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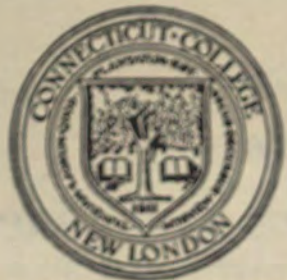
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# Satyagraha

## CONNECTICUT COLLEGE



Vol. 54, No. 2

NEW LONDON, CONNECTICUT

Tuesday, February 10, 1970



U.S.S. Fulton is accompanied by the U.S.S. Nautilus, atomic submarine at Conn. State Pier.

## USS Fulton Cited As Major Local Polluter

by Linda Manno

This month's distinction for Local Pollution and Contribution to the Death of All Species is awarded to that majestic old lady of the seas—the USS Fulton, Naval Submarine tender stationed at the Connecticut State Pier since 1950.

Despite its distinguished performance servicing four nuclear submarines (so vital to our nation's defense), the most distinguished contribution (however ex officio) of this vessel has been the impressive score of 8,640-17,280 gallons of sewage dumped daily into the Thames. It is on this basis we have selected the Fulton as a deserving winner of the LPCDAS (Local Pollution and Contribution to the Death of All Species) award.

This contribution has not gone unnoticed, (just unrewarded) until now. In 1955 the Connecticut State Water Commission appealed for an end to this pollution emanating from the Fulton.

And, when no change was forthcoming, the commission conducted a study, exposing at that time the 10-20 gallons of sewage flushed per capita per day by the Fulton into the Thames.

It wasn't until 1960 that even a very small, (plus very inadequate) sewage treatment unit was installed, covering only 60 of the 864 men on the Fulton. In addition to this inadequacy, the unit, using acid for decomposition, was extremely dangerous and resulted in the severe burning of one man.

On October 21, 1970, the Fulton will be overhauled in Norfolk, Virginia, at which time a chlorinator macerator (pollution treatment unit) will be installed. With the instalment of this machinery, all sewage from the Fulton will be first electrically burnt and then chemically treated for decomposition.

The reasons for the 15-year delay in the approval of this overhaul were essentially two: bureaucratic red-tape and cost.

Laws providing against the changing of a ship's design made it impossible to install any but a small treatment unit without going through the red-tape of the Department of Defense.

Cost, too, was a major inhibiting factor (though God knows the Department of Defense receives a large enough budget). The machinery alone will cost \$1.5 million, not to mention the cost

of chemicals that must be made for the Fulton to generate the electricity necessary for treatment.

In addition, the increased use of space for sewage treatment will necessitate a cut in the number of men on board, and hence in the efficiency of the ship.

In the meantime, until Oct. 21, pollution from the Fulton will continue to flow, as there are not, and never have been, facilities at the State Pier capable of transferring sewage that the Fulton might flush to shore pumps.

And, there is no guarantee that pollution from the Fulton will terminate after the October overhauling. Word has it that the ash that will result from the first (electrical) stage of sewage treatment might just be dumped into the Thames.

If such is the case, the Fulton may be permitted to retain that illustrious title hereby awarded of February's Local Pollution and Contribution to the Death of All Species.

Ed. note: This is the first of a series of articles dealing with the problem of pollution in the New London area.

## Ctte. for Draft Education Holds Organizational Mtg.

by Patricia Strong

The Committee for Draft Education of Southeastern Connecticut held an organizational meeting on Wed., Feb. 4, 1970. The committee is comprised of faculty and students from the College and concerned citizens of the New London area.

Mr. Ernest Schlesinger, associate professor of mathematics and chairman of the committee, stated that the purpose of the group is twofold. The objectives of the group are first, to distribute information on the draft to those who are interested and secondly, to counsel men who are looking for alternatives to military service.

Since the Rev. Paul Burdick, Pastor of the Seventh Day Baptist Church of Waterford, founded the committee in 1967, the group has implemented several programs.

The counseling program is headed by Otello Desiderato, professor of psychology and department chairman. The counselors attempt to give the draftee alter-

natives to military service and to direct them to sources of information on the draft. According to the Rev. J. Barrie Shepherd, draft counseling is a "supportive thing," an attempt to help the draftee think his way to his own decision.

The committee distributes information on the draft upon request and also through an exhibit in Palmer Library and guidance counselors in area high schools. They also obtain the names of area men who have been classified 1-A from the local draft board and mail information to them.

Members of the committee distribute information at the bus station to those who are on their way to their pre-induction physical in New Haven. They also contact all the churches in the area to see if they want speakers or information on the draft.

Mr. Schlesinger stressed that the committee does not encourage people to avoid the draft, but rather seeks to inform the draftee

## Faculty Postpones Vote On Instruction Committee

by Anne Lopatto

At their meeting held on Wed., Feb. 4, the faculty voted to again delay final consideration of the question of student representation on the College Instruction Committee. Final proposals on the Instruction Committee will be discussed and voted upon at the March 4 meeting of the faculty. Preliminary discussion on possible re-structuring of the Committee will take place at a special meeting scheduled for Feb. 18.

