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THE COLLEGE REPUBLIC

VOL. I NO. 2

NEW LONDON, CT.

FEBRUARY, 1982

CCF Plots Conn's Future

Connecticut's Marketability

By Rob Mahoney
and Chris Horrock

The Connecticut College administration has recognized that demographic trends will sharply curtail the number of applicants over the next fifteen years.

In order to meet the inevitable decline in numbers of students, President Oakes Ames mandated the Committee of Connecticut's Future (CCF) to investigate the college's current market position.

After a year of deliberations, the committee has issued Part One of the Report on Connecticut College's Future.

Part One, which outlines recommendations for the college's survival, was given to the Trustees in December '81 for review. They will be at Connecticut College in mid-February to vote on the proposals.

The faculty received a copy of the report in a special faculty discussion on January 27, 1982. The four page report was declassified the following day.

Part One is the culmination of an earlier Interim Report researched by the committee. The Interim Report is a longer, more sophisticated document analyzing specific factors and trends that will affect Connecticut College in the future.

In the face of national and regional population declines, there is serious question as to whether Connecticut College can maintain its "highly competitive position" as a Liberal Arts Institution.

As the U.S. approaches the tail-end of the baby boom, the college confronts a 38-42 percent drop over the next fifteen years in the pool of applicants from which it now draws students.

The 35 page report compared the strengths and weaknesses of Connecticut to other small liberal arts schools. The data was collected by the American Council of Education — a national organization which administers an annual study of socio-economic trends in the freshmen class. Family income, particular interests, and reasons for the student's choice of a college are samplings of inquiries made on the questionnaire.

Based on this study as well as similar data from CEEB and the committee itself, the interim report states that Connecticut attracts students with unusually strong preferences in the arts, humanities and social sciences, and unusually weak compared to math, computer and science.

CCF's comparative study of Connecticut with sixteen other schools was hallmarked

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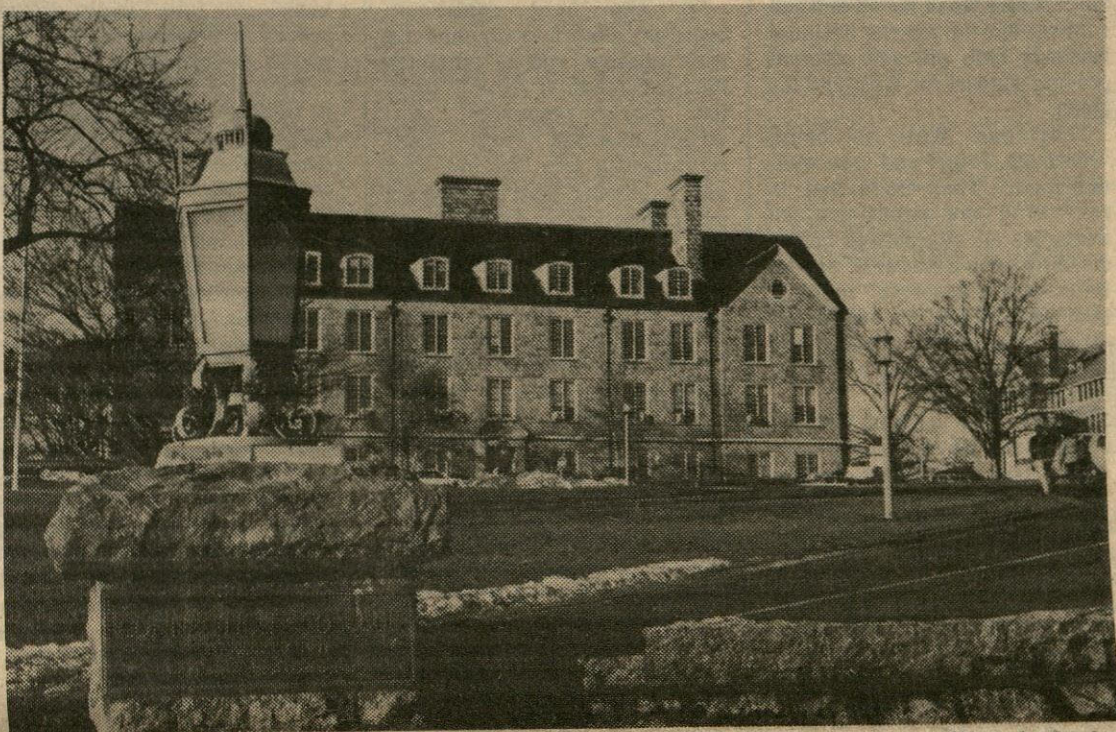


Photo by Rocky

Scientific Illiteracy in the U.S.

By David Litoff

A recent government report "Sciences and Engineering Education for the 1990's and Beyond," found a trend toward "scientific and technological illiteracy" in the United States. This report states that over the past 15 years there has been a decreasing national commitment to the sciences. The report found that the focus on "basic education" in many schools often failed to include the sciences.

Apparently the sciences are not generally viewed as "basic education." Nationwide, many secondary schools are requiring fewer science courses for graduation while colleges and universities have lowered their science requirements for admission. After citing these facts the report backs away from laying any blame on the schools by stating that "the schools are but reflections of the national commitment...and therefore are not so much the cause of the condition as a result of it."

At Connecticut College a student can spend four years taking a total of 32 courses where only one must be a science course. Does a single course prepare a "well rounded" graduate to make responsible decisions regarding science and technology in society?

Politicians as well as the general public are frequently forced to make judgements concerning science and technology. One of the most controversial technological issues of political interest is nuclear power. Although many people feel very strongly on this issue, most are completely ignorant of the concepts of nuclear energy or nuclear arms.

Very few people actually know what radiation is and how it is damaging to the human body. One can't make informed judgements unless one has some basic knowledge of the issue.

Another controversial issue concerns the environment, a very highly complex biological system. Dr. Gertrude McKeon of the chemistry dept. states "it is vitally important for people to understand the problems as well as be concerned about them. Many people today are concerned about the environment but they have no real understanding of it. She went on to say that only informed decision-making will aid in solving environmental problems. In order to make responsible decisions regarding the complex issues facing us today, it is imperative that man has some basic understanding of science and technology.

A professor at Harvard University, Nathan Glazer, summed up this problem by saying that in the past 10 years there has been an alarming growth in what he called an "antiscience mentality," particularly among those Americans who should know better—the ones with advanced educations. The government report stated that one reason good scientific educators are in such short demand is that industry can afford to pay scientists higher wages. This practice results in job vacancies or jobs filled with employees who have only "marginal capability in these teaching areas."

The government report does present some recommendations for reversing this trend characterized by negligence in recognizing science and

technology as important fields of study. One recommendation was to create a President's Council on Excellence in Science and Technology Education. The objective of this council would be to encourage students to enter these fields and support excellence in scientific and technological education in the United States. The report found a "desperate need" for curricula for students not interested in professional scientific careers, and recommended that schools

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A Buyer's Market

By Rob Mahoney

"Sweeping changes urged for Conn. College" read the front page headline in the January 20 issue of *The New London Day*.

Perhaps not "sweeping changes," but as the Report of the Committee on Connecticut's Future declares: "Connecticut College deserves its reputation as a quality liberal arts college," and changes are considered imperative.

Due to national and regional demographic declines, Conn. is planning for a contraction of about 15 percent. This means the college will have to shrink the student body by 220 spaces. Consequently, sixteen faculty positions and a proportional number of non-academic personnel must be eliminated.

News Analysis

If it were simply a matter of contraction, there would be little problem in maintaining and even improving the college's present strengths. However, CCF proposes a shift in academic emphasis ("resource allocation"), and the construction of an athletic-center with a price tag in the range of \$5 million.

When asked how this could be done without undermining Connecticut's present strengths, President Ames confessed: "This is one of the great challenges we

Cont. on page 7

UPDATE ERA

By Lisa Battalia

On January 13, 1982, the Oklahoma Senate rejected the passage of the equal rights amendment. Last week, an Idaho district court ruled that extension, granting the ERA until June 30, 1982 to secure the 38 states needed for ratification, unconstitutional. This same court also ruled that states who already voted in favor of ERA can rescind their vote.

Is ERA dying?

On a national level, three college students just suspended their education to start the National Organization for Women's (N.O.W.) campus project. Together with other groups, such as the ERA task forces' missionary project, they hope to get this amendment ratified.

Citizens of Connecticut, who have already ratified the national as well as a state ERA, are now using their energies to lobby in unratified states. According to

Elaine Bono, treasurer for the regional N.O.W. organization, a message brigade is in full swing. Supporters of this project send messages to residents of unratified states expressing their beliefs in ERA.

