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THE COLLEGE REPUBLIC

VOL. I NO. 1

NEW LONDON, CT

DECEMBER 10, 1981

A Memo To Our Readers

In this volatile world, we can no longer sit back passively and allow the succession of momentous events to occur without voicing a view.

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

Groups with dissenting views and interests must be allowed to remain free of constraint for the health of society.

In this society it is important that the press retain its independence from the governing forces. Just as it is important to have a free and independent press, so it is on this campus.

Once an organization founded upon this principle, allows itself to be absorbed by the governance, it is rendered impotent and no longer fulfills its purpose. It is the express belief of this paper that **The College Voice** no longer meets the needs of those it serves.

According to republican principals, interest

should rival interest in society. At Conn. College multiple groups have diverse interests at stake, however, one group's interests have prevailed, those of the administration.

What is at stake is independent thought. Time has come for students to have a vehicle to voice their concerns.

Freedom to express dissenting views was precisely what those who asserted the freedom of the press two centuries ago sought to protect and the expression of dissenting views is precisely what arouses hostility from those in power.

With freedom, this paper, henceforth known as **The College Republic**, takes on the responsibility of presenting and uncovering pertinent topics for discussion and debate.

However, in the same manner that the administration was allowed to achieve its present stronghold, the security and very existence of this paper depends on the active involvement and support of both the faculty and the student body.

Security?

Harassment in Marshall

by Tom Libassi

During the early morning hours of December 3, 1981, an intruder entered Marshall dorm and proceeded to the upper floors. He harassed three women before entering the room of a fourth student, where he waited until the female occupant returned. All four girls escaped harm; however, this has been the sixth case of harassment this year.

Security arrived within five minutes of being called. They conducted a thorough, but unsuccessful search of Marshall, Park, and Wright and took a description of the man.

Available information is that the incident has not yet been reported to the New London Police. According to Marshall residents, this man has been seen on two other occasions. According to sources, Campus police were not called in the previous two incidents.

Incidents of assault and harassment have risen dramatically this year. They have already surpassed last year's totals.

Director of Campus Safety, Joseph Bianci, will not acknowledge the fact that there is a security problem on campus. Dean Watson had no comment on whether there was a rise in crime on campus or a problem with security's performance.

Surge In Crime

by Dave Tyler

"Connecticut College is not an Ivory Tower," according to Dean Watson. "It is a small faction of the real world, with its own share of good and bad." Apparently the college does have its share of problems as recent statistics indicate.

There has been a dramatic increase in the number of assaults on campus this fall. Figures on crime covering the last three months have equalled or surpassed the totals for all of last year.

Official statistics indicate thus far a total of five assaults this fall as compared to four for all of last year. Six cases of harassment thus far have occurred in comparison to last year's five and twenty cases of trespassing to last year's twenty-nine. The gates have been forced six times.

The figures for assaults are incomplete. Though statistics indicate five, there is one documented case reported to Campus Safety that was not included in the official figures, and possibly two more. Eight assaults - an assault every eleven days this fall. If this trend continues there will be sixteen attacks this year, a 300 percent increase over last year.

Director of Safety, Joseph

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'Nuclear Freeze' Edge of the Abyss

by Rob Mahoney

Today's generation lives with the constant fear of nuclear war in its mind. Since the end of World War II, devastation by nuclear war has been one of those taboo subjects that if ignored, might never present itself.

People and governments consider nuclear war unthinkable. If it did ever occur, it would surely mean the end of the world and human life. It was this type of thinking that made the possibility of nuclear war an impossibility.

Now the world has become increasingly alarmed by the apparently belligerent attitude of the American Administration. Terms such as "deterrence," "detente," and "SALT" have fallen by the wayside to make room for new ones such as "window of vulnerability," "first strike," and "limited nuclear war."

In the political drama concerning the superpowers and nuclear war, the idea of "balance of power" is more of a psychological perception than a reality. Both the Soviet Union and the United States have the ability to destroy the other many times over.

Despite this, the Reagan Administration is intent upon perfecting our nuclear weapons and increasing their numbers. Reagan's 1.5 trillion dollar program includes plans to employ the Trident missiles, to build and deploy one hundred MX missiles, to deploy 572 medium range missiles in Europe and to produce the B-1 bomber and the neutron bomb.

The development of this program indicates that the U.S. considers nuclear war a definite possibility. It is apparent that nuclear weapons are being



"Insanity Masquerading As Security"

developed more and more for offensive rather than defensive purposes.

The U.S.S.R. and the United States are developing nuclear weapons in response to the senseless struggle for superiority. Perceived superiority is an absurd notion, for in the end, it matters little who is number one. Events in recent years have shown that humanity is no longer willing to be the victim of the world powers' superiority games.

The European theatre has been the stage of impressive and formidable anti-nuclear protests.

In this country, the anti-nuclear movement is still comparatively small. However, demonstrations are becoming more wide spread and better organized. On Veteran's Day, November 11, 1981, the Union of Concerned Scientists sponsored a nationwide Convocation promoting mutual "nuclear freeze."

Three days later in Groton, Connecticut, a vigil protest, echoing the same demand, took place outside the gates of the General Dynamics Corporation. Four hundred concerned citizens gathered to protest the launching of the second Trident submarine in four days, the USS Florida.

Various banners stressed profound concern and anger:

"The Trident is Insanity Masquerading as Security," and the protest's theme, "Trident-Ship of unmet human needs." The latter referring to the Trident as characteristic of how a military budget is increased at the expense of social programs.

In an attempt to relieve some of the mounting pressure, President Reagan delivered a speech in which he proposed U.S.-U.S.S.R. peace negotiations. Past events show that the Soviets do not appreciate or respond favorably to surprise proposals. It remains to be seen whether or not Reagan's intentions are merely to alleviate political pressure, or to help prevent nuclear catastrophe. In fact, his speech seems nothing more than self-righteous propaganda, in light of the fact that weapons such as the Trident submarine continue to roll off of the assembly line.

