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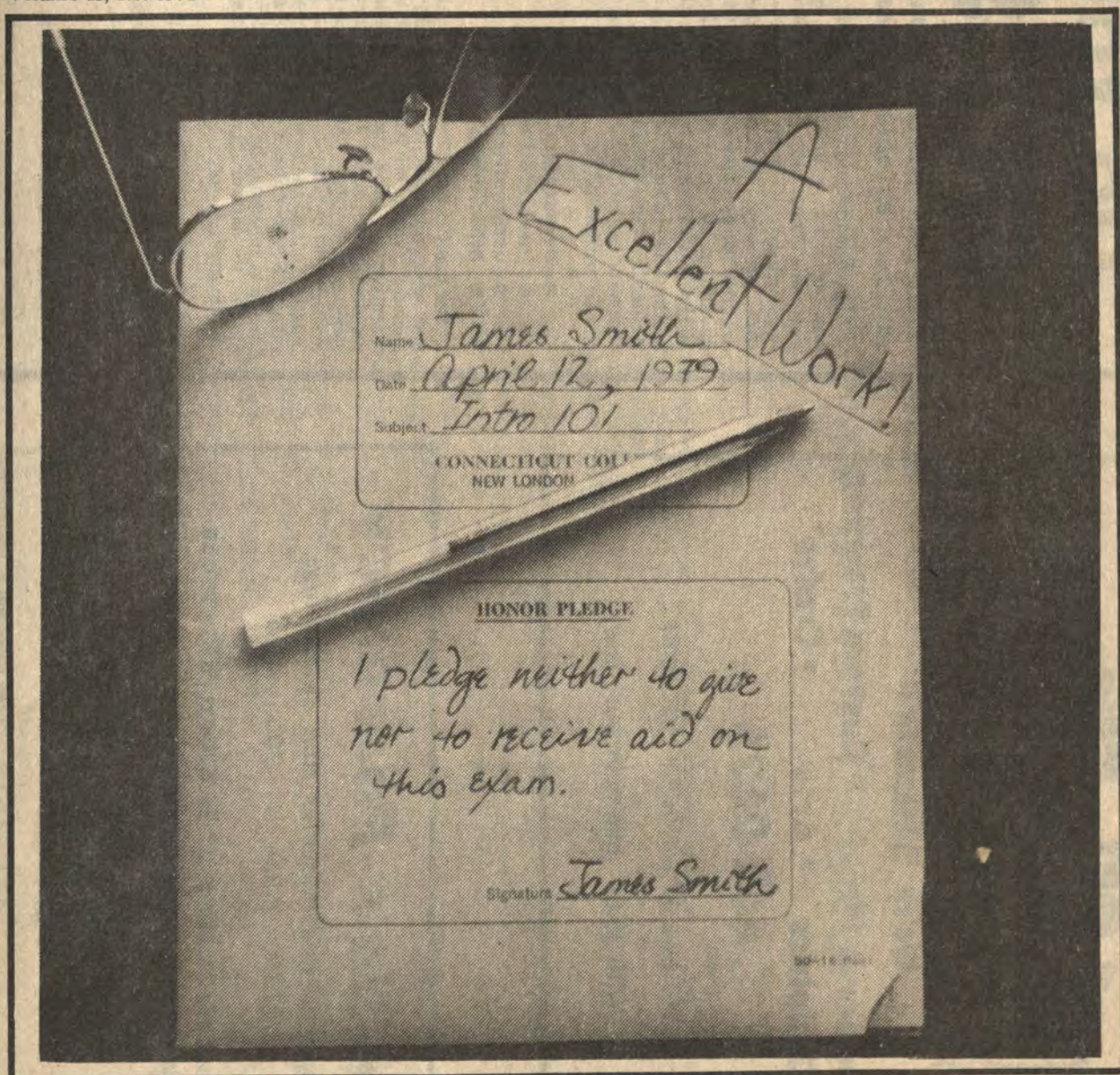
# The College Voice

CONNECTICUT COLLEGE'S WEEKLY NEWSMAGAZINE

## Rampant grade inflation Community Settings – students pitching in

Volume II, No. XVI

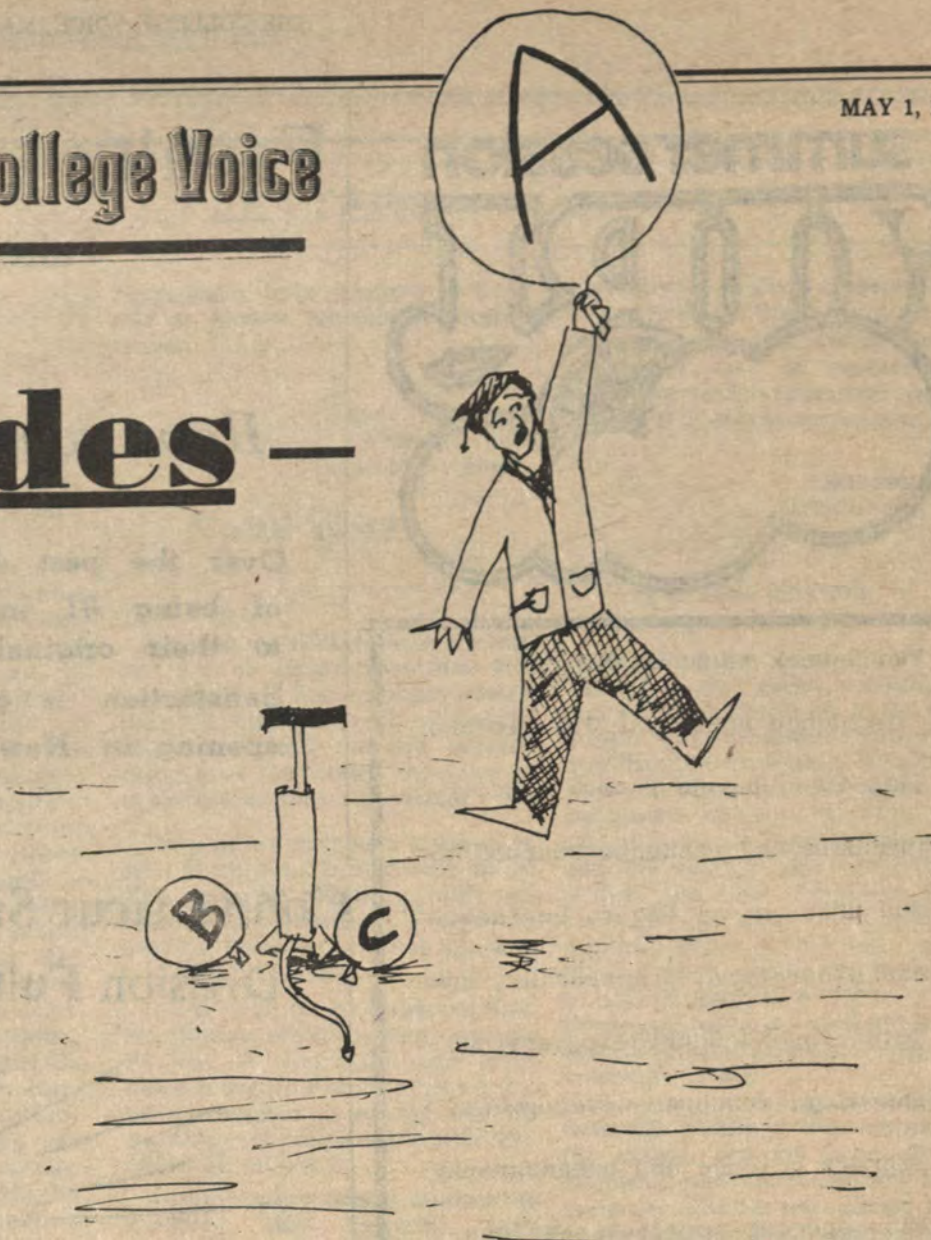
MAY 1 1979





# Good grades –

## A dime a dozen



By Seth Stone

Inflation is the biggest problem facing the American economy today. Over the past few years, a new kind of inflation has developed. It is non-monetary, but to college students it is just as serious. It is called grade inflation, and over the past 17 years, it has risen at a steady rate. Occurring at colleges and universities across the country, including Conn, it is a situation which steadily worsens rather than disappears.