Vicki Kurtz ('85) president of EQUAL: equality under the law is organizing a movement on the Conn College campus. The group hopes to secure message cards from students that come from unratified states as well as circulate petitions, show movies, and sponsor the South Eastern N.O.W. organization on February 15, in Cro.

Student opinion would seem to applaud these efforts to secure passage of the amendment. Ann Scarrit ('84) believes we need ERA as a legal precedent to fight against discrimination. The fourteenth amendment is not enough, she adds, as it only makes a case against religious and racial discrimination.

Cont. on page 2

Watt About the Environment

By Susan Pratt

James G. Watt, Secretary of the Interior under the Reagan administration, has proven to be one of the most controversial political figures of the time. His policies and proposals have come under the attack of numerous conservation groups who fear that this man will do irreparable damage to this country's wilderness areas.

As Secretary of the Interior, James Watt heads a department which oversees 519 million acres of publically owned lands in the United States. He is responsible for decisions which determine what public lands will be used or exploited for their resources and what areas will be preserved for recreation and conservation purposes.

But Watt has demonstrated, through some of his proposals, that he is much more interested in the exploitation of public lands by industry than in the preservation of lands for posterity. His major proposals include plans to open environmentally sensitive coastal areas off the California coast to oil and gas exploration, to endorse drastic cuts in the federal budget for environmental programs, to advocate for increased mining activity in wilderness areas, and to recommend that potential wilderness lands be released for industrial development.

Clearly, Secretary Watt shows an eagerness to promote industrial development at the expense of environmental quality. Watt feels that the United States should tap the nation's wilderness if there is evidence of a significant presence of mineral resources which would prove vital to the economy and to the national interest at large.

Two areas in which Watt has been especially vocal concern the coal-mining industry and the oil industry. He feels that the government should usurp some of the states' powers and determine for them where to drill for coal and what quantities to produce. His goal is to triple the amount of coal now being mined in federal lands. In a similar situation, Watt has been attempting to circumvent state opposition, (specifically in California), to offshore oil development and to accelerate and expand oil drilling and resource exploration in the Outer Continental Shelf. These two examples blatantly show how Watt intends to wield his power to please his supporters in big industry.

Watt and his ideas do indeed have support in America. Energy lobbying groups that represent the cutting edge of the oil and gas industry and burgeoning business interests both on- and offshore provide support for Watt and his plans.

They hail Watt as being "thorough, bright and very well-informed." They claim that in reviewing the situations, he examines all alternatives before deciding upon a course of action. He is said to advocate "multiple land use" which, his supporters claim, "represents making land available for industrial as well as recreational use."

However, even some of Watt's supporters have reservations about the politician's actions. They fear that some of Watt's more drastic and unpalatable policies will create a "potential environmental backlash problem." Industries fear that conservationist groups will resort to environmental lawsuits to challenge Watt's power. This concern over the intentions of the conservation groups have lobbied vigorously against this man in an effort to reverse decisions and oust him from office.

Opposition to Watt and his proposals centers around such organizations as the National Wildlife Federation and the Wilderness Society. These organizations have lobbied for the removal of Watt from office, fearing the consequences of his policies. They see Watt as being

"absolutely, ideologically and fundamentally opposed to everything that environmentalists had fought for in the last 25 years." For them, he does not take the balanced approach that they believe in "between environmental protection and a sound economy, but tips the balance in favor of short term economic considerations."

Ironically, Watt, in retaliation, has called environmentalists "the greatest threat to the ecology of the West." Watt reasons that by preventing orderly development of energy resources in the West now, environmentalists would cause those resources to be developed later in a crisis atmosphere, resulting in the "ravaging of our land and the destruction of our natural environment."

So, the feud continues. Secretary Watt's sympathies lie with industry, and he promotes the exploitation of natural areas for more resources. Environmentalists and conservationists are anxious and infuriated over Watt's proposals and accusations and endeavor to oust this political figure who threatens the well being of the nation's remaining natural areas.

ERA

Cont. from page 1

Agreeing is Larry Bacer ('85) yet he cites his fear that it might be misused, adding that there can be no more ladies specials at bars and ski slopes. Now they'll have to be people specials.

Chivalry and ERA are two separate issues according to Sharon Gillis ('84). Equal protection for women, under the law, does not mean men will stop opening doors for them.

Scott Cornbaum ('84) feels a strong need for equal rights yet wouldn't want his wife sent off to war. He looks for more specific legislation than the Equal Rights Amendment to solve discriminatory problems.

David Karal ('85) cannot understand the opposition to ERA, especially a woman. "Why wouldn't women want to be equal" he asked. Yet opposition exists. Possibly because the opposition plays on people's fears that it would decide on their own values. For example, Senator John Young's opposition was based on the fear "that it would legalize homosexual marriages."

Possibly people are misinformed. All ERA does is ban discrimination because of sex. Many people feel that we all have this right yet women make 59c to every man's \$1.00. That has led Jane Torrey, professor of psychology, to believe the opposition is a matter of economics. Major corporations will lose a lot of money if they have to pay women equal wages. Consequently, they give much financial support to the opposition.

Is there a future for ERA in spite of the opposition? It is a very simple law guaranteeing equality for both men and women. Therefore everyone has something to gain from it.

Contradictions in Reaganomics

by Don Peppard
Associate Professor of Economics

I believe it was Harry Truman who said he wished he had a one-armed economist who could not say "On the one hand..." but on the other hand." There seem to be many "other hand," contradictory elements in the economic policies of this administration, and I believe they have not received enough attention, in spite of articles in the popular media.

This is an administration that is widely perceived as the most pro-business since the days of Herbert Hoover. Clearly that is Reagan's intention, but the results are not as effective as he might wish. The tax cuts, investment incentives, and defense spending are all supposed to help enhance corporate profits, but it is easy to lose sight of the effects of the larger package of policies of which these are parts. For example, the tax cuts and defense spending increase combine to make loose fiscal policy (deficits), which when combined with a tight monetary policy (to fight inflation), lead to high interest rates. High interest rates, in turn, have wreaked havoc on corporate balance sheets and, in particular, small businesses. Furthermore, like all recessions, the one that was created for 1981-82 has hurt corporate profits and caused a rising bankruptcy rate. Finally, defense spending may be a boon to some sectors of the economy, but it may draw away critical resources and skills from other high technology corporations.

The shape of the tax cuts and the decimation of social programs is causing a redistribution of income from poor and middle households to the rich. This may prolong the recession because it takes income from those who spend all of their income and transfers that income to those who spend a much smaller fraction of it. This is the first time since the 1930's that a recession has been accompanied by declines in nonmilitary government purchases and by cuts in income transfer programs such as food stamps. The higher unemployment in a recession also contributes to budget deficits by reducing income tax revenue and raising the payments under programs like unemployment compensation.

The tax cuts may have other contradictory effects. If they lead to more spending, they will help the recovery from the recession, but they won't help finance new investment. The new spending may lead to another expansion in credit demand that may cause a tightening of monetary policy and lead to higher interest rates. On the other hand, if the second stage of the tax cut comes in July is saved, it will not help get out of the recession.

The recently announced New Federalism comes at a bad time for states and localities. Just three years ago, state governments were financially strong; now, they are much weaker, having to raise

Cont. on page 7

SI VIS PACEM, PARA BELLUM

By Argus
OR

A SMALL CONTRIBUTION TO THE
GREAT DEBATE ABOUT THE FUTURE

1. The college is a public institution. It is a coherent formal expression of the dialectic of its world and a substantive participant in the dialectic itself.
2. The college is a major repository of the continuous traditions of man. It is, therefore, an institution dedicated to the proposition that at birth man is only an inheritor to a constellation of biological events, and that man's claim to his estate is expressed in the form of a planned, conscious effort.
3. This effort is education, the making of man.
4. Education entails a rigorous definition of the self and the world. It destroys the exhilarating notion of the self as "an original and given reality", just as it forces upon the self the notion that the world is knowable.
5. Education is not a matter of learning only what one wants to know, nor is it a matter of teaching only what the market demands. It is a matter of what one must know before one can form a reasonably sensible notion of priorities.
6. Education which entails only the acquisition of what one wants to know is the education of the market place, determined by the real or perceived cash nexus of knowledge.
7. Education which entails total subservience to the demands of the market place (otherwise known as "the real world") fails to consider the fact that education is life, not only a means to it.
8. Such education is based on two assumptions: first, that those who are intimately involved with education do not see "the real world" as clearly as, for instance, administrators, admissions officers, and, ultimately, the trustees; second, that all educational requirements are context-dependent and variable.
9. The first assumption is so offensively biased that it requires no rejoinder. As to the second, we maintain that some requirements are not context-dependent and variable, that these are fundamental and universal, and that context-dependent requirements are parasitic upon them.
10. The presumption of fundamental and universal requirements creates in untutored minds the appearance of arbitrariness and "backwardness." This perceptual disorder is dangerous but not incurable.
11. The college must acknowledge and assume a dual and as a rule uncomfortable responsibility: to the pursuit of knowledge and to the world in which it functions.
12. The college discharges its responsibility to the world by trying to see it as it is, not as it appears. It discharges its responsibility to knowledge by living it in the world.