Action on the Instruction Committee was postponed to allow time for further discussion of a proposal designed to restructure the committee and to redistribute certain of its present administrative responsibilities.

The proposal calls for the re-naming of the Instruction Committee, which would be called the "Committee on Academic Policy." In order to concentrate on questions of academic policy, the committee would be relieved of some of the administrative responsibilities of the present Instruction Committee.

Specifically, consideration of course changes, which must now pass through the Instruction Committee before being presented to the faculty, would bypass the committee to be presented first to the faculty. If no faculty action is taken, the changes would be authorized. However, on a vote of one-third of the faculty members present, the proposals may be referred to the Committee on Academic Policy. The Committee will then consider the proposal and again present it to the faculty at their next monthly meeting.

In addition, certain other powers now held by the Instruction Committee (for example, the power to grant an instructor permission to substitute a final paper for a final exam), would be assumed by the Committee on Administration.

The Committee on Academic Policy would thus be free to devote itself to "the development and consideration of proposals relating to the academic policy of the College." The faculty would

refer to this committee matter concerning:

- (1) Degree requirements
- (2) Requirements for Individual Study, Honors Study, and Graduation Honors
- (3) The grading system, including the pass-fail option
- (4) The addition, deletion, or substantial modification of departmental and interdepartmental programs.

At their March meeting the faculty must also consider the question of student representation on the proposed Committee on Academic Policy. At present, the Instruction Committee contains no student representatives.

### To discuss calendar

On Feb. 18 the faculty will also discuss and vote upon proposals for the revision of the present college academic calendar. Last October the Student-Faculty Academic Committee proposed a new calendar for the academic year 1970-1971 which calls for the first academic semester to begin early in September. This would allow students to complete their first semester exams before Christmas recess. As originally proposed, the calendar provides for a nine-day Special Studies period in mid-January, followed by the beginning of second semester classes on Wed., Jan. 27. The academic year would terminate with Commencement exercises on Sun., May 23.

In their proposal, the members of the Academic Committee state that the Committee "believes the proposed calendar to be more compatible with the academic interests of both the students and faculty."

At the meeting last Wednesday the faculty also considered and approved certain changes in the curriculum recommended by the Instruction Committee. These changes involved the addition of new courses, and changes in course descriptions and prerequisites.

However, action on a proposal which would allow Conn students

to take courses offered by instructors at the National Theatre Institute was postponed to allow further discussion of the matter. Further consideration was necessary, President Shain explained, because an agreement of this nature with the National Theatre Institute constituted not only a "curriculum change", but also a "policy change".

If passed, the proposal would allow qualified Conn students to take Institute courses in such subjects as directing, stage design and theatre history.

## Colgate Designs 4-1-4 Program

HAMILTON, New York — (CPS) — One of the most popular academic changes in the past year or two has been the conversion by colleges to a 4-1-4 calendar year. Dozens of schools from Colgate to Colorado College have initiated the system which gives every student a full month of independent study or special project time.

New York's Colgate University was the first school to experiment with the approach in 1966. The school discarded the traditional semester calendar in favor of two four month (actually 14 week) semesters with an open month between. First semester examinations were concluded before Christmas, and second semester work did not begin until February.

The change meant intensifying courses from 10 to 20 per cent, but there was little student objection. Many felt January was a wasted month anyway, as little was accomplished due to Christmas vacation, exams, and a semester break.

Colgate studied the 4-1-4 system for two years before initiating it. Today the Colgate system is the model for similar programs at a rapidly increasing number of colleges and universities throughout the country.



Dr. Schlesinger discusses the essence of draft counselling at the Draft Education meeting.

of his rights and alternatives under the existing laws.

The main needs of the committee are in the areas of publicity and additional counselors. Perhaps the biggest problem they face is that not enough people are aware of the committee's existence.

People are also needed to distribute information in the post office and the bus station, and to assist in mailing information to men classified 1-A. If anyone is interested in working for the Draft Education Committee, they should contact Mr. Schlesinger.



## Editorials

### Framework For Change

No one would claim that our lives as students at Connecticut College are as regulated as they were even a year ago. Increasing emphasis on the student's personal responsibility has made the old system of "thou shalt" and "thou shalt not's" an anachronism. Still, the student community must have a legislative framework by which to govern itself.

The newly proposed Charter of the Student Government not only provides a very flexible governing structure, but also addresses itself to several new, very real needs of the college community.

Two major provisions in the Charter deal with questions that have evolved from recent changes in the social and academic structure of the College. The first of these provisions calls for a restructured Student Judiciary Board to replace the present Honor Court. The second provides for a Student Committee on Nominations to conduct student elections to the newly formed student-faculty committees.

