was very shy in primary and secondary school and only branched out of my comfort zone during my senior year while taking AP Literature, which is probably why I am an English major. So in all honesty, it is likely I would become a hermit if I were entering my first year at college during a pandemic where campus life is for the most part virtual and first-years are being assigned to singles and doubles. That being said, friendship has been on my mind, especially as a senior who despite walking around lonely during my first year at Connecticut College, found a group of friends who I am grateful to have by my side this semester.

But let’s not sugar coat it like a camel cookie. Rooming with your future bestie your first year at college is almost as mythical as meeting your future partner in a quaint coffee shop in New York City —or maybe even the local Coffee Closet. Nixing triples and quads may solve some roommate issues that tend to arise, but if you are a first-year or transfer student rooming in a single while attending virtual or hybrid classes, making friends on campus this fall will look, like a lot of things, different.

So, how do you make friends again? Virtually, perhaps. Many incoming college freshmen connect with other students via college Facebook groups in order to find a roommate or a workout buddy. Online friendships can create a particular type of social anxiety but rather than use this sensation as an excuse, embrace this discomfort. In her article for *Teen Vogue*, Erin Nicole Celletti recommends getting comfortable with being uncomfortable because the reality is, underneath the Instagram Story Boomerang of their newly decorated dorm room, your peers are feeling just as nervous as you.

In fact, this nervousness CONNects (haha, I can make this pun because I am a senior) students. One solace my mom gave me as I laid awake the night before first-year move-in, full of anxiety was that sharing a common experience (entering college for the first time) bonds students together. This fact is two-fold this semester as students, whether incoming or returning, will all have to navigate the new experience of attending college during a pandemic. Melanie E. Long writes in her 2010 article for the *Harvard Magazine* that “There is something about taking a group of young people, putting them in the same place for four years (give or take a few), and telling them to work, live, and play together that facilitates connections unlike the relationships formed in any other parts of life.”

Zoom burnout, bi-weekly COVID tests, and homesickness will take a toll. Tamia Grady, vice president of the Black Student Union at Sacramento State told the *Los Angeles Times* that “engaging with your community is going to motivate you to want to engage with everything, even schoolwork.” Virtual friendships may not always feel authentic, and let’s be honest, there comes a time when your eyes glaze over your screen after hour five of Facetime. This is where finding ways to engage with your community as Grady suggests comes in; join student clubs and organizations that interest you, and keep an eye out for socially distant outdoor activities the college will (hopefully) organize.

Again, a lot of events may be virtual, but if you can find the courage to turn on your camera and wave to your peers from your dorm room, others will follow and be grateful someone started the trend. Saying “hi” to the person six feet from you, sliding a friendly note under your neighbor’s door to get to know them, or complimenting a peer’s shirt in a Zoom chat box are bold ways to establish friendships during COVID-19. Trust me, I know that awkward feeling of making eye contact with a student on your way to Harris and not knowing whether to say “hi” or not. During a pandemic, now is the time to reach out (at a six feet distance) and make a person’s day because we are all striving for a sense of human interaction right now.

After all, some of the friendships you make in college will last a lifetime, while others will not — and that’s okay! But the fear of making just an acquaintance versus a best friend for life should not stop you from being friendly to everyone and stepping (socially distant, of course) outside of your comfort zone. In fact, close and distant friendships are linked to having better physical and mental health according to sociologists referenced in Elizabeth Segran’s article for *The Lily*. Developing friendships can improve your physical health and by consequence boost your immune system which helps fight COVID-19. But don’t take this as an invitation to ditch your mask and frolic about Tempel Green.

Your first year at college is a time to explore different subject materials, clubs not offered at your high school, and your identity. Building friendships is just one element of the college experience, but I urge you to ~smize and wave at the students you pass en route to Harris. I am about to get REAL sappy, so I apologize, but if you need someone to talk to, send me an email (because I am a grandma who goes to bed at 9:00 pm) or slide into my DMs, as the kids do these days. •

The Big 21

KELLY WALLACE
OPINIONS EDITOR

Turning 21 is one of the most anticipated birthdays in someone's life. If you live in the United States, one of the few places where you have to wait until your early 20s to drink, it's something you plan years in advance.