According to registrar Robert Rhyne, "statistics are the only thing you can go by" to prove that grade inflation exists. Statistics provided by Rhyne make a strong case for grade inflation. One set, a comparison between grade percentages in 1962-1963 and 1978-1979 reveals the steady climb.

1962-1963 (1st semester)		1978-1979 (1st semester)	
10%	-A-	29%	
40%	-B-	52%	
43%	-C-	16%	
6%	-D-	3%	
1%	-F-	1%	

One of the items that stands out glaringly is that in the past 17 years the percentage of "A's" and "B's" given out has risen from 50 percent to 81 percent. This is blatant grade inflation, and Rhyne says one reason for it is a change in priorities. In 1962-63 the emphasis was on getting a job after graduation, while today the stress is on gaining admission to graduate school.

"The pressure to get into graduate school is tremendous. Grades are important on the transcript," feels Rhyne. "It means grad school will have to pay more attention to minute GPA (grade point average) differences. You need higher than a 3.0 to attend grad school."

Garrett Green, chairman of the religious studies department, and his colleague Eugene Gallagher feel differently. They predict that graduate schools will not judge grades as the most important admissions criteria if grades continue to inflate. Green says, "grade inflation hurts, because as grades become less creditable, people will turn to other alternatives to learn how the student is doing."

Gallagher says he is "suspicious of any differences in a 3.0 and a 3.5 GPA to predict ability in grad school. If graduate schools refer only to GPA, they are off the wall.

Addressing the need for change, Rhyne points to faculty as ultimately responsible. "The real control should be in the faculty. This is where the problem should start and stop."

Green counters that, "faculty feel a lot of pressure..if it is to change it will have to come from the student side...but that is not likely."

In a system that thrives on competition, high grades can give a person a competitive edge. Grades are seen as a sign of progress and ability, even as a sign of superiority. Though grade inflation cannot be condoned, its existence is inevitable. It is not surprising that the problem continues to grow as competition grows.

"It is disturbing," says Green. "It is like a permissive parent. If you get a B, how are you supposed to know if it is good. Nobody knows what grades mean today."

Unfortunately, Rhyne points out that grade inflation can be self-perpetuating. "Grades today don't have the same meaning they used to have...with increased competition, more emphasis might be put on high grades. It is a vicious cycle..grade inflation does not let you reward good students like you could before."

The registrar also pointed out a difference in students' attitudes towards grades over the past 17 years. "Many students feel that a grade of C is bad and a grade of D is horrible. It did not used to be that way. The grade of C used to be looked upon as satisfactory."

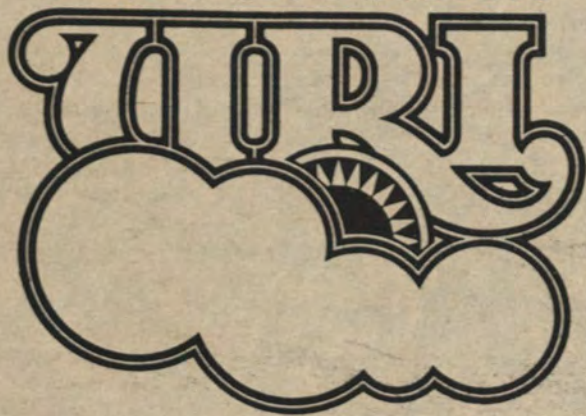
"Some of this trend might be pushed up from the bottom," Rhyne continues, "from grammar school to high school and to college. I can't really tell you if grade inflation is better or worse here than at other schools, but the trend is toward inflation."

According to Rhyne, the median grade at Conn 17 years ago was between a B and a C (this was before the installation of plusses and minuses in 1974). Now the median grade is between a B and a B+, a rise of two-thirds of a letter grade.

In spite of this jarring statistic, Rhyne is leery of the attempts other schools have made to battle grade inflation. "Some schools have reverted to a non-grade policy. We won't do that. So much is dependent on grades, that when a student does not have one he is handicapped."

continued on p. 5



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# The College Voice

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## LETTERS

### SGA Reps

To the Student Body:

I am writing this letter in order to encourage students to run for the position of House President, as well as clarify what the job will entail next year.

The House President's major role will be as the dorm's representative on Student Assembly. Next year, SGA can be more active, vocal, and vital to decision making on this campus, if Student Assembly is made up of House Presidents who will devote most of their attention and energy to representing their dorm, serving as a communications link, and working for a more active SGA, and a better informed student body. The House President should not be primarily a Social Chairman. There will be Social Chairmen elected in each dorm, as well as Vice-Presidents, who could also assist in social organizing, but have in the past been underutilized. The House President, as leader of the dorm should necessarily be involved in the social life of the dorm. His or her primary task, however, should be as Student Assembly representative, which will involve helping to define campus problems, and their solutions, bringing issues out for public debate, as well as responding to, and encouraging student input.

I urge those students who would like to participate in Student Government in this manner to run for House President, and would like to encourage students to elect House Presidents who would embody this desire in their platforms. SGA can be an active and vocal force on this campus, but it will be necessary for House Presidents, the integral link between students and Student

Government, to be energetic in their role as Student Assembly representatives.

Sincerely,  
Michael J. Litchman  
President-Elect  
Student Govt. Assoc.

### Nuke poll

To the editor:

Although the College Voice Nuclear Poll was an earnest attempt to stir student opinion, it unfortunately missed the point. Consequently, it belittles its college audience; the poll appears aimed at an uneducated lot, oblivious to current newspaper headlines.

The point is that no form of energy is safe. From black lung disease to oil spills, man has poisoned himself and his environment in pursuit of energy. A potential hazard is manifest in every major energy source.

Sadly, we are faced with serious risks from nuclear and other energy sources. We have no choice. Obviously other forms of energy must be explored, but when compared to existing sources, nuclear power holds a significance that cannot be ignored.

To the dismay of science, emotion has muddled this essential fact. Organizations on nuclear power have acquired the neuroses of religious cults. As a result, nuclear energy is frequently perceived as a deliberate injury to human life instead of an attempt to provide the power to maintain it.

The poll perpetuates this misunderstanding. It is not a question of whether nuclear energy is safe or not, but rather a realization that we have no

alternative to it. Once we accept that we are victims of this tragic plight, we can spend our time making nuclear energy as safe as possible and developing other supplemental sources instead of in useless opposition to it.

Sincerely,  
Nicole Gorden

### Swim meet

To the editor,

I am pleased to report to the college community and residents of the New London area that \$3525.00 was raised from the 1979 Connecticut College Swim Marathon. There were more than 120 participants in the event which was held on April 19. Freeman dormitory won the cocktail party by raising \$549.50. The five swimmers from Freeman were Sally Clarke, Allison Holland, Connie Whitehead, Mike Kimmel and Pat Hinkle. The party will be held on May 3 at 8:30 p.m. in the Freeman living room and all swimmers who participated in the marathon are welcome to come.

The money which was raised will go toward the library, a new whirlpool for the college, and the Ocean Beach swimming pool. The reason why these particular charities were chosen was: 1. to remind the college community that we still owe a lot of money on the library 2. even though we have an athletic trainer, Conn has lacked facilities to rejuvenate sore bodies 3. to help the New London community by making a contribution toward the renovation of the Ocean Beach pool so that it will be able to open this summer.

Not only did Connecticut College students, faculty, and administration officials show a great deal of generosity toward these three worthy causes, but also a keen interest in the sport of swimming.

Sincerely,  
Daryl Hawk, '79

## Unique opportunity

Few people on campus are aware of the tremendous amount of work that goes into publishing a newspaper, and the consequent value of responsible workers. Those willing to put in time and energy will find that they become indispensable to the newspaper, and will find themselves in upper level positions where they can make decisions.

In addition, working on a college newspaper amounts to priceless experience when it comes time to apply to graduate schools or look for a job.

The staff will reorganize itself before exam week. Those students who are seriously interested in truly challenging, rewarding work should contact Vicky McKittrick, c/o box

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## INSIDE OUT

A dollar isn't worth what it used to be worth, and neither are the good grades that exceptional students used to get exclusively.