The proposed Student Judiciary Board, like the present Honor Court, would consist of a "chairman" and two elected members from each class. The Honor Court, however, was created to punish the infraction of rules which no longer exist. The Judiciary Board would also deal with social irregularities on a much more flexible basis. But it also would be empowered to assume a more positive role by determining "the constitutionality of legislative action" and by acquainting the student community with the academic honor system.

The Charter's Committee on Nominations would provide the mechanism for electing students to Student-Faculty Committees. The planned Nominating Committee, which would consist of six elected students from the Freshman, Sophomore and Junior classes, meets a very recent and very obvious need in College government.

The new charter, in short, provides a much-needed flexibility which would enable student officers to cope with unprecedented situations. It is intended, as the preamble states, "to enlarge the areas of cooperation and shared responsibility among the students, the faculty and the administration." We are confident that the Charter will help to achieve that aim.

### A Reminder

The upcoming student elections bear more significance than any in Connecticut College's history.

The fact that nearly 60 students will sit on college committees makes the next election vital to our academic lives.

More importantly, the fact that nearly 60 students will sit on college committees makes this next election vital to our academic lives.

For the first time there will be a decentralized policy responsibility given to the students. Not only are there merely "offices" to be filled but committees to be formed, of which creative and determined students must be a part.

This makes it necessary for the existing class officers to become to an even greater degree, liaisons between the student body and the administration. After all, mere "student voice" has now been accepted into the academic structure.

It would be easy to slip nonchalantly into student elections. But how naive should we let ourselves be?

Dear Editor:

Please excuse this duplicated letter, but it is impossible for me, a housewife, to write individual letters to each of you who edit important college newspapers.

Yes, I am a housewife, but one who is very much disturbed by the problems facing this country today and by the antics of our Congress since it convened last January. Take inflation, for example: here is something that affects all of us, college students as well as those "over thirty." Congress has done nothing but add fuel to its fires.

Remember the 41.5 percent plus pay raise that Congress gave itself last year? LBJ included the increase in his last budget with the stipulation that it would become effective within thirty days unless Congress turned it down.

The Senate quietly voted *not* to turn it down, while the House of Representatives was not permitted to vote on it at all. President Johnson's action becomes somewhat cynical when one recalls that a few months earlier he had requested management and labor to hold wage increases to 3.5 percent.

You may have read about the "Beans for Congress" campaign that I started last February to protest the Congressional "salary grab."

It received nationwide newspaper coverage, but it succeeded only to the extent that with the help of other offbeat mail such as peanuts, teabags, old clothing, sarcastic letters, etc., it helped start talk of tax reform. Congress just might have backed down on the pay raise if the campaign had received national television news coverage, but the networks were strangely silent on the subject.

Senator John J. Williams of Delaware, certainly one of the best friends the American taxpayer ever had, strongly protested the pay raise, saying, "... We, as Members of Congress, will have insulated ourselves against any of the adverse effects of inflation for which we, as Members of Congress, are primarily responsible." (Congressional Record, p. S1313, February 4, 1969.) Senator Williams further pointed out that the Congressional pay raise together with consequent federal pay increases, which Congress couldn't very well turn down because of its own "pay steal," would consume about half the surtax that was added to our income tax to help control inflation.

When the surtax is reduced by one-half, as is planned for this year, the remainder will just about finance the Congressional and bureaucratic pay increases. Since taking the pay boosts, Congress has voted itself more help, and it has increased its pension plan so that a Congressman, depending upon his years of service, can draw up to \$35,000.00 a year pension for the rest of his life.

Look at Congress's sorry record since it convened last January! Other than to feather their own nests, and to take extended vacations, our Congressmen have done little but play politics. The recent tax reform bill is a case in point. All of the 'goodies' in the Act, (and there is something for everyone), are intended to influence the voters in 1970, an election year. That it is inflationary is beside the point. The needs of the country are secondary to gathering votes.

Because of their ill-considered actions, I and some of my neighbors are trying to revive the "Bundles for Congress" drive of the 1940's. It would commemorate the first anniversary of their ill-gotten pay raise, Valentine's Day, 1970. We could send Congress bundles of old clothing such as wornout trousers, shirts, socks, and perhaps an old hat or two for the ladies.

One could tip off the newspapers in Washington, D.C., as to when and where to send the bundles.

## Letters to the Editor

being send so as to get maximum publicity. If this idea catches on, the halls of Congress will be swamped with old clothing as they were in the '40s. It was successful then, causing Congress to back down on their proposed pension increase.

While the damage has already been done by the huge bureaucratic pay increases that were triggered by the salary grab, the bundles campaign will at least give Mr. and Mrs. Citizen a chance to express their dissatisfaction with Congress.