The world is standing at the edge of an abyss. President Reagan's speech may or may not have served as a temporary halt to the push towards humanity's annihilation. People of the world have allowed themselves to be carried away by fearful per-

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Value of a Liberal Arts Education

by Chris Horrock

At this time of year it is necessary to make public a thought active in the back of most Connecticut College students' minds. "What good is the education I am receiving from Conn? This is costing 'someone' \$10,000 plus a year, is it worth it? Why do I bother? Why am I here?"

There is certainly some valuable product to be accrued from this educational experience. Stated generally, students are learning to think; the "how" and "why" behind knowledge.

The art of critical thinking is taught, only, indirectly. No professor gives lectures to a class entitled: "This is how to think." So after four years spent "inculcating" and trying to decipher these mysterious teachings, an uncertain student doubts and questions the surrounding world.

One justified criticism is that, measure on a yardstick of ideals, Connecticut College is a stifling atmosphere that enslaves those that is supposedly teaches.

Going from one academic

assignment to another (like a sophisticated automation) is suggestive of living from "paycheck-to-paycheck." The so-called 'system' forces young scholars to concentrate on completion and absorption rather than understanding. The dream that college is an ideal institution of learning evaporates once the students learns to appreciate the nature of quota-systems: meeting the deadline becomes an end for its own sake.

A person can do readings, underline in a book, and write papers, yet not learn anything. Quite a few ostensibly intelligent people do just this.

What is the motive behind moving your eyes from one side of a page to the other if you: 1. do not comprehend and 2. lack the will to understand? Why write a paper-resenting it and yourself the whole way - on a subject that you realize is meaningless to you?

But how much is the student at

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Handgun Control

by Sue Tyson

Handgun control is a controversial issue which touches on important factors such as self-defense, crime, and civil rights. In view of the fact that over 300,000 crimes involving handguns are committed yearly in the United States (FBI Uniform Crime Reports, 1980), it is imperative that the myths and realities of this issue be subject to scrutiny and debate.

The majority of handgun owners in the United States are peaceful, law-abiding citizens who feel secure having a handgun in the home for self-defense. According to the National Coalition to Ban Handguns, however, handgun ownership is six times more likely to result in the death of a family member or friend than to stop an intruder. The element of surprise inherent in the nature of a robbery or burglary is detrimental to the innocent victim's chances of warding off criminals. In fact, handgun ownership appears to be a boon to criminals in that, according to the United States Conference of Mayors, "statistically it is far more likely the burglar will steal a firearm than be repelled by it." The National Coalition to Ban Handguns reports that at least 200,000 are stolen yearly from individuals.

The increase of crime in the United States is a source of national chagrin and anxiety. Although violent crime can be committed with any weapon, the handgun is certainly the most deadly. For it is the only concealable weapon which is effective at a great distance. Handguns are five times more likely to be fatal than knives. The predominance of handguns used in homicide is shocking: according to the FBI Uniform Crime Reports, "One half of the 23,044 Americans murdered in 1980 were killed with handguns." The majority of these murders resulted from non-felonious activity, from "crimes of passion" involving acquaintances, friends, and family.

One of the most difficult problems regarding the handgun control issue is that of civil rights. Does the Second Amendment to the U.S. Constitution, which states, "A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed," guarantee an individual's right to possess handguns? Opponents of handgun control legislation believe it does, and that any other interpretation of this Amendment could clear the path for government tyranny. Gun-control proponents, on the other hand, argue that the position of a "well-regulated militia" is amply served by the National Guard. According to the United States Conference of Mayors, the "right" guaranteed by the Constitution is meant in a collective sense: the people have a collective right "to bear arms in a military capacity for the security of the state political framework and state sovereignty." This view has been upheld by the Supreme Court on four occasions. According to the United States Conference of Mayors, the Court has inferred from the Second Amendment that individuals were guaranteed the right to bear arms "only in the context of the freedom of the states to have their own militias."

Existing handgun control legislation in the United States is beset by a number of loopholes and its inconsistency on a national basis renders it somewhat ineffective. The Federal Gun Control Act of 1968 is relatively weak because it only regulates initial purchases of handguns.

It requires no verification of personal data submitted during the purchase of handguns, and it does not effectively check the flow of weapons and parts into the country. The weaknesses inherent in this Act and the lack of uniform laws allow the proliferation of handguns despite individual states' attempts at control. Opponents of gun control argue that criminals will get guns no matter what the legislation, and therefore the honest, law-abiding citizenry will be left vulnerable. This argument neglects the fact, however, that the police, who are trained to fight crime, also possess firearms, and so are equipped to counter armed criminals.

In sum, the question of handgun control must be addressed, and appropriate action taken. While each side of the issue voices legitimate concerns, the alarming statistics concerning handgun crime cannot be ignored.

Fieldhouse: A Definite Yes

by Mark Jordan

Just recently, the College Voice placed a procrastination poll in our mailboxes. One of the questions dealt with whether this college was making a sufficient commitment to its athletics. What was your answer? The question was addressing the administration's policy towards this college's athletic program. The solution is to go ahead with the current proposal before S.G.A., the faculty and the administration, to construct a new field house facility for this campus.

The Athletic Department would agree with any positive move towards such a facility. The administration needs to know how the student body feels about this proposal before any further action is to take place. Strong support of the students would lend feasibility to the possibility of success.

Now some may ask, why a fieldhouse here at Connecticut College? Does this mean that our art, dance, music and conventional academics are going to suffer just for the sake of expanding the Athletic Department? Does this mean that Conn. will become nothing but a "jock" school at the expense of our traditional liberal arts status? Rest your fears, such will not happen here at Ol' Conn. Rather the fieldhouse will serve as a new device for the Admissions Office to use in promoting this school to future classes. Further, in addition to the Ice Rink, a fieldhouse would offer immense possibilities for this campus and community.

Not only would the Athletic Department finally become more centralized and have more room, but the new facility would allow it to have more flexibility, no longer having to share its already limited space in Cro. with everyone else. It would be a true and separate department in the eyes of this college and of any prospective students.