Apparently, demand has forced up supply, leaving the

value of even the healthiest grade point averages in question.

Seth Stone looks at runaway grade inflation, and at whether grades really have much meaning anymore.

Cheap success

p. 1,5

As pleasant as campus life can be, some students have ventured into the community in an effort to bring academics down to earth. The psychology department offers "Community Settings" for such students.

Be it counseling mothers facing abortions or helping to place foster children in homes, be it dance therapy or clinical counseling, Conn students are holding jobs in the community -- and finding the experience invaluable.

Comm. settings

p. 6-7

Everyone's talking about Mile Island, Oakes Ames and nuclear power. What do the others pin down their thoughts professors at Conn have to say about notorious nuclear power about it? In the wake of Three in black and white.

Profs and nukes

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# Views on nuke power: the cons have it

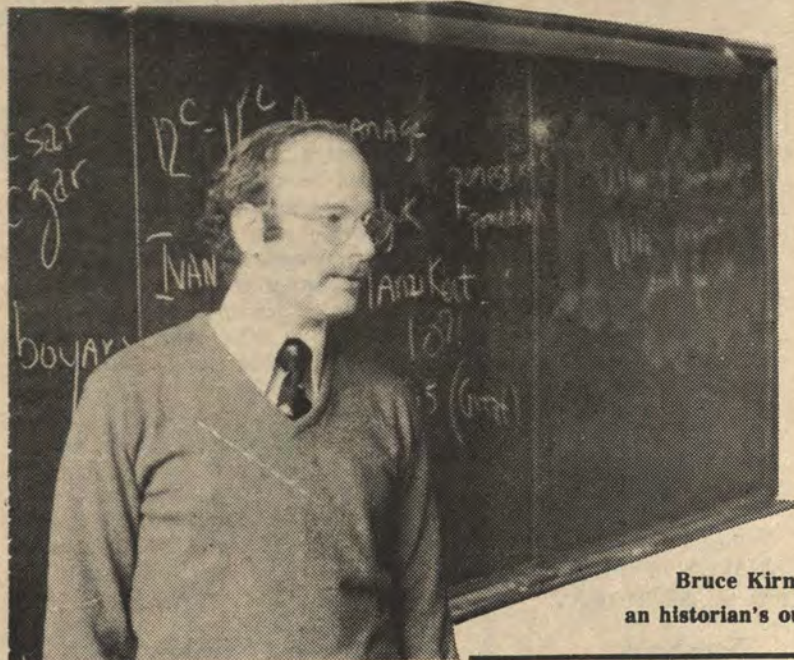
**Ames doubts industry's credibility, Kirmmse suggests reform**



Ames physicist and President of the College, expresses skepticism.

The recent accident at Three Mile Island has shaken my confidence in the statements made by the nuclear industry about the safety of nuclear plants. I do not believe, however, that the United States should alter its plans, which are to use nuclear power as an interim energy source until other sources such as solar energy can be developed. Instead, the power industry must be required to install more effective safeguards, and the public must insist on receiving more accurate information so that there can be no way of hiding inadequate safety procedures. The accident also underscores the need to accelerate our development of alternative energy sources and to be more conservation-minded as a nation. The Administration has not yet adequately educated the American people on the nature of the energy crisis; until it does, we are unable to make informed judgements in support of a long-range energy policy.

Oakes Ames  
President



Bruce Kirmmse:  
an historian's outlook

## Swanson: search for alternative

The incident at Three Mile River dramatized the need to move forward with new energy technology that would provide a viable alternative or supplement to nuclear power. Recent events are particularly unsettling in Connecticut because the state has placed a large part of its energy needs in the hands of nuclear power. It would be difficult, if not impossible, to forsake that commitment. Given the legitimate concerns with questions of health and safety and the unconvincing assurances of utility executives and nuclear scientists, it would be prudent at this point to halt further nuclear expansion for power generation and work toward the development of a substitute energy source that is economically feasible. In addition we need to intensify efforts to reduce the consumption of electricity to ease the pressure on maximum demand periods which would minimize the need for new power facilities. Finally, given our present dependence on nuclear power we must work to improve the design, construction, operation, and regulation of these facilities.

Mr. Swanson



Professor Swanson.

## Ameele worried by "beast"

The arguments for and against an escalation in the use of nuclear power to supply the country's energy needs are intense - of late, downright passionate - particularly in this neck of the woods.

While there are points on each side that cannot be taken lightly, I am against escalation. Clearly the biggest con is real or potential danger to the environment and to human life. It's a risk-benefit issue and although with luck the benefits could win hands-down, the risks are too deadly to be discounted. Although advances in safety technology could chip away at the probabilities of a disaster, I doubt that absolute safety-certainty can be attained. Even if the technocrats assured us of no-fail safeguards, could we believe it? At best, I'd only feel I was being hoodwinked by pro-nuclear PR men. Even if their claims were being made in good faith, I doubt I'd still rest easy. We have to be careful not to believe everything we hear when it's what we really want to hear. Real

safety, in this case, lies not in human assurances and judgements, but in the power of the atom itself, a beast which is too fickle to utilize on a grand scale. Moreover, I do not buy the pitch that other forms of energy are equally risky. People cite, "There have been more deaths and injuries from coal than in all the years nuclear energy has been around." This, unfortunately, is a blind faith view. Coal-related death and disability figures represent many many years in the business, some when the technology was infantile. Although nuclear-related death figures are impressively low thus far, one or two major accidents could nearly even the score, to say nothing of long-term deaths that we could not comfortably predict. Confidence and faith in the past safety record of nuclear technology is clearly a fool's paradise. For all the reasons that nuclear energy could sustain us, it could kill us. We must look elsewhere.

Randall J. Ameele

There are many dangers and uncertainties connected with nuclear power: the genetic and cancer risks of long-term exposure to low-level radiation from normal plant operation; the grave risks connected with a serious accident; the cat-guarding-the-canary situation which has characterized the relationship between the NRC and the nuclear industry, which is both the object of the NRC's policing power and its client; the incalculable risks connected with guarding radioactive wastes for 400,000 years - forty ice ages - into the future, and with the decommissioning and guarding for a similar period our radioactive nuclear plants after their lifespan or 30 or so years; and the certainty of nuclear weapons proliferation which the spread of nuclear generating capacity carries with it.

I wish for the moment to overlook all these specific risks and uncertainties and concentrate on two questions, namely, liability insurance and costs.

1.) Liability insurance. If, despite all objections, nuclear energy is so safe, why isn't the nuclear industry subject to the same sort of legal liability as every other activity in our free enterprise system? Filled with misinformation, naivete, and euphoria about nuclear power about twenty years ago, Congress passed the Price-Anderson Act, limiting the total liability for a nuclear accident to \$560 million. If the nuclear industry is as safe as the utilities people and the government have been telling us, why this special treatment? A serious accident at Millstone would lead to claims totalling many billions of dollars for lives lost, injuries, and property permanently unsaleable. We are unable to purchase insurance against this in

our homeowners' policies, because the insurance companies have a franker view of the potential gravity of a nuclear accident than Congress did when it passed Price-Anderson, and they have a "nuclear exclusion" clause in the insurance policy which prevents the homeowner from collecting from reactor-related damage. It has been estimated that a serious disaster at Three Mile Island would have netted homeowners 3 cents on the dollar. If a serious disaster is really unlikely as we are told, then the liability premiums should be very low. Let the utilities purchase insurance on the free market, and let us get the complete coverage to which we are entitled. It is imperative that Congress repeal Price Anderson and force the nuclear industry to take full responsibility for its actions, just as every sort of industry must.

2.) As for cost, it has been claimed that nuclear energy is cheaper than all-competing forms, especially for us in New England, but the costs of federal emergency held, of unpaid insurance premiums, of guarding nuclear wastes and decommissioned plants for hundreds of thousands of years are real cash costs; they will be paid by every one of us, either in future utility bills or in our tax bills. The Department of Energy has estimated the cost of cleaning up one single leaky waste storage facility, that in West Valley, New York, at almost \$800 million, and this plant has only been in existence 10 or twenty years. What will it cost to look after much larger quantities of highly radioactive waste for nearly half a million years? Surely an astronomical sum. Yet these are part of the cost of every kilowatt hour of nuclear-generated electricity.