Will you publicize the bundles plan? With student help, we might get a drive rolling in January before Valentine's Day. Because income taxes are on everyone's

mind then, taxpayers who would not otherwise participate might get mad enough to join in. Everyone could vent his anger and frustration, and the humor of old clothes for Congress would appeal to all. If you decide to help, may I suggest that bundles be addressed to the House of Representatives, c/o Speaker John W. McCormack. Will you also please contact your local papers, and radio and television stations.

I do not belong to any organization, I do not solicit contributions, and I do not seek personal publicity. I'm just 'fed up' with our self-seeking Congressmen.

Sincerely yours,  
Mrs. George Cook

### Beyond the Wall

by Jodie Meyer

#### Middlebury

Middlebury College recently announced that it has joined a select list of five institutions in the country slated to receive National Defense Education Act Title VI funds for East Asian studies. These funds will enable Middlebury to continue its Chinese School and to establish a Japanese School, both as part of their growing summer session programs.

These specialized summer programs are designed to train Americans in modern foreign languages and related area studies in order to more adequately meet the manpower needs of education, business and government.

#### Antioch

Antioch College board of trustees recently agreed that the college must change its educational program to meet the needs of—and increase the number of—high-risk students, both black and white.

The board endorsed the overall directions and proposals from the Afro-American Studies Institute and the Antioch Program for Interracial Education.

Among the proposals was the suggestion for a significant increase in the number of disadvantaged students, as well as additional financial aid for them. It was added that programs be designed to meet the students' needs and interests.

Other suggestions ranged from opening extension campuses where Antioch students could work and residents of neighboring communities could earn associate degrees, to establishing an institute that would study the problems of all minority groups.

#### Univ. of Connecticut

A group of serious-minded faculty and students at the University of Connecticut have

launched an experimental effort to approach the ideal of a community of scholars, where teaching and learning are an intimate experience.

This program, identified as the Inner College, will test the premise that learning in the relative freedom of a minimally structured program can match the quality of education within the more formal relationships and categories of the conventional academic experience.

There are 50 students involved in the "College" with two full-time faculty members. For seminars and special projects, 25 other faculty have indicated their willingness to participate.

During the first year it will be possible, but not necessarily mandatory, for each student member of the Inner College to take 12 credits of work in a relatively unstructured program. Thus, it would be possible for an undergraduate to take two independent study courses carrying as much as six hours credit per semester.

One major question that remains to be answered is the problem related to grades. An important objective of the Inner College experiment is to discover legitimate ways of evaluating educational programs and goals in an individual plan of study. Hopefully, a wide range of evaluation techniques will be developed to match the freedom given in designing the program to be evaluated.

A faculty-advisory committee was established to aid the participants. Careful counseling was also considered essential.

Many of the details have yet to be solved and will be worked out on a trial and error basis during the rest of this academic year.



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# CONTROVERSY

by Barbara Keshen

Ed. note: the Controversy column is open to any student or faculty member who wishes to present his own views on a pertinent topic. The opinions expressed in Controversy are not necessarily those of the editors.

I can't remember exactly why I chose to go to Connecticut College for Women, a small liberal arts unisex school in New London, Ct. But I suspect that my decision had something to do with its being a small, closely-knit community, with a high student/faculty ratio where I could receive the sort of individual attention and encouragement for which my inflated little ego thirsted.

Although I hesitate to burden the reader with a recitation of my own dreary personal memoirs, I think that I must mention that I attended a public, suburban educational institution, and in my high school days I had to frequently undergo the ignominy of being just a face in an overcrowded classroom of, say, 30 or 35 students. In short, I am the woebegone result of an impersonal, mass educational system.

It was with great and happy anticipation that I embarked upon my academic career at Connecticut College, which was, as I said, a small liberal arts school. I revelled, nay gloried, in all the concern and care which I envisioned would be personally showered upon me by an ever-attentive faculty.

In 1966, my freshman year, there was a purported 6-1 student/faculty ratio. It seemed inconceivable that my every academic whim and educational fancy would not be catered to instantaneously, in minute detail, by any one of the innumerable faculty members with which I would undoubtedly be in close personal contact. At the very least, I would no longer be a mere face in a distant crowd.

Ah, poor ingenious babe, how utopian thy visions, how shattered thy dream!

As a freshman, the ideal of a personalized, individualized education was somewhat of a reality. With the exception of certain designated lecture courses, my sections were small.

The atmosphere encouraged continual dialogue, and the discussions made class exciting. In short I found my educational experience stimulating and provocative. Self-expression was nurtured and encouraged. I found myself actively participating in my own learning experience through a creative dialogue with professors. And I had a real sense of receiving and shaping the small, personalized education I so desired.

But in the last years the character of the Connecticut College education seems to have changed drastically. Overtones of mass-education have surreptitiously crept into this unsuspecting college community hidden among the hills until . . .