Unfortunately, all birthdays have been quite different this year due to the COVID-19 pandemic.

I celebrated my 21st birthday in quarantine as did several of my friends. Before the pandemic forced bars in New York, my home state, to close, I was excited to spend my 21st at a bar. From what I've seen in movies and heard from some of my older friends, most bars are really fun-sounding places where you can order the craziest signature cocktails, meet new people, play pool, and more. I live two hours from Manhattan, so I planned to go to a lesbian bar in the city named Henrietta Hudson, but that dream was taken away from me for now. I did have the chance to order takeout drinks, which means that an employee from the bar comes outside to your car to deliver drinks in takeout containers. Still, I cannot wait for the experience of being in a bar and ordering drinks.

The rush of buying my first drink was enormous. Looking back on it, it reminds me of when I learned to drive. Both times I felt as if I were being entrusted with something of great importance. As I wore my mask and the cashier checked my ID, I wondered if he would tell me I needed to remove the mask or to even question if it was me, because my picture was taken when I was 16. I mean, I'd like to think I've grown and matured since then. He gave it back to me and nodded, and when I walked out of the store with two cases of cider and beer, I felt different. I spent the rest of the day with my family at our home in the mountains, playing some pool towards the end of the night like I probably would have done in a bar. We had cocktails, great food, and great company. I don't think I missed out on too much looking back on it.

Many parents (including mine) have been really trying to organize their child's 21st birthday to make it special during this time. A mother and father in New Jersey created "Club Quarantine" for their son turning 21 and posted a video of it on TikTok (@emilytorchia). His father acted as the bouncer and made sure to check his ID before allowing him entry into the club, while his mother poured him some drinks inside and acted as the bartender. Free and delicious alcoholic drinks on your 21st birthday? Not too shabby. Other parents have modeled this, albeit a little more mildly, by making their newly 21-year-old cocktails and sharing their experiences of turning 21.

I briefly spoke with Gretchen Volk '21 who also turned 21 this summer during quarantine, and she said: "Turning 21 during a pandemic was very strange. I guess it lessened the excitement for me and made it seem like any other birthday. I had a great time, but it definitely was not what I pictured my 21st birthday to be like. It was also strange for me because the town I'm from [Rumson] still had many bars open, but given that we are in a pandemic, I did not go to any even though I could because I was 21."

Having any birthday during quarantine is disappointing. The

pandemic has required us to make a lot of sacrifices in order to keep people safe. But if you feel angry or disappointed that your birthday won't be the same, that's okay. Don't beat yourself up over it because it's a normal reaction. Whatever you choose to do, just find something you enjoy and surround yourself with some people you love who will ensure that you have a great time. The pandemic has taught me the most about how precarious life is and made me think more about what I enjoy doing and trying to incorporate that into my life. I'm really excited to see if bars live up to their reputations in movies and of things I've heard from friends, but it can wait. As always, please drink safely and follow social distancing and mask protocols if you are celebrating your birthday with anyone outside your home (or dorm room roommates). •



Photo courtesy of Unsplash.com

The Reality of "Unprecedented Times" in Higher Ed

LUCIE ENGLEHART
OPINIONS EDITOR

It has been over four months of Zoom meetings, phone calls, text messages with the Connecticut College administration, and countless “unprecedented times.” Here is what I have learned about higher education:

Higher Education is a Business.