Bruce Kirmmse

## nuke poll -- Student doubts

In order to determine campus attitudes about the viability of nuclear power, a written questionnaire was included in a recent Campus Communicator.

The poll showed that 75 percent of the college body does not believe that nuclear power is safe. There was also a 78 percent majority that does not believe that the U.S. uses its energy resources effectively, and 86 percent that wants the U.S. to explore alternate energy sources such as solar, hydro, and wind power.

When asked about the institution of gasoline rationing, 45 percent were in favor and 30 percent opposed. It seems

that the student body is less willing to make radical changes in energy policy when the energy problem affects it directly.

It is interesting to note that 53 percent believed that there is a serious energy crisis. Many of the responders wrote that they felt that the U.S. government was not adequately informing them of the energy problem and the events at Harrisburg.

The results illustrated campus views concerning the energy crisis: the majority are opposed to the use of nuclear power, are dissatisfied with the nation's energy policy, and feel the need to explore other sources of energy.



Continued from page 1

If we changed to non-grading, the fun would go out of teaching and learning. Would a student take class, work, or tests seriously? Would a professor enjoy teaching in this atmosphere?"

One compromise used by Conn is the pass-fail option. Rhyne says this "scrambles the GPA." He claims "there is no way I know what letter grade might have been given. It has been an understanding that a person can qualify for a pass anywhere from a D- through the highest A."

## In the past 17 years the percentage of A's and B's given out has risen from 50 percent to 81 percent.

"Pass-fail has its problems, but it can work many ways. Some of our better students don't use it, while some ordinary students do. But there is no pattern. It has the potential for inflating grades."

There is hope in one set of statistics however. One coveted goal that had lost some of its significance through grade inflation was Latin Honors. As grades became higher and higher, more and more graduates received the award, making it less and less meaningful. The minimum qualification however, has now been increased, reversing this trend.

"For the class of 1963, 5 percent graduated with Latin Honors. By the class of 1975, 42 percent graduated with Latin Honors," stated Rhyne. During this period a student needed a 3.25 GPA to qualify for the honor. "We changed our ground rules with the class of 1976. The GPA was 3.50. In that class 19 percent qualified."

This was the direct result of the change in rules. By changing the minimum requirement, the percentage of Latin Honors dropped from 42 to 19.

Two sets of statistics tend to show contradictory information about the average college student. GPA is going up, while SAT scores are declining. Rhyne, however, does not "think students are any better or any worse than 17 years ago."

If one can accept the premise that a rising GPA does not reflect an increase in ability, he might also see that declining SAT scores do not show a decrease in ability.

## The grade of C used to be looked upon as satisfactory.

"It is true that the national SAT scores have declined. Whether the decline is anything to shout about is debatable," offered Rhyne.

"One reason is that more and more people take the SAT. 17 years ago only college bound students took them. It has become a fact today that every kid takes the SAT. As more and more diverse people take the SAT the national score should slide."

The trend at this school is about the same as the trend nationally. "Over an 11 year period there has been a slight decline (in SAT scores) for graduating seniors."

Decreasing enrollment and increasing costs are two factors which make it difficult to attract students to any school. One way to counter this problem is to show prospective students that they can do well. Grade inflation then, maintains a student's incentive to remain at school once he has gotten there. Nobody likes to face the implication, however, that grade inflation is so directly related to student enrollment.

Another factor which relates to both grade inflation and enrollment is an improving athletic program. As more and more athletes are recruited to a school and an increasing number of athletic scholarships are awarded, the school must do all it can to keep these student-athletes. Inflated grades keep these people in school. This does not mean that all athletes fit the stereotype of the dumb jock taking Alphabet 101, it does appear, though, that at some schools athletes get "special breaks."

Look at the trend at Conn. We have a play-off proven soccer team. The basketball team has vastly improved, and the hockey rink is now being built. Could this school turn into a sports minded institution, with athletes receiving inflated grades to help the program?

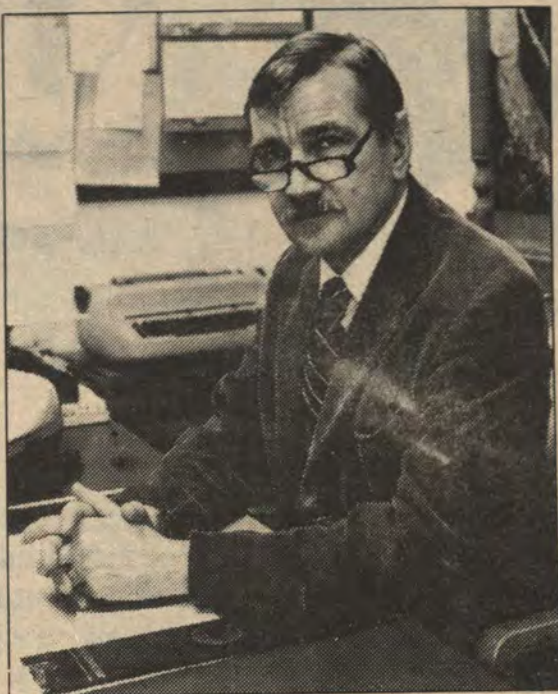
"No," said Rhyne emphatically. "I'm not aware of any athletic scholarships. I doubt we recruit athletes. A promising athlete would not be looked upon any differently than any other student with a special skill. I'm not aware of any move to discriminate in favor of athletes."

Thus far, many reasons have been cited for grade inflation. Educators know instinctively what it is,

how it exists, and what its repercussions are, but nobody is certain of its basic cause. But as Rhyne says, "there are a few contributing factors."

"The curriculum now (versus '63) is looser. The general requirements are looser. We teach more things now than 17 years ago...we must ask ourselves, has the faculty graded easier, or have the pressures on the faculty increased."

This last point is pivotal. Students alone are not plagued by the pressure to succeed. A professor feels the pressure just as much as a student does. He does not like to jeopardize a student's future by giving him a low grade at a crucial time. So he gives the student a better grade than he deserves. He has been pressured into grade inflation.



In education today, the emphasis seems to be on grades, and not on learning. An education is secondary to a passing mark. Students seem to work for the "A" and not the knowledge. Grade inflation appears to give them exactly what they want, and what they apparently need to succeed in the competitive outside world.

Misplaced values have educators worried. Rhyne feels that "if a student feels he or she has to attain high grades that is their problem. They might be afraid to try something that isn't up their ally because of the grade."

Gallagher feels the "atmosphere is different" in college now, as opposed to 10 years ago. "Not many people are willing to take risks in class. They are afraid to answer wrong." He said a course used to be "taken just because it was fun."

Green feels that students emphasize career skills too much. "It does not make as much difference. You need the educational qualities of how to think, read, and write."

Conn. is making an honest effort to try and deal with grade inflation. This applies particularly to freshmen. The school tries to encourage them to take interesting and different courses, and not to be concerned with grades.

"We don't count freshmen year on the cumulative average because we try to encourage them to experiment," explained Rhyne. He continued, "freshman learn what interests them. They try new fields. One reason we don't use freshmen year for the

cumulative is to compensate for this understanding."

Other attempts to combat grade inflation include changes in grading procedure and curriculum changes. But as Rhyne observed, "If anybody tried to change curriculum to battle grade inflation, he would be cutting off his nose to spite his face."

## A professor feels the pressure just as much as a student does.

One now must ask what can be done to prevent, or control, grade inflation. Nobody is sure, because nobody is sure of what causes it. Something must be done, somebody must speak out. Teachers are afraid to speak of grade inflation because it reflects badly on them. Students do not speak of the problem because, as Green says, "what student is going to ask for a lower grade?"

Grade inflation is a serious problem. It gives students false impressions about themselves. It casts doubt on a professor's ability to honestly grade work. Not a problem unique to Connecticut College, grade inflation is a problem that affects the whole field of education. It makes grades, a cornerstone of our educational system, meaningless, and in so doing, threatens both the efficiency and the integrity of that system.