The faculty/student ratio has increased from 1-6 to 1-10 in a matter of four years. And suddenly this semester this change, rather innocuous in itself, it would seem, manifests itself in some onerous and ominous consequences.

Again I must proceed in a rather confessional manner. My sociology course, designed specifically to discuss social problems most imminent to my generation, is literally swamped with students. There are almost 50 students in my section of the course, which will certainly inhibit, if not entirely prohibit, any meaningful discussion of the issues.

The mega-monstrous size of my Political Novel course makes any hope of truly fulfilling discussions of the subject matter somewhat precocious.

All of this tends to make this last semester here at Conn somewhat frustrating for me. But, be-

yond that, it may prove disastrous for the college itself.

I exhort, somewhat desperately, Connecticut College not to over-extend itself. By that I mean that if Connecticut College does not offer its students a personalized, highly-individualized education, then it offers its students nothing; and, consequently, there is no reason why anyone should attend it.

Surely Conn cannot realistically compete with the universities of the 70's. It does not offer an inexpensive education. It does not offer intensive training in specialties. It does not offer, even, an affluent library of flagrant overabundance to entice some intellectuals. Hell, it doesn't even offer a football team.

What Conn did offer was an experienced faculty who could and did know each of their students personally and could encourage them to utilize their fullest academic potential. This seems, regrettably, to have vanished.

But it is not enough to mourn its passing. Conn must recognize the trend of its students towards a surging interest in the humanities and the social sciences, and the college must meet the demands this makes on it for more faculty in these fields.

Somehow money has to be reallocated and the hiring for more professors must be given first priority. This may seem like a difficult task, but it is essential to the continued survival of this college.

Connecticut College can justify its existence only in as much as it remains true to its tradition of a small, liberal arts school offering an individualized education. If it continues in this trend toward mass education, I predict, neither with malice nor malaise, but with fear and remorse, that it will be crushed under its own weight. I plead that this institution do everything it can to sustain itself.

## BOOK REVIEW

### Package Your Nominee To Win Your Election

by Sue Kronick

Joe McGinniss has done Richard Nixon a public service. *The Selling of the President 1968*, a behind the scenes account of Nixon's "electronic" election, shows Nixon to be warm—almost human. The account denies the President's cold, austere public image. McGinniss deals with the concept that today, a human being can be "sold" to the public just as a can of string beans is sold to the average consumer.

In the early stages of the 1968 campaign, Joe McGinniss informally joined the Nixon specialists and promoters—Frank Shakespeare, a former CBS executive and now USIA director; Leonard Garment, a former Nixon law partner and now White House assistant; and Harry Treleaven, an advertising man and now director of public relations of the Republican National Committee.

The Nixon forces designed the '68 campaign not necessarily to change the "old Nixon" image, but rather designed, for the voters, "received impressions." Nixon had to face "balanced" television panels—one black man, one woman, one business man, one professional man, one low-middle income class man, and one or two newspapermen—alone, "armed only with his wits." The stronger Nixon's responses to unprepared questions, "the stronger the surge of warmth inside the viewer . . . people sympathize with a man who tries hard."

McGinniss discusses more than the importance of proper temperature in the television studio and the need for more "memorable phrases." These intricacies of producing one and five minute television spots are incidental to Nixon's personal feelings about the manipulation of television for political purposes.

Nixon learned—the hard way—about the saliency of television in the 1960 debates with John F.

Kennedy. Nixon claimed that he lost the Presidency in '60 because of television. This time he would use it skillfully to win. Nixon did not want gimmicks. He wanted Nixon, "the man"—as vulnerable as all other men. But despite these feelings, Nixon hid behind his technical experts and let them produce the "impression" of Nixon, "the man." He avoided all contact with the press; he would not tolerate their "abuse."

As Hubert Humphrey once said, "I'm fighting packaged politics. It's an abomination for a man to place himself completely in the hands of the technicians, the ghost-writers, the experts, the pollsters and come out only as an attractive package . . . the biggest mistake in my political life was not to learn how to use television."

This book, as well as being amusing and highly readable, is most frightening. McGinniss points out the fact that the voters in '68, and probably all future voters, will not elect political candidates using the criteria of individual personalities as the basis for judgment; but rather, they will elect the candidate of their choice on the basis of *controlled* charisma, established and even contrived by the "received impressions."

The actual issues and policies involved in a Presidential election are becoming obsolete in the wake of the growing importance of the technical skills required for "pulling off" an election win. McGinniss states that the Nixon forces were not so concerned with what Nixon had to say on his TV panel shows, as with how he "came across" to the voter.

One can only wonder whether the "electronic" election represents the inevitable for the future political races of this country. McGinniss admirably states that it does.