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Excluding Students

Constance H. Cole
Instructor of Government

On December 9, 1981, the Committee on Connecticut's Future (CCF) circulated the first part of its report to the Faculty of the College. The basic assessment of the needs of the College is generally accepted, but there has been, as there should be, debate about the means and priorities of change. In spite of the Administration's and the Committee's requests for confidentiality, the New London Day received enough information to print a general article about proposed changes, in the Wednesday, 20 January 1982 issue.

Student involvement in the discussions, much less in the composition of the policy, has been minimal. There are three students on the CCF, and members of SGA were briefed before Christmas recess. SGA members requested but were denied a chance to read "Part One" itself. The Administration and Committee have not, to my knowledge, solicited student opinion either through representatives or through general meetings of the student body, at large. Some readers of the Day know more about plans for the College's future than do most tuition-paying students.

The failure to attempt to involve students in this process of revision seems both unfair and self-defeating to the College as a whole. It is unfair in that some of the proposed changes have the potential to effect the range of opportunities available to students who are currently enrolled. Particulars of the education they thought they were getting as Freshmen may not be available by the time they are Seniors. Some Dance students have already witnessed such diminished opportunities. This is also a great chance to stimulate College-wide discussion about what a college education SHOULD be - one aspect of an educational experience that seems sorely neglected at Conn College. Why are we EXCLUDING students from this most idealistic of undertakings - an attempt at "perfecting" the College?

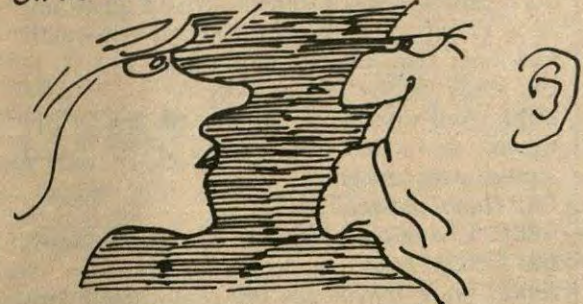
Failure to solicit student views is also self-defeating, in that it deprives the CCF of important information. Consultation with students promises to supply models of students' processes of selecting an undergraduate institution that heretofore appeared as speculation. In both the CCF "Interim Report" and in the "Response" circulated by a group of Faculty, the process by which students select a college is fabricated either from aggregate survey data (that may or may not be "representative" of the choices Conn students make) or from hypotheses about how students think about intangible college characteristics. Why not turn to the resources readily at hand? Not only will future students most directly feel the consequences of policies undertaken by the Administration, but students are the subjects of policies and for whom policies are designed. Why ought not students be the people, in part, by whom the policies are designed?

In frequently at Faculty Meetings, one or another of my colleagues will rise to make a point, and, in passing, will decry the loss of Faculty "power" that is attributed to student demands of about ten years ago. In conversations with various of my colleagues, I have also heard implications of the difficulties of relying on students to express "responsible" opinions on matters of policy. I find such inferences puzzling. After all, as Faculty we make our livings by engaging in the process of teaching. If we cannot consult our students about education, what does that say about our "teaching"?

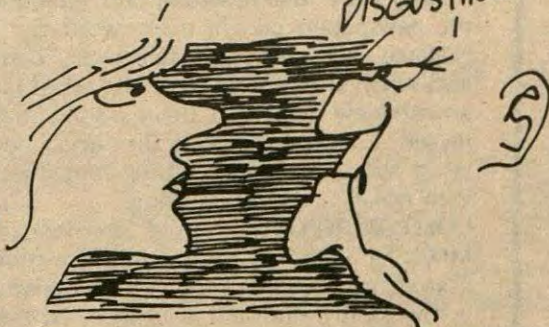
In short, I could not disagree more with the exclusion of students from discussion on the future of their College. We need not dismiss the potential gains of ad hoc participation even in the absence of a tradition of broad participation. We have with us 1700, or so, minds capable of admission to a "highly selective liberal arts college." Admittedly, they are not the elusive students of the future, but they are much closer in mind-set than are we of the Faculty and Administration. Why not ask them to join in assessing the strengths and weaknesses of the College and the plans for its future? Why not ask people who are actively engaged in each of the four years of a Conn College education whether strength in the Humanities and Arts can stand the test of time? How are we to determine the salability of a particular curriculum or the marketability of the College as a whole without consulting the consumers?

Feiffer

"EQUALITY OF RIGHTS UNDER THE LAW SHALL NOT BE DENIED OR ABRIDGED BY THE UNITED STATES OR BY ANY STATE ON ACCOUNT OF SEX."



THAT'S THE ENTIRE TEXT OF THE EQUAL RIGHTS AMENDMENT.

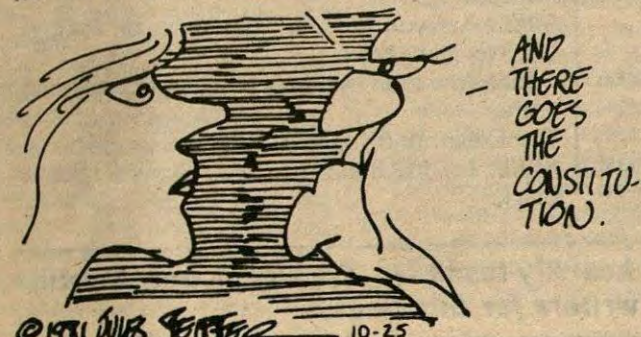


WHAT'S DISGUSTING?

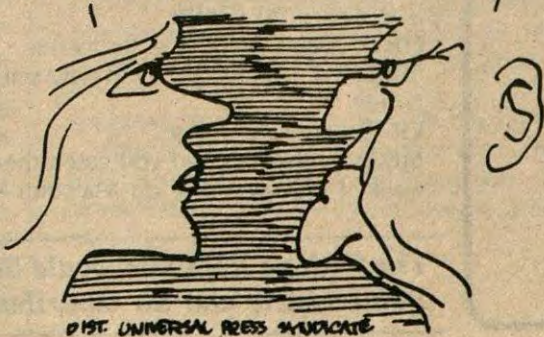
THE LANGUAGE! WHAT HAS THIS COUNTRY COME TO WHEN A WORD LIKE "SEX" GETS INTO THE CONSTITUTION?



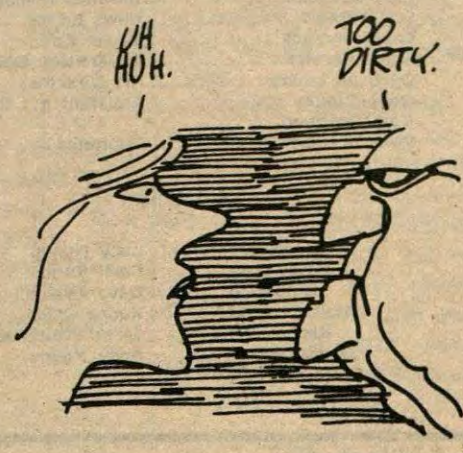
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WHAT IF THE WORD "SEX" IS CHANGED TO "GENDER"?



IT STILL REFERS TO WOMEN DOESN'T IT?



UH HUH.

TOO DIRTY.

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By Vicki Kurtz
The National Organization for Women is a group that was organized in 1967. The members of this organization are pledged to fight tirelessly for the ratification of the Equal Rights Amendment. NOW has grown in membership from 3,000 to more than 70,000 in less than four years. The organization has also become more representative of mainstream American women. This new and increased understanding of women and their plight is also representative of the general attitude of the population.

As of the June 1981 issue of Time Magazine, the ERA had 2-1 support among the American people. A poll taken in April of 1981 found that 61 percent of the people supported ERA. A Washington Post - ABC News poll, conducted at about the same time, found Americans supporting the ERA by the same percentage. The poll asked: "Do you or do you not hope that the Reagan Administration will work for the passage, into law, of the Equal Rights Amendment?" 65 percent polled hoped President Reagan would, 29 percent hoped he would not, and 10 percent were not sure.

