Rampant grade inflation
Community Settings – students pitching in
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.

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<tr>
<th>1962-1963 (1st semester)</th>
<th>1978-1979 (1st semester)</th>
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<td>10%</td>
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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 91 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 admission 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 condemned, 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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at Brown Derby- Montville Conn.

3 miles from Conn on left side on rt. 32

Final area engagement (until autumn): May 10

Hope to see you there

One night only
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. Many young people lack the vocal force on this campus, but it will be necessary for House Presidents, the integral link between students and student government.

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 other newspapers, 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 College Voice is a student-run, non-profit organization.

Editorial offices are located in Room 113, Cramer-Williams Student Center. Mailing address: Box 1981, Connecticut College New London, CT 06320. Phone: 229-335-517. Phone: 229-335-517.

The College Voice is an editorially independent news magazine published weekly during the academic year. Copy is student written unless specifically noted. Unsigned material is welcome but the editor does not assume responsibility and will return any unsigned work accompanied by a stamped, self-addressed envelope. All copy represents the opinion of the author unless stated otherwise. The College Voice is a student-run, non-profit organization.
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.

Bruce Kirmmse: an historian's outlook

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 nuclear power industry has placed a large part of its energy needs in the hands of nuclear power. It would be difficult, if not impossible, to farse 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. This 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

Ameel worreied by 'beastful'

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 some the benefits could win hand-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 assurance of safety is correct, we believe it? At best, I'd only feel I was being wooed by our nuclear PHD men. Even if their claims were being made in good faith, I doubt I'd still feel reassured. 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 inherent safety of the atom itself, a beast which is too fierce 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 odds. The risks connected with nuclear power are substantial. With the development of new power facilities. We cannot afford to be complacent.

Ameel Ameele

nuck 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 75 percent majority that does not believe that the NRC's safety resources effectively, and 85 percent that the U.S. wants to explore alternate energy sources such as solar, hydro, and wind power.

Randall J. Ameel

Photo by Wendy Weeks
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 test seriously? Would a professor enjoy teaching in this atmosphere?

One reason used by Conn is the pass-fail option. Ryhne says this "scrambles the GPA." He claims that Conn does not 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 seemingly 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 Ryhne. During this period a student needed a 3.26 GPA to qualify for the honor. "We changed our ground rules with the class of 1974. 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 contain contradictory information about the average college student. GPA is going up, says Conn, due to the SAT scores. However, others do not think students are any better or any worse than 17 years ago.

In fact, Conn says that a rising GPA does not reflect an increase in ability, he might also see a decrease in ability. Students who score well on SAT's 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 about is debatable," offered Rhyne. "One reason might be that more people take the SAT 17 years ago only college bound students took it. Has become a trend that every kid takes it however, does not think students are any better or any worse than 17 years ago.

In fact, Conn says that a raising GPA does not reflect an increase in ability, he might also see a decrease in ability. Students who score well on SAT's do not show a decrease in ability.

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

Misplaced values have educators worried. Ryhne feels that students emphasize career skills too much. "It does not make as much difference. You need the educational qualifications 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 Ryhne. He continued, "freshman learn what interests them. They try new fields. One reason we don't use freshman 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 Ehrshred stated, "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 at least, mitigate grade inflation. Nobody is sure, but 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, Green says, "what student is going to ask for 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 period of uncertainty as to what they will do with the sixteen years of schooling they've learned. Whether they decide to continue their education in the hopes of acquiring a higher paying job, or take their chances on the open market in 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 Crow-Williams building, the office has an extensive library of company brochures, annual reports, post graduate courses 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 bank work.

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 shoppers, 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 brewery industry's intensive advertising campaign. The bill will ban the use of "all but one" bottle, and is supported by a 19-39 vote in the Legislature.

Dallas, accustomed to big spenders, was not prepared for F. O. Khan and Khan's $900 tip to the "elan" discoteque. First according to manager Chad Green, "When Khan ordered a dance for his wife, O'Neil, it was champagne for the house. This cost Khan $280-30. Then Khan ordered dancing for himself, the contest held just for him. The management refused."

As Khan began walking out in a suit, a waitress persuaded him and said she would arrange the contest. The contest was held and Michael Christiansen won. Khan gave Christiansen and his partner each a check for $500. Then they tipped the waitresses a check of $1,000. Honda.

Khan was said to be a wealthy businessman, and Khan's bank in Washington, D.C. had money. Another source close to the Pakistani government said, "Obviously, the man had lost his grip...the human psyche must be overwhelmed...I sometimes wonder why human beings don't collapse more often."

Toxins

The Federal Occupational Safety and Health Administration (OSHA) will begin a wall-to-wall probe of General Dynamics-Electric Boat's shipyard in Groton, Conn. The investigation is hazardous to the health of workers. OSHA will be looking for air and water sampling results from the various shipbuilding machines. They will also look at OSHA officials restricted an earlier inspection of the shipyard.

Photo by Wendy Weeks
THE COLLEGE VOICE

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 provide students with a 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 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 students. He spent one semester 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 tiring. The sad cases are the ones in which the 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 adoption. She says, "It takes tremendous love to give up a baby so that it can have a better life."