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# New Admissions Policies Result from Coeducation

by Allen Carroll

The number of applications for admission to Connecticut College for the term beginning in September 1970 has increased over last year, according to Director of Admissions, Jeanette B. Hersey.

"We think we will have probably the same or more girls applying, and a major increase in male applicants," Mrs. Hersey stated. Approximately 125 to 150 males have applied so far.

Although the usual deadline for applying was January 15, the office will continue to receive male applications. With the extension of the deadline, Mrs. Hersey said, "we are optimistic about meeting our goal of 100 males."

The total number of incoming freshmen will not be known until after spring vacation. The admissions staff plans to keep next year's class approximately equal to or slightly smaller in size than the class of 1973, the total enrollment of which was 427 in September. The increased number of males anticipated for the class of 1974 will enable fewer women to be offered admission, thus raising the standards to some degree for the admission of women.

Last year, 52% of the approximately 1550 applicants were offered admission. As it turned out, the college accepted too many freshmen, which resulted in some problems with housing. The error was due to a failure to accurately predict the number of returning upperclassmen, and the lack of knowledge as to how many men would apply after the January fifteenth deadline.

It was also difficult to anticipate how many of the accepted applicants would actually choose to attend Connecticut College. The admissions staff must use the

results of studies to predict the percentage of accepted students that will choose to attend another college. The problem of predicting numbers of returning and entering students is "probably the toughest part of admissions" Mrs. Hersey said.

About the same number of transfer students have applied this year as last. Space is available for about 40 transfers, and 75-100 have applied. No large number of transfer students apply from a certain college or type of college, according to Mrs. Hersey. Applicants give many reasons for wishing to transfer, including a wish to change location or type of school. Some come for a specific program offered, and some come to be near boy-friends at Yale or Wesleyan.

Close attention is paid to diversity in the selection of students. Mrs. Hersey says that "the nature of this institution (being a small, liberal-arts school) creates a tendency towards homogeneity" that must be counterbalanced somewhat by the selection of a diverse student body. The admissions people try to spot characteristics from the application, interview, and recommendations that suggest diversity.

For instance, recent years have seen an increased effort by the college to attract members of minority and low-income groups. In the twelve years between 1949 and 1961 there were three black students at Connecticut College. From 1962 to the present, 45 full-time black students have attended the college. Mrs. Hersey stated, "We are gratified by the change, although it's been a slow one."

The increase in enrollment of minority groups is not necessarily

a result of lowering academic standards for the admission of students, but rather the result of an overall rise in the importance of non-academic qualifications, according to Mrs. Hersey. This change, which has occurred in the last ten years, has given admissions people flexibility in attracting a more diverse group of students, and has enabled colleges to make their effort to attract members of minority groups more effective.

Personal qualifications have become as important or more important than standardized measurements such as college boards in evaluating applicants. "Every class has a certain number of students admitted because of special qualities and abilities," Mrs. Hersey stated. She added that "personal abilities can very definitely outweigh a low (SAT) score."

Although there is no geographical quota system, the admissions staff strives to admit a group of students from as many parts of the country as possible as another means of achieving diversity. Nevertheless, a large percentage of present students are from the New England area. In the class of 1973, 48% of the students are from New England, 30% are from the Middle Atlantic states, 10% are from the Midwest, and 11% are from the South and Far West.

The applicant's academic success is still an important factor, in spite of the fact that there are no minimum standards for either SAT scores or class rank. The range of Scholastic Aptitude Test scores was large among the accepted students last year. Scores ranged from 410 to 800 for the Verbal and from 370 to 790 for the Math. The median scores were

(Continued on Page 6, Col. 1)



Albert Fuller, harpsichordist, was in residence for one week highlighted by his recital Tuesday February 3rd. A member of the Julliard faculty, he also presented four lecture-demonstrations.

## REVIEW

### Albert Fuller Seeks To Involve Audience

by Lynda Herskowitz

In the program notes that Albert Fuller, harpsichordist, wrote to accompany his program, the performer explains, "The concept of this program is a response to my dissatisfaction with the effectiveness of the traditional recital format. Too often, audiences retreat almost immediately into themselves and the worlds of their own fantasy."

"What I feel we need," he continued, "is to recreate the involvement of the audience in the fantasies and emotions of the composer and particularly, in the case of Baroque music, his intimate collaborator, the performer."

Mr. Fuller's recital, held on February 3 in Palmer Auditorium was the third in the Artist Series, and was designed to provide a feeling of audience participation

and communication with the performer.

The recital featured works by three Baroque composers, Couperin, Rameau and Domenico Scarlatti. The pieces were arranged from the perspective of human emotional experiences, rather than on a basis of chronology.

The program was comprised of four segments, under the heading of "The City," "The Dance," "The Theater," and "The Country." Each segment contained a number of short pieces reflecting the composers' impressions of the different areas.