The other major advantage the fieldhouse would offer is that it would free Cro. for almost total student use. Plans for the renovation of Cro include an

enlarged 'Cro-Bar', a better equipped and larger game-pool room, more function rooms, a furnished lounge, a larger S.G.A. room for better turnout at meetings, expanded space for the dance studios, and more space for social events, clubs (Voice and WCNI) and intramural sports.

A concern on the part of the faculty is that a new fieldhouse and the plans to renovate Cro would only create more space for students to party. This concern is justified; the faculty would like to see that money go to further the academic program or to provide additional financial aid to students. The response on the part of the faculty must now be positive, especially in the light of the college having been given a \$300,000 grant to assist our academics.

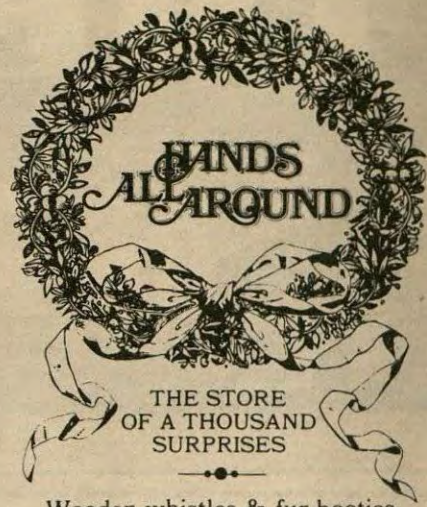
The construction of a fieldhouse facility would incorporate the full range of varsity and academic athletics offered by Conn, as well as placing this school in a more challenging position to our sister schools of equal academics-tuition.

At the December 2 S.G.A. meeting, the current proposals were presented. Shortly, information will be released for

student and community review. The ideas to be presented are worth the complete attention of the student body. To deny the feasibility of constructing such a facility and the positive attributes it will bring to the school and to the local community is to deny future generations of Conn students a valuable part of their college experience.

So, the idea is not to be selfish but to think of the future - no more apathetic "me" attitudes. The construction of a fieldhouse at Conn is a necessary goal to be striven for. Positive action by students is needed NOW!! Talk up this new facility in your dorms with your S.G.A. representatives, with a faculty member or with your friends in Harris. Do not let this chance for you, the current generation of Conn students, to improve the school's caliber, slip from your grasp.

Let the administration know where you stand. A quiet student body will only indicate that it doesn't care and really is apathetic. This issue is as important as a foreign language requirement proposal or a tuition increase. Don't let it slide into oblivion due to apathetic, non-supportive egocentricity.



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SHOOT THE CHILDREN.



BEFORE THEY GROW UP
AND MURDER
US.



by William J. Cibes

In the central cities of Connecticut, families earning \$7500 a year pay about 15 percent of their income in state and local taxes. Families earning \$50,000, however, pay only about 6 percent of their income in state and local taxes.

Why does such regressivity exist? Because Connecticut relies on a crazy-quilt system of taxation which emphasizes the sales tax and the local property tax, and avoids any income taxes except those which are selective and discriminatory in their application (a capital gains and dividends tax, and an unincorporated business tax).

The lower a family's income, the higher the percentage of that income goes for sales taxes and property taxes. People earning \$10,000 a year pay an average of 9.07 percent of their income for property taxes, while those earning \$50,000 pay only 1.19 percent.

"People earning \$10,000 a year pay an average of 9.07% of their income for property taxes, while those earning \$50,000 pay only 1.19%."

Relying on the regressive property tax for almost 30 percent of the total revenues of state and local government (as compared with the U.S. average of 18 percent) has an especially severe impact on central cities like New London. Because the tax base of such towns is low, and service demand high, taxpayers in those towns must pay a far higher percentage of the flat market value of their property taxes than taxpayers in suburbs. Owners of homes and apartment buildings in New London, for example, pay more than 2.5

From The Statehouse Bill Cibes Comments: Conn. State Income Tax...

percent of the market value of their property in taxes; whole homeowners in Waterford (where there are no apartments) pay only 0.95 percent of the market value in taxes.

The state government could provide payments to local governments to equalize such disparities, but the Band-aid tax structure has not permitted a meaningful equalization. The so-called Guaranteed Tax Base formula for equalizing educational expenditures is not funded adequately, and is indeed but a weak shadow of a true equalization formula. And because of cutbacks in state grants to towns, state aid to property-poor cities actually decreased this year.

The situation of people in poverty and/or cities - there is a substantial overlap - is exacerbated by the failure of state government to meet the needs of its citizens. Pinching pennies for ten years has kept state expenditures and state taxes relatively low, but the effect has been the accumulation of a substantial "service debt." The Department of Mental Retardation is able to provide little more than custodial care for its clients; when challenged in court, the state's Attorney General has replied that Connecticut is not constitutionally required to provide rehabilitative services to its mentally retarded citizens.

A family of three receiving Aid to Families with Dependent Children (AFDC) is expected to survive for a month on a state grant which would have brought it to the officially defined level of poverty for 1975; the family should be able to find an apartment for \$138.62 per month, the

state calculates, to pay for water heating with \$6.73, and to pay the rest of its electric bill for \$9.67. If a member of that family were to be convicted of shoplifting and sentenced to prison, he would find that Connecticut's prisons are so overcrowded that the judiciary has been empowered to release some inmates to make room for new arrivals.

"A recent UConn poll found that 59% of our citizens would rather see an income tax instituted than an increased sales tax."

In order to cut the cost of paying the Medicaid bills for elderly patients in nursing homes, the state authorizes nursing home operators to increase charges to self-pay patients. Of the 5057 miles of state highway, the state has been able to afford to pave an average of 96 miles per year during the last seven years. At that rate, some stretches of road will be resurfaced 53 years from now.

Clearly the state is not wasting money. The state spends only \$70 for every \$1000 in personal income; the 50-state average is \$83, and the New England average is \$84. Expenditures per capita by the state government rank Connecticut 46th of the 50 states.

The state's payroll expenditures per capita rank 49th in the nation; those expenditures are 2.01 percent of state personal

income, as compared with the United States average of 3.01 percent. Although any waste and low priority programs should certainly be eliminated, the record depicted here indicates that there is little waste to be found.

