Summer study report analysis

by ROGER SMITH

The Ad Hoc Summer Committee met this past summer to consider a proposal to expand the College curriculum with more than one track. 

The results of the committee, by unanimous decision, were published and distributed on October 20, 1972. Involved were changes in college policy concerning academic requirements for pre-major and major studies.

The committee composed of four students and seven faculty members met during the closing months of the past academic year and over the summer. The students members include Marjorie Bassman and Marie Connolly, '73; Robin Zore, '74; and Douglas Halsey, '75. The members of the faculty are Chairman, Bertrand McKeon, Chemistry Department; Dean Phillip Jordan, ex officio member; Mr. Oliver Brown, Chemistry Department; Mr. Edward Czarn, History Department; Mrs. Janet Gesari, English Dept.; Mr. Nathan Smalley, Art Department; and Mr. Kent Smith, History Department.

The end result of the committee's meeting was a "two track proposal." First, the committee urged the student to design his own education through writing a petition and presenting it to a faculty committee for censure and then carry out this program of study, culminating the award of a B.A. degree. Second, the student may follow a pre-determined track. This second course involves the division of courses at Connecticut College into five areas: Physical Science, Social Science, Literature, Arts, and Philosophical and Religious Quests.

Students would have to take at least two courses of which there must be at least one from each of the five categories. Psychology 101-102 is included in the physical science, or first category, while all other psychology courses are included in the second, or social sciences course.

At the November 1st faculty meeting, Professor Otello Desiderati of the Psychology Department presented a proposed amendment to the summer study committee's report. This amendment, proposed even before the committee's report was (Continued On Page 7)

Vandals strike Arboretum

by ROBERT FISHER

This weekend vandalism headed the activity in the Arboretum. Results of a count on Monday afternoon by Doctor William A. Nerling, professor of Botany and Director of the Arboretum, revealed that over 300 trees and rocks had been defaced with illusional green and red paint.

The initial discovery of the "professionally" marked trail of red trees and green rocks was made by Doctor Scott R. Warren, Assistant Professor of Botany, on Monday morning.

The trail commences in front of the arboretum on William Street. It then proceeds north to the highway towards Norwich and enters the arboretum at the main entrance. The trail proceeds up Gallows Lane, the path enters the Natural Area. The trail then turns southward along the ravine in the research area and proceeds east across the south end of the lake, traversing the lake over the dam.

It passes through the plantation, the outdoor theater and runs up by Buck Lodge where the trail now rejoins at its point of origin.

There is apparently no motive for information regarding the vandals. Security has been notified but was not available for comment.

Doctor Richard H. Goodwin, Professor of Botany, summarised the feelings of many by saying that "We're all very upset." He added that the trails must have been marked for a purpose, but that purpose is unknown.

Dr. Warren stated that he know of no way to easily remove the paint, but along with Dr. Nerling, requested that all interested students who wish to aid the cleaning up should contact them.

Dr. Nerling also added that any person with information regarding the vandals should be brought forth immediately.

The paint appears to have a percussive effect and as Dr. Warren put it "fifty years of growth being destroyed in a few seconds" is an injustice to both the arboretum and the observers of nature.

The requested vandal attack of this nature took place several years ago when cadets from the Coast Guard Academy were marking a cross country trail. They were eventually apprehended and received severe reprimands from the Academy.

Among the other punishments, they were forced to clean up the markings.

Student budget presented

The Student Organization's Budget is derived from a part of the Connecticut College comprehensive fee included in each student's tuition bill. This year the Student Organizations' Budget will receive $22,50.50 under graduate student.

There are 1,553 full fee paying undergraduate students, which means the total to the Student Organizations' Budget will be $34,942.56.

According to the Student Government Constitution, the College Council is charged with the responsibility of approving the Student Organizations' Budget. Every organization was requested to submit a budget by October 1st, outlining their anticipated expenses and income for the year.

A sub-committee of the College Council examined each organization's request and prepared a proposed budget for College Council's approval, noting that it was necessary to retain a small un-assigned sum for emergencies or financing of new clubs formed during the year.

This year there was a request by students that the proposed budget be printed in Pundit before College Council gave its final approval. In cases of disagreement, each club was advised to appeal to the College Council before its final vote.

This final vote will be taken at College Council this afternoon, Thursday, November 9. There will be time before the vote for any discussion or appeals.

All interested students are welcome to attend this open meeting beginning at 4:30 p.m. in the Student Government Room, Court-Williams.
Looking ahead - four more years

“Four more years” of what! We must ask ourselves.

Lyndon Johnson regarded his great 1964 landslide as a mandate to proceed down whatever pathways he chose regardless of the contemporary feelings of the nation. There is little reason to believe that Richard Nixon will not do just exactly that.

Richard Nixon is now a “lame-duck” President, not having to worry about his re-election in 1976. He is no longer responsible to an electorate and only the Congress stands between his wishes and absolute law.

President Nixon faced this campaign having been implicated in the bugging of the Democratic headquarters; the spying on Democratic candidates; the imprisonment of 13,000 people without the right of trial; having turned the Supreme Court from a noble and progressive institution to a forum of reactionary politics; and having set the cause of civil rights back to the time when he was Vice-President.

If the President could face the American public with that kind of a record — a record that the American public allowed him to achieve — then there is little to stop him from venturing as far as he pleases into the realm of injustice now that the American people have reaffirmed their faith in his actions.

The people of the United States may get the kind of a country they deserve.

The candidacy of Senator George McGovern was successful in so far as it exacted a pledge from the American people of reformation this country will undergo.

The next four years should be devoted to exploring the ways and means of coming from an unusually “liberal” high school where conformity to “radical” thought was necessary for survival, I have been impressed during my 2½ years at Conn by the relatively open-minded and balanced political atmosphere on this campus. I greatly value a community such as ours in which both socialists and conservative Republicans can express themselves without overwhelming and premature chastisement, can find friends who agree with them and opponents who force them to constantly question their values.

As a result of my brief in true liberalism — that is, a tendency to be open to the best possible information, not tainted by the Editors or reporter’s political persuasion, how can I trust the PUNDIT to report political events? After this week’s issue, can any intelligent, open-minded individual consider PUNDIT a news-paper?

I am particularly shocked by the block on page 13 in which the names of faculty McGovern supporters are listed. If this was PUNDIT’s idea, then why not also list those faculty who would be considered the “right” idea, then I am outraged that they would use their inherent influence for their personal advantage and benefit? I recognize that position of superiority and dignity to mold student’s minds on political issues, without discrediting the product of the work that they would, use their inherent influence for their personal advantage and benefit?

I feel compelled to point out that the article which appeared under my name in the November 2nd issue of PUNDIT was written by the Associate Editor on the basis of questions he asked me over the phone on the night of October 28th.

It was my understanding that the remarks were to be included in an article by the Associate Editor and that I was given the opportunity to amend any direct quotations.

It is obvious that my understanding was incorrect on both counts and consequently the comments that you really name do not adequately express my thinking on the questions that are considered in the article.

Wayne Swanson
Asst. Prof. of Govt.

ED NOTE: Our apologies.

To the Editor:

Coming from an unusually "liberal" high school where conformity to "radical" thought was necessary for survival, I have been impressed during my 2½ years at Conn by the relatively open-minded and balanced political atmosphere on this campus. I greatly value a community such as ours in which both socialists and conservative Republicans can express themselves without overwhelming and premature chastisement, can find friends who agree with them and opponents who force them to constantly question their values.

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Wayne Swanson
Asst. Prof. of Govt.