## After graduation-- what next??

By Dan Price

May 27, 1979; graduation for the class of 1979. A time after which, for a number of seniors, remains a good deal of uncertainty. Uncertainty as to what they will do with the sixteen years of schooling they have just completed. They must decide between continuing their education in the hopes of acquiring a higher paying job, or take their chances on the open market of the "outside" world.

The career counseling and placement office has the facilities to assist seniors in their decision. Located in the upper level of the Crozier-Williams building, they have an extensive library of company brochures, annual reports, post graduate schools, and applications for positions in various firms. The library contains information for positions including teaching; city, state, and federal government; management training; medical research; computer programming and banking.

The placement office also schedules appointments with representatives of companies which come to Conn. College in order to recruit seniors for open positions.

These companies are not just window shopping, they are here looking for qualified personnel to fill high paying jobs. If you are a senior, and are unsure of what you are doing after graduation, a visit to the placement office could help in making the decision.



## Returnables in Conn

Connecticut's bottle bill will go into effect in January, despite opposition from the bottle industry's intensive advertising campaign. The bill will ban the use of non-returnable bottles, and is supported by a 103-39 vote in the House of Representatives.

\$\$\$\$\$\$\$\$\$\$\$

Dallas, accustomed to big spenders, was not prepared for F. Masood Khan's night on the town at the "elan" discoteque. First, according to manager Chad O'Neal, it was champagne for the house. This cost Khan \$2365.30. Then Khan ordered a dance contest held just for him. The management refused.

As Khan began walking out in a snit, a waitress persued him and said she would arrange the contest. The contest was held and Michael Christensen won it. Khan gave Christensen and his partner each a check for \$500,000. Then he tipped the waitress with a check for \$1,000,000.

Khan said he was related to high Pakistani officials, but at the Pakistan embassy in Washington, Press Officer Khalid

Ali denied this. He said that Khan was a wealthy businessman, and Khan's bank in Washington said he had money. Another source close to the Pakistan government said: "Obviously, the man had lost his grip...the human psyche is a difficult thing to explore...I sometimes wonder why human beings don't collapse more often."

## Toxins?

The Federal Occupation Safety and Health Administration (OSHA) will begin a wall-to-wall probe of General Dynamics-Electric Boat's shipyard in Groton for toxic substances hazardous to the health of workers. OSHA will be looking for air contamination resulting from the various shipbuilding machines. They obtained the warrant after EB officials restricted an earlier inspection of the shipyard.





Janet Foster, Psychology major is an intern at the Child and family agency in New London.

# In t fie

By Tamara Vertefeuille

Although there are those who think that we on the hill are not concerned with the New London community, there is a certain group of individuals who prove that belief false. The members of Mrs. Sloan-Devlin's Community Settings Field Work course are active volunteers in various social organizations as the major part of their course work. These people, most of whom are psychology and other social work oriented majors, work eight to ten hours per week in supervised field placements in community agencies.

The major emphasis of the psychology course is to plug into social work. Its members have a wide variety of experiences, some good and some bad, depending on the organization and the individual. Mrs. Sloan-Devlin feels that the major factor on which the profitability of the student's experience rests is the presence of a good supervisor.

Students doing fieldwork which may consist of counseling emotionally disturbed or mentally retarded people need close and careful supervision. Unfortunately, some supervisors neglect the new fieldworkers, leaving them on their own, which detracts from the learning experience. These

**Professionalism is one of the most important educational aspects of Community Settings, one that is often neglected in the purely clinical approach to psychology.**

placements are usually weeded out. Mrs. Sloan-Devlin stresses the difficulty of keeping equality of experience between such widely varied field work situations.

A major part of the course's success depends on its students. To work in new, unpredictable and sometimes discouraging situations requires a degree of maturity and persistence in the student. Mrs. Sloan-Devlin tries to familiarize the student with the situation beforehand. She also conducts weekly seminars and requires the students to keep detailed journals.

The course lasts two semesters. Usually the first semester is spent getting acclimated to the working situation. Second semester, after things have settled down a little, the student can really start to work with the agency's clients on a professional basis. Occasionally a position doesn't work out and a student leaves the course after one semester.

Janet Foster, who is an RTC, mother of three and a psychology major, is one of the course's most enthusiastic members. Her project is with the Child and Family Agency in New London, where she counsels women who have problem pregnancies. She is enthusiastic about her project and about the Agency in general.

Janet's work specifically consists of counseling two

clients. Her work is in supportive counseling and active listening; she firmly stresses that her role is not to give advice to her clients but to help them straighten out their own thoughts. She does this by listening to them and then reflecting the client's emotions back to her.

Janet is adamant about keeping the confidentiality of her clients. Her sense of professionalism is strong and she is careful of what she says at home and to her fellow classmates. Professionalism is one of the most important educational aspects of Community Settings, one that is often neglected in the purely clinical approach to psychology.

The other major element of Janet's project is humanistic. With sparkling eyes, she announces, "I'm working with real people!" She has a strong compassion for the people she works with which often makes her emotionally involved with her clients.

When questioned about whether emotional involvement is professional, Janet replied, "It would be hypocritical of me to keep my emotions out of it. My clients know I'm concerned about them."

She also said that some days her emotions run the "full gamut" from sad to happy, which can be draining. The sad cases are the ones in which mothers give up their babies, but Janet has witnessed many happy moments when clients were adopting babies and taking foster children. She often accompanies foster or adoptive parents to the hospital to pick up their new family additions.

Janet has learned to appreciate and respect mothers who give up their babies for foster care or

**"It takes tremendous love to give up a baby so that it can have a better life."**

adoption. She says, "It takes tremendous love to give up a baby so that it can have a better life." She has learned to respect the people who seek help at the Agency, because "it requires a lot of courage to talk to a stranger about your intimate problems."

The agency works extensively with foster care, adoption, family problems, and problem pregnancies. Janet feels that the Agency does a great deal of good for its clients and takes pride in its success. She feels that the Agency strives to avoid making its clients uncomfortable in a clinical atmosphere. "Even the structure of the building is important. It looks like a house." She notes the homey appearance and absence of fluorescent lights; the environment in

which one counsels is important in relieving tensions in the client.

Janet takes pride in the Agency, saying, "our foster homes are very special." The agency supplies foster parents with a stipend of \$21 per week, but it is not enough to cover the expense of child care. "Why do people take foster babies?" she asks rhetorically. "Because they love them."

Although as a wife and mother she finds it difficult to find study-time, Janet usually spends more than the required eight hours per week at the Agency. As to the course's value, she says: "It's the most positive thing that's happened during my college education. It is the culmination of my college experience. It is integrative with everything I've learned. I can't recommend it highly enough."

In reference to her project, she says, "It's my agency. I feel like an employee, like a professional."

Ann Goldberg is a senior whose community setting is at the Norwich Planned Parenthood Center. Her first semester went well as she was positioned in the vasectomy clinic where she learned to do counseling. In the spring she was to have taken charge of the vasectomy counseling program, a position of great responsibility, but the entire vasectomy clinic was cancelled.

This semester, her major focus is on contraceptives; mostly medical interviewing and giving lectures on birth control. Ann is disappointed in the loss of responsibility that her shift in focus has caused. In her new function, she does not counsel patients, which would enable her to apply her psychology training.

Ann feels that this semester has been too routine and has not been as valuable a learning experience



Ann Goldberg reviews a day's work at the Norwich Planned Parenthood Center.



as the previous one. Her project doesn't integrate well with Mrs. Sloan-Devlin's seminar, the other part of the course. Her work is not adequately supervised and she is not given enough personal attention. The students doing fieldwork at Planned Parenthood are treated as general volunteers instead of 'interns.' Because of these drawbacks, Ann doesn't feel the course has been a valuable experience in terms of

stresses the necessity of a professional attitude. The students there do not think of themselves as volunteers. They model their behavior on the professionals around them.

"These people have real problems and they talk to you like a pro," Ann says with a note of pride and seriousness much like Janet Foster's. "The patients trust you."