In order to increase state payments to towns to reduce and equalize the property tax burden, and in order to meet the need for services, (to say nothing of replacing those high priority programs adversely affected by the Reagan administration's budget cuts), state tax revenue must be increased. One possibility is to increase the sales tax to 8 or 8.5 percent. But such an increase would not only be regressive, it would tend to drive additional numbers of retail customers in border areas to deal with merchants in Rhode Island and Massachusetts.

Other possibilities include increasing the unincorporated business tax or increasing the coverage of the capital gains and dividends tax. But both alternatives are really income taxes which reach only some of the state's citizens (although certainly including those most able to pay), and thus raise real questions of equity.

Tax reform - including the imposition of a non-discriminatory personal income tax, the reduction of the sales tax and local property taxes, and the incorporation of such Band-Aid taxes as the unincorporated business tax and the capital gains and dividend tax into income tax structure - would appear to be the correct approach to Connecticut's revenue raising difficulties.

Income taxes come in all sizes and shapes, but they are all prodigious money-raisers, and almost any kind would permit a significant reduction of sales and property taxes.

The most innovative minds in the General Assembly on this subject - Rep. Irving Stolberg and Sen. Audrey Beck, the co-chairpersons of the Finance committee - have proposed several alternative versions, each of which would

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Food for Thought

by Lisa Battalia

On Wednesday, October 14, 1981, a motion was made by S.G.A. to form a committee to study the "deteriorating quality of food at Connecticut College."

The good qualities of the dining services are overlooked by the majority of people who use them. The food service runs ten dining halls, each with its own atmosphere. These dining rooms are run by men and women who care about their jobs and are proud of the services they render.

As for the food, all the meals are well balanced and nutritional. Besides the main fare, there is a variety of alternative and supplementary food stuffs. The students are allowed to serve themselves as much as they like.

The students' though, are much less palatable, especially as they grumble past the food. Yet worse than their disrespect for the food, is their lack of respect for those who prepare and serve it.

These individuals, whether adults or fellow students, are too often treated with condescension.

Octoberfest dinner at Harris serves as a particularly glaring example of the overall disgraceful conduct of students towards the food service employees.

Students were so busy complaining about the food, which had been specially prepared for the evening, that they failed to notice how nicely the women had decorated the room for the festivities.

After the meal, the students disregard for the employees efforts became appallingly evident. It was hard to accept the fact that college age students could leave such a mess, especially when they know that their fellow classmates might be cleaning it up.

Some individuals think it fun to play with the food, making inedible combinations that are disgusting to clean up. There are also those who feel that Harris is a restaurant and leave piles of dishes to be picked up by "the waitress."

Unfortunately, incidents such as these just scratch the surface of the general thoughtless attitude of the students at Connecticut College.

A study of a laudable food service run by conscientious employees is unnecessary. Students have no right to question the quality of the food service until they thoroughly examine the quality of their own actions.

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EDITORIAL

Safety is a Campus Responsibility

by Tom Libassi

The Connecticut College campus is not as safe as students have been led to believe. This is evident by the dramatic increase in assaults and harassments on campus this fall (see articles pg. 1.).

The resources exist to make Connecticut College a safe place to live and study. It is the responsibility of the entire college community to insure that these resourcew are properly utilized.

The first step towards this goal is a full disclosure of all reported incidents of violations of our security. This will lead to an informed student body. When students are informed of the problems they will be able to fulfill their responsibilities as members of the college community. These responsibilities include: reporting security violations to campus safety immediately; forming and actively participating in dorm watch and student escort services; and using common sense as to where and when to walk alone at night.

It was the responsibility of the student members forming the committee for campus safety to have met regularly and prepared materials for S.G.A. to review concerning campus safety. This committee has yet to meet this semester. Student Government has taken the initiative and through their authority has sent a letter for all student members of this committee and the Director of Campus Safety, Joseph Bianci, to meet as soon as possible next semester.

The responsibilities of the Campus Safety force are: reporting all incidents of crime involvding non-students to The New London Police Department; posting the campus safety phone numbers; making available a report of all security incidents on campus; and responding promptly to all calls for assistance.

The administration has the responsibility to provide support and assistance to students and campus security in order that they may fulfill their responsibilities.

By fulfilling these responsibilities, we will make a great step towards making Connecticut College a safe place to live and learn.



Readers: Respond

It is the purpose of this paper to provide a forum for open discussion and debate. Therefore, **The College Republic** invites all letters from students, faculty, administration and the community concerning pertinent topics. We offer the opportunity to express your opinions, however, we reserve the right to edit in order to maintain the integrity, credibility, and good judgement involved in journalistic endeavors.

The Editor

Thank You

The members of **The College Republic** would like to thank all those that helped to make this paper become a reality: Mr. Libassi, Caryl Mahoney, Mystic Publications, and the entire Marshall Dorm.

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EXTRA DRY

By Peter Karpanson

'Nine out of Ten'

Trident. The name, itself, is not ominous. It doesn't bother me one way or the other. Yet, it is a nuclear submarine; a death machine of sorts. A lot of anti-nukers (Reagan's daughter included) want to condemn the submarine before it makes its first killing. I don't want to condemn the Trident, but I don't want to praise it either. I'd rather weigh its advantages and disadvantages and let the statistics decide.

Let's start with the Trident's disadvantages. The first Trident, launched in Groton on November 11, 1981, has been named the USS OHIO. The name is all wrong. Ohio. I think of Cleveland when I think of Ohio. If New Jersey is the armpit of the nation, then Cleveland is the underarm hair. If you think hard enough, you can come up with a state with a little more zip, a little more pizazz. Texas, for instance, is big and has two soap operas named after it. Nevada is even better. We could paint a set of dice on the turret. The third Trident (they decided not to launch the second one; it must have been named "Kentucky") was launched November 14, 1981, and it's called the U.S.S. Florida. Florida is a much better name, so we are making progress in that area.

