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

U.S.S. Fulton is accompanied by the U.S.S. Nautilus atomic submarine 

Naval Submarine tender stationed 

Local Pollution and Contribution to the Death of All Species) award. 

ex officio) of this vessel has been 

submarines (so vital to our 

all sewage from the Fulton will be 

will be overhauled in orfolk 

In addition, the increased 

fussling of a ship's design made it 

cratic red-tape and cost. 

All sewage from the Fulton will be 

all sewage froln the Fulton will be 

and never have been, facilities at 

will be 

will 

be 

mighl nush to shore pumps. 

the Thames. 

February's Local Pollution and 

series of articles dealing with the problem of pollution in the 

of some of the admimstruuve 

of coun.selm(t of the 

the fawlty. If no faculty actlOn 

for a final exam), "would be a~ 

which would be 

voted 

of the new college and additional counselors. Perhaps the biggest problem they face is that not enough people are aware of 

Colgate Designs 4-1-4 Program 

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

Colgate studied the 4-1-4 sys- 

the Coast Education Committee, they 

People are also needed to dis- 

Dr. Schlesinger discusses the essence of draft counseling at the Draft Education Committee meeting on Wednesday, Feb. 4, 1970. The committee is comprised of faculty and concerned students from the College and concerned citizens of the New London area. 

The Committee on Academic Policy voted on the proposal to defer the Cite for Draft Education Holds Organizational Mtg. by Patricia Strong 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

Dr. Schlesinger discusses the essence of draft counseling at the Draft Education Committee meeting on Wednesday, Feb. 4, 1970. The committee is comprised of faculty and concerned students from the College and concerned citizens of the New London area. 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

The Committee for Draft Education of Southeastern Con- 

Cite, for Draft Education holds organizational mtg.
Editorials

Framework For Change

No one would claim that our lives at Connecticut College are as regulated as they were ever again. Increasing emphasis on student personal responsibility has made the old system of “thou shalt” and “thou shalt not’s” an anachronism. Still, the student community must have a legislative structure to govern itself.

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

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

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

The Charter’s Committee on Nominations would provide the increased emphasis on student self-government an added flexibility which would enable student officers to cope with unprecedented situations. It is intended, as the preamble states, “to enlarge the areas of cooperation and shared responsibility among the students, the faculty and the administration.” We are confident that the Charter will help to achieve that aim.

A Reminder

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

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

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

For the first time there will be a decentralized policy responsibility given to the students. Not only are they more likely to be informed about the consequences of their actions, of which creative and determined students must be a part.

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

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

Satyagraha

March 4

Middlebury College

by Jodie Meyer

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

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

Antioch College board of trustees recently agreed that the college must change its educational program to meet the needs of increased financial aid for them. It was added that programs be designed to meet the students’ needs and interests.

Funds would be raised from opening extension campuses where Antioch students could work and students of neighboring communities could earn associate degrees, to establish an institution that would study the problems of all minority groups.

University of Connecticut

A group of serious-minded faculty and students at the University of Connecticut have launched an experimental effort to publish a newsletter for the rest of a community of scholars, where teaching and learning are an intimate experience.

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

There are 50 students involved in the “College” with two full-time faculty members. For semesters past, 15 other faculty have indicated their willingness to participate.

During the first year it will be possible, but not necessarily mandatory, for each student member of the Inner College to take 12 credits of work in a relatively unstructured program. Thus, it would be possible for an undergraduate to take two inde-
CONTROVERSY

by Barbara Keshen

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

I cannot remember exactly why I chose to attend a small, liberal arts university in New London, Conn. But I suspect that my decision had something to do with the stress of being a minority student on a campus where I could be sure of the sort of individual attention and encouragement for which my inflated little ego thirsted.

Although I hesitate to burden the reader with a recitation of my high school days, I must mention that I attended a small, liberal arts school in New London, Conn. In my freshman year, I had quite a few classes in which I was the only person who could be heard. Occasionally, my own drizzly personal memoire, I think that I must mention that I attended a public, suburban educational institution, and in my high school days had schoolwork that frequently undergro the ignorance of being just a face in an over-crowded classroom of, say, 30 or 35 students. In short, I am the witness to the fact that a small, liberal arts school can be an impressive, individualized educational system.

In was with great and happy anticipation that I embarked upon my freshman year at Connecticut College, which was, as I said, a small liberal arts school. I re-enrolled, perhaps, in part for the concern and care which I experienced, for the concern and care which I was showered upon me by an ever-inflated little ego thirsted.

As a matter of fact, the sort of individual attention and encouragement for which my inflated little ego thirsted.

Although I hesitate to burden the reader with a recitation of my high school days, I must mention that I attended a small, liberal arts school in New London, Conn. In my freshman year, I had quite a few classes in which I was the only person who could be heard. Occasionally, my own drizzly personal memoire, I think that I must mention that I attended a public, suburban educational institution, and in my high school days had schoolwork that frequently undergro the ignorance of being just a face in an over-crowded classroom of, say, 30 or 35 students. In short, I am the witness to the fact that a small, liberal arts school can be an impressive, individualized educational system.