ED NOTE: Our apologies.
Unfortunately, I can't see any intention behind printing this list other than taking advantage of a foreign language. Does this provide a background for the understanding of a foreign culture? If it does, then why? If students are interested in language, then why not teach them to enjoy learning. Language, learning, is a task. Is the learning of those first (or four students at least) does not require an excessive amount of work, of course, those among you who love teaching would disagree. Language learning requires only consistency, dedication and enthusiasm. This last quality is very hard to maintain because the goal is so far that it is often never perceived by those who study foreign languages. The goal being the understanding of other human beings.

Using your reasoning, we could say that it is valid that students of math and learning does not provide you with enough background to deal with a complex mathematical calculus after you finish college. How many among you are given formula even during your senior year at college? Ergo, let's eliminate the math. requirements. (I could add my favorite argument that since very few of you are going to be mathematicians, all you need to remember now is how to use your ten fingers, and that is taught to you in the primary grades, I believe.

This argument could be applied towards every field of learning. Why should a student interested in Chinese government have to take philosophy courses? Or Geography a student whose interest is more towards mathematics? I propose, to eliminate all requirements (to eliminate only those things such as mathematics) to make me like some of discrimination, and you have to be "that sort of liberal" who does not need credit (of that). Let's have a kind of Greek Agora where we wrap ourselves in a wealth of sheets and discuss problems which are truly important (who really cares for the majors, anyway?). I foresee a problem, however, how are we to discuss Plato, or Nietzsche or Sartre, if only philosophy majors have read them? (No doubt you have a solution for such a minor dilemma, but that boils down to those persons did not happen to be foreigners).

Now, if those of us who happen not to be foreigners to master a topic were to quit trying to eradicate it — as a spoiled child would do when he (or she) cannot manage the household — if we were to not notice that perhaps it is not my own right to say, and our own position, right? That does not allow us to get a high grade, then perhaps, we could proceed with that education process.

You realize that "freedom to choose" can only be enjoyed by those who are capable of choosing. Such a being is, indeed, a rara avis. You must know that what has happened in other institutions, even in other nations, where things were allowed to run from the bottom, they, unfortunately, have not lasted long. Such an action creates a self-destruct mechanism (the inherent weakness of man — and government of governments). If you are interested in this subject we may continue it in the future.

Sincerely,
A. Niering, Prof of Spanish

To the Editor:

You know "dk" I do agree with you. Four semesters of a foreign language "does not provide a background" for the understanding of a foreign culture, especially if during the four semesters the individual student manages to attend only 50 percent of his (or her) classes, as well as hardly ever go to the language laboratory.

Language learning, is a task. Each of those first (or four semesters at least) does not require an excessive amount of work, of course, those among you who love teaching would disagree. Language learning requires only consistency, dedication and enthusiasm. This last quality is very hard to maintain because the goal is so far that it is often never perceived by those who study foreign languages. The goal being the understanding of other human beings.

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Sincerely,
A. Niering, Prof of Spanish

To the Editor:

Over the past weekend your Argus received a spray paint treatment of overwhelming magnitude. Starting at the Williamstown Avenue entrance, the Aboremum opposite the Nursery School one can follow a luminous red and green marked trail westward to the Boolesswood Natural Area, south along the ravine, eastward along the Aboremum Lake, through the red pine plantation, across the Dartmouth campus, beyond Punt's Lane, and finally join the original route near Gullows Lake.

Along three-quarters of a mile, the paint marks carefully applied to trees and rocks as stripes 3-4 inches in length now add a detachment of unprecedent proportions.

As of Monday evening there were no plans as to those persons responsible.

I ask for your cooperation on two counts. If you have any information concerning persons involved please report to me or Campus Security immediately. The editors seemed foreign languages smells to me particularly impressive. liberal" who would not consider this kind of an episode in a paper Iuly wanted to aid the precinct in which the school is located.

It seems to be a sign of the times to complai about newspaper journalism. Newspapers are charged with yellow journalism, sensationalism, inaccuracies, and a general misuse of their powers. These charges are usually of fraudulent reporting, and as tolerated as economically wise and pragmat, though ethically wrong.

PUNDIT, being a non-compulsory school newspaper, should not have to resort to anything having to do with adulation and endorsement in order to process things. I realize that "freedom to choose" can only be enjoyed by those who are capable of choosing. Such a being is, indeed, a rara avis. You must know that what has happened in other institutions, even in other nations, where things were allowed to run from the bottom, they, unfortunately, have not lasted long. Such an action creates a self-destruct mechanism (the inherent weakness of man — and government of governments). If you are interested in this subject we may continue it in the future.

Sincerely,
Jill Deeer

Evangelist chorale here

By Debbie Deeer


The group, comprised of young people from churches all over New York city, gave an original performance of songs, talks, and dance which produced more than a collection of songs. It was almost evangelical in its message. "Come down from the Cross and come back to the one you really love." I walked in expecting the hard-chapping, Amen spirituals. I was only disappointed for a few minutes. The group presented a unique ensemble of songs, most of which were written or arranged by their very talented founder-director-pianist Peter Roberts. The music was as evenly rooted in jazz and blues as it was spirituals.

The first part of the production was a dramatic presentation of songs, with the people dress informally. It gave off a rather slow and mediocre start, but finished with a fine minor-key procedure. "The Scherzo Valse" by Chaubert was beautiful; but it was put to shame by Roberts' own "Spiritual Fantasy," a rather Coplandish variations of "Let My People Go!" and "Swing Low, Sweet Chariot."

The last selection of the concert was carried off in a much more professional way than the first part. The performers were more sure of themselves and more involved in their music. The whole thing with Roberts conducting and Tyrone Patrick at the piano, was well done.

The choir showed their fine voices by singing two pieces a capella. There were, however, three girls who stole the show. Jill and Wendy Howlett sang four songs with Beverly Washington, who played the piano as well. All three had amazingly lovely voices. Miss Washington was talented and charming in every way.

The chorus presented awards to John Roberts and Ms. Ernestine Brown (both of whom were shocked) in appreciation for their efforts in promoting the concert. The program ended with Mr. Roberts declaring the "freedom is Jesus Christ."

Security log

By Lisa Weiskop

On Saturday, November 4, between the hours of 12:00 and 1:30 college signs, extending from the Williams School to the inn, were vandalized.

The "No Parking" signs in front of the library were damaged, while other signs on campus were pulled out and bent over. The above incident is now being investigated.

There was a brawl on Saturday night, November 4, at 12:35 p.m. at Wright House between anewan of the out-town visitor and a guest. The west side of the complex has been almost run over by a driver 3:00 a.m., Sunday morning. He was hit in the arm and elbow by a speeding automobile.

On October 30, the front-door window of Morrison was broken by rocks thrown by off-campus students in an off-car.

A plea has been issued by Security to lock all rooms and lockers. There have been quite a few thefts from gymnasium locker rooms.
to the Editor

Unfortunately, I can't see any intention behind printing this list other than taking advantage of its usefulness. I am a devoted reader of PUNDIT and one of PUNDIT's best and blaringly useless insights into propaganda.

Sincerely,

Martha Webster

ED. NOTE: All college community submissions were printed on the SPEAKSOMAN page, and if there were any who failed the test, "F is for Nixon", they failed to sponsor themselves.

To the Editor:

It seems to be a sign of the times to compile about a political in the SPOKESMAN page, and that is what I am attempting to do here. Newspapers are charged with yellow journalism, sensationalism, and pragmatism, though ethically wrong.

PUNDIT, being a non-competitive school newspaper, should not have to resort to anything less than strict adherence to proper journalistic standards.

However, two recent issues have raised some concern among the PUNDIT community. One teachers' and one PUNDIT's political aims.