Janet takes pride in the Agency, saying, "Our foster homes are very special." The agency supplies foster parents with a stipend of $25 per week, but it is not enough to cover the expenses 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 as it once was. She has now come to the realization that she must work harder to make the most of her class time, especially the integrative sessions, and tie it directly to her community experience. "I've learned the importance of relating psychology to life. It looks like a house.

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

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

Ann Goldberg reviews a day's work at the Norwich Planned Parenthood Center.
Voice, May 1, 1979

MAY I, I'm 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 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 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 Community Setting 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.

In the end, 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 Setting 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.

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 Setting 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 Setting 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 are of the monotony of campus life. Community Settings students are upperclassmen, who seem to the 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 Allain

Thus far into the season, the men's lacrosse team is doing well with a record of 3-3. The attack, composed of Stuart Oliver, Fritz Fabb, T.C. Burke, and Robin Brown is outstanding. All four players are also young, and the future looks bright. Veteran attack man Peter Stokas 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 Root, George Barbarash, 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 middles provide the endurance and in the close situations on which the team as a whole depends. The first midfield line, made up of Captain Beaver Morris, Dave Nightingale, and Peter Craft, have done a superb job all year. The second middles, Tony Laine, Tom Sloew and Peter Craft, have also provided much needed help in the field as have the third line of Bill Barrack, Davenport Scott, and Mark Oliver.

This team has coalesced and improved remarkably during the season. Recently, freshman attackman Stuart Oliver set a new school record of six goals. The Camels, ably led by Co-captain Morris and Root 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 3-9 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, 6-4 triumph. Peter Mykrantz took his match without trouble 6-2, 6-1 as did Ted Greenberg 6-4, 6-4.

Rich Goddard won 6-3, 6-3 and Seth Urn was never pushed in his 6-1, 6-3 triumph. Jim Dicker completed the singles sweep with an easy 6-4, 6-0 victory. The Camels took two abbreviated doubles matches as Craft teamed with Clyde McKee to win 6-3 and Goddard and Urman triumphed 6-4. The final score of the match stood at 6-1 in favor of the Camels.

The defeat of Nichols followed in a similarly easy fashion. Mykrantz overpowered his opponent 7-5, 6-2 and Craft ousted 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, 6-4 triumph.

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

The Camel's second point of the match came behind the doubles duo of Dicker and Greenberg, 6-2, 6-4. The powerful Franks were just too much for the underranked 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 seas 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 club's consistency increases, and its members sail head to head with the Ivies; last fall, a freshman yachtman, Rob Birchcock, won a regatta for the first time on the Ivory level; and for three seasons of the last three years, the camels' varity racers, under Commodore Winner 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 flinty off the course as on, and there are frequent reports of drunken binges around Boston and New London. But then, celebrating as much the yachting way as serious sailing, and Conn.'s sailors seem to practice each discipline with a sporting fervor. If the Amaetis are notorious for forgetting which discipline comes first, then the Sailing Club has refined its harshness into a dialectic of racing and insanity.

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

The club is also looking for new members. It is hoped that their skills lie in both coveted categories, so that they don't mind forty degree swims on Sunday mornings, after thorough 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 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 driven by any sort of force or virility. Locally, there are two other punk groups besides the Reducers. The Clohessips made their debut at the El and Gee last week. The "punks" are led by Conn. student Dan Nugent, who broadcasts a weekend punk show over WCN.

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by Conn. student Dan Nugent, who broadcasts a weekend punk show over WCN. 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 worldwide alternative to most of the music that dominates radio.

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."

The Vauxhall Inn: a potpourri of Victorian charm

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.

The proprietors are gracious, quiet men who take 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.

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

Hugh Birdsall, son of history professor Robert Birdsall, punctuating its up with the Reducers.

The Vauxhall Inn is open only on Thursday from 5:30 to 9:30 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 an unique aura. 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 or rose wine are served with dinner.

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

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.

Photo by Wendy Weeks
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'?"

"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: I'll bet we save a lot 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?"

"Yes."

"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 have 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."

The recent demonstration against the launching of the Trident submarine was an 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 to 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 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 in the positions of the latter group and their opposition that best illustrates the dangers that can arise when opinion becomes drastically polarized on vital issues.

Many of the demonstrators aimed their diatribes 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 mariners 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 overload. 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 dissolves 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? Will it not?" This approach is calculated to combat the obsession with the trivial that often mars partisan debates on foreign policy. But in a deeper respect it is 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...
The Bates Method can help you. This is a health care program, not a magic cure, and benefits 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 eye strain, 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 to 2 weeks. Even if you have worn glasses all your life—things will become clearer and cleaner, 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 eyesight—at which point the exercises are no longer necessary.

We usually find that people whose eyesight is not too bad can return to 20/30 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

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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 nearsighted, 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 and help 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 to buy.

By following this program, you will soon be able to see clearly without glasses. It's up to you. Ordering the Bates Method can be one of the best decisions you ever made. So do it now—before you get sidetracked and forget. Fill out the order coupon, attach your check for $9.95 plus $1 for postage and handling, and mail it to us today!

THE COLLEGE VOICE, MAY 1, 1979

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 eyeight 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 Bettervision Eye Clinic can help you. This is a health care program, not a magic cure, and benefits 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.

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