In was with great and happy anticipation that I embarked upon my freshman year at Connecticut College, which was, as I said, a small liberal arts school. I re-enrolled, perhaps, in part for the concern and care which I experienced, for the concern and care which I was showered upon me by an ever-inflated little ego thirsted.

As a matter of fact, the sort of individual attention and encouragement for which my inflated little ego thirsted.

Although I hesitate to burden the reader with a recitation of my high school days, I must mention that I attended a small, liberal arts school in New London, Conn. In my freshman year, I had quite a few classes in which I was the only person who could be heard. Occasionally, my own drizzly personal memoire, I think that I must mention that I attended a public, suburban educational institution, and in my high school days had schoolwork that frequently undergro the ignorance of being just a face in an over-crowded classroom of, say, 30 or 35 students. In short, I am the witness to the fact that a small, liberal arts school can be an impressive, individualized educational system.

In was with great and happy anticipation that I embarked upon my freshman year at Connecticut College, which was, as I said, a small liberal arts school. I re-enrolled, perhaps, in part for the concern and care which I experienced, for the concern and care which I was showered upon me by an ever-inflated little ego thirsted.

As a matter of fact, the sort of individual attention and encouragement for which my inflated little ego thirsted.

Although I hesitate to burden the reader with a recitation of my high school days, I must mention that I attended a small, liberal arts school in New London, Conn. In my freshman year, I had quite a few classes in which I was the only person who could be heard. Occasionally, my own drizzly personal memoire, I think that I must mention that I attended a public, suburban educational institution, and in my high school days had schoolwork that frequently undergro the ignorance of being just a face in an over-crowded classroom of, say, 30 or 35 students. In short, I am the witness to the fact that a small, liberal arts school can be an impressive, individualized educational system.
New Admissions Policies Result from Coeducation

The number of applications for admission to Connecticut College for the term beginning in September 1970 has increased over last year, according to Director of Admissions, Margaret B. Hersey. "We think we will have probably the same or more girls applying, and a major increase in male applicants," Mrs. Hersey stated. Approximately 125 to 150 males have applied so far.

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

The total number of incoming freshmen will not be known until after spring vacation. The admissions staff plans to keep next year's class approximately equal to or slightly smaller in size than the class of 1973, the total enrollment of which was 417 as of September. The increased number of males anticipated for the class of 1974 will enable fewer women to be offered admission, thus raising the standards to some degree for the admission of women.

Last year, 52% of the applicants were females; this year, about 51% of the applicants are females. With the expected increase in male applications, the admissions staff must adjust some of the criteria for admission. - The admission office is staffing up now, and the administration is sure that it would like to have a higher percentage of female applicants. - Mr. Hersey.

The admissions people try to spot characteristics from the application, interview, and recommendations that suggest diversity.

For instance, recent years have seen an increased effort by the college to attract members of minority and low-income groups, according to Mrs. Hersey. "The nature of this institution (being a small, liberal-arts school) creates a tendency towards homogeneity" that must be countered by the selection of a diverse student body. The admissions people try to spot characteristics from the application, interview, and recommendations that suggest diversity.

Close attention is paid to diversity in the selection of students. Mrs. Hersey says that "the applicant's academic success is still an important factor, in spite of the fact that there are no geographical quotas, but that the applicant's academic success is still an important factor, in spite of the lack of knowledge as to how many men would apply after the returning upperclassmen, and the error was due to a failure to some problems with housing. The admissions people try to spot characteristics from the application, interview, and recommendations that suggest diversity.

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

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

Mr. Fuller's recital, held on February 3 in Palmer Auditorium was the third in the Artist Series, and was designed to provide a feeling of audience participation and communication with the performer. The recital featured works by three Baroque composers, Corelli, Handel, and Domenico Scarlatti. The pieces were arranged from the perspective of human emotional experiences, rather than on a basis of chronology. The program was comprised of four segments, under the heading of "The City," "The Country," "The Theater," and "The Canyon," each segment containing a number of short pieces reflecting the composers' impressions of the different areas.

Within this framework, Mr. Fuller provided the audience with a clear point of reference in understanding of the social and creative environment in which the music was written. (Continued on Page 6, Col. 1)

FALL SEMESTER - ISRAEL

Brandeis University/The Jacob Hiatt Institute Study in Jerusalem, Israel-July-December, 1959
(40 students from 16 universities enrolled in 1969)
Juniors and Seniors eligible
Four courses/Hebrew not required/Earn 16 credits
Cost: $2000/Tuition, room, board, round-trip travel
Some financial aid available.

Write today for information/application deadline March 1st.

The Hiatt Institute
Brandeis University
Waltham, Massachusetts 02154

The Fabric Tree
SEPTMBER BONUS
WOOL EXTRAVAGANZA
WOOL & WOOL BLENDS-54" Wide
Reg. $4.00 - $5.00 Yd.
$2.88 Yd.
LUXURY WOOLS-60" Wide
Reg. $5.50 - $7.00 Yd.
$3.38 Yd.
DOUBLEKNITS-92" Wide
Reg. $5.00 - $7.00 Yd.
$4.88 Yd.