When you talk money, the disadvantages are even more staggering. The cost of one Trident would provide adequate child care for 1.8 million children. The cost of one-half of a Trident is equal to the cost of the health services New York city provides for its residents in one year. The cost of one-fifth of a Trident is the amount needed by the World Health Organization to abolish malaria. If we go in to mass production, once we have six Tridents we will have put in the amount of money that it takes to maintain the water supplies for 150 cities for the next twenty years. Every time

you turn on the tap, think of the Trident. I know I will. Even this figure is small compared to what we can do with the price of 15 Tridents. Once we have produced 15 subs (God Willing) we will have spend the same amount of money that it takes to provide adequate food, housing, water, education, and health for everyone in the world each year. Everyone...in the world...each year. A small price to pay, if you ask me. I think the advantages far outweigh the disadvantages.

For starters, I, personally, am willing to sacrifice water, education, health and housing for one year. In the food category, I'd gladly give up eggs Florentine, steamed celery, low-fat yogurt, and liver. That list could grow if I thought about it more. I see no reason why everyone else in the world can't make the same sacrifices with a little coaxing. Secondly, how many people get malaria every year? Do you know any people who died of malaria last year? Or ever? I'm sure the number is insignificant, besides it will keep the population down. The biggest advantage — and not many know about it — is that each Trident will pay for itself. Sure, it sounds crazy, but I heard it on Merv Griffin last Tuesday. First of all, the rights to a TV show are being negotiated right now. The show, tentatively titled, "The Bruise Cruise," will air sometime in the 1990's. Sources close to NBC (this is new program director, Grant Tinker's, first big idea) say that they already have Ernest Borgnine inked to a megabuck contract to portray the sub's Captain.

Finally, and this statistic is what transformed me into a pro-nuker, 9 out of 10 dentists surveyed choose Trident for their patients who...Oh, wait, I'm thinking of something else. Let me think this over again.

Though men be much governed by interest, yet even interest itself, and all human affairs, are entirely governed by opinion.

David Hume

Student Attitude

by Deborah Lowry

"Boldness has genius, power, and magic in it," Goethe once said about aspiration. The desire to accomplish and create is an important step toward reaching a specific goal. At Connecticut College, rising costs seem to discourage this attitude, and although C.C. is a private liberal arts college, the reality is that expenses may be causing students to lose sight of their goals.

One question the seniors are asking themselves now is, "Are we going to be able to support ourselves when we graduate?" During the last four years, they have expended time and effort in trying to decide on the best route to pursue to gain influence or wealth. Now, undoubtedly, many of them are finding that the phrase, "Get a job!" is not so funny anymore.

In order to meet financial demands, it is more practical to advocate individuality rather than "what other people think." Individuality, which is promoted in liberal arts courses such as Theater, Art, and Creative Writing, is often discouraged because placement after college is "too competitive," and graduating students must either meet the challenge, or force themselves to remain "undecided." Uncertainty too often breeds indifference, and this attitude is stifling in all respects.

Individuality requires awareness of one's own interests, a sense of direction, and motivation. "Boldness," as Goethe defined it, is often suppressed by indecisiveness, not to mention the recent spiraling cost increases, which are discouraging to any person struggling to pay for a college degree.

A college student meets one primary goal before applying for a job or going on to graduate school. Establishment of a sense of direction and a positive attitude will lead to an individual identity. If this search for identity is daunted by negative feelings and attitudes, the original intention of the liberal arts education is defeated.

Reevaluation is presently one of the major concerns of the U.S. government, as well as of other institutions like schools and families. In an effort to compensate, however, the setting of impractical goals that do not reflect interest but reflect instead the panic-stricken economy will only deepen the problem.

The "power" which can be derived from boldness, whether measured in social or personal gains, was most likely not intended to incorporate "financial" inferences when Goethe wrote his statement. In its entirety, Goethe said, "Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it." Maybe this statement reflects the intention of every student, or could it be that students did not lose sight of their goals.

A college's prime concern is to educate. In the 1980's, however, it is becoming more and more a matter of financial management versus mismanagement that determines the success or failure of an institution. In light of these conditions, Conn. College appears to be in danger. Tuition steadily increases annually. The administration and the faculty, as well as the students, need more input as to what can be done.

Controversy in itself has produced significant changes in the past, and it requires awareness of one's own interests, direction, and motivation.

An individual attitude that is confident is not only attractive, but also inspiring. The search for identity can not be futile if intention and motivation persevere. Awareness and involvement are important in this search. The Connecticut College community must not lose sight of the educational goals in light of discouraging financial demands. Only if those main goals are preserved, will the college as a liberal arts facility flourish.



EDITORIAL

When America Closed Shop

by Mark Jordan

The headlines were right. America had closed its doors because this government ran out of money.

In case it slipped your attention, the greatest nation on Earth had for one brief day come to a grinding halt due to lack of funds. It happened on Monday, the 23rd of November.

Why no funds? Ask President Reagan, it's his budget, not the American peoples'.

A total of 400,000 Federal employees across the country were on the verge of indefinite suspension. This one day of limbo led some to wonder whether their previously secure jobs with the U.S. Government were still going to be there the next day. These 400,000 people and countless dependents had their livelihoods threatened by the inability of the President and Congress to agree on a budget.

The people are sick of budgets, tax cuts, defense spendings, and across-the-board trimmings at the expense of the American public. What the country needs now is something auspicious to take people's minds off of the inefficiency and self-interest of their government.

The attitude of Congress since Reagan took office is appalling. It has buckled under to everything the President has wanted. It has put up half-hearted fights, yet has been soft to the core. The conclusion to every major issue that Congress has faced has been consistent and predictable.

Why should anyone be surprised that the Saudis got their AWACS, that the rich will be richer and that the poor will suffer some more, or that students will be denied funds for a chance at a higher education, or that Europe will be blown off the face of the Earth.

President Reagan's attitude only adds to the appalling state of affairs. Sometimes he resembles a spoiled child with all the marbles. When threatened with anything less than his own opinion and ideas will just pack up and leave upsetting the whole game.

Only in America can an actor be elected President. Do you think he is still acting now?

Well, whatever he is doing, he is having a good time doing it. If anything can be said about Ronald and Nancy Reagan, it is they enjoy being President and First Lady immensely. Such power, such prestige, such a waste of fine bone china for the White House.