The teachers' column frequently runs under the banner of "equitable or unbiased at all". A column by one does not attempt to cover all sides of an issue, but rather takes a stand on one side and is particularly impressed.

The last issue, a "political issue", was just that. It was not equitable or unbiased at all. In spite of whom I support, I would like to see PUNDIT cover all candidates equally.

Editorially a newspaper can support whomsoever it chooses. However, editors should remain on the editorial page, or pages, but should not run through the entire issue.

Free political announcements and endorsements should not be permitted unless they are submitted in writing. For both parties with equal space provided for both. Opposing candidates and platforms, natural and otherwise, should be mentioned, not just the ones endorsed by the paper.

If the paper truly wanted to aid the voters of the school, it should have printed a copy of the ballot of the precinct in which the school is situated.

In short, PUNDIT has the ability to report equally, honestly, and openly, and to refrain from resorting to any unethical journalistic methods in order to survive.

Nina Cerdin, "75

To the Editor:

You know "75" do agree with you. Four semesters of studying a foreign language "does not provide a background" for the understanding of a foreign culture, especially if those four semesters the individual student manages to attend only 90 per cent of his (or her) classes, as well as hardly ever go to the language laboratory.

Language learning, is a task which (at the level of those first four semesters at least) does not require an excessive amount of cerebral work; of course, those who you love thinking would dislike that.

Language learning requires only courage, dedication and enthusiasm. This last quality is very hard to maintain because the goal is so far away that it is often never perceived by those who study foreign languages: the goal being the understanding of other human cultures.

Using your reasoning, we could say that four semesters of math, learning to do math, provide you with enough background to deal with a complex mathematical abstraction after you finish calculus.

How many among you remember any given formula from sophomore year in college? Ergo, let's eliminate the math. requirements. (I could add in favor of my argument that since very few of you are going to be mathematicians, all you need to remember is how to use your graphing calculator (which I taught to you in the primary grades, I believe).

This argument could be applied towards every field of learning. Why should a student interested in Chinese, for instance, have to take philosophy courses? Or Geography: a student whose interest happens to be Art? And Science: all the other discipline requirements (to eliminate only foreign languages seems to me like taking some popular course, you happen to be "that sort of liberal" who will not certainly speak your language)?

Let's have a kind of Greek Agora where we wrap ourselves in white sheets and discuss what are truly important (who really cares for those aliens, anyway?). I foresee a problem; however, how are we to discuss Plato, or Nietzsche or Sartre, if only philosophers majors have read them? (No doubt you have a solution for such a minor detail, "Assuming you mean that those majors did pose some interesting questions - (said that because those persons did happen to be philosophers)."

Now, if those of us who happen not to be able to master something like Chinese trying to create H - as a spoiled child does when he (or she) can not manage something else. If we were perhaps it is not the irrelevancy of a course, but our own personal handicap that does not allow us to get a high grade, then perhaps, we could proceed with that education process thingy.

You recall that "freedom to choose" can only be enjoyed by those who are capable of choosing. Such a being is, indeed, a rare avis.

You must know what has happened in other institutions, even in other nations, where things were allowed to run unchecked. There have in fact taken the bottom spin. They, fortunately, have not lasted long. This idea creates a self-cultivable humanism (the inherent weakness of man - and woman too, of course). But if we want to encourage a concept we may continue it in the future.

Antonio Morillo,
Asst. Prof. of Spanish

Evanicul chorale here

By Debbie Durr

On Saturday night at Palmer Auditorium, Humanities-Upward Bound, the Conn. Afro-American Society, and the New London Committee for Interracial Education and Cooperation presented the Bethel Community Chorale in a production called "Freedom Is..."

The group, comprised of young people from churches all over, gave an original performance of songs, talks, and music. The program was far more than a collection of songs. It was almost evangelistic in its message: "Come down to Jesus; come down to Jesus - in Jesus you shall find all things you care for."

I walked in expecting the handicapping, Amos spirituals. I was only disappointed for a few minutes. The group presented a unique assembly of songs, most of which were written or arranged by their very talented founder-director-pianist Peter Roberts. The music was of course rooted in folk and blues and spirituals.

The first part of the production was a dramatic presentation of songs with the people dressed in traditional black attire and slow and mediocre start, but then Roberts joined in. His second part was more of a gospel presentation. It was almost evangelical in its message: "Come down to Jesus; come down to Jesus - in Jesus you shall find all things you care for."

As of Monday evening there were no clues as to those persons responsible.

I ask for your cooperation on two counts. If you have any information concerning persons involved please report me to or Campus Security immediately. The group presented a unique assembly of songs, most of which were written or arranged by their very talented founder-director-pianist Peter Roberts. The music was of course rooted in folk and blues and spirituals.

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### Student Organizations Appropriations

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**Total Appropriations:**

$54,972.50

**Total Requisitions:**

$39,863.21

**Difference:**

$15,080.00

**Student Org. Account Balance:**

$25,628

**Spending:**

$33,783
Back to the 1300's

By BERNIE ZELITCH

A "High Middle Ages revival" next week is expected to bring back some odd-tine solid gold, dangles, and ways of clothing. Organized by the English Department, a symposium on Wednesday, Thursday and Friday aims to bring diverse talents together and provide a "valuable contrast to look at our own time." It will be highlighted by lectures, displays, a medieval dance workshop, the musical "The Play of Daniel," and "authentic" medieval feast.

Mark Speyer, the organizer, in a week said, "Most people misconception this period and assume they are dark. Yet, it was a time when people were involved in ideas. Our age is increasingly interested in power and politics to the exclusion of art."

The Chaucer specialist explained, "I think that this national campaign has demonstrated that voters are very obscure towards the issues. The media is less concerned with the less than foretelling the outer." It is discussing the medieval years with ideas. Speyer went on that with the invention of universities, which were not in the same time. He said our "liberal" tradition comes from these first years of learning. "They were not required to read more knowledge. Although they were preparing people for civil service, they did not do that directly."

Medieval people did not have refrigerators and therefore could not preserve food as we could.

On one hand, they sailed a lot of things. On the other hand, they used a lot of spices to hide the taste. It would seem very rich and spagy and hot to the modern palate.

After the feast, Speyer said Peter Leibert of the Art Department would play his pipe and tabor, do some "Fools'" and "Merris" dances, and then hold an open dance workshop.

At 4 p.m. Wednesday, F. Edward Crown of the History Department will discuss "Petrarch's Transformation of St. Augustine." Speyer said that St. Augustine could be considered the first Middle Ages man and Petrarch the first Renaissance man.

"Activism in the Middle Ages," discussed Thursday at 4:30 p.m. by Professor Emeritus Dorothy L. Loomis, will examine how students and women were "excluded" from the reforms initiated by the clergy, the aristocracy, and the laborers.

Speyer and Allen Zimmerman, a Chinese literature scholar, will compare the "Literature of the Fourteenth Century, Occident and Orient" in their discussion Friday at 3:30 p.m. According to Speyer, there are interesting coincidences at this time, when the "art of narrative blossoms in both Europe and China."

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The Play of Daniel, presented Friday at 8:30 p.m. in Harkness Chapel, is a rarely performed medieval play, based on our standards.

Medieval memorabilia from an exhibition in the English Department will be displayed from November 15, 16 and 17 by the department of English. Pictured at top is a Rhenish Gothic crucifixion in carve ivory that formed the right half of a mid-fifteenth century diptych. Gift to Lyman Allyn Museum by Dallas merchant Stanley Marcus. Beneath it, from the same period, is a French Book of Hours, a gift from Prof. and Mrs. Richard Goodwin, and a 14th century Byzantine censer, also from the Lyman Allyn Museum collections.