In spite of the disappointments, Ann retains a positive attitude about her fieldwork. "It's a very good agency," she says, "and seeing how an agency works is valuable." Ann feels that Community Settings is the psychology department's best course.

It lets the students apply their textbook knowledge. Ann's experience at the Agency seems to have been a valuable one as she plans to work at a Planned Parenthood Agency as an abortion counselor when she graduates. Her fieldwork in Community Settings will help her to get a job there. For Ann, the course has been a lesson in disappointment as well as a lesson which will aid her in a future as counselor or social worker. She has worked hard to make the most of a less than ideal fieldwork experience.

# the eld

substantiating her major.

Ann is not completely negative about her experience at Planned Parenthood. Among her training there, she has learned to do blood, blood pressure, and urine tests; she also assists in examination rooms and talks to patients in a variety of contexts.

The Agency sets aside a particular day to do abortions. Women sit in a waiting room together, which Ann feels gives them an opportunity to reassure each other. Generally, the women are more willing to talk to each other than to the volunteers at hand, so Ann is not required to do much counseling.

Ann often stands near the patient during the abortion, "to give her support and hold her hand if she needs it." She feels that this has been a valuable

**'It would be hypocritical of me to keep my emotions out of it. My clients know I'm concerned about them.'**

experience; she now sees the events at the Agency as everyday things and has lost some of her own inhibitions about them.

Ann is enthusiastic about her first semester in the vasectomy program. She says that "it's neat to have older men put their trust in me." In all aspects of her work at the Agency, especially counseling, Ann



Mrs. Sloan-Devlin: Community Settings coordinator

**With sparkling eyes Janet announces, 'I'm working with real people!'**

Community Settings seems to be especially relevant in today's society, particularly when there is a great deal of emphasis on careers. For those going into social work, the experience seems to be invaluable, providing training, experience, and a strong sense of professionalism.

**Ann often stands near the patient during the abortion, 'to give her support and hold her hand if she needs it.'**

The variety of experience is wide, which means that some students will have a better experience than others, but even those who are disappointed face their disappointments and tackle their fieldwork with a determination that will one day make them professionals.

## Overview

Nine other students are involved in the Community Settings course. Although the course is offered by the psychology department, students are not required to take jobs that are strictly psychological.

It is often possible to combine an interest in psychology with personal abilities, such as dance. One might get work as a dance therapist, using the spontaneity of dance as a means of unconventional therapy.

On the other hand, a student can find work as an assistant to a psychological counselor. Often this involves interviewing prospective patients, but if the student is exceptionally responsible and the counselor is willing, a student might be given a patient of his or her own.

The only catch to the Community Settings program is that competition for it is intense. Currently, a number of students are being interviewed by the psychology department for a limited number of positions in the Community settings course. Applicants have to show why they are the best candidates.

It would appear that Community Settings is a response to the ennui that afflicts students who tire of the monotony of campus life. Community Settings students are upperclassmen, who seem to be searching for fulfilling work that is different in kind from the routine of academics, sports, and socializing to which campus life is restricted.





## SPORTS



## Good, tough season for our laxmen

By Ann Allan

Thus far into the season, the men's lacrosse team is doing well with a record of 4-2. The attack, composed of Stuart Glover, Fritz Folts, T.C. Burke, and Robin Brown is outstanding. All four players are also young, and the future looks bright. Veteran attack man Peter Stokes was unfortunately injured midway through the season and his experience and judgement are sorely missed on the field, though one can still hear him from the bench. Veterans Howie Grimm and Michael Fishman also help to enliven the attack.

Goalie Peter Capalbo also deserves special attention as one of the crucial members of the team. It is thanks to Peters' skill in the cage that the Camels have occasionally averted near disasters. The defense, consisting of Captain Brad Rost, George Bacharach, Mike Proctor, and Jerry Carrington, is also very strong and has a good record

of clears.

The main bulk of the team is in the midfield lines. The middies provide the endurance and in the clutch stamina on which the team as a whole depends. The first midfield line, made up of Captain Beaver Morrin, Dave Nightingale, and Peter Craft, have done a superb job all year. The second middies, Tony Lainez, Tom Seclow, and Peter Craft, have also provided much needed help in the field as have the third line of Bill Barrack, Davenport Scott, and Mark Oliva.

This team has coalesced and improved remarkably during the season. Recently, freshman attackman Stuart Glover set a new school record of six goals. The Camels, ably led by Co-captains Morrin and Rost and skillfully coached by Larry Roberts, have a promising future. Come watch your team!!

## 3 wins, 6 losses for resilient men's tennis

By Jim Dicker

With two matches remaining in the season, the Connecticut College Men's Tennis Team sports a disappointing 3-6 record. Much of the blame for the team's poor showing may be traced to various injuries and illness that have plagued the netmen for most of the season. After recording two easy victories to even their record at 3-3, the Camels dropped three straight matches, to find themselves without a chance to reach the .500 level before the season ends.

In a match versus the University of New Haven, the outcome was decided after the singles matches as the Camels swept all six encounters in straight sets. Freshman Phil Craft led the way with a 6-1, 6-0 triumph. Peter Mykrantz took his match without trouble 6-2, 6-1 as did Ted Greenberg, 6-0, 6-4.

Rich Goddard won 6-3, 6-3 and Seth

Uram was never pushed in his 6-1, 6-3 triumph. Jim Dicker completed the singles sweep with an easy 6-1, 6-0 victory. The Camels took two abbreviated doubles matches as Craft teamed with Clyde McKee to win 8-3 and Goddard and Uram triumphed 8-1. The final score of the match stood at 8-1 in favor of the Camels.

The defeat of Nichols followed in a similarly easy fashion. Mykrantz overpowered his opponent 7-6, 6-2 and Craft outstayed his, 6-2, 6-4. McKee won easily 6-3, 6-2 while Goddard took eight of the final nine games to gain a 7-5, 6-1 triumph.

Uram plished off his opponent 6-0, 6-3. The Camels swept the doubles, Mykrantz and Kraft leading with an 8-2 win. Goddard and Uram won again, 8-4. The final tally rose to 8-1 in favor of the Camels as Dicker teamed with first time player Tom Myers to win 9-8, 5-1 in the tiebreaker.

The Camels then dropped a heart-breaking 5-4 decision to UConn. The score stood at 3-3 after the singles matches. Mykrantz took his match 6-2, 7-5 and Craft again won without difficulty, 6-0, 6-2. Seth Uram gave the Camels their third point with a close 7-6, 6-4 decision. The doubles were to be the deciding factor but, unfortunately for the Camels, they could take one out of the three points. Mykrantz and Craft provided that point with a 6-0, 6-1 rout.

Archrival Wesleyan invaded the South Courts and ran away with an upset victory, 7-2. Conn's sole singles victor was freshman sensation Craft, 6-

2, 6-3. With its five singles victories, Wesleyan had already won the match as the doubles started. The Mykrantz-Craft tandem again took the only Camel's doubles victory, this time in three sets, 6-2, 4-6, 6-4.

The unenviable task of facing the Eastern powerhouse Providence College was given to the Camels on a bleak day in Providence. Once again Craft was the only Camel able to win his singles match, this time by 6-2, 6-4. The Camel's second point of the match came behind the doubles due of Dicker and Greenberg, 6-2, 6-1. The powerful Friars were just too much for the undermanned Camels, 7-2.

## Sailing the Thames

By Mike Sladden

The Camels of Connecticut College this year have distinguished themselves in a host of sports -- Lacrosse, soccer, volleyball, crew -- and yet for three years a modest group of salty camels has been meeting outside Fanning Hall on spring and fall afternoons, toting foul-weather gear and sea boots. They drive down to the Coast Guard Academy for a daily sailing practice that has molded a diverse group of sailors into an intercollegiate club that races with Harvard, M.I.T., Tufts and Yale, to name a few. If the competition is impressive, so is the sailing camels' record. Each year the clubs' consistency increases, and its members sail head to head with the Ivies; last fall, a freshman yachtsman, Rob Hitchcock, won a regatta for the first time on the Ivy level; and for three seasons of the last three years, the camels' varsity racers, under Commodore Wisner Murray, have brought home the Bliss Trophy.