I can say with absolute certainty that, before I began working closely with administration, I lived in a complete state of naivete over what the bureaucracy of higher education was really like. To be clear, colleges are mainly in pursuit of one thing that triumphs all else: securing tuition. There is a reason universities felt compelled to shut down at less than 10,000 nationwide cases, but felt it necessary to reopen at six million total. Institutions set their first sight on securing tuition. However, it’s unfathomable that these countless hours were spent planning simply to have students sent home in the first month, at least in the case of Connecticut College. In the world of higher education, COVID has been an exposé on the critical dialogue many universities are missing and their lack of well-rounded leadership.

No Two Universities are Created Equal.

The University of North Carolina at Chapel Hill and Pennsylvania State, among other larger universities, are currently under fire for their students not only blatantly disregarding COVID, but the universities failing to put policies in place that protect their students. After looking at other American universities, it is clear which prioritize health, safety, and well-being and which colleges neglect it, or lack the resources and/or state guidance to do so. Documents have recently been uncovered at UNC hinting that the University’s administration received early warnings from medical professionals of future outbreaks on campus, but their reopening plan failed to adjust to such warnings. This, coupled with the fact that UNC’s decision to go remote came only one hour after tuition was collected, gives the impression that tuition comes before health and safety. The student presence on Connecticut College’s COVID working groups are attempting to mitigate this and prioritize well-being. Despite our administrator’s 30+ years of experience in higher education, no one understands the student experience better than the students themselves, nor does anyone understand the behavioral tendencies of young adults better than we do. This is crucial for understanding how to draw a line between policies that discourage student contact for our collective well-being, versus being unrealistic in how we expect eager college-aged students to act in a social context.

Higher Education is Inherently Convolted.

There have been multiple occasions where I have compared college deans to government officials: similar to politicians, the very nature of being in that leadership position rejects moral high ground. However, this isn’t to say that the actions of those who work in higher education are inherently calculated, but rather their jobs demand

a certain level of obstinance. Anything administrators do and have done can be criticized at virtually any angle, particularly in such a dynamic, extraordinary time. (elaborate on this all).

The State Presides over Everything.

Until we were issued the comprehensive reopening manual from Connecticut Governor Ned Lamont, it became apparent that very little is within our jurisdiction. Regarding COVID, any decisions the College made had to pass through the vote of the state of Connecticut. “Decisions” themselves were few and far between, since so many reopening policies were state mandates. Oftentimes, it seemed like everything was out of our control, that we had so little to work with to satisfy students. There were multiple points over these past four months where my anxiety was heightened just at the thought of how everything could get done. Multiple meetings were spent simply discussing how COVID at a liberal arts institution was in any way something we could manage. I saw administrators on the brink of tears, or in tears, at the chaos of day to day demands. As Dean McKnight put it in our last meeting, it is a “thankless job,” and what normally would be three months spent with his family quickly turned into three months of answering ambiguous emails, Zoom calls with NESCAC deans, and phone calls from parents.

Connecticut College Really is Prepared for Reopening.

A liaison of the State of Connecticut, Ulysses Wu, recently toured our campus for repopulation, and we have the policies and procedures in place that beat most other institutions in the nation, let alone NESCACs. That is not to say we shouldn’t expect to encounter obstacles along the way, and it certainly is not to say that the repopulation of campus will inevitably feel smooth and natural. It will feel unfamiliar, and likely overwhelming. As for the health and safety of our campus community, however, our plan has us covered if we choose to abide by it. It runs against the principle of the liberal arts mantra: an interdisciplinary climate, socialization, and emphasis on a close community. To do this while discouraging student contact is almost an incomprehensible task. However, we have more than ourselves to protect; we have faculty, staff, their families, and the New London community. We are a part of the greater community of New London shop-owners, restaurants, front-line workers, and school-teachers, just to name a few. •

Summer Courses at Conn

ELORA ROY
NEWS EDITOR

With the Spring 2020 semester turning more turbulent than usual, Connecticut College launched a new set of online summer courses for the first time this year. In the words of the College, these classes were designed to “dive deeper into your major, explore a new department, or try a course that you’ve always wanted to take but couldn’t fit into your schedule.” Additionally, the summer course program was also quite similar to how the new 7.5 week modular classes designed for Fall 2020 are expected to run. With my own previous summer plans having been cancelled, I took Intro to Psychology online.