MOONCHILDREN is new theatre

by MAXINE OLDERMANN

Before I get involved in any kind of review of the play Moonchild, I want to be a witness of a pre-opening sight dress rehearsal. Naturally there was a certain amount of panic, confusion and general organization. Yet somehow I found the performance "in the round." I love that feeling of nervous anticipation that precedes an opening night. I even enjoy the mechanics of the stage manager the performers — it all looks like work.

My initial impression was affected by the seating itself. Platforms were set on the Palmer Stage under a cozy, informal theatre in the round atmosphere. But as I was taking it in, it seemed that the lights went down and the play began.

The set vaguely close to home, very familiar. It's all contemporary American clutter of the indigenous to college dorms.

Even before you find out that roku are college seniors and the students you can tell by looking around the kitchen (the visible room), that the other music is the Rolling Stones' "I Can't Get No Satisfaction" and the walls are covered with posters ranging from W.C. Fields to a map of Europe.

There are all kinds of "clues" in that opening scene about the make-up of the characters who inhabit the apartment — one of the more humorous touches is a trash helmet on the telephone stand.

Sad looking plastic flowers are arbitrarily thrown into an empty milk bottle — a valiant attempt at interior decorating. The overall effect is not exactly beautiful but is representative of the life-style of the collegiate poverty-stricken crowd.

There is no easily definable plot in the play. I saw it more as a series of vignettes tacking place in one semester. Concerned more with the exploration of the characters than in a prescribed "classical" well made plot. Just as the furnishing and environment look familiar, so it seems that the mood is somewhere else.

Norman is a Woody Allen figure without any of the humor, a sad, pitiful mathematician graduate student whose colleagues tell him constantly that he is irrelevant. His attempt to become relevant is pathetic and finally tragic. Bob causes a rift between the other students and his girlfriend Kathy when he receives a notice for an imminent draft physical and hides his concern and sensitivity under a cool facade of indifference and sarcasm.

Mel and Coole provide a kind of beat generation Howan and Martin team, feeding each other lies and although as characters not inherently funny they give the play a show many comic moments in an unbelievably frenzied attempt to entertain their peers.

There is Dick, the rather peepol discontent, who claims that everyone is stealing all the hamburgers that he buys and flush the estomac chief cook, bottle washer and head confidante of the group. Into the midst comes spaced-out Shelly, a true flower child who enters the apartment by sticking leaves in everyones hair and proclaiming that she met Norman, "a true freak," at a peace march.

Some real comedy comes in the form of Mr. Willis the sleazy landlord who sports Archie Bunkerism about life and about the modern generation. Bob's Uncle Murray, in sharp contrast, is a sad beaten old man who comes with bad tidings and naturally there are cops — one a Segenant Breen who has "been around" and really knows the story and his rookie sidekick Effing who can't wait to catch one of the kids redhanded with some "stuff" on him.

A final and wonderful touch is the comic moments provided by Mrs. Lucky, the cranky old tenant downstairs and a young woman (Continued On Page 7)
Feminist art

"Six Women Artists," an exhibit which presents a sampling of a "feminist" mode of art, can be viewed in the Manwaring Gallery in Cummings Art Center until November 21.

Miss Maureen McCabe, an instructor in Art at Conn, organized this exhibition of pieces created by women whom she attended school on the basis of their diversity in style and individuality of expression. In addition to Miss McCabe, the contributing artists include Raya Bodnarchuk, Kathy Jones, Christine Oatman, Barbara Tiso, and Paula Wittert, all of whom are in their mid-twenties.

Miss McCabe feels that this exhibition is an interesting illustration of the type of art created by young women, in which they have continued to create art which is personal to themselves through the employment of various types of media. This exhibit contains photography, ceramics, sculpture, stuffed embroidered pictures, and "toys," feather wall pieces, and a garden environment.

Miss McCabe's contributions can be placed into three categories: collages, which are based on the traditional shape-form-integration, feather wall pieces, derived from "magical ideas"; and stuffed spiders, an aspect of toy making.

Miss McCabe, who is interested in spiders and their lifestyles, designed the patterns and made each of the three spiders as representative of different species: tarantula, velvet mile, and the yellow jumping spider.

The most striking item in this exhibit is the "Garden Environment" which was created by Christine Oatman and is representative of the West Coast type of art. It differs from the other pieces in that it encourages the interaction of the viewer on both a visual and intellectual level while many of the others just appeal to the senses.

The letters and pictures enclosed in this "garden plot" serve as metaphors as they present an autobiography of Miss Oatman's life from her childhood to present day. This "Garden" is a very personal expression of Miss Oatman's life in that it relates to much of the poetry that she writes, yet it can also be viewed as a universal expression of the development of a woman's life.

It was agreed upon by members of the Academic Committee, that the calendar as it stands this year is extremely poor.

Among other problems, the most obvious and serious is that the first semester is entirely too short putting an amazing amount of pressure on both students and faculty.

The Academic Committee has drawn up four basic proposals for the 1973-1974 Academic Calendar. The proposals are appearing in PUNDIT in the hopes that the faculty, students, and administration will respond with any comments, questions, and criticisms to the Academic Committee.

The Committee members are: Mr. Daughan, Gov't. (box 1421); Mrs. Gezari, Eng. (box 1522); Mrs. Reiss, Phil. (box 1502); Vicki Emery, '73 (box 1774); Fran Wolstlick, '73 (box 1199); Warren Erickson, '74 (box 365); Andre Marcus, '75 (box 930); Alec Farley, '75 (box 501); and Laurie Lesser, '74 (box 732) Chairman.

Read all proposals carefully. Consider all pros and cons.

PROPOSAL 1

(1st sem.-13 wks., 2nd sem.-13 1/2 wks.)
Sat. Sept. 8 - Housefellows, house presidents, etc., return
Mon. Sept. 10 - Freshmen arrive
Thu. Sept. 13 - Upperclassmen return
Fri. Sept. 14 - Advising
Sat. Sept. 15 - Registration
Mon. Sept. 17 - Classes begin
Mon. Nov. 19 - Thanksgiving Recess begins
Sun. Nov. 26 - Thanksgiving Recess ends
Fri. Dec. 21 - Classes end, Christmas Recess begins
Wed. Jan. 2 - Christmas Recess ends
Thu. Jan. 3 - Review and Exam period begins
Fri. Jan. 18 - Review and Exam period ends
Thu. Feb. 7 - Registration
Mon. Feb. 11 - Classes begin
Mon. Apr. 1 - Spring Recess begins
Sun. Apr. 14 - Spring Recess ends
Fri. May 24 - Classes end
Mon. May 27 - Review and Exam period begins
Fri. July 6 - Review and Exam period ends

NOTE: A suggestion was made to change one part of PROPOSAL 1 so that the second semester would be as follows:
Thu. Jan. 31 - Registration
Mon. Feb. 1 - Classes begin
Mon. Mar. 25 - Spring Recess begins
Sun. Apr. 7 - Spring Recess ends
Fri. May 17 - Classes end
Mon. May 20 - Review and Exam period begins
Fri. May 31 - Review and Exam period ends

This suggestion was made so that we would still get out in May for jobs that start in June. We are therefore submitting both of these plans as options to PROPOSAL 2.