Within this framework, Mr. Fuller provided the audience with a clear point of reference for an understanding of the social and creative environment in which

(Continued on Page 6, Col. 4)

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# New London City Manager Speaks On Urban Problems

by Dave Clark

As part of a series of lectures on the American cities today held during Special Studies Period, New London City Manager C. Francis Driscoll spoke of New London's particular problems and hopes on January 29th in the student lounge in Crozier-Williams.

Driscoll spoke at some length on New London's financial problems. He touched also on such areas as manpower, housing and labor union negotiations. Driscoll voiced the hope that the financial difficulties that currently beset the city would be solved by the mid-seventies, thus enabling it to concentrate on the "moral" problems of police affairs and race relations.

New London's money troubles stem from an outdated tax structure and an inability to grow. It is the second smallest city in Connecticut with only 6.1 square miles within its limits. Only 47% of the land is taxable, and 97% of this land has been built up.

Citing these figures, Driscoll called for some real tax changes in New London. Expenditures for the city rose 17.7% last year, necessitating a 13.4% increase in taxes. Neighboring communities face the same rising costs, but they are able to maintain stable tax rates because of an ability to expand on available land.

Besides local taxes, cities also rely heavily on federal programs and money for support. Driscoll talked about some of the frustrations that the cities encounter in obtaining these funds. He criticized Washington for a lack of interdepartmental cooperation, and bemoaned the amount of paperwork necessary to obtain federal money which he says New London can handle. Asked if he thought the citizens of the city

realize the extent of the red tape that New London must cut through to obtain funds for such things as housing, Driscoll answered that the people cannot see these problems in their proper perspective, sensing that it is rather frustrating for them to wait for these funds.

Speaking in more detail about the problem of housing, Driscoll saw more low-rent and elderly housing units as the highest priorities, and saw a need for more large-family units. Currently some 11% of New London's residents live in approximately 1100 subsidized housing units, using municipal services yet paying no property taxes.

During the last year, his first as city manager, Driscoll has made organizational additions to the city government. Two vital additions have been two new posts designed to better coordinate the city efforts. One deals primarily with New London's 375 employees and their negotiations with the ten different unions to which they belong. The other position was created to coordinate the efforts of the city in filling out applications for federal aid.

Driscoll has spent all his working life in the area of the cities. He admits being prejudiced toward the Urban Renewal Programs and looks for further help from the Model Cities program, since New London is now a Model Cities designate. Driscoll found fault with the Public Housing programs, saying that they "fostered segregation" but called it by and large a good program.

Driscoll said he was optimistic about New London and its problems, going on to say "I love my

job." At the beginning and the end of his speech he urged all those who had ideas of entering some kind of government service to steer clear of federal and state jobs, calling them "boring". He asked rather that people become involved in city governments, reminding his audience that the work in the cities is harder and more rewarding than at the higher levels.

## Environment Seminar Focuses On Dangers Of Nuclear Power

by Cindy Haines

The Environmental Crisis Seminar, at its final session held on Friday, January 30, exposed students and the New London community to particular regional problems.

This seminar focused upon the dangers of nuclear power plants and the activities of the ecological groups from Providence, Rhode Island and Boston, Massachusetts.

A panel, comprised of Larry Bogart, director of the Anti-Pollution League; Michael Ireland, founder of Rhode Island Ecology Action; and James Stevens, head of Boston Ecology Action, discussed these issues.

The seminar stressed the necessity for greater public awareness of the numerous facets of the environmental crisis. Once the public has been informed, avenues to effect desired change must be made readily available.

Mr. Bogart examined the hazards of nuclear power as a

source of electricity. He remarked that nuclear power seems harmless to the public since there are no visible contaminants. However, he considers it "more serious and subtle" than any other type of pollution.

According to certain scientists, radiation from nuclear plants can cause leukemia, cancer, miscarriages, and genetic deformities three to five years after exposure.

Besides affecting humans, aquatic life is altered with the release of heat into the water from nuclear plants. There also remains the possibility of an explosion at one of these sites.

Mr. Bogart contended that the standards of the Atomic Energy Commission for radiation levels were too lenient. At this time, individual states have no power to set stricter levels.

This aspect of pollution particularly concerns New London residents, since the Mill Stone

nuclear power plant in Waterford is near completion.

Construction of 46 new nuclear power plants is planned for the Northeast within a short period of time.

Government research has concentrated heavily on peacefully harnessing atomic power. However, little work has been initiated in exploring other possibilities.

According to Mr. Bogart, energy is available in other forms. Capturing solar energy could be an answer. Another solution might be magneto-hydro dynamics, a process of heating gases in a magnetic field. This method would utilize coal and oil resources more efficiently while producing fewer by-products.