The ERA is a proposed amendment that would give women and men equality under the law. If ratified, it will become the 27th Amendment to the Constitution of the United States. It was passed in 1972 by Congress after having been introduced forty-nine years before, in 1923. Since 1972 the amendment has been pending before the state legislature for ratification by the necessary 38 states. In 1982, just three more states are needed before the amendment becomes law.

The amendment has been endorsed by every U.S. President from Eisenhower to Carter. Ronald Reagan is the first President to reverse the 40 year support of the Republican party for the equality of rights for women and men. The Democratic party has continued its support for the ERA. Thirty-five states have already ratified the amendment, representing 72 percent of the United States population. These states recognized that laws banning discrimination practices do not eliminate the problem of discrimination without clear rational constitutional protection.

Equal Rights

Opponents of ERA have expressed fears that the passage of the amendment will provide for the installation of co-ed bathrooms. But the ERA is a legal issue first and a social issue second.

"It is simply 51 words that state that the Government cannot pass a law that restricts the rights of women and men."

Relationships between women and men will continue to be a private decision on the part of individuals. Privileges that male persons now enjoy will be extended to women.

Another argument used by the opponents of ERA is that under it, women will have to engage in

military combat. The U.S. Constitution gives Congress the power to draft women as necessary. ERA does not affect this power, but would give women the right to volunteer for service and would also give them some of the benefits now being received by men, such as GI educational benefits and deferments. It could be presumed that since men are assigned civilian type jobs (almost 9-10) then this benefit would be granted to women as well.

People should accept the ERA for what it is, a law that states that no one can be discriminated against because of sex. Equal rights for everyone threatens no one.

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The Future Isn't Over

By Chris Horrock

On January 27 a faculty meeting was held to discuss plans proposed by the Committee of Connecticut's Future (CCF). Part I of their report was distributed to faculty members. Immediately prior to the meeting, the **College Republic** acquired a copy of the report. This 4-page plan is a refinement of an earlier committee report entitled "Interim Report from the Committee on Connecticut's Future." The latter document is twenty written pages, supported by fifteen pages of tables and graphs. The heading on page 1 reads in bold print: "CONFIDENTIAL."

In the long run, the proposals described in the report are favorable to the college community. There is little disagreement that Connecticut College needs better athletic facilities. Also, strengthening four academic departments — mathematics, physical science, computer science, and economics — certainly is in the college's best interest.

The short-term outcome, however, will have adverse effects on students, faculty, and the general Connecticut College community. The obvious question to ask is: how will these projects be financed? The answer given by the committee (and reaffirmed in an interview with Oakes Ames — Connecticut College president) revealed that some money must come from cuts in both academic and non-academic areas.

It is estimated that the proposed sports complex will cost in the range of \$5 million. Between fund-raising for and actual construction of the building, no benefit of a sports complex will be enjoyed for at least five years. Therefore, this semester's freshmen — class of '85 — will never utilize the facility.

Cuts in the faculty-student ratio, nevertheless, will begin next fall. Continuing-students (not only the freshmen), then may discover that by their senior year, fewer courses will be offered in their respective departments than when they were freshmen.

A contradiction in the report is, that while the committee aims to improve "student-life", it is ignoring the current problems in this area. For example, crowding two students into single-room housing and three students into double-rooms will remain an inconvenient reality.

Unfortunately, solving problems of the future does not address resolution of today's dilemmas. The practice of housing students in basements and in the infirmary will continue.

The administration has promised for several years that it would renovate Palmer Library. The idea being to convert Palmer into a humanities center with faculty-offices and two or three new lecture halls.

This "priority" now couples with another recommended by the CCF — the sports complex. Funding both of these will be difficult.

The question should be raised: is the college monetarily prepared to undertake two major construction projects, as well as progressive financing in

departmental build-ups?

The Interim Report has stated that what is most important to the Connecticut College environment, at this point, are changes which improve the marketability of this school to future freshmen. One pressing aim is to attract more male applicants.

The proposed changes, it is assumed, are in the best interests of education. However, the college community must cautiously analyze the fine-line distinction drawn by the administration between education and business.

The committee's suggestions for marketability make Connecticut College analagous to a business at-treating new consumers. It is vital that traditional core liberal arts subjects, in which Connecticut is strong, must not be sacrificed merely to attract more customers to a saleable commodity.

Another critical question to be asked is how high school demographic trends, based on a 1973-1980 CEEB study, can predict how future students will choose major fields of study. The report spends a great deal of time trying to infer how future high school seniors will respond up to the mid-1990's.

The data compiled in the report seems to address a different topic than the conclusions drawn. These conclusions might actually be true. However, to say that the data examined necessitates those conclusions, i.e. financing those particular departments, is inaccurate.

The committee might have suggested strengthening the existing humanities departments to a greater competitive level. Why did it not discuss the possibility of creating business or communications departments? These would have significant effects on the numbers in the applicant pool.

One significant graph, issued by the CEEB report, demonstrates that the expressed preference trends of college bound high school seniors of both sexes has remained stable in the arts and humanities from 1973 to 1980. Meanwhile there has been a steady increase in percentages of both sexes in business, commerce and communications in that same period. If this piece of data were interpreted accurately, Connecticut might consider developing an interdisciplinary program in the communications field.

Such discrepancies have caused some professors to feel that the demographic trends cited in the report were mere rationalizations for conclusions that were already reached by the administration. The facts, they feel, which were meant to underlie the conclusions, were in actuality scarcely related to them.

There is really only one certainty that can be attributed to high school seniors: that is, that they will change their minds. Joan King, Dean of Freshmen, realizes this better than anyone.

If the CCF truly wishes to strengthen the college, we at the **College Republic** believe they do, the straightforward and most effective approach would be to seek suggestions from those in the best position to reply, i.e. the faculty and students.

There were three students sitting on the committee. When the question of choosing students to serve on the committee was put to Oakes Ames in an interview, the college president evaded the question, charging responsibility on the subject to Dr. Warren — chairman of the CCF.

When Dr. Warren was confronted with the question, he replied, "I don't know...we had the first meeting and the three students were there. You'll have to ask Paige Cottingham."

Paige Cottingham, President of SGA and one of the students on the committee, was also uncertain of the selection process.

The chairman of the committee suggested that these three students were representative of the student body. Regardless of the accuracy of this statement, or the procedure of their appointment, it remains clear that these members did not communicate with the student body at large.

If the CCF's policy is to strengthen the institution overall, why did the report neglect to mention anything about strengthening the library resources?

Services for the faculty have already been cut and stand to incur further reductions to finance the proposals. One professor interviewed stated that only one typist served he and twenty-four other colleagues. Mimeograph service and research assistants in the library were also cut in previous years.

Connecticut College cannot be a good academic institution without qualified faculty membership. Professionally speaking, the report does not give the faculty any support. Perhaps this institution would be better served if the committee's policy emphasized attracting and maintaining the high quality of faculty we now have. If not, we may waste one of our most marketable features.

An ambiguous area in the plan concerns what have been coined "task-forces."

These seven groups will be composed of volunteer professors and students. The purpose of the task force is to discuss topics that in four instances, were not even mentioned in the Interim Report. Financial aid offerings, for instance, are one such subject.

How much the college can actually strengthen those underdeveloped areas to competitive levels is questionable. For example, can we really be challenging in the computer-science field? How long and how much would it take?

Finally, in the genuine interests of the college community, discussion of complex situations, such as this, is necessary and vital. A variety of open-minded input, rather than assumed homogenous ideas untried by the light of critical reflection, will certainly foster appraisals far more realistic.

The **Republic** wishes to further any discourse among students, faculty, administrators, and trustees for the sake of the overall well-being of Connecticut College.

THE COLLEGE REPUBLIC

VOL. 1 NO. 2

NEW LONDON, CT

The **College Republic** is an independent, liberal newspaper for the entire campus community. It is designed entirely to be a forum for debate and discussion on issues and concerns pertinent to the college community. It is not affiliated with any political party. It is a non-profit, student-run organization, financially based on the complete dependence of local advertisers.

All articles, except letters to the editor, may be considered the opinion, property and sole responsibility of this paper. The **College Republic** reserves the right to edit all letters for grammar, brevity and libel.

The **College Republic** invites and encourages all letters from students, faculty and administration. We offer the express opportunity to voice your opinions and views. Address all letters to **The College Republic**, Box 1301 Connecticut College, New London, CT 06320.