The A.C. would like to point out some pros and cons of PROPOSAL 2:

PROPOSAL 2

(1st sem.-13 wks., 2nd sem.-13 1/2 wks.)
Sun. Aug. 26 - Housefellows, house presidents, etc., return
Tue. Aug. 28 - Freshmen arrive
Fri. Aug. 31 - Upperclassmen return
Sat. Sep. 1 - Advising
Sun. Sep. 2 - Registration
Mon. Sep. 3 - Classes begin
Wed. Oct. 17 - Fall break begins after 5:00 p.m.
Mon. Oct. 22 - Fall break ends
Tue. Oct. 23 - Classes resume
Wed. Nov. 1 - Thanksgiving break begins after 5:00 p.m.
Sun. Nov. 25 - Thanksgiving break ends
Sat. Dec. 8 - Review and Exam period begins
Sat. Dec. 22 - Review and Exam period ends
Christmas break begins
Sun. Jan. 13 - Return to school
Mon. Jan. 14 - Advising
Tue. Jan. 15 - Registration
Wed. Jan. 16 - Classes begin
Mon. Mar. 11 - Spring break begins
Sun. Mar. 24 - Spring break ends
Fri. Apr. 1 - Classes end
Sat. May 4 - Review and Exam period begins
Sat. May 18 - Review and Exam period ends

NOTE: It was pointed out to the A.C. that maintenance expenses would be very high if the school were to be open over the Labor Day weekend. A suggestion was made to change PROPOSAL 2 so that the beginning of the year would be as follows:
Fri. Aug. 24 - Housefellows, house presidents, etc., return
Mon. Aug. 26 - Freshmen arrive
Wed. Aug. 29 - Upperclassmen return
Thu. Aug. 30 - Advising
Fri. Aug. 31 - Registration
Tue. Sept. 4 - Classes begin

This suggestion was made so that we would avoid needing full maintenance staff over Labor Day weekend. There was also some objection to having Registration on Sunday and classes begin on Labor day as it is in the first part of PROPOSAL 2. But we submit both as options.

The A.C. would like to point out some pros and cons of PROPOSAL 3:

PROPOSAL 3

(1st sem.-13 wks., 2nd sem.-13 wks.)
Wed. Oct. 10 - Housefellows, house presidents, etc., reffri
Fri. Oct. 12 - Freshmen arrive
Mon. Oct. 15 - Advising
Tue. Oct. 16 - Registration
Wed. Oct. 17 - Classes begin
Fri. Dec. 14 - Christmas break begins after 5:00 p.m.
Sun. Jan. 6 - Christmas break ends
Fri. Feb. 8 - Classes end
Sat. Feb. 9 - Review and Exam period begins
Fri. Feb. 22 - Review and Exam period ends
Semester break begins
Sun. Mar. 3 - Semester break ends
Mon. Mar. 4 - Advising

(Continued On Page 21)
Model Cities form local Youth Service

Youth Service Bureau was conceived by a group of teenage youths in New London and the Model Cities Agency who saw the need for a center where kids from all neighborhoods and backgrounds in the city would feel welcome. The aim of the plan is to provide a program that offered a wide range of recreational and cultural activities, legal, drug and other health services, counseling, a place to rap, come with a problem or just a place to hang out, all had more to offer than a joint.

The program will call on individuals in the community with backgrounds in social service, educational, artistic and business fields to help create a diversified array of activities and services for New London's youth.

An important aim of YSB will be to establish communications in the New London schools and the Police Department to initiate a working forum between these institutions and young people in the city.

Our staff will include a director, a coordinator to coordinate the varied programs and services to be offered by YSB, an assistant director, and a full-time lawyer to counsel and represent youths who needed legal help.

1. DESIGN OUR STATIONERY
   o 3½ x 11½ paper with envelope.
   - Limited to 1 color paper and 1 color ink but any color combination is possible.
   - Letterhead design must include our name: Youth Service Bureau; address: 47 Colt Street, New London, Connecticut 06320; telephone: 477-5009. Any logo, graphic design or captions which transmit the spirit of our program or the type of projects we will be involved in are welcomed in the design.

2. DESIGN OUR STREET SIGN
   - Headquarters for our program will be in the old Health and Welfare Building at 47 Colt Street, New London. We will occupy only the rear of the building, and our entrance will be around the back (North side) of the building. This entrance is not visible from the street, and the sign must indicate where our entrance is. Must also include: Our Name: Youth Service Bureau; Address: 47 Colt Street, and that we are a Model Cities funded program. Sign must be high-yield, and any color combination is possible. The approximate size will be 4' x 4' and the sign will be plywood. Any logo, design or captions which transmit the spirit of our program or the projects we will be involved in are welcomed in the design.

AWARDS: There will be separate awards given for the design of the stationery and the street sign. There will be a CASH PRIZE of $25.00 for the final design selected from each category.

JUDGING: Designs will be judged by the Youth Service Bureau Executive Board on the basis of which is the most artistic and portable as well as several other factors. The A.C. would like to point out some of the pros and cons of PROPOSAL 3:

1. Classes don't start until mid October
2. Classes don't end until late June
3. No Thanksgiving break
4. Difficult for coordination with Twelve College Exchange, Student teaching programs, Wesleyan and USCGA courses.
5. End of school is extremely close to when summer school begins

NOTE: This proposal is still in the planning stages and USCGA courses.

PROPOSAL 4:

NOTE: The A.C. would like to point out some of the pros and cons of PROPOSAL 3:

1. Classes don't start until mid October
2. Classes don't end until late June
3. No Thanksgiving break
4. Difficult for coordination with Twelve College Exchange, Student teaching programs, Wesleyan and USCGA courses.
5. End of school is extremely close to when summer school begins

(Continued from Page 5)

student in bursts into the room

shouting as a marketing research run

but in fact merely peddling

encyclopedia.

The line and much of the play

seems to restate a Beckettian

theme of alienation, utter con-

fusion, and in the end, a
despairing resignation. All of the
designers are perceived to be trapped or

the world in a world whose symbols they can't comprehend.

and Cootie in many of their

long invented fantasy stories

even refer to strange whispering

and in an incommprehensible

environment.

Their questions and anguish
come to their own so that finally
the set itself takes on a rather

sinister oppressive air.

Caught up in the irrationality

of life, they become totally in

their quest for relevance to the

point that when they talked about

something relevant it no longer had any meaning.

Even one of the more bizarre parts of

the play, the landlord's revealing

of an erotic dream in which the

woman impregnates women in an

African jungle, echoes the

playwright Michael Waller's

intention to persuade these

students' life with the inex-

orable demands of the

Model Children—strange

products of even stronger

humanities.

The feeling of undefinable

malaise of a "lost" generation

comes across beautifully in the

production. At this point I

realized how well the acting

was handled. Most of the

performances were so

energetic and sincere — most

particularly the role of Norman

(Patrolman Bream—Murray).

Their portrayals were

wonderfully sensitive and

unnervingly convincing.

The roles of Mike and Cootie

(Chad Bradshaw and John

Peasenelli) are athletically

performed with enough

twists of interaction. Jan

Hicks was marvelous as Shelly,

totally believable, as was Leslie

Hunter as Mrs. Lucky. Peter

Johnston as Ralph was superb

demonstrating a great blend of

bouging status quo and sensitivity

and Jerry Williamson as the

rookie cop was effectively

played.

Bill Yates plays a cool, yet

emotional Dick and does a great

job with a genuinely human role,

and Molly Cheek in the role of

Kathy is high-stringing, confused

angry while still keeping it all

realistic.

Buy Riesmeyer as Ruth is

concerned about likeable,

compassionate and beneath her

nonchalance as disturbed as all

the rest.

Special notice must be given to

Lester Reiss who is genuinely

moving in his portrayal of Uncle

Murray a father figure and

Patrolman Bream is wonderful,

goal and slinky in his role of the

tender-chest landlord.