Mr. Bogart urged citizen involvement in this problem in order to halt the building of new nuclear power plants. His organization, the Anti-Pollution League

(Continued on Page 6, Col. 2)

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**ADMISSIONS**

(Continued from Page 4, Col. 3)

610 and 609, respectively. Less and less significance is being placed on college board scores by colleges. Bowdoin has recently announced that it is eliminating all College Board examination requirements. Scores are still used at Conn in evaluating applicants, but there has been less reluctance in recent years to admit students with poor SAT scores and good records in other areas. Mrs. Hersey stated that the college has had "good general success" with students who were admitted with low College Board scores.

Most of this year's freshmen ranked in the upper three-tenths of their classes in high school. 89% of the students who attended public schools placed in the top two-tenths of their classes, and 78% of those who attended private schools placed in the top three-tenths.

The personal qualifications of each student are determined through examination of the individual's application form, school recommendation, and the personal interview, if one is conducted. An effort has been made to include essay questions on the application that are as flexible as possible, to give the applicant as much freedom as possible in expressing his ideas. School recommendations are often difficult to evaluate, since the quality and dependability vary considerably from school to school.

A slight increase in scholarships is expected as a result of the increase in fees for next year. Last year, 25% of the freshman class was awarded scholarships, which ranged in amounts from \$550 to \$3700. The admissions staff is not satisfied with the amount of money available for scholarships, and would like to be able to

award more scholarship money to incoming students.

There are as yet no plans for the recruiting of male students with exceptional athletic abilities. Mrs. Hersey said, "Let's count them (athletic abilities) under 'personal qualifications'".

**SEMINAR**

(Continued from Page 5, Col. 5)

in Allendale, New Jersey, offers information on multiple pollution topics.

Michael Ireland and James Stevens, both students, talked about their respective Ecology Action organizations. Mike stressed the need for community involvement, rather than only student participation.

Jim expressed hope that Conn would organize an Ecology group. Although plans for the April 22 Teach-In are in progress, Jim stated that April 22 should not be the only day when students become interested in the community in which they live; rather action must start now and continue in the future.

Dr. William A. Niering, professor of botany and director of the Connecticut Arboretum, also expressed a hope that students on

**NEWS NOTES**

Dean Cobb reported to *Satyagraha* that definite action has been taken with respect to the parking problem on campus. She pointed out that many unregistered cars which had violated the parking code, have been, and will continue to be, towed away at the owner's expense.

\* \* \*

James Taylor, folk-rock singer on the Apple Label, will perform in Concert, Thurs., Feb. 19 at 8 p.m. in Palmer Auditorium. The concert is sponsored by the Conn College Social Board. Tickets are \$2.50 and are on sale in Cro Mon.-Thurs., 4:30-5:30 and 7:00-8:00.

\* \* \*

American International College Alumni Association is sponsoring a two-week vacation in Hawaii with stops in Las Vegas and San Francisco for the sum of \$399. The flight leaves Boston on June 28, 1970. For further information write to Dwight Pepin '54, Secretary, American International College, Springfield, Mass. 01109.

this campus will take part in the effort to alleviate the threatened loss of our natural environs.

**HERSKOWITZ/FULLER**

(Continued from Page 4, Col. 5)

those composers functioned.

A harpsichord recital may bring to many people's minds a vision of a rather stuffy, esoteric, dull experience. This impression is sufficiently widespread to insure sparse student audiences at the Artist Series.

Perhaps Mr. Fuller's introductory lecture, given the evening before the concert, provided the needed exposure to this music, for the percentage of students in the usually community-dominated audience, suggested increased student interest and understanding.

Mr. Fuller reinforced his concept of the need for communication between performer and audience, by speaking informally during his performance between pieces, explaining their historical background and his impression of the composers' intent.

At one point during the concert, Mr. Fuller's explanation of Couperin's intention to satirize his society in a series of vignettes under the general heading of "Les Folies Francaises, ou Les Dominos" spurred audience laughter at the musical descriptions of modesty, ardor and coquetry. The laughter sounded wonderful, unrestrained and quite unstuffy.

The harpsichord, which was the predominant keyboard instrument during the Baroque period, differs from the piano in that the strings are plucked rather than struck by a hammer.

This results in the inability of the harpsichord to produce gradations of loudness and softness.

In place of dynamic changes, the harpsichord uses hand stops to effect changes in texture and register. The technique for the performance of Baroque harpsichord music requires a tremendous agility in the fingers, which Mr. Fuller exhibited in an often dazzling display of technique.

Frequent technical inaccuracies, while distracting, did not detract from the effectiveness of his performance.

As for the musical validity of his program organization, I think Mr. Fuller's concept of viewing the composer on "emotional and psychological terms" as he wrote in his notes, helps the audience grasp the essential timelessness of a composer's vision.

Judging from the audience response, the music that has survived three centuries has as much to communicate today as it did then.

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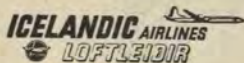
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