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EXTRA DRY

By Peter Kasparson

I Take It Black

Mike Wallace got caught with his pants down. While doing a story about attaining loans, he made a racial slur. The TV cameras had stopped rolling, but a tape recorder, and subsequently, the newspapers caught every word. But Mike Wallace is a respected television journalist, and, when **The College Republic** asked him for an interview, he agreed. Being a solid journalist myself, I vowed to evade the racial incident. What follows is a hard-hitting interview I did with Mike in Cro snack shop.

COLLEGE REPUBLIC: Good afternoon, Mike.

MIKE: Hi, Pete. It's a little chilly down here in Connecticut, wouldn't you say? By the way, this is my good friend and colleague, Ed Bradley.

CR: How do you do, Ed.

ED: Good, thanks.

MIKE: Ed is black, you know.

CR: Ah, ...you're right.

MIKE: Ed and I have been friends for...how long is it, Ed — 20 years?

ED: It seems more like six to me.

MIKE: Of course. Ed, help yourself to some coffee.

CR: So anyway, Mike...

MIKE: By the way, did you catch the show last week? I did the piece on Malcolm X. I loved

doing the story, I really did.

CR: Ummm, you could tell. How many...?

MIKE: Excuse me. Let me interrupt for a second. Besides Ed, the guy I really admire in our business is Max Robinson. What a gutsy guy he is. I'll let you in on a little secret — I watch Max over Dan Rather every night.

CR: Wow, really? But anyway...

MIKE: And when you talk TV, ask any of my friends — I cried like a baby when "Good Times" was cancelled.

CR: That's not really what...

MIKE: I have nine Motown albums at home.

CR: C'mon, Mike...

MIKE: Wait, maybe it's ten Motown albums.

CR: Mike, please!

MIKE: Huh?

CR: Mr. Wallace, this interview is to discuss the TV news business and your many years with "60 Minutes."

MIKE: Are you kidding? You must be joking.

CR: No joke, Mike.

MIKE: Why didn't you say so? Ed, get me some coffee.

ED: Cream and sugar?

MIKE: Ed, my main man, you know I take it black.

The College Republic would like to heartily thank our Faculty Board, Mystic Publications and all contributing writers for this issue.

ON THE ROCKS

by Kenny Larkin

Center Ring

Whenever I listen to Reagan speak it is always with amusement and anxiety. It's like going to the circus. Everybody enjoys watching a clown. And yet there is a great potential for disaster at the circus — a trapeze artist makes one miscalculation and he plunges to his death. With the presidency, however, the risks are far greater. Just one little "off the cuff" remark such as "Brezhnev's a yellow-bellied sap sucker" and we'll all be three billion hunks of radioactive steak tomorrow morning.

I should therefore like to share with you the highlights of President Reagan's State of the Union message and indulge in a little bit of personal commentary.

"Today marks my first State of the Union address to you, a constitutional duty as old as our republic itself."

The President is telling us that he is not on the podium for fun or personal aggrandizement but rather out of patriotic duty. Therefore we should not scoff or fling onion dip at his image on the television screen because we missed "Dallas" or re-runs of Bowling for Dollars.

"President Washington began this tradition in 1790 after reminding the nation that the destiny of self government and the 'preservation of the sacred fire of liberty' is 'finally staked on the experiment entrusted to the hands of the American people.' For our friends in the press, who place a high premium on accuracy, let me say I did not actually hear George Washington say that, but it is a matter of historic record."

Can you criticize someone who is merely following the footsteps of Washington? No way. As to the little joke, Ronnie is letting us know he's just a swell guy and that lately the press has been picking on him. George Carlin has also pointed out that humor can also be an effective defense mechanism. If you're not a big tough fighter dude, or get tired of running a lot, it's good to be funny. No one's going to hit a guy laying in the middle of the street acting like an imbecile.

"What we do and say here will make all the difference to auto workers in Detroit, lumberjacks in the Northwest, and steelworkers in Steubenville who are in the unemployment lines, to black teenagers in Newark and Chicago..."

Won't it also make all the difference to share-holders of GM in Lake Forest, presidents of lumbering companies in Mercer Island, steel factory owners in Shaker Heights who've been forced to trade in their Rolls-Royces for teensy weensy BMW's, and to the teeming masses of simple everyday corporate executives in White Plains and Greenwich? I thought it very

unfair of President Reagan to disregard this segment of the American population. After all, they are the backbone of economic recovery; making piles of money so that some of it will eventually trickle down and help the poor slob in Cleveland and Newark.

"Together we have begun to mobilize the private sector — not to duplicate wasteful and discredited Gopvernment programs but to bring thousands of Americans into a volunteer effort to help solve many of America's social problems."

The Nazi march in Skokie and the Ku Klux Klan rally in Meriden are just two examples of fine volunteer participation which have contributed to social equality. Plus consider the innumerable institutions which have "voluntarily" ended their practices of racial and sexual discrimination.

"Contrary to some of the wild charges you may have heard, this administration has not and will not turn its back on America's elderly or America's poor."

On the contrary, this Administration has and will probably continue to spit in their faces.

"Some will also say our states and local communities are not up to the challenge of a new and creative partnership...This Administration has faith in state and local governments..."

Surely we can trust our state and local governments. Consider former Philadelphia Mayor Frank Rizzo who, while in office, made a plea for "white power" and on another occasion proclaimed that his police force was capable of conquering Cuba. Let us also not forget Lyndon LaRoche, a New Hampshire politician, who says that everybody who has ever smoked marijuana should be thrown in jail and he insists that America must "go nuclear." Yes, we'll be safer in the hands of local government.

"When radical forces threaten our friends, when economic misfortune creates conditions of instability, when strategically vital parts of the world fall under the shadow of Soviet power, our response can make the difference between peaceful change or disorder and violence."

Obviously, this is a reference to the situation in El Salvador where U.S. intervention has indeed made a difference.

In conclusion I hope you don't think any less of our President because of this article. Ronald Reagan's just a simple down-to-earth guy trying to promote a little truth, justice, and the American way. I just don't want to be around when the show's over. On second thought, none of us probably will be.

readers respond

SECURITY

To the Editor:

Congratulations to all of you for a successful first issue. I particularly applaud the selection of the question of campus security as the focus for a number of articles.

I think I am the referent for the "Two cases of assault by non-students against a female professor while jogging..." in Dave Tyler's "Surge of Crime." If so, I must correct the record: I was assaulted while jogging on Williams Street close to the Children's School. Once is certainly enough, and hopefully no other female jogger experienced the same. It's one case.

It's one case that still makes me wonder. I have run in Chicago, D.C., Los Angeles, and other places stereotyped as "dangerous." I had never been mugged before last September, here at Connecticut College. I think that is worth emphasis: it can happen here and it does. Students ought to be aware of what happens. Housefellows ought to receive accurate information and discuss with their dorm-mates the good and bad things that occur on campus. After all, it is those of you who live there who have to deal with the problems, not those of us who pass through, mostly in the daylight.

My experience leads me to value highly the role of Campus safety. They saved me from being raped, primarily just by appearing on the scene. Unfortunately, the patrolmen almost did not come to my aid. The students in Lazarus were making so much noise that the patrolmen had trouble discerning who was crying for help. For

their own safety, students should not impede the job that Campus Safety tries to do.

I sympathize with the plight of Maggie Moroff, as reported in her letter in December to *The College Voice*. She was cornered by non-students in her own dorm, and they eventually carried off the Lazarus TV set. Campus Safety was slow in getting to Lazarus. It is likely that Campus Safety, which has only one car and is, in my view, understaffed and underequipped, was stretched very thin. Responding to a call to let a student into a dorm room would get lower priority than responding to a report of a burglary in process. Unfortunately, Maggie was not in a position to file that second complaint.

Also, investigation of student-initiated disruptions sometimes keeps Campus Safety from being able to help out people who really need protection. Maggie wrote that the non-students entered through unlocked dorm doors. Why were the doors unlocked so late at night? Can Campus Safety be effective if students don't help, much less, if students themselves thwart measures designed to provide security?

A perusal of weekly news magazines indicates that many colleges campuses are plagued with security problems. Let's not kid ourselves that somehow Connecticut College is immune. The campus is visited frequently by people from neighboring areas, who are attracted by the relative luxury of the campus.

The people who live on campus owe it to themselves and to teach each other, to do everything they can to keep the campus secure. This may start by cooperating

Cont. on page 6

REFRESHING CHANGE

To the Editor,

How refreshing your newspaper was! Not only were the articles well written and interesting, but the layout of the entire paper was appealing to the eye and invited the reader to follow. In particular, your address to the readers in the upper right hand corner was a good example of both excellent writing and graphic layout.