In the case of Patrolman Bream

brings to mind an uneducated

version of T.V.'s "Colombo, kind of

charming for his naivete.

Summer study

(Continued from Page One)

discussed at a faculty meeting,

involved the adaptation of a sixth

section—Studies which deal with

Symbol Systems.

The administration also proposes that each student elect nine

courses, instead of seven, from six, instead of four,

of study. The amendment, along

with the committee's original

report, is now under faculty

discussion.

At the dorm meetings on Nov.

18, students will have a chance to gather and discuss the

members about the proposals which have been presented.

Hopefully, the results of the
10. The Ad Hoc Committee will be present at
each dorm meeting to answer

questions and clarify issues.

Jan Greiner, President of the

Student Government association,

feels that considering the

committee's previous proposal,

to the student government must

be the "student" and that

"personally, a great deal of

tense feelings has gone into the

problem."

He also added that he felt that

"suggestions were

presented" by the Summer Study

Committee. Levin hopes that the

student body will be informed so

that they shall be able to discuss

the proposals with the faculty on

November 18.
Model Cities form local Youth Service

Youth Service Bureau was conceived by a group of teenage youths in New London and the Model City Agency, who saw the need for a center where kids from all neighborhoods and backgrounds in the city would be welcome. The idea was to provide a program that offered a wide range of recreational and spiritual activities, legal, drug, and other health services, counselling, a place to rap, come up with a problem or just a place to hang out more often than a jungle.

The program will call on individuals in the community with backgrounds in social service, recreational, artistic and business fields to help create a diversified array of activities and services for New London's youth. An important aim of YSB is to bring together students from the New London schools and the Police Department to initiate a working forum between these institutions and young people in the city.

Our staff will include a director, a coordinator, and a full time lawyer to represent young people who need legal help.

1. DESIGN OUR STATIONERY on 8 x 11" paper with envelopes. Limited to 1 color paper and 1 color ink but any color combination is possible. Letterhead design must include our name: Youth Service Bureau; address: 47 Coit Street, New London, Connecticut 06320; telephone: 477-3009. Any logo, graphic design or captions which transmit the spirit of our program or the projects we will be involved in are welcomed in the design.

2. DESIGN OUR STREET SIGN. Headquarters for our program will be in the old Health and Welfare Building at 47 Coit Street, New London. We will occupy only the rear of the building and our entrance will be around the back (North side) of the building. This entrance is not visible from the street and the sign must indicate where our entrance is. Must also include: Our Name: Youth Service Bureau; Address: 47 Coit Street;

and that we are a Model Cities funded program. Sign must be highly visible, and any color combination is possible. The approximate size will be 4 x 4 and the construction material will be plywood. Any logo, design or captions which transmit the spirit of our program or the projects we will be involved in are welcomed in the design.

AWARDS: There will be separate awards given for the design of the stationery and the street sign. There will be a CASH PRIZE of $150.00 for the final design selected for each category. JUDGING: Designs will be judged by the Youth Service Bureau Executive Board on the basis of artistry and portrays the best image and feeling of Youth Service Bureau. FINAL DATE FOR ENTRY: December 5, 1972 (Tuesday) AWARDS WILL BE ANNOUNCED: December 12, 1972 (Tuesday)

SEND ALL ENTRIES TO: John Zeiler, Model City Agency, 106 Truman Street, New London, Connecticut 06320. (For information call 462-5768).

The A.C. would like to point out some pros and cons of PROPOSAL 3:

1. Classes don't start until mid October
2. Classes don't end until late June
3. No Thanksgiving break
4. Difficult for coordination with Twelve College Exchange, Student teaching programs, Wesleyan and USCGA courses.
5. End of school is extremely close to when summer school begins

PROPOSAL 4.

NOTE: This proposal is still in the planning stages because it would call for some radical changes. Please consider it carefully though because the A.C. liked the basic idea. It is a "3:1:4" plan which has 9 weeks for the 3-course division, 4 wks. for the 1-course division, and 13 wks. for the 4-course division.

Sat. Sept. 15 - Housefellow, house presidents, etc., return
Mon. Sept. 17 - Freshmen arrive
Thu. Sept. 20 - Upperclassmen return
Fri. Sept. 21 - Advising
Sat. Sept. 22 - Registration
Mon. Sept. 24 - Classes begin
Mon. Nov. 19 - Thanksgiving break begins
Sun. Nov. 25 - Thanksgiving break ends
Sat. Dec. 1 - Review and Exam period begins
Sat. Dec. 15 - Review and Exam period ends. Christmas break begins
Thu. Jan. 3 - Christmas break ends
Fri. Jan. 4 - Advising
Sat. Jan. 5 - Registration
Mon. Jan. 7 - Classes begin

MOONCHILDREN

PUNISHMENT. Thursday, Nov. 5, 1972

Student in bursts into room peeping as a market researcher. But is it in fact merely peddling encyclopedias?

This line and much of the play seems to revolve a Beckettian theme of alienation, utter confusion, and in the end, a despairing resolution. All of the characters seem to be trapped by the world - in a world whose symbols they can't comprehend.

Me and Coolie in many of their long invented fantasy stories even refer to strange whirrigigomic vibrations as if they were all swirling in a horrific verticle of purposelessness and panic in an incomprehensible environment. Their questions and anguish become your own so that finally the set itself takes on a rather sinister oppressive air.

Caught up in the irrationality of life, they become irrational in their quest for relevance to the point that when they talked about something inane, relevant it no longer had any meaning. Even one of the more bizarre parts of the play, the landlord's retailing of an erotic dream in which the man impregnates women in an African jungle, echoes the playwright Michael Weller's intention to pervade these students' life with the inexplicable, to present to them Moonchildren - strange products of even stranger nature.

The feeling of undefined malaise of a "lost" generation comes through also, in the production and it was at this point I realized how well the acting was handled. Most of the performers were in trouble with energy and sincerity - most particularly the role of Norman (Peter Robinson, ’73). His portrayal were wonderfully sensitive and unpretentious.

The roles of Mike and Coolie (Chad Bradshaw and John Peaseman) are astoundingly performed with some fine moments of interaction. Jan Hink was marvelous as Shelby, totally believable, as was Leslie Hunter as Mrs. Lucky. Peter Johnston as Ralph was superb demonstrating a great blend of boing status quo and sensitivity and Jerry Williamson as the cook top was effectively obnoxious.

Bill Yates plays a cool yet conditioned cool job with a pretty demanding role, and Molly Creek in the role of Kathy is high-flying, confused enough while still keeping it all realistic.

But Riesmeyer as Ruth is concerted, likeable, compassionate and beneath her nonchalance as disturbed as all the rest.

Special notice must be given to Lester Reins who is genuinely moving in his portrayal of Uncle Murray. He is wonderful, goes and slimy in his role of the tedious landlord. Leslie Hunter as Patrocinio Break brings to mind an uneducated version of T.V.'s Columbo, kind of charming for his naivete.

Summer study

(Continued from Page One) discussed at a faculty meeting, involves an adaptation of a sixth section—Studies which deal with Symbol Systems.

The amendment also proposes that each student elect nine courses, instead of seven, from six, seven, or eight areas of study. The amendment, along with the committee's original report is now under faculty discussion.

At the dorm meetings on Nov. 16, students will have a chance to voice their thoughts on the final revisions. Committee members present the proposals which have been presented. However, the Ad Hoc committee will be present at each dorm meeting to answer questions and clarify issues.

Jay Mihalik, the Student Government association, feels that concerning the committee's proposal the state government must represent the student" and that "personally, a student should not get hung up in the problem."