The Bliss is a championship series for the associates, the member schools of the New England Intercollegiate Sailing Association who do not maintain yacht clubs that could host the average thirteen school regattas held each weekend. Connecticut is among them, and yet has the opportunity to share with the Coast

Guard, whose facilities on the Thames are complete, and easily accessible. The club, however, is as fiesty off the course as on, and there are frequent reports of drunken binges around Boston and New London. But then, celebrating is as much the yachting way as serious sailing, and Conn's sailors seem to practice each discipline with a sporting fervor. If the Aussies are notorious for forgetting which discipline comes first, then the Sailing Club has refined its brashness into a dialectic of racing and insanity.

Though Commodore Wisner's contributions will be sorrowfully missed next year, the team will remain strong, with its newest talents. Hitchcock and Jeff Johnstone returning as sophomore and junior. Other members include the uncompromising Campbell Seamans, Louise "Drapers don't float!" Draper, Lois "hand me the flask, it's freezing" Lovett, the everready Eddie Cesare, and a loud drunk Aussie who mysteriously appears at each season closing party.

The club is also looking for new members all the time, hoping that their skills lie in both coveted categories, and that they don't mind forty degree swims on Sunday mornings, after thousand-degree Saturday nights.





## ENTERTAINMENT

## Good-time schizophrenia: it's the New Wave



By Ann C. Allan

Punk Rock. The new wave that has flooded America. At first an obscure British import, the New Wave has virtually cornered the hard rock half of the schizophrenic popular music market as the Mr. Hyde alterego to the more sedate Jekyll-like disco. The group that churned the wave in the New London area is the Reducers. They

**New Wave...  
the only strain of  
rock music driven  
by any sort of force  
or virility.**

have played twice at Conn. College—first at a private party, and later at an all-campus bash thrown by Jane Ad-

dams. Usually, however, the Reducers play at the El and Gee club in New London.

### The Reducers downplay punk exhibitionism.

In an interview, Hugh and Peter, two band members, commented on the surge of enthusiasm for New Wave music in the area. The group taps into currents of hedonism in the culture, and when playing, "just want people to have fun." But, say the band members, the Reducers are also "into creating a scene that's an alternative to some of the rock bands." It is true that some music critics see New Wave as the only strain of rock music that is driven by any sort of force or virility.

Locally, there are two other punk

groups besides the Reducers. The Clothespins made their debut at the El and Gee last week. The "pins" are led

### The New Wave has virtually cornered the hard rock popular music market.

by Conn. student Dan Nugent, who broadcasts a weekend punk show over WCNI. Reducers Hugh and Peter are avid listeners of Nugent's punk spot; they "listen all the time and really like it." The two feel that the show is a worthwhile alternative to most of the music that dominates radio.

What about the bizarre aspects of New Wave tunes? Peter and Hugh downplay punk exhibitionism, stressing, "We just want people to go and have a good time. When we've

### Some people have treated it like a masquerade party.

played at Conn., some people have treated it like a masquerade party. We're not into that."



Hugh Birdsall, son of history professor Robert Birdsall, punking it up with the reducers.

The Reducers, the Clothespins, and a new all-girl band, Lynn Oleum and the Floors are all billed for a punk special at the Shaboo in Willimantic on Thursday, May 3. Scrounge a ride and go. It should be one of those nights.



## The Vauxhall Inn: a potpourri of Victorian charm



Your job at the Vauxhall Inn is to get your desired cuisine and eat as much as possible.

If Thursday night comes again and you feel nauseous at the thought of school food; if you have seven or eight dollars, transportation, and feel like gourmet food in style, then the Vauxhall Inn in New London should be your first choice.

Located on Vauxhall St. off Williams St., the Vauxhall Inn is a dream after the nightmare of Harris. The Inn is open only on Thursday from 5:30 to 8:30 because the preponderance of its business is catering. No reservations are needed, although it is a good idea to call ahead to see if tables are available.

The setting is elegant. The Inn is an old Victorian. Tables are set in three connected rooms, with an air of privacy. Each is covered with a colorful tablecloth, cloth napkins held by napkin rings, beautiful silverware, china and crystal, and fresh cut flowers from the garden out back. But each napkin ring, and crystal glass is different. The delightful potpourri creates a unique-elegant ambiance. A bar complete with everything except alcohol is open to all who bring their own. The Inn has no liquor license, yet complimentary glasses of red, white, or rose wine are served with dinner.

The proprietor is a gracious, quiet man who takes your coat upon arrival and seats you. You're then told that you may serve yourself soup at your leisure. Dishes are taken away after each course.

### The Vauxhall Inn is a dream after the nightmare of Harris.

Your job is to get your desired cuisine and eat as much as possible. The menu usually consists of soup, one or two types of salads, three entrees, fresh rolls or bread, a vegetable, and at least two desserts. All of the food is prepared ten feet from where it is aesthetically served in a buffet. Also, coffee or tea is always offered.

The food is always amazing, awesome, plush or whatever adjective you can relate to pleasure. All this you can get for \$6.95 which does not include tip. And most assuredly you will be satisfied.



## OFF THE TRACK



## The Hole

By Michael Sittenfeld

"How's Intro Sociology going?"  
 "Pretty well."  
 "Did you hear about the ground-breaking?"  
 "Huh?"  
 "The ground-breaking. They started to build the Hole."  
 "Who's 'they'? What's a hole?"  
 "What's the matter with you? Connecticut College is building the Hole across the street!"  
 "Hole? How come?"  
 "Look. We got a gift of, er, \$800,000 which can be only used on a gigantic hole. It's gonna be built next to the skating —"  
 "A Hole? What for?"  
 "That's the only thing they are allowed to spend the money on. An anonymous donor."  
 "I'd like to personally thank that guy —"  
 "Wait a second. You're not looking at the issue. If we refuse that gift, then other people will be less willing to give us money..."  
 "Wouldn't it take more integrity to refuse a gift for something the college doesn't need? Wouldn't we be showing other potential sources of money that our concerns are with education and not — um — holes?"  
 "What's your problem? The Hole is gonna improve this place immensely. It'll attract potential students. It'll solve the garbage problem —"  
 "What?!"  
 "It'll be 1000-feet deep. We can throw our trash into there! It'll save lots of money!"  
 "We're paying \$800,000 for it?"  
 "Nope. \$1.5 million."  
 "One - and - a - half million —"  
 "Hold on. I haven't told you about the other advantages of the Hole. On weekends we can have big bonfires in it, and on sunny days we can dangle our feet into it and romp and frolic and generally have good times."  
 "We can go to the Arboretum to run around and frolic! Where's the rest of the money for this hole coming from?"  
 "Nobody knows yet. We're hoping for more donors."  
 "They broke ground already and they don't have all the money??"  
 "Yep."  
 "Won't they have to cut back somewhere to pay for the Hole? Our education will go down the drain..."  
 "What's an education without fun?"  
 "A hole is going to be fun? We're going to be having all this fun at the expense of professors' jobs and books and lectures and —"  
 "We'll get the money somehow!"  
 "Sure. Meanwhile the students get gypped because of the Hole! I'm gonna stop this thing."  
 "You can't."  
 "WHAT?!"  
 "You can't. The inner shell for the Hole has already been built and is stored somewhere up north. We've already signed contracts with construction companies, we're building an access road we've gotten permission from New London officials. Forget it. Nothing can stop the Hole."

## OPINION

Crisis in  
American political opinion

by Mark Hamblett

The recent demonstration against the launching of the Trident submarine was a striking example of the degree to which political opinion becomes polarized at the grass-roots level. The tendency of the American public to reduce complex issues to narrow categories of black and white is a consistent one. Because his views are not tempered by the need for compromise that binds a legislator, the average citizen is free to assume a more extreme position on the question at hand. The benefits of this honesty are

The tendency of the  
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often discussed. The pitfalls receive considerably less attention.

While attending the protest as a spectator I found that those actively involved were opposing the Trident for one of two reasons. Some were protesting the sub on the issue of nuclear power alone. Others were against it as a weapon of destruction and an example of pointless defense spending at the expense of badly needed social programs. It is the positions of the latter group and their opposition that best illustrate the dangers that can arise when opinion becomes drastically polarized on vital issues.