Like the majority of the students and faculty on this campus, I am bored and frankly, disinterested in the stale, moldy, commonplace publication "The College Voice." Your paper

however, provides controversial and important articles that we as a special public NEED.

I am working on a new publication as well: "The Connecticut College Health Newsletter." I share the excitement and interest in 'spreading a better word' with you. Let's not have any doubts whatsoever that these publications can survive. They have been born and have a strong future ahead. If the "Voice" can make it...it's no question that we can!

Nancy Minicks
Editor, Connecticut College
Health Newsletter

JOURNALISM RESTORED

To the Editor:

I commend your efforts at revitalizing Connecticut College journalism, and I hope you will continue to produce a high quality paper. I have seen several school newspapers come and go in the last ten years. By virtue of their generally appalling quality, the losses were no hardship to the community. Indeed, I mistakenly thought I had seen the nadir of college journalism prior to my arrival at Connecticut, but to my disappointment, I was wrong.

The College Republic is a refreshing change. It appears vigorous, interesting to read, and committed to good writing. Hopefully you will continue to forego the sophomoric mush and narcissistic chatter that characterized so many of your predecessors. The college needs an independent minded school newspaper, one that will serve as a stimulus to reasoned debate and analysis of the issues, local and national, that are important to the college community.

Your intellectual aspirations seem correct, and I hope you can tie them to some sustaining power. It's one thing if the news itself is ephemeral; newspapers need to be rather more durable.

Good luck!

Dirk T.D. Held
Dept. of Classics

THE VOICE RESPONDS

To the editor,

Ah, what a day it was...the first issue of *The College Republic*. I can't help but get nostalgic about that fine December morning when *The College Republic* was slipped under my door. I'd like to share some of my thoughts with you now. The first thing I read on that crisp morn was "A Memo to Our Readers." For those who do not have their December 10 issue of *The College Republic* handy, I'll quote from that first anonymous epistle: "In this volatile world, we can no longer sit back passively and allow the succession of momentous events to occur without voicing a view."

"Amen," I said.

"Western democracy depends on an informed and knowledgeable public. To remain a democratic society of liberty, an institutionalized opposition must exist entrenched within the establishment."

I didn't understand how opposition could be entrenched within the establishment and still be opposition, but I continued reading. It was a nice article and I was enjoying myself, until I read the following: "It is the express belief of this paper that *The College Voice* no longer meets the needs of those it serves."

Cont. on page 6

Cont. from page 5

That was all that was said. References were made to western democracy, the advantages of remaining a "democratic society of liberty" and the importance of a "free and independent press." But, with regards as to how **The College Voice** "no longer meets the needs of those it serves," there was not one specific charge, accusation, or complaint. There was an inference, though; the article implied that **The College Voice** is a tool of the Administration, scared to print anything that might embarrass Oakes Ames or frustrate Dean Johnson.

It is odd that a newspaper that features an article entitled "Morality in Media" (by the editor-in-chief) would rely on innuendo rather than fact. If there are examples of how **The College Voice** has "been absorbed by the governance" and has not acted on behalf of the students, they should have been listed so I, as editor, could either refute or, if the accusations are true, agree with them. But mud slinging is horrible journalism and a very poor way to initiate a newspaper. Speaking of specifics, I'd like to mention two stories which I thought were poorly written.

Objectivity is difficult to obtain, but it must be strived for. In writing "Harassment in Marshall" by Tom Libassi and "Fieldhouse: A Definite Yes" by Mark Jordan, the reporters did not bother to walk that thin line between objectivity and subjectivity; they skipped the line totally.

Those were my main objections, but I have a few more. Why didn't **The College Republic** specify where the money for this "independent" organization comes from? **The College Voice** is financed by funds from Student Organization and advertisements; that sets us up to be called "tools of the school." Who, specifically, is paying for **The College Republic**?

I also question **The College Republic's** editorial policy. The following is contained in "Readers: Respond": "We offer the opportunity to ex-

press your opinions, however, we reserve the right to edit in order to maintain integrity, credibility, and good judgment involved in journalistic endeavors." Now, that sounds very nice, but it is a dangerous policy. One person's integrity is another person's slander. Most newspapers, including **The College Voice**, edit letters to the editor only in terms of spelling and punctuation. When an editor changes a reader's letter to maintain integrity and good judgment, he stands an excellent chance of convoluting the author's intention.

My third and final question is about the general goal of **The College Republic**. I gather that you're in favor of western democracy and freedom for the students to voice their concerns. So is **The College Voice**. If there is a specific goal behind the paper — to present left-wing views, right-wing views, stories that you feel **The College Voice** would be scared to print (I haven't found any of those yet, but they might exist), please state it.

Now, for a change of pace, I would like to sincerely congratulate the staff of **The College Republic** for publishing the first issue. I'm sure it took a lot of work and dedication to produce the paper, and that effort should be applauded. **The College Voice** staff is all for competition. As Michael Sladden said in the first editorial of the year, "Eulogy for **The Spark**": "What's natural or good about one campus weekly?" Journalistic progress thrives on critical competition, and a cunning dialogue in creative, productive opposition. **The Voice** and **The Spark** never traded such idealistic blows, but could have, and could still, if a group of students feel like resurrecting alternative writing."

I hope that **The College Voice** and **The College Republic** will not have to spend the rest of the semester throwing knives at each other; both papers should just concentrate on serving the students. There is great potential in **The College Republic**; I hope it is found.

Aron Abrams
Editor, **The Voice**



labyrinth

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Student Power

Letter to the Editor:

After getting over my initial excitement about receiving an alternative newspaper, I sat down to read it, but finished feeling subdued and contemplative — something was missing. I was truly impressed, and even surprised by the fact that members of our community took the initiative to speak out in a constructive way. What I felt unsure about were the articles concerning college affairs. What came across in these articles seemed to be a general feeling of discontent with our institution and even our education. Those feelings are by no means unjustified, yet I think that many of us have overlooked a critical factor contributing to some of these problems: namely, ourselves and our own apathetic, passive attitudes.

We must no longer lay full blame on a too controlling and powerful administration; for if it is that way, we have been passive enough in the past to let it be so. We have not only to blame a newspaper, club, social board or any committee for not doing an adequate job representing the students needs, but also ourselves for not expressing our desires loud enough, and being concerned enough to take an active position to better the fault. Student-faculty relationships have not dwindled solely due to the fact that faculty have lost interest, but also because the students lack concern for their faculty's affairs as well.

Part of the purpose of a liberal arts education is not to teach the student how and what to think, but rather how to understand and interpret materials and data in a way so that it

becomes meaningful and beneficial to himself. This type of education should extend far beyond the classroom setting and into the everyday life of the student.

Conn College's environment should be conducive to greater student activity and concern, due to its size and personal atmosphere, yet there are relatively few college and non-college affiliated interest groups, campaign, or activities that would educate and activate the students in some way. Issues that are very much a part of our lives are rarely even talked about in a group setting. Where are the pro-life pro-choice fighters? Could we not have organized ourselves to at least hold an informal discussion on Poland's martial law, or showed support for Solidarity Day? Where are the student's petitions against building new athletic facilities, or other administrative decisions?

Simply enough, we have some power. Let us use our discretion and mold at least our college community (at first, and then the world) into what we want. Let those who complain about a situation come up with reasons contributing to that err, and solutions to amend it (as I have hopefully done by advocating student activity, and by pointing out that we have ourselves to blame as well as the administration and others for some of our problems).

The College Republic has taken an essential first step in identifying critical problems in our community, and bringing them to our attention. We, along with a host of other factors are contributors to them. Now let us analyze our situation one step further and solve them.

Reaction

To the editor:

I must confess that when my copy of **The College Republic** arrived at my doorstep (figuratively speaking) one cold December morning, I didn't know what to expect. Suffice it to say that I was surprised by the wide scope of your publication. To be able to write about the budget veto, defense spending, tax cuts, AWACs, higher education, income disparities, the European military situation, the President's former occupation, the First Lady, Miss Lillian, human rights, the energy crisis, nuclear power, the Cuban refugees, nuclear weaponry, and Luxembourg in the same issue is impressive. To deal with all these subjects in the same editorial is nothing short of breath-taking! I commend you for your remarkable accomplishment.