He also added that he felt that "sufficient information was not presented" by the Summer Study Committee. Levin hopes that the student body will be informed so that they shall be able to discuss the proposals with the faculty on November 16.
Model Cities form local Youth Service

Youth Service Bureau was conceived by a group of teenage youths in New London and the Model City Agency which saw the need for a center where kids from all neighborhoods and backgrounds in the city would feel welcome. The aim was to provide a program that offered a wide range of recreational and cultural activities, legal, drug and other health services, counseling, art, and business skills to help create a diversified range of activities and services for New London's youth.

An important aim of YSB will be to establish communications with the New London schools and with the Police Department to initiate a meeting forum between these institutions and young people in the city.

Our staff will include a director, a coordinator, and the varied programs and services to be offered by YSB, an assistant director, and a full-time lawyer to counsel and represent youths who need legal help.

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Fri., May 3 — Spring break begins after 5:00 p.m.
Sun., May 19 — Spring break ends

Tue., June 18 — Classes end
Wed., June 19 — Review and Exam period begins
Jun. 30 — Review and Exam period ends

The A.C. would like to point out some of the pros and cons of PROPOSAL 3:
1. Classes don't start until mid October
2. Classes don't end until late June
3. No Thanksgiving break
4. Difficult for coordination with Twelve College Exchange, Student teaching programs, Wesleyan and USCGA courses.

5. End of school is extremely close when summer school begins

PROPOSAL 4

NOTE: This proposal is still in the planning stages because it would call for some radical changes. Please consider it carefully though because the A.C. liked the basic idea. It is a "3-4-4" plan which has 9 weeks for the 3-course division, 4 weeks for the 1-course division, and 15 weeks for the 4-course division.

Sat., Sept. 15 — Housefellows, house presidents, etc., return
Mon. Sept. 17 — Freshmen arrive
Thu., Sept. 20 — Upperclassmen return
Fri., Sept. 21 — Advising
Sat., Sept. 22 — Registration
Mon. Sept. 24 — Classes begin
Mon. Nov. 19 — Thanksgiving break begins
Sun. Nov. 25 — Thanksgiving break ends

Sat., Dec. 1 — Review and Exam period begins
Sat. Dec. 15 — Review and Exam period ends, Christmas break begins

Thu. Jan. 3 — Christmas break ends
Fri. Jan. 4 — Advising
Sat. Jan. 5 — Registration
Mon. Jan. 7 — Classes begin

Fri., Feb. 1 — Classes end
Sat. Feb. 2 — Review and Exam period begins
Wed. Feb. 6 — Review and Exam period ends

Thurs. Feb. 7 — Advising
Fri.-Feb. 8 — Registration
Mon. Feb. 11 — Classes begin
Fri., Mar. 22 — Spring Recess begins after 5:00 p.m.
Sun. Apr. 7 — Spring Recess ends
Fri. May 24 — Classes end
Sat. May 25 — Review and Exam period begins
Sun. June 8 — Review and Exam period ends

Additional comments on PROPOSAL 4

NOTE: The A.C. would like to make a few suggestions to accompany this proposal. Since the 3-course division is only 9 weeks, this provides only 27 class hours for each course as opposed to this year's 36. We don't want to cut down on class time; therefore we suggest the weekly amount of time allotted to each course be 4 hours rather than 3 hours. This can be done in any number of ways, and probably left up to the instructor. For the 1-course division the hours would also be very flexible. For this 4-week concentration on one course we propose to see independent work stressed...Independent Studies, Work Studies, seminars, possibly even a 4-week excursion of some kind with a professor and group of students (Art History students to Italy, Gov't. Students to Washington D.C., etc.). Of course the course offerings here at the college would have to be restricted somewhat but probably in some very new and different ideas and areas of study not now offered. This 1-course division still needs much work and planning.

The A.C. would like to point out some pros and cons of PROPOSAL 4:
1. Very flexible scheduling
2. Long Thanksgiving break
3. Christmas break begins early (Christmas shopping)
4. Stress on individuality and independence
5. Decrease of work pressure
6. Innovative (for Connecticut College anyway!)

(Continued from Page 5)

A.MOONCHILDREN

Thea Lasky, a student at Wesleyan University, was honored by being invited to participate in the annual International Poetry Festival in Chile. The event celebrates the work of poets from around the world and aims to promote cultural exchange and understanding.

Lasky's poem, "Moonchilden," was selected for inclusion in the festival's anthology, "Voices of the Moon," which is published annually. The anthology features works from poets in Latin America and beyond, highlighting the diverse and vibrant voices of contemporary literature.

The poem "Moonchilden" explores themes of nature, spirituality, and the interconnectedness of all living beings. Lasky's language is rich with sensory details, transporting the reader into a world where the moonlight illuminates the essence of the natural world and the human spirit.

The festival, held in Santiago, is a major event in the literary calendar, drawing poets, scholars, and enthusiasts from across the globe. Lasky's inclusion was a testament to the high caliber of her poetry and the recognition she has received for her work.

The event also featured performances, readings, and workshops conducted by poets from Chile and beyond, providing a platform for cultural exchange and the sharing of ideas among writers from diverse backgrounds.

Lasky's participation in the festival was a significant achievement, as it allowed her to connect with other poets and to share her work with a global audience. It is hoped that this recognition will inspire her to continue writing and to contribute further to the literary world.

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PUNDT (Continued from Page 5)

Student Walter's presentation on the history of the alumni association was met with enthusiasm. The group was eager to learn about the organization's role in connecting alumni with the university and with each other.

Walter's talk included a detailed history of the association, from its early years to the present day. He highlighted key events, such as the introduction of online alumni directories and the expansion of alumni events and programs.

He also stressed the importance of the association in fostering a sense of community among alumni. "We are stronger together," he said, "when we support each other and help each other succeed." He encouraged the audience to actively engage with the association, participate in events, and support the activities that were important to them.

The audience was engaged and asked many thoughtful questions. Walter's presentation was a great success, setting the stage for continued growth and development of the alumni association.

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There were also discussions about the role of the alumni association in fundraising and in donor relations. Walter emphasized the importance of recognizing and thanking our donors for their generous contributions.

He noted that the alumni association could play a crucial role in building relationships with alumni, faculty, and staff. "We can work together to identify new opportunities for fundraising and to build a culture of giving within our community," he said.

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The event concluded with a networking session, where participants had the opportunity to connect with one another and to learn more about the association's programs and initiatives.

Many attendees expressed their appreciation for the opportunity to learn more about the alumni association and to be part of a community that values the contributions of all its members.

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The event was a success, and the alumni association is looking forward to continuing its work to strengthen the connections between the university and its alumni.

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PUNDT (Continued from Page 6)

The presentation on the history of the alumni association was a great success. The audience was engaged and asked many thoughtful questions. Walter's emphasis on the importance of recognizing and thanking our donors for their generous contributions was well received.

He also highlighted the importance of the alumni association in building relationships with alumni, faculty, and staff. "We can work together to identify new opportunities for fundraising and to build a culture of giving within our community," he said.

The networking session at the end of the event was a great opportunity for attendees to connect with one another and to learn more about the association's programs and initiatives.

Many attendees expressed their appreciation for the opportunity to learn more about the alumni association and to be part of a community that values the contributions of all its members.

---

The event was a success, and the alumni association is looking forward to continuing its work to strengthen the connections between the university and its alumni.
Model Cities form local Youth Service

Youth Service Bureau, was received by a group of teenage students in New London, the student body will be warmed so that they shall be able to discuss the projects with the faculty on November 16.