Each class ran for 5 weeks, with 3 sessions of 2 and a half hour classes per week. Depending on the professor, this class time could be spent either in Zoom calls, doing asynchronous classwork such as watching recorded lectures, or a combination of both. In addition to this official class time, Intro to Psych was unique in that it was the only class with a lab component, which is understandably difficult to modify for an online format. Rather than performing experiments ourselves, we gained experience on doing research, reading scientific papers, and completing several written assignments. This worked quite well in providing exposure to the types of research currently being conducted in the field, while also being simple enough to complete within the accelerated time frame.

The majority of offerings consisted of introductory level classes intended to either fulfill minor or major requirements, or explore a new subject. Among these options were two ConnCourses, one language course, the newly required career preparation course, several cross-listed or multidisciplinary courses which could be applied to various fields of study, and popular 100-level courses that often fill up quickly during registration. In contrast, the summer term registration went smoothly, was relatively less stressful, and most classes were considerably easier to secure a spot.

While not for everyone, a summer course might be a great option to keep busy in social isolation. For example, people with double majors, especially if very few classes overlap between the two subjects, can avoid overpointing for one semester by taking an extra class over the summer. Those looking to graduate early would also benefit from the summer session. Many people also find themselves eager to take a class that never fits their schedule, or might need to fulfill an outstanding requirement, like a language, ConnCourse, or mode of inquiry. With so many summer internships and opportunities being cancelled due to the pandemic, a summer course is a great way to stay connected to academics and spend the extra time from quarantine in a meaningful way.

With that being said, the summer session does have some notable cons. It is quite expensive, with just one class costing \$2,500; finan-

cial aid was available, but at a more limited capacity. For those who find it relatively simple to meet all their requirements within the typical academic year, especially those with little interest in fields outside of their major, it might be difficult to justify that cost. Furthermore, an extra 1.5 to 2.5 hours on Zoom calls multiple days a week might feel like an unbearable sacrifice in place of summer vacation, particularly with so many Fall 2020 courses remaining remote despite the campus reopening.

Personally, a summer class suited my needs and I had an overwhelming positive experience taking Intro to Psychology. I enjoyed the accelerated pace and the ability to focus on just one subject for a short period of time. In any introductory level course, the focus is generally on covering a wide breadth of information and exploring the entire field rather than going into depth on a particular area, which I found worked very well in the accelerated format. It was also a good way to maintain a bit of a routine and prepare myself for the remote, modular classes coming up in the Fall semester. However, given the fast pace of the class, some more detailed topics did need to be cut, and the lab component had to be significantly modified for an online format. Despite these adjustments, I think adding the online summer session was a great idea, and I would highly recommend it if a similar option is available in the future. •



Photo courtesy to Unsplash.com

Student Written Legislations Change Title IX

EVERY VOICE
CONTRIBUTOR

The American college experience has been romanticized as four years of freedom before childhood truly ends and adulthood

begins by both media and American families alike. Young adults are encouraged to spend their days studying their passion, but at the same time, they are able to utilize their free time however they wish. Because of both the free time that students have unbound from parents and societal pressure, students are able to determine what behavior is and what behavior is not acceptable in society. This is one of the most important aspects of college: the maturing that is done over the short span of four years. However, some of this socialization takes place at parties, which, though students are attracted to, can also lead to dangerous situations. Thus, colleges are facing an epidemic of their own: the complicity in sexual assault.

Sexual assault used to be a taboo subject, and in some cases, it still is. In many people's eyes, the repercussions of coming forward, both socially and professionally, are too damaging to even consider getting justice. This idea has become normalized in American society, and has also spread to college campuses. It is imperative that we take action as soon as possible to end the cycle of injustice regarding sexual assault, and with the prevalence of survivors on social media, it is getting easier to do so.