I also found the Republic to be tremendously informative. For instance the statement "it's the people's budget that should be represented by Congress, not (the President's)" truly made me aware of the depths of my own ignorance. You see, as humiliating as it is to confess this, I had previously believed that the President was selected by the people. Therefore, I beg

your indulgence to inform me as to who is responsible for the selection of our President. The martians, perhaps?

Your analysis of defense matters is equally lucid. For instance, I'm glad you pointed out that the Trident submarine is "the ship of unmet human needs." You folks may not believe this, but I myself was at one time under the delusion that protection of the citizenry and the preservation of individual freedom were "human needs." Sad but true.

However, it would be nice if you would print more information for those of us who are not so well versed in these matters. Like, what is all this stuff I've been hearing about START Strategic Arms Reduction Talks), bilateral arms reductions and the elimination of medium-range missiles from Europe? Why isn't Reagan going along with these important Soviet initiatives for peace? (I assume they are Soviet initiatives since everyone knows that Reagan wants war and the Russians want peace.)

Anyway, I'm glad to see that your publication is following in the path of the best journalistic precedents. I refer, of course, to the British press's siding with Neville Cham-

berlain against that other right-wing Neanderthal nutty warmonger, Winston Churchill. It is frightening to think what would have happened if the Munich accords had not been reached; why, there might have been a Second World War! I commend your efforts to achieve peace in our time.

In fact, I would like to join the movement. Please print the details the next time you hold a rally in Moscow or Kiev and I'll be sure to come. In fact, I'd like to do some lobbying against nuclear weapons in the Soviet Union. If you know of any Kremlin internships, please let me know.

I can hardly wait until the next issue.

Respectfully,
Patrick Kennedy

SECURITY Cont. from page 5

Campus Safety and adhering to rules that might seem petty. It might also include taking the time to walk someone else home, or to coordinate walks across campus so that people are not put in vulnerable positions. The inconveniences of such efforts are a lot less hassle than being assaulted.

Constance H. Cole
Instructor of Government

From the Greedy to the Needy

By Carley Rand

With the election of Franklin D. Roosevelt, came the New Deal. Its purpose was mainly to fight the depression by throwing money at it. With Reagan's election comes "New Federalism." Its purpose is mainly to fight inflation by avoiding tax increases and increasing investment. Essentially, "New Federalism" is simply the old federalism preceding the establishment of the New Deal. Reagan explained the backbone of its structure in his "State of the Union" address. He proposed that Washington turn over important government functions to the state and local governments, beginning in fiscal 1984 (Oct. 1, 1983) and in return the federal government would assume responsibility for the cost of medicaid.

The government functions begin turned over to the state governments consist of 40 Federal Grant programs. Along with these programs the govern-

ment will set up a trust fund of \$28 billion a year, nourished by certain excise taxes, and belonging in "fair" shares to the states. After eight years, the fund will begin to "phase out" over a period of four years, until it disappears in 1991. At this time the transition period will be over and the states will have control of the excise tax and the funding of the programs. During the transition period the states may use the fund in either of two ways. They can use the fund for grants in transportation, social services, or education, reimbursing Federal agencies for program expenses. They can also abstain from one, some or all of the 40 programs. Reagan predicts a savings of up to \$63 billion over the first four years without affecting social security.

Reagan believes that this program will benefit both the "needy" (not the "greedy") and the taxpayers, by wasting less of the tax dollar. State

Cont. on page 8

SWEEPING

Cont. from page 1

face. If we are going to be increasing the allocation of faculty resources slightly to certain departments, then how can we also maintain quality in the areas the college is distinguished for?"

President Ames' question is one that is troubling many people. Working from the premise that sixteen faculty positions must be eliminated from the college, additional positions may have to be cut from certain departments in the humanities, arts and social sciences to reallocate positions to the departments specified by CCF.

Still remaining is the question of where the extra funds will come from to make reallocation, contraction and maintenance of present strengths possible. Reallocation also includes investment in expensive equipment such as more and better computers.

The only answer even attempting to address the large financing gap that would ensue from the CCF proposals was "vigorous fund raising campaigns."

Therefore, a conclusion can be drawn that CCF's marketing plan is dependent upon imagination, creativity and vigorous campaigns for financing, or dipping further into the endowment, contrary to the wishes of the Trustees.

The committee justifies the change in academic emphasis asserting that "to be weakest in the curricular areas where interests of prospective students are greatest is an unenviable position in an increasingly competitive admissions process."

This statement contains a number of possible discrepancies, including one acknowledged faux pas.

The faux pas is the CCF's use of the word "weakest." the use of "weakest" is ambiguous, yet Professor McKeon of the Chemistry department disagreed with its use at all.

The reasons for her difference of opinion are that between 1971-81, 63 students graduated with majors in the chemistry department. Of those 63, 20.6 percent entered directly into some of the most highly competitive PhD programs in the country. Another 35 percent went on to professional schools of equal prestige, including Albert Einstein College of Medicine, one of the top three medical schools in the country.

Professor McKeon also objected that science was addressed in a technical manner. "Science," she says, "is an intellectual pursuit." Members of the committee have also been noted to support this opinion.

The most formal criticism of CCF's Report is the Response by seven faculty members.

Aside from emphasizing the apparent difference in principle, between the dissenters and CCF over the subjugation of education to business interests, the Response also points out a basic marketing flaw. A product must precede the plan to market the product.

The authors of the Response pragmatically suggest that allowing Connecticut's "traditional strengths" to fend for themselves, while nourishing the sciences and mathematics, could produce mediocrity in place of the quality reputation.

Professor Bogel, one of the endorsers of the Response worries that "we can't strengthen those departments (proposed by CCF) enough to really attract very many people away from schools with clearly stronger offerings in those fields. Second, I wonder why we can't

enlarge our pool by getting people who would apply to schools with just a slightly better reputation than ours. What about the people who want the humanities..." but go to other schools?"

He goes on to stress, "The notion that we won't cut back or cut back in the areas of our strengths seriously, is dismaying for two reasons. One is that it is not clear how we'll do that, and two is that staying where we are is not good enough."

The Interim Report is twenty pages of good demographic research attempting to allay the fears of those who share Professor Bogel's sentiments. However, CCF commits the fallacy of inconsistency, arguing from contradictory premises, stating that: "No college can be equally strong across entire spectrum of the liberal arts. Colleges should build upon their strengths."

After last week's faculty meeting, Professor Bogel believes that debate on the report is "over."

This, however, may not be the case. Many faculty members may simply be reserving judgment.

One professor, not related to the Response, expressed the belief that the Report involves no extremes or surprises. "In fact, it seems the CCF may be entirely or largely post facto rationalization for policies undertaken in piece-meal fashion in the past two years. The rationale underlying the Report is to make the college more attractive to prospective students. In short, this whole thing may be nothing more than a hype for the sake of the President's image."

Another faculty member sees the people on the committee as "real believers."

"I think they have climbed the mountain and have a vision of the promised land, and really believe this will save us."

On the other hand, Professor Thomas Havens is "cautiously optimistic that the college will be able to implement all or most of the general recommendations, without, in any important way, compromising the academic programs for which Connecticut is strong."

The characteristic sentiment among other faculty approached is that this plan doesn't give the nitty-gritty. Wait until the "task forces" establish concrete tactics. CCF had better make good its promise to include the "entire College Community."

Otherwise, Connecticut may find itself seriously "polarized," embroiled in heated controversy.

LITERACY

Cont. from page 1

offer more courses designed for the non-scientific students. This would allow the general public to gain basic knowledge of these areas.

Samuel Florman, a well known scientific author, has warned that "technology threatens to become in the 1980's what communism was in the 1950's or even what witchcraft was in Salem inn the 1690's—a word so steeped in emotional implication that its very mention drowns out the voice of reason."

Clearly, science is extremely important in our highly complex technological society. It is becoming more and more necessary to have some basic understanding of science in order to make responsible judgements about many issues. The present disinterest, in our public schools, in basic scientific knowledge is disturbing and must be quickly reversed.

MARKETABILITY

Cont. from page 1

CONFIDENTIAL.

Reduction in the applicant pool could cause a possible 5 percent overall contraction of the college. 15 percent is equivalent to 220 students and a proportional number of faculty and non-academic personnel.

To meet these potential decreases the committee outlines three options: 1) contracting 2) lowering admissions standards. 3) changing marketing procedure, programs and facilities.

The first two options are clearly unattractive to the committee. Therefore, the Interim Report attempts to define a viable policy based on the third. The committee "urges modest shifts in resource allocations that will make the college more competitive in the scientific and technical areas."