Jan. 5 - Registration
Fri. Jan. 4 - Advising
Sat. Dec. 1 - Review and Exam period begins
Sun. Nov. 25 - Thanksgiving break ends
Sun. Nov. 19 - Thanksgiving break begins
Mon. Nov. 25 - Thanksgiving break ends
Sat. Sept. 15 - Housefellowships, house presidents, etc.
Mon. Sept. 17 - Freshmen arrive
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Mon. Sept. 24 - Classes begin
Mon. Nov. 19 - Thanksgiving break begins
Mon. Nov. 25 - Thanksgiving break ends
Sat. Dec. 1 - Review and Exam period begins
Sat. Dec. 15 - Review and Exam period ends.
Christmas break begins
Jan. 3 - Christmas break ends
Jan. 4 - Spring break
Jan. 5 - Registration
Jan. 7 - Classes begin

PROPPOSED 1:

NOTE: This proposal is still in the planning stages because it would call for some radical changes. Please consider it carefully though because the A.C. is in the final stages of the 3-1-4 plan which has 9 wks. for the 3-course division, 4 wks. for the 1-course division, and 13 wks. for the 4-course division.

Mon. Sept. 15 - Housefellowships, house presidents, etc.
Mon. Sept. 17 - Freshmen arrive
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Sat. Sept. 22 - Registration
Mon. Sept. 24 - Classes begin
Mon. Nov. 19 - Thanksgiving break begins
Mon. Nov. 25 - Thanksgiving break ends
Sat. Dec. 1 - Review and Exam period begins
Sat. Dec. 15 - Review and Exam period ends.

The A.C. would like to point out some of the pros and cons of PROPOSAL 3:

1. Classes don't start until mid October
2. Classes don't end until late June
3. No Thanksgiving break
4. Difficult for coordination with Twelve College Exchange, Student teaching programs, Wesleyan and USCGA courses.
5. End of school is extremely close to when summer begins

Additional comments on PROPOSAL 4:

NOTE: The A.C. would like to make a few suggestions to accompany this proposal. Since the 3-course division is only weeks, this provides only 27 class hours for each course as opposed to this year's 36 hours per course. We don't want to cut down on class time; therefore we suggest the weekly amount of time allotted to each course be 4 hours rather than 3 hours. This can be done in any number of ways, and probably left up to the instructor. For the 1-course division the hours would also be very flexible. For this 4-week concentration on one course, we would like to see independent work stressed. Independent Studies, Work studies, seminars, possibly even a 4-week excursion of some kind with a professor and group of students (Art History students to Italy, Gov'T. Students to Washington D.C., etc.). Of course the course offering that the college would have to be limited but possibly incorporating some very new and different ideas and areas of study not now offered. This 1-course division still needs work much and planning.

The A.C. would like to point out some pros and cons of PROPOSAL 4:
1. Very flexible scheduling
2. Long Thanksgiving break
3. Christmas break begins early (Christmas shopping)
4. Stress on individuality and independence
5. Decrease of work pressure
6. Innovative (for Connecticut College anyway!)
Enteriug the final week of the soccer season with a 5-5 record, the Camels were unable to improve their standing as they lost to Eastern Connecticut State College 4-0 and were then awarded a forfeit victory over Manchesterville.

The record of the team does not perhaps adequately represent the quality of the Camels' play. As a group of four, the Camels have a record of 4-5-4.

In both contests against Mitchell where the Camels expected to play against the Junior Varsity the Mitchell coach brought along five or six of his starting varsity (which is rated No. 4 in a poll of the nation's junior college soccer teams).

The defense will also be strengthened with Jim Leo returning to the goal mouth with a year's experience. This season he had a .53 goals against game average. Coach Jim Leary is also enthusiastic about next year's team, pointing to the large number of returning lettermen and even larger number of entering freshmen.

The final scoring statistics are:

<table>
<thead>
<tr>
<th>Goals Against Points</th>
<th>Games Played</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake Suarez</td>
<td>4</td>
</tr>
<tr>
<td>Dave Kelly</td>
<td>6</td>
</tr>
<tr>
<td>Roy Terry</td>
<td>1</td>
</tr>
<tr>
<td>Bob Radlak</td>
<td>2</td>
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<tr>
<td>Bob Henderson</td>
<td>0</td>
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<tr>
<td>Dan Tucker</td>
<td>3</td>
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<tr>
<td>Dana Sobicki</td>
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<tr>
<td>Dana Crozette</td>
<td>6</td>
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<tr>
<td>Nick Schaller</td>
<td>0</td>
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<tr>
<td>Dany Band</td>
<td>0</td>
</tr>
<tr>
<td>Mark Gerlowski</td>
<td>0</td>
</tr>
</tbody>
</table>

The final record is 5-5-0

Conn road runners win

BY KEVIN B. KELLY

Marc Gottschalk won his third cross country meet in four starts for Connecticut College on October 30 at the Quinebique College, 26-2. Gottschalk covered the five mile course in 27:01, almost 15 seconds faster than the second place finisher from Quinebique. Again the race was close as Connecticut and Quinebique split the first six places. Brian Heidtman and Brian Zelitch captured third and fifth places respectively for Connecticut. Quinebique finished the seventh place, but Russ Woodford and Jim McIvor were close behind to cinch the victory for Connecticut College.

The small freshman class had a good day. Joel Smith's record for most goals in a season.

Conn soccer fare

BY KEVIN B. KELLY

The Connecticut College soccer team closed out its season of competition by losing its last four games for a 3-5-2 won-lost-tied mark. Sophomore Javier Suarez was the leading scorer with ten goals and four goals in one game.

The defense will also be strengthened with Jim Leo returning to the goal mouth with a year's experience. This season he had a .53 goals against game average.

Coach Jim Leary is also enthusiastic about next year's team, pointing to the large number of returning lettermen and even larger number of entering freshmen.

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</table>

The final record is 5-5-0

CONN STORES

Firestone STORES

30% discount off list on tires, this is an introductory offer. Except tires on sale you will be allowed 5% discount.

Phone 443-5431

Football fate

BY KEVIN B. KELLY

Jame Addams will come into the flag football game against Ballek this Saturday with an undefeated record of 4-0-1 while Ballek has suffered only an 0-1-1 record.

Should Addams emerge victorious they would now be the best record in the Coast Guard and Flag Football Championship will fall to them.

Should Ballek win, however, there could be a three or four way tie for first place between Addams, Ballek, Eastern, and Hamilton.

Last Friday Addams defeated Harkness in a wild 18-12 contest, and on Sunday they squandered past plush 6-2.

Harkness' two points came when they snapped the opening quarterback in his end-zone for a safety. Trailing 6-2, the next set of downs saw Addams complete a touchdown pass which Mike Levine hauled in at the midfield stripe and strip tackled his defenders to the goal line.

WANTED

Students to work on publicizing the visit of WILLIAM SHANNON, Contact: P. O. Box 604 or write c/o PUNDT, Box 1381.

To borrow or buy: Living room furniture, rugs, kitchen chairs, curtains, etc. Call Jerry Broduner at 443-0134, Ext. 450, or Box 1687.

Classified Ad Pundi
Box 1351
Connecticut College

Please print your ad clearly:

- For sale
- For rent
- Personal
- Help wanted
- Service offered

Name/Organization P.O. Box Dorm Phone
Free for all noncommercial ads

CELEBRATE WITH WINE

A. Gordon & Sons
YELLOW FRONT
PACKAGE STORE
401 Williams Street
Telephone 443-7170

RAG DOLL

Sport and formal wear for all occasions
Scraps, tops, shirts and accessories

RAG DOLL

Sport and formal wear for all occasions
Scraps, tops, shirts and accessories

RAG DOLL

Sport and formal wear for all occasions
Scraps, tops, shirts and accessories