In recent years, survivors have been utilizing social media to come forward about their experiences of sexual assault. This avenue allows for survivors to remain completely anonymous and seek justice through the simplicity of storytelling instead of requiring legal action. These accounts are now increasing in number among college communities.

Connecticut colleges are not immune to the staggering amounts of stories that have been published online about sexual assault in places of higher education. The University of Connecticut, for example, is being targeted by students who have been assaulted on campus via an Instagram account titled @UConnSurvive." In addition, Trinity College, Connecticut College, Wesleyan University, and other colleges in Connecticut have begun Instagram accounts for survivors to share their stories. This is one way that students have to fight against the stigma of sexual assault on campus, but it shouldn't be the only thing that they can do. Students should have access to these accounts if that is the way they want to seek justice, but if students want to pursue legal action, it becomes hard for them to do so. Though some colleges do have ways to report sexual assault, most cases go unreported, meaning that students, both present and future, do not have access to the information that

they need to feel safe on campus. This prevents justice concerning sexual assault, which is both a danger to survivors and those who have not encountered it.

Some may argue that Title IX regulations provide adequate protection for survivors of sexual assault, and this may be an avenue that survivors prefer to take when seeking justice. It is up to the survivor if and how they want to report the crime committed against them. However, stating that Title IX regulations enable all survivors to have an accessible path to justice cannot be farther from the truth. With an estimated 5% of students choosing to report their assault to university officials, it is obvious that there is a reason students refuse to file a report. Some students may feel embarrassed, but primarily, students are barred by Title IX regulations from seeking the justice they deserve. Even Harvard students have criticized DeVos's new Title IX regulations, describing it as unclear and actively working to strip rights from survivors of sexual assault. Title IX regulations have also been updated during one of the most stressful world events, which is concerning when considering the importance of these regulations. Due to DeVos's decisions concerning Title IX regulations, sexual assaulters are able to roam free on college campuses while students are left to question the validity of their claims, emotions, and safety.

This injustice is not at all what we Connecticut College students should be standing for. Connecticut residents Ali Hagani and Alex Dahlem have realized this, and have been working on passing Senate Bill 19, which would drastically change the conversation around sexual assault in higher education.

Hagani has been writing Senate Bill 19, a bill that aims to protect survivors of sexual assault on college campuses, since 2019. SB-19 would require every college in Connecticut to quadrennially administer a campus-wide climate survey in order to collect the data that colleges need to make accurate and effective decisions when creating rules, regulations, and laws regarding sexual assault. SB-19 would also require that Connecticut colleges adopt an amnesty policy that would prevent survivors of sexual assault from being punished if they were under the influence of drugs and/or alcohol when the sexual assault took place. SB-19 would revolutionize the amount of information available to students and higher education employees regarding sexual assault, which would in turn create a safer environment for college students to thrive in. It would also help to counteract the consequences of the new Title IX legislation that haunts every student on a college campus.

Now more than ever, it is imperative that students and staff at Connecticut colleges unite to create a lasting change on a statewide level. SB-19 would not only allow students to feel safe,

but it would also protect any staff member who was assaulted on campus. That means that this piece of legislation, if passed, would not only protect you, but everyone around you.

There is one problem though: SB-19 has not been passed by Connecticut's legislators yet. Since COVID-19 hit America, most legislative offices have shut down as well. This shutdown is still effective in many states -- Connecticut being one of them. Since the shutdown, there has been one session in which legislators from Connecticut reviewed important bills regarding COVID, police accountability, and other social issues. SB-19 did not make the list of bills that were included, but Every Voice Coalition's Steering Committee, through numerous calls to representatives, are optimistic about the possibility of SB-19's review during the second special session. The second special session will take place during September 2020, and Every Voice needs your support.