CCF reasons that "to be weakest in the curricular areas where interests of prospective students are greatest is an unenviable position in an increasingly competitive admissions process." Therefore, the committee proposes that "the College strengthen the curriculum in mathematics and computer studies, the physical sciences and economics as soon as possible."

The CCF's plan also addresses Connecticut's relative unattractiveness in non-academic areas. The fieldhouse, or "athletic-center" as President Ames prefers to define it, is the focus of attention in this part of the plan.

Though the administration and much of the faculty seem to support the findings of CCF, seven faculty members, earmarked the "Terrible Seven" by some of their colleagues, issued a four page response outlining certain flaws in the committee's reasoning.

The response presents two serious charges: "It (the Report) encourages the subordination of educational principle to saleability, and an uncritical notion of the way decisions are made in the college market place."

The Response also raises a business discrepancy in the committee's plan stating: "A marketing decision must follow from rather than precede a decision about the intellectual identity of the college." In short, CCF has developed a marketing strategy before the product. The endorsers of the Response are: Fredric V. Bogel, David W. Murray, Lester J. Reiss, David J. Robb, David Smalley, Eugene K. TeHennepe, and J. Melvin Woody.

The committee has yet to compose Part II of the Report which should be completed by the end of the spring semester.

Presently, CCF is establishing "task forces" consisting of faculty, administrators, and students which will meet with segments from the "entire College Community" to decide on specific changes.

REAGANOMICS

Cont. from page 2

taxes to finance even lower levels of services. Even if the New Federalism is really an attempt simply to shift government responsibilities (and not to kill off a variety of programs that arose in the past twenty years) and to revitalize the economies of cities and states, it has at least one important and relatively unremarked stumbling block. At the same time many urban areas need a new lease on their economic lives they also confront a huge backlog of repairs to the public works inventories on which their economies depend. Any attempt to rebuild local economies may founder on the inability of the infrastructure of water and sewer systems, roads and bridges, and mass transportation systems to support this new activity. It is also easy to forget the expenditures to repair and expand public works facilities are financed by borrowed money and the borrowing to do these projects will come on top of whatever other budget deficits exist and increase the upward pressure on interest rates.

There was a time when I was partially willing to give Reaganomics a chance to be tried and to fail. I hastily concede my naivete in that regard now because the possibility is too great that we will lose the gains that were made in helping the poor, in protecting the environment, in occupational safety and in education. Giving Reaganomics much more of a chance risks too much damage to too many people. This administration needs some two-handed economists.

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Cadets Speak Out

By Nina Elgo

For the cadets, social life is restricted to mostly movies, mixers with women bussed from from schools two hours away, and of course, Connecticut College functions with students who appear to, at best, tolerate their presence.

They are former class presidents, valedictorians, and scholarship award winners. From high schools all over the country, they congregate every year in New London, Connecticut seeking a superior education and ultimately, a career. They sound a great deal like desirable Connecticut College material...until the hair is butchered and the uniform donned.

Along with their ostentatious dress, they are unduly bestowed with further distinctions. They are not only "Coasties" but ascribed slightly obnoxious, conservative, loud and socially immature. Of the Connecticut College women interviewed, all agreed with sophomore Susan Quigley's statement. "One of the first impressions I got when I first came here was that one simply doesn't get involved with 'Coasties'."

According to 1st Class Cadet Bob McLaughlin ('82), "This stereotype hurts both groups (Cadets and Conn. students) to socially interact." Although the cadets were quick to add that personal friends at Connecticut help to break down the stereotype, the general attitude at Connecticut seems to be closed-minded.

"Such an attitude seems to be contradictory to the liberal ideals upheld by the College," observed Cadet 2nd Class Jim Seeman ('83). "As I see it, people at Connecticut are already prepared to not be open-minded in their perceptions."

Most of the cadets agreed with Cadet 1st Class Bill Diehl who remarked, "Of course, a few of the cadets bring some of it (negative characteristics) upon themselves."

But as Jim Seeman stressed, "Those cadets are a minority and unfortunately, they are at the same time, the most visible and most outspoken." The cadets probably are more conservative than their age group. But if the

cadets are to any degree socially immature, "it comes from being too closed off and isolated, something inherent in this atmosphere," asserted McLaughlin. Life at the academy also includes completely structured days beginning with 5:45 a.m. showers, morning formation at 6:00 a.m., continuing with breakfast, lectures, classes, etc. For a cadet 4th class (or swab), one's day has the added feature of enduring "brace up." Brace-up entails, for example, having to walk in the center of the hall, looking straight ahead. At mealtimes, swabs must sit on the last three inches of one's chair and eat without looking down at one's food. "However, adds Cadet 4th Class Steve Giandommenica, "the cadets 1st class live like kings," garnering extra liberty, loans for cars, prestige, and respect.

Within their companies, the cadets get to know each other well. Under the stress of confinement, structure, and battered egos, the cadets quickly realize they can't live alone. With their need to talk, they make good friends which is hardly indicative of social immaturity.

What kind of person would subject himself to such a lifestyle? Few Conn. students know the answer. Maybe too few care to make the effort to determine otherwise. At any rate, it is certainly much easier and more acceptable to cling to established, preconceived notions rather than question or challenge them.

If the cadets can be characterized, perseverance and the ability to make sacrifices are more justifiable attributes.

The cadets enter the Coast Guard Academy for the opportunity of obtaining a superior education tuition-free. He leaves the academy with the security of at least a temporary career as well as the opportunity to attend graduate school as a civilian, again tuition-free. The cadet is obliged to sacrifice at least five years of his life dedicated to protecting our coast and saving lives.

If our friendship is too much to ask, is our open-mindedness?

Extensions *An Opinion*

By J. Leonoff and S. Whisenand

One of Conn. College's greatest strengths is its close student-faculty rapport. The access to and understanding of an eager and willing faculty is a tremendous help to students with difficulties, be they academic or personal. Unfortunately, this great asset of Conn. seems to lead to unnecessary academic leniency on the part of the faculty.

Many professors at Conn. tend to ease demands upon students, granting deadline extensions indiscriminately, and thereby creating an environment for the students that is far too secure, as well as unrealistic. There is a strong argument that a college shouldn't overburden its students with assignments and deadlines that inhibit the thought process. When practiced, however, in any other than an ideal academic community, this philosophy is taken grievous advantage of.

We at Conn. are not all ideal students, able to discipline ourselves to always study efficiently, budget time sensibly to complete all our activities, and get everything done on time. Would that we could! Being fallible mortals, however, occasionally we all tend to misapply our time, and

must rush to catch up. In time, this rushing teaches a student how to apply his time intelligently, and above all, teaches self-discipline.

The administration expects far too much from students if it expects them to discipline themselves to meet deadlines when those deadlines are so malleable. By the indiscriminant granting of deadline extensions, the educators are denying their students the opportunity to practice and learn self-discipline, an attribute of successful career persons. Outside our protected environment, second chances are not granted so blithely. College is meant to prepare students to meet challenges of their future professions. By failing to enforce elementary self-discipline, Conn. is severely handicapping its students from the outset.

We do not intend to suggest that absolutely no deadline extensions be granted. However we do feel that those professors at Conn. guilty of granting easy extensions should more carefully consider extension requests. Several extension denials would soon teach an erring student to distribute his/her time more carefully, and help to teach him the essential quality of self-discipline.

This article will be pursued in the next edition of The College Republic.

GREEDY TO NEEDY

Cont. from page 6

governments will pay closer attention and have active concern over where money is going within their state. Perhaps it will solve the unemployment problem in the north, because the northern states will now have the interest to find a way to send some of their unemployment down to the south. This would be better than spending welfare money unnecessarily and losing the taxpayer's approval and support.

"New Federalism" permits people to keep an eye on their own programs and be more informed of who's doing what. Reagan explains that with the federal government in control, "they don't know where to turn for answers...who to praise, who to blame." because of the "overpowering growth" of federal grants-in-aid programs. In 1960 the federal government had 132 categorical grant programs" costing \$7 billion. When Reagan entered office there were 500 programs costing \$100 billion, and it took

160 committees in Congress just to keep track of them.

The main advantage is the decreases in waste, encouraging an increase in private investments, rebuilding the economy, increasing production, and decreasing unemployment.

Some White House officials are unsure that this federal package can operate sufficiently without excise taxes increased to fund it. Taxpayers may argue that popular welfare facilities in one state will draw the needy from all the states at which point the taxpayer of that state finds himself paying for everyone's use of the facilities.

The president hasn't yet presented the package to Congress, and the rules are still vague but the program should improve welfare so that a New York citizen on welfare isn't living with three cars and a T.V. The New Deal will vanish with New Federalism.

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