Many of the demonstrators aimed their distaste at the employees of General Dynamics that had come to witness the launching. They saw the workers as being either callous or ignorant in contributing to the construction of a money-wasting death machine. In short, the marchers believed the workers to be in-

just doing what they think is right."

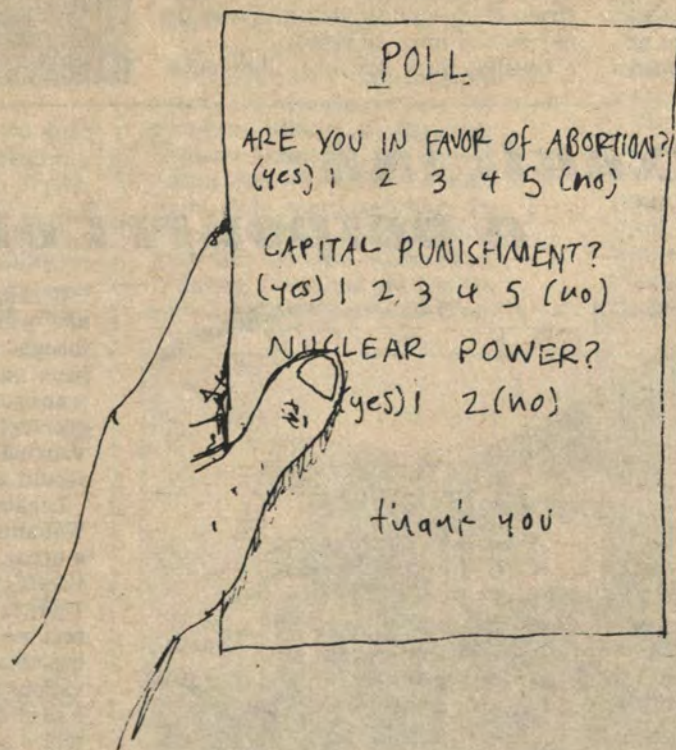
The average American considering the issue of defense spending versus arms control must wade through the exaggerated claims of both sides if he is to find the truth. The public statements of those in Washington responsible to the interests of different departments are equally extreme. A spokesman for the welfare bureau may contend that if the U.S. completely halted production of nuclear weapons, the strategic advantage obtained by the Russians would be negligible. A Navy department spokesman will counter with the claim that the construction of thirty Tridents is vital to our security.

The confusion in the public sector is only heightened by this bureaucratic overkill. The newspapers are constantly filled with interviews with reputable "experts" who maintain radically different views. All of this filters down to a public debate in which few people really understand what is at issue.

On Saturday I witnessed a street discussion between some demonstrators and a group of Yale students in favor of the launching. All of those involved seemed to be intelligent and articulate people. Yet it was not long before the debate dissolved into an incoherent shouting match.

The SALT treaty about to be signed and presented to the Senate by Jimmy Carter will bring the issue of arms control and defense spending to the forefront of national concern. The outcome of this debate will affect problems far outside pure military matters. The questions involved are too complex to be reduced to righteous slogans. They demand thoughtful study and consideration.

In presenting his case to the Senate and the American people, Carter has taken into account the inherent tendency of this country to debate on emotion rather than fact. He has posed the question as directly as possible: "Will the United States be more secure if it approves the treaty than if it does not?" This approach is calculated to combat the obsession with the trivial that often marks partisan debates on foreign policy. But in a deeper respect it is



capable of really seeing what was in their best interest.

The reaction of some of the employees to the chanting at the front gate was quietly hostile. They too saw the opposition as being naive and careless. Aside from the primary responsibility of supporting their families, some also saw the construction of the Trident as a moral act. The workers viewed their participation in this country's defense program with pride. To them, the demonstrators were ignoring the fundamental need of national security.

Thus, both sides had assumed positions they felt to be essentially moral. The negative aspect of these extremes lies in the refusal of all involved to see the other side as equally sincere in their concerns. As one of the more thoughtful demonstrators remarked, "It was sad to see people criticizing the workers. They're

a plea to everyone in this country to conduct a clear-headed debate on problems that are of equal im-

In a deeper respect it is  
a plea to everyone in this  
country to conduct a  
clear headed debate on  
problems...

portance to everyone. The President has recognized the perils of polarized opinion and has planned accordingly.



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# Do You Wear GLASSES ?

Here's an effective new eye-exercise program that can produce astonishing results in a very short time . . .

The Bettervision Eye Clinic is now offering a program of eye-exercises that can safely correct most cases of poor eyesight—so that glasses or contact lenses are no longer needed. Originally developed by Dr. William H. Bates of the New York Eye Hospital, this method has been widely used by the Armed Forces, schools, clinics, and thousands of private individuals, for the treatment of:

- nearsightedness
- farsightedness
- astigmatism
- middle-age sight

For many years it was thought that poor eyesight was just bad luck, or something you inherit from your parents. Scientists now know that most eyesight problems are caused by accumulated stress and tension—which squeeze the eyeball out of shape, and affect the muscles that do the focusing. The result is the eye cannot form a clear image, and the world appears to be blurry. In people over 40, the natural aging process is also an important factor.

No matter what your eyesight problem the Bates Method can help you. This is a health care program, and will benefit everyone who follows it—children, adults, and seniors.

It is important to understand that glasses do not cure a visual problem. They are simply a compensating device—like crutches. In fact, glasses usually make the condition worse. Because they make the eyes weak and lazy, a minor problem often develops into a lifetime of wearing glasses.

The Bates Method corrects poor eyesight by strengthening the eye-muscles and relaxing the eyeball. You do simple easy exercises that increase your focusing power, eliminate eyestrain, and bring your eyesight back to normal.

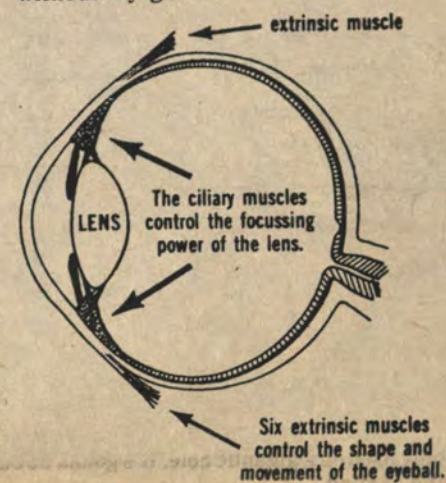
Because the Bates Method deals with the basic cause of your eyesight problem, you can expect to see a definite improvement in as little as 1 or 2 weeks. Even if you have worn glasses all your life—things will become clearer and clearer, and you will have flashes of good vision . . . as you go through the program, these flashes become longer and more frequent . . . gradually blending into permanent better sight—at which point the exercises are no longer necessary.

We usually find that people whose eyesight is not too bad can return to 20/20 vision in about a month. Even if your eyesight is really poor, within 2 to 3 months you should be able to put away your glasses, once and for all. Read these case histories:

Aldous Huxley—Nobel Author  
"My vision was getting steadily worse, even with greatly strengthened glasses. To my dismay I realized I was going blind. On the advice of my Doctor I decided to try the Bates Method. There was an immediate improvement. After only 2 months I was able to read clearly without glasses. Better still, the cataract which had covered part of one eye for over 16 years was beginning to clear up."

Rev. Frederick A. Milos, M.S.  
"By following the simple exercises given in this program, I have completely recovered my vision. Now I can read for long periods without my glasses."

Ron Moore—Technician  
"I originally went to the Clinic to deliver some equipment—and ended up trying their eye-exercise program. I am near-sighted, and have worn glasses for 15 yrs. In just 3 weeks after starting the program, my eyesight has already improved to the point where I can now drive, do business, and watch T.V.—all without my glasses!"



This program has been specially designed for the individual to exercise at home. Written in simple non-technical language, it gives you all the guidance you need to regain natural healthy vision in just 1/2 hour a day: illustrated booklet, complete step-by-step instructions, plus special charts and displays to ensure you make rapid progress. The program is fully guaranteed and there's nothing more to buy.

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