To put it simply, the Office for Civil Rights -- the office that controls Title IX regulations -- is not providing adequate protection for our civil rights. SB-19 would not only be a solution to the blatant disregard that the Office of Civil Rights has for college students, but it is written by people who are affected by governmental apathy regarding sexual assault. These students know what it is like to feel afraid to walk alone at night, to be constantly aware of the people surrounding them, to not be able to express themselves through clothing out of fear, and to refuse an invite to a party out of the fear of being assaulted. These students are aware of how unjustly our society treats sexual assault survivors, and they are willing to change it. But in order to do that, they need student support.

Every Voice is always looking for new voices to add to the conversation about campus sexual violence. We are first and foremost student based, and we are fighting to amplify not just our voices, but everyone's. Without input from students, Every Voice would be disconnected from the issue that we are fighting for: it is up to you to help us continue to fight for you. On college campuses, this coalition not only provides a chance for students to get involved with legislative action, but it can also be an outlet for survivors and allies to channel their emotions into positive action.

Every Voice is present on many Connecticut college campuses, but we are still lacking important voices in some locations. To get involved in this cause, it is imperative that Every Voice CT is contacted through the general email. Now is not the time for silence. Now is the time for change. •

Contact information: Connecticut.everyvoice@gmail.com



Self-Reflection

charcoal on paper; 42x60"; 2018

Brooklyn Hayes '21



Anderson .Paak

32" x 44"

Ezra Norris '21



Fishing Trip

ink, pastel on paper; 18x24"; 2020

Brooklyn Hayes '21



Hollow

(2019), Charcoal

Jake Leone '22



Good Mourning

Watercolor on paper; 18x24"; 2020

Brooklyn Hayes '21

TOP 5 BEATLES ALBUMS

ELI CHRISTOPHER
ARTS EDITOR

It has been 50 years now since some little indie band called “The Beatles” decided to break up after only making 6 years worth of music. However despite their short tenure as a group, apparently these four gentlemen (Jim, Pete, Greg & Rizzy) from some place called Liverpool actually had a reasonably sized impact on modern music and even carved themselves out a nice little legacy along such artists of the 1960s like Norman Greenbaum, The Surfaris and even at their peak, Davy Jones and the Monkees.

Zing.

Honestly is there even a need to write an introduction? They’re The Beatles. The likelihood that someone is

A. Alive

B. Doesn’t know who The Beatles are

And C. Both knows how to read English, and is for some reason choosing to read my rinky-dink article is so small, you’d have a better chance of getting a Beatles reunion.

However, any chance I get to write about arguably my favorite band (“Wow! What unique taste!” - All seven people who read my work), I’ll more than likely take. And seeing as I, a college student born 29 years after their final album was released, am ranking the top 5 albums of the most famous, probably most talked about and debated, arguably most influential, and quite possibly greatest musical group of all time, just go ahead and consider this the definitive list that will be set in stone for eternity and has no need for debate over or even further discussion.

Double Zing.

#5: *Help!* (1965)

I’m sure that those with more expertise on the subject would argue that it’s more, but to a layman such as myself, The Beatles catalogue can be split into two fairly distinct stages. The first of which is the more traditionally poppy, love-song centric music that caused many parents to scoff and many more teenagers to just f***ing SCREAM. 1965 was the year where through their albums *Help!* and *Rubber Soul* The Beatles began to transition away from this. Between these two albums, *Help!* is surely the one I like more.

Help! works wonderfully as a sort of transitional piece in a larger discography. Here is where I see the first legitimate, and very successful breaks both lyrically and musically out of the pop music shell that The Beatles found themselves in for the prior few years. Although I absolutely mean no disrespect to their pop music. In fact, I’d say that this album is more than likely where they perfected this type of song with tracks like “I’ve Just Seen a Face”. However what really sets *Help!* apart are the songs that both sound more mature, as well as begin to discuss deeper themes, or at least more interpersonal ones. Tracks like “Help!”, “You’ve Got to Hide Your Love Away”, “Ticket To Ride” and “Yesterday” make *Help!* The Beatles first all-timer.