Theater - Opening of Ski Shop
"At the foot of the hill"

HODGES SQUARE SHOPPING CENTER
BOTTOM OF WILLIAMS STREET HILL

Smudge-ins are out!

By Allen Carroll

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

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

Mr. Fuller's recital, held on February 3 in Palmer Auditorium was the third in the Artist Series, and was designed to provide a feeling of audience participation and communication with the performer. The recital featured works by three Baroque composers, Corelli, Handel, and Domenico Scarlatti. The pieces were arranged from the perspective of human emotional experiences, rather than on a basis of chronology. The program was comprised of four segments, under the heading of "The City," "The Country," "The Theater," and "The Canyon," each segment containing a number of short pieces reflecting the composers' impressions of the different areas.

Within this framework, Mr. Fuller provided the audience with a clear point of reference in understanding of the social and creative environment in which the music was written. (Continued on Page 6, Col. 1)
New London City Manager Speaks On Urban Problems

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

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

New London's money troubles stem from an outdated tax structure and an inability to grow. It is the second smallest city in Connecticut with only 6.1 square miles within its limits. Only 4.7% of the land is taxable, and 97% of this land has been built up.

Citing these figures, Driscoll called for some real tax changes in New London. Expenditures for federal money which he says New London is eligible for have increased some 15.4% during the last year, necessitating a 13.4% increase in taxes. "The city's commonwealth must face the same rising costs, but they are able to maintain stable tax rates," Driscoll added, "This enables the city to expand on available land.

Besides local taxes, cities also rely heavily on federal programs and money for support. Driscoll talked about some of the frustrations that the city council encounter in obtaining federal money. He criticized Washington for a lack of interdepartmental cooperation, and bemoaned the amount of paperwork necessary to obtain federal money which he says New London can handle. Asked if he thought the city could realize the extent of the vast red tape that New London must cut through in order to obtain funds for such things as housing, Driscoll answered that they cannot see these problems from their proper perspective, sensing that it is rather frustrating for them to wait for these funds.

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

During the last year, his first as city manager, Driscoll has made organizational additions to the city government. Two vital additions have been two new posts designed to better coordinate the city efforts. One deals primarily with New London's 375 employers and their negotiations with the ten different unions to which they belong. The other position was created to coordinate the efforts of the city in filling out applications for federal aid. One of his goals is to get all his working life in the area of the city. He admits being prejudiced toward the Urban Renewal Programs and looks for further help from the Model Cities program, since New London is now a Model Cities designate. Driscoll found fault with the Public Housing programs, saying that they "fostered segregation on the part of people, and that's bad."

Mr. Bogart urged the students interested in Anti-Pollution League, Michael Ireland, founder of Rhode Island Ecology Action, and James Stevens, head of Boston Ecology Action, discussed these issues.

The seminar focused upon the dangers of nuclear power plants and the activities of the ecological groups from Providence, Rhode Island and Boston Massachusetts. A panel, comprised of Larry Bonilla, director of the Anti-Pollution League; Michael Ireland, founder of Rhode Island Ecology Action; and James Stevens, head of Boston Ecology Action, discussed these issues.

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

Mr. Bogart examined the hazards of nuclear power plants in particular concerns New London residents, since the Mill Stone nuclear power plant in Waterford is near completion.

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

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

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

Mr. Bogart urged citizen involvement in this problem in order to halt the building of new nuclear power plants. His organization, the Anti-Pollution League (Continued on Page 6, Col. 2)
NEWS NOTES

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

** * * * **

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

** * * * **

American International College Alumni Association is sponsoring a two-week vacation in Hawaii with stops in Las Vegas and San Francisco for the sum of $399. The flight leaves Boston on June 28, 1970. For further information write to Dwight Pike, 34, Secretary, American International College, Springfield, Mass. 01109.

This campus will take part in the effort to alleviate the threatened loss of our natural environment.

HERSKOMITZ/FULLER
(Continued from Page 4, Col. 5)

Those composers functioned. A harpsichord recital may be too many people’s notion of a vision of a rather stuffy, exotic, dull experience. This impression is sufficiently widespread to insure sparse student audiences at the Artist Series.

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

Mr. Fuller reinforced his concept of the need for communica-
tion between performer and audience, by speaking informally during his performance between pieces, explaining their historical background and his impression of the composer’s intent.

At one point during the con-
cert, Mr. Fuller’s explanation of Couperin’s intention to satirize his society in a series of vignettes under the general heading of “Les Folies Francaises, or Les Dames” sparked audience laughter at the musical descriptions of modesty, arduous work, and fraughtness. The audience was forced to laugh at themselves, unstrain ed and quite unstuffy.

The harpsichord, which was the predominant keyboard instrument during the Baroque period, differs from the piano in that the strings are plucked rather than struck by a hammer. This results in the inharmonicity of the harpsichord to produce tonalities of loudness and softness.

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

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

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

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

Here are 8 distinguished bankers.
They’re all in their 20’s.