Remember when Carter was President and Miss Lillian was running the country? All people had to worry about then was human rights for torture victims of despotic dictatorships, an energy crisis, and 200,000 Cuban refugees in Miami.

Little has changed now that Reagan is in the Oval Office. There are still torture victims in South America and Africa listening to speeches about their "human rights"; there is still an energy crisis with a diminishing oil reserve, increasing gas prices, and all major technology still being poured into unsafe nuclear power, and the Cubans are still being processed in Miami.

What is new to worry about with Reagan in charge, is that the world is on the brink of nuclear destruction, more so than it has been since the days of the "Bomb" and the "Red Scare."

It is comforting to go to sleep at night with the knowledge that this mighty nation can literally shut down over such a futile and immature sense of quibbling rivalry as a budget decision. Yet be able to wake up knowing that a first strike capability could send the Soviets and the rest of the known world to kingdom come. You've got to have priorities. Sleep tight, your future is secure, as long as you don't work for Uncle Sam or live in Luxembourg.

Note: The question of the Budget will be brought up again after Congress returns from its recess. The American public may see its Federal government come to another grinding halt, on December 16th, if Congress does not assert its true and constitutional authority and pass its budget with or without Reagan's approval. Remember, it's the people's budget that should be represented by Congress, not his.

The staff of The College Republic would like to commend those faculty members attempting to reinstate the social relationship between themselves and the student body. We hope that it We hope that all involved will continue to strive for the academic atmosphere so that it will not be an effort in vain.

"What, then, is truth? A mobile army of metaphors, metonyms, and anthropomorphisms — in short, a sum of human relations which have been enhanced, transposed, and embellished poetically and rhetorically, and which after long use seem firm, canonical and obligatory to a people: truths are illusions about which one has forgotten that this is what they are; metaphors which are worn out and without sensuous power; coins which have lost their pictures and now matter only as metal, no longer coins."

CRIME

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Bianci stated that the incidents of assault which have occurred this year mainly involved attacks by students on students. Yet, the facts do not support this statement.

Of the six official cases of assault, four involved campus personnel suffering attacks from non-students. Two cases of assault by non-students against a female professor while jogging; one between a non-student and a student, and one in which three non-students assailed a female student.

One student reported that after an evening class in New London Hall a female student asked a security guard to escort her to Harkness dorm. She had heard that there had been a problem with assaults. The guard's first reaction was "you've got to be kidding." Our student informant drove the young woman home.

Safety's response to calls has been reported as slow. If a criminal is to be apprehended, immediate action is necessary.

On the night of November 15, three non-students entered campus by car and assailed a female student. It appeared that they were going to drag her into the car. When another vehicle pulled up, the attackers fled. The incident was not reported immediately to Campus Safety but was reported a day or two later.

Campus Safety is not required to report criminal activities on campus to the New London Police. However Officer Gaynor of the Crime Prevention Division of the NLPD expressed his belief that Campus Safety has a moral obligation to report crimes. Gaynor further stated that it is up to the individual victim to report any crime; it is not Safety's responsibility alone he said.

To Eat or Not To Eat

by Susan Pratt

On Monday, December 7th, the Connecticut College community participated in the annual Oxfam "Fast for a World Harvest." The Fast offered an occasion for those of us who observed the day to remember the plight of those less fortunate than ourselves who suffer from malnutrition and starvation.

A secondary purpose of the project was to help raise money to be donated to the Oxfam organization and used to help alleviate the world hunger problem.

Unfortunately, the way that the fast was organized at Connecticut College rendered it somewhat inefficient and unsuccessful in achieving its goals. The intent of the fast is laudable. It serves to familiarize people in affluent societies, such as our own, with the problems and hardships that less fortunate individuals are forced to endure.

It also provides an opportunity for those who participate to make a contribution to the world wide effort to aid the hungry. The organization of the project, here, however, leaves something to be desired.

Primarily, the price that students pay for each meal, reflected by the prices of guest meals, is not equivalent to the amount of money collected and reverted to the Oxfam organization. If the school reduces the number of employees on that given day, there is no need to provide for the payment of salaries. Would it not seem appropriate to contribute the exact same amount of money saved, if in fact it is being saved?

Another inadequacy of the system deals with the role of the students in this ritual. There is no effective method provided to keep track of those people who have pledged to fast, whether it was for 1 or 2 meals.

The students are on their honor not to attend meals that they have pledged to forego. This is not to accuse the students of being dishonorable, but it does point out yet another inefficiency of the program. The object of the fast is not only to provide monetary assistance in the fight to relieve world hunger, but also to provide an opportunity for students to experience hunger.

If students have unbarred accessibility to food, a goal is not achieved. Granted, the school must provide food for those who opt not to participate in the fast, but it should also develop some means of regulating who does eat the available food to ensure effectiveness of the program.

The intent of the Oxfam fast is indeed praiseworthy. It provided this academic community with an opportunity to experience, firsthand, the ordeal of living without food and to make a monetary contribution to the Oxfam organization, whose main goal is the relief of world hunger.

If, however, inefficiencies such as those mentioned continue to persist, attainment of the dual goals of the program will be impaired. Scrupulous attention to organization of such a project as this is needed in order to make the program successful and efficient.

NUCLEAR

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ceptions for too long.

Governments should exist for the fundamental purpose of protecting the public good, securing the lives, morals, and property of society. Such belligerence as displayed by Reagan and his administration is in direct conflict with the public's best interest.

No government should have the power to arbitrarily end the lives of its citizens. One that puts its country into such a position forfeits both legitimacy and support.

By electing President Reagan, Americans affirmed their trust in him as a leader. However, his policies, words, and actions have proven to be in gross violation of society's greater good. Mr. Reagan, freedom is threatened, not protected, by nuclear weapons. The only way to reduce the chance of nuclear war is to reduce the number of nuclear weapons each side possesses and to halt the fervid arms race.

War as a means of solving international problems has become obsolete. As Admiral Gene LaRocque stated, "In nuclear war, there will be no winner or loser."

The generation that inherits this world, if there is anything to inherit, must insure its future existence now.