#4: *Sgt. Pepper’s Lonely Hearts Club Band* (1967)

Alright, calm down you seven. Of most Beatles album rankings, it is shockingly rare to find this one outside of the top three, or even the number one spot. However, in my case, this speaks less to any sort of fault with *Sgt. Pepper* but more as to just how good the top three are.

Sgt. Pepper stands as solid confirmation of what may be The Beatles’ most unique and powerful legacy. Not only is it an album that is both rich and

complex in its composition, but remarkably accessible despite the new territory it explores. *Sgt. Pepper* plows ahead with what a certain album from 1966 that we’ll get to started. This album confirms that The Beatles had the ever sought after ability to both create their own samples of what was already popular and better it, as well as take something previously unheard of by their audience and say “this is new, but it’s what we’re doing. And you’re going to love it.”

Familiar favorites on this one include “With A Little Help From My Friends”, “Lucy In The Sky With Diamonds” and “She’s Leaving Home”, however the album leaves the very, very best for their closer: The forever contender for their best song “A Day in the Life”.

#3: *The Beatles (The White Album)* (1968)

Normally, the term “rough around the edges” means that an album is flawed, but maybe it’s just me when I say that this actually helps the appeal of *The White Album*. This absolute beast of a double album feels less like a polished set list done in concert, and more like we as an audience have the *privilege* to sit in and watch history’s greatest band just sort of jam for an hour and a half. This album feels like it contains every single chord and sound that The Beatles could think of. But, because it’s The Beatles, it’s awesome. There are plenty of ups and downs, but the ups are some of the uppest ups to ever up. There are legitimately too many great tracks to list here, but the album, and arguably The Beatles whole discography never quite gets better than “Blackbird” and especially “While My Guitar Gently Weeps”.

#2: *Revolver* (1966)

I’ve always felt that the way The Beatles albums evolved, was eerily similar to the progression of the *Harry Potter* series. The first half is very fun, some darker spots, but mostly cheerful. The second half starts with a sort of bang that says “That stuff isn’t entirely gone, but get ready for some real s***t.”

Effectively, *Revolver* is the second half of *Goblet of Fire*.

Revolver is in my opinion as close to a perfect album as you can get. It is the progression of the type of transition I described for *Help!*, and the beginning of the type of game changer I described for *Sgt. Pepper*. This is the perfect balance between the two stages of The Beatles. For every classic, lovable pop song (“Yellow Submarine”, “Here, There And Everywhere”, “Got to Get You Into My Life”) there is a new, contemplative, profound musical exploration (“Eleanor Rigby”, “For No One”, “Tomorrow Never Knows”). If you’re looking for an album that is both fantastic, and gives you a relative understanding of the whole band, this would be my pick.

#1: *Abbey Road* (1969)

Although *Let it Be* (1970) may have been their last album released, perhaps the most famous album of all time (indisputably the most famous cover art) was actually recorded after. And for all intents and purposes, this is The Beatles’ grand finale. This album has every Beatles staple: All time classics about nonsense (“Come Together”, “Octopus’s Garden”), Upbeat songs about horrible things (“Maxwell’s Silver Hammer”), Incredibly dark sounding songs about nice things (“I Want You (She’s So Heavy)”, “Because”), beautiful songs about beautiful things (“Something”, “Here Comes The Sun”) and songs that give you inspiration and hope for all humanity (“Carry that Weight”). And if not to show off enough, The Beatles cap their final album with a 9 song medley that is perhaps their greatest work, and leave you with some of their finest, most resounding lyrics: “*And in the end, the love you take is equal to the love you make.*”

Almost as good as “Piggies”. •

Untitled

Photograph

Helen Fulmer '21



Hayley Series

Photograph

Vessel Day '21

Front Page Oil Painting by Zoe Walker
Quarantine Portrait #1, 2020, oil paint on linen canvas