Do not allow this government "for the people" to become people for the government. Remember the words of General Omar Bradley after Hiroshima and Nagasaki, "We shall not be given another chance. There is not enough room in the world for both civilization and atomic conflict."

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NEW LONDON

Science Dept: Practical Skills

by Mark Pereira
and David Litoff

One of the feature articles in December 7 issue of U.S. News & World Report dealt with "Hot Careers in the 1980's." Included are such as those of researcher scientists and assistants in the field of genetic engineering. In recent years it has become possible to transfer DNA, the genetic material of all organisms from one organism to another. This allows researchers to produce plants which will give a greater crop yield, as well as micro organisms which will produce natural chemicals such as insulin and interferon.

Recently there has been a dramatic increase in demand for genetic engineers in fields, ranging from pharmaceuticals to plant breeding.

The biology and chemistry departments at Connecticut College have been preparing students to enter into this growing new field. Courses in the biology and chemistry departments such as Genetics, Microbiology, and Biochemistry provide students with some of the

latest advances in this field.

This semester the Biochemistry and Microbiology classes, in a combined effort, performed a genetic transformation experiment. The Biochemistry class extracted DNA from one strain of bacteria, and the Microbiology class inserted the DNA into a different strain of bacteria, thus changing its genetic makeup. By performing this experiment, the students learned some of the theories and practical applications of genetic engineering.

In these times when the value of a liberal arts education is being questioned, the professor's in these two science departments are providing their students with practical skills and theories, which will allow them to enter a career in genetic research. These professors, who at times are forced to work with outdated and obsolete equipment, should be commended for keeping their students and themselves up to date on what U.S. News & World Report calls "one of the hot careers of the 1980's."

CIBES

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- avoid the "loopholes" of the national income tax,
- avoid regressivity,
- avoid an overall increase in total taxes for moderate income families,
- decrease the sales tax to at least 5.5 percent, and in some instances to 4 percent, and
- provide reductions in the property taxes paid by most citizens.

Last year, Beck and Stolberg proposed a graduated income tax ranging from 1 percent on income between \$17,000 and \$22,000 for a family of four to 16 percent on that portion of income in excess of \$52,000 for a family of four. The total revenue yield was \$850 million; yet because of sales and property tax reductions, and federal income tax savings, a family of four with income of \$34,000 or less should pay no additional taxes.

An alternative graduated tax, proposed by Beck and Stolberg this year, would range from 2

percent on income from \$10,000 to \$15,000 for a family of four to 8 percent on income over \$35,000 for a family of four. The breakeven point would be about \$25,000; a family of four earning less than this amount should save money in taxes, and a similar family earning more than this amount should have to pay a gradually increasing additional tax. The tax should raise \$1130 million statewide.

A final alternative would be to impose a flat 5 percent tax on income in excess of \$10,000 for a family of four. The breakeven point would be a family income of about \$22,000.

Any of those plans should be acceptable to most people in Connecticut. A recent UConn poll found that 59 percent of our citizens would rather see an income tax instituted than an increase in the sales tax. And 49 percent of those polled said they would support an income tax if sales and property taxes were reduced (42 percent were opposed, and 9 percent were undecided).

Rep. Stolberg has argued, in a speech at Connecticut College last July, that "If you oppose an income tax, then you must be in favor of higher sales taxes, higher property taxes, and inadequate funding for education." Can anyone disagree?

Britain and U.S.: Comparative Education

By Paula Green

Education in Britain is funded through national income taxes. Therefore, any student leaving high school, with adequate qualifications, having been accepted into an institution of higher education, will automatically get their tuition fees paid for.

Money for maintenance is supplied on a means-tested system. Quite fairly, the lower your parents income the more money you get from the State. Therefore, a British student's parental contribution, plus grant should total approximately \$3,000 per annum.

Thus in Britain any student is entitled to as good an education as his academic equal.

There are recognizable distinctions between various colleges, but again these are on purely academic grounds. Thus, the "better" the college, the higher the grades needed to get in.

Early impressions, that having to pay directly for education made American students more serious about their study, more concerned to complete the 'required' reading and prompt for class, are mistaken. They are just as prompt, prepared and motivated as students in Britain. Unfortunately, that can hardly be

taken as a compliment.

It must be reiterated, you cannot pay to be well educated. The quality of an education is assuming reasonable standards of teaching - a direct correlate of self-motivated desire to learn and intelligence. If students lack such commitment and ability then no amount of tuition increases and Alumni giving can make them better graduates.

The aim of an American Liberal Arts education seems to be to produce students with a shallow knowledge of a large number of subjects. The British system, though it does necessitate firmer decision, at an earlier stage, tries to produce students with a comparatively deep knowledge of a small number of subjects.

However, it can be argued that for some students at colleges, such as Connecticut, that high cost of tuition pressures them to succeed academically. Thus they become so totally immersed in study that all independent thought is numbed. Spontaneous discussion with friends about relevant issues is replaced by talk of 'deadlines,' '10-pagers' and 'reserve reading.'

In this way the 'liberal' system is fighting against itself. Working under such pressure, whether from self, parent or bank-manager, is good for no one.

It is hoped that the relatively 'relaxed' atmosphere of a British institution would encourage such general discussion, so that learning becomes more than just competition for 'straight A's.'

Further, the fact that all British students have approximately the same amount of pocket-money makes for less social competition. There is less concern with family background, and decisions between Bermuda and Nantucket for the summer vacation. But rather a greater acceptance of the individual and his possible contribution to the life of the college and community.

Incidentally, in Britain, for the most part, 'student' and 'car' are quite alien concepts. The former does not usually own the latter.

Perhaps it is being over sensitive, but to find this continual emphasis on money in what should be purely an atmosphere of learning is disheartening, disconcerting and distracting.

Possibly, this is a reflection of the American attitude to life. Perhaps inherent distrust of the governing powers, the characteristically American spirit of independence and the individual's desire to have control of his own monies, all contribute to this materialistic educational system.

LIBERAL ARTS

CONT. FROM PAGE 1

fault, when consider the exertion the 'system' employs in perpetuating its flawed methods? Is the student of mediocre initiative guilty because traditional academia has shuffled him along?

Students start to be labeled at age five by insufficient grading-processes, that are mere arbitrary measurements of knowledge. From that moment on, numbers (test scores) and letters (grades) - our bureaucratic "self-portraits" - pursue and identify students as long as they are possessed by a social security number.

Is this system so ingrained in society that it can not be challenged? The first step out of this whole is self-enlightenment. There is a paradox. The same system that teaches us to think critically, may one day by virtue of this, inspire its self-destruction.

Students are not free to learn when an insurmountable workload burdens their shoulders.

This is not an intellectual challenge, but rather one of a mechanistic sort: a demand to keep pace with "going-through-the-motions."

The students harbor a form of negativism: either they acquiesce or their nose is rubbed in their inadequacies. Students, retrospective after graduation, should have more to look back on than empty pieces of paper, and masses of useless, accumulated trivia.

Ideally, minds will be open after four years, and enthusiastic to greater expansion. To graduate thinking that the learning-process has ended, means that the students has been cheated. (If only partial tuition to payments could be refunded each time this happens...)

Education BEGINS at college. A mind is a tool for interpreting and evaluating the world. Without constant activity it becomes dull, sluggish, and eventually vegetative.

Conn College is far from an ideal setting. Still, there is much to be learned by its deficiencies.

The quaint maxim, "hard work pays off," is introduced to brutal fact. Students are indoctrinated into believing that grades are a matter of life and death. How do you feel, for instance, when you 'know' you have earned a good mark, but instead you get "slagged" by the prof? Does it mean you learned any less than you did?

This is more poignant when we consider Conn's unique wrinkle in the 'system': the infamous honor code. Some people ("just like us") selfishly thwart this code with convenient expedients that deny a genuine path to self-knowledge.

We see this at Connecticut College; we project it (and appropriately so) onto the world at large. Pragmatic tidbits of wisdom such as this, are a valuable resource for knowledge of society. Coming to terms with manifold inadequacies of Connecticut College might provide a tiny chunk of stability to stand on when reflecting upon the world and ourselves in it.

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Morality in Media

by Rob Mahoney

Media performs an essential function in a democratic society. A significant role of reporters has become that of 'watchdog' over abuses and corruptions of power. Since Watergate, journalism has enjoyed an era of righteous repute. Reporters have come to consider themselves as guardians of the public interest, or a more popular phrase "the public good." This role has remained nearly unchallenged by a grateful public, and a central government recovering from the wound of humiliation.

Journalism has always been considered a somewhat idealistic vocation. There are no specific guidelines for reporters, but there are implicit conventions of the profession known as the 'journalist's creed.' Breaking the law seems to have become an accepted convention of that creed. Some of the nation's most respected reporters are quite frank, and even glib in admitting that they break the law for what is considered the "public good."

Reporters justify their unethical behavior as necessary for the greater good of society. This behavior is in fact a statement from reporters that they are above the law. The First Amendment of the Constitution

asserts that "Congress shall make no law...abridging the freedom of speech, or of the press." This frees journalism from control by the government. It does not give reporters the right to exist outside the law.

The law is the basic foundation of our society, under which all people's natural rights are protected. Like anything else, it is fallible, however, the law is the only true "public good." Reporters by breaking the law, are in gross violation of society

The practical side makes the profession as vulnerable to abuses and corruptions of power as any other private or public enterprise. The fact that journalism is a business cannot be ignored, as William Peter Hamilton of the Wall Street Journal stated:

"A newspaper is a private enterprise owing nothing whatever to the public, which grants it no franchise. It is therefore affected with no public interest. It is emphatically the property of the owner, who is selling a manufactured product at his own risk..."

Journalism occupies a distinct place in society. It exists in a limbo where reporters must perform on the fine line of the

law. Responsible reporters should be able to do their job well using and interpreting the law to their advantage. Criminal behavior is inexcusable, and nothing more than lazy journalism. When reporters place themselves above the law, they undermine society and the very public they claim to protect.

Freshman Orientation

by Kim Norton

Last April, many students were accepted by Connecticut College and they awaited the new school year with excitement. But as the summer progressed, the pre-freshmen began to worry about leaving their family and friends.

Ominous prospects of 3-hour chemistry labs, ten-page critical essays, and "all-nighters" intensified their anxieties about coming to college. When they finally did arrive at Connecticut College, the people offered a warm welcome. The actual freshman orientation program, however, did not meet the needs of the students.

Within three days of arrival, the new freshmen had to choose courses, register, buy books, matriculate, socialize, and get I.D.'s. Many students felt confused and deserted. Connecticut College should revise its orientation program so that freshmen don't become swamped with numerous responsibilities that they have a hard time dealing with in such a limited amount of time.

The first three days at the college proved overwhelming for many students. They received a catalogue, along with a time schedule of classes, and were forced to arrange a schedule within 24 hours. Then, they had to meet with their faculty and have him or her approve the schedule. Once the students had all the proper papers signed for registration, they proceeded to the gym to register. The gym was crammed with 400 students pushing and shoving each other for position in the lines.

Moreover, the students had to do a variety of other things before the day was through. There just wasn't enough time for the students to do everything that was expected of them. Freshman suffering from homesickness, anxiety, and tension can't cope with such pressures.

Anxieties could be lessened if an orientation program took place before the freshman arrived in September. The college should invite the new students to visit the campus for two or three days in the spring.

Before they arrived, the pre-freshman could tentatively compose their course schedules. They would also have the opportunity to speak with upper classmen and faculty about their choice of courses. They could even be able to register at this time. Through this process, the students would become acquainted with the campus, faculty, and fellow students. If all of these preliminaries were to be taken care of in the spring, the incoming students would have that much less to worry about in September.

Several colleges require students to attend a spring orientation program which has proven to be quite helpful in many cases. In September, the students fears and anxieties are minimized because they have had a taste of college life. Subsequently, the first few months of school proceed much more smoothly. Connecticut College should implement a similar freshman orientation program to make the adjustment to college life easier for new students.

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