Informal visit with the former mayor of New London
We, the Conn College students of the 1970s, are living in an era of escapism realism. We either blindly accept what is society or actively and consciously under the omnipotence of the media, government, and industry, or create one of our own which is conducive to our own survival. We are taking a look at the facts of life is ultimately necessary for everyone's survival, it is not imperative for anyone in our society, or anyone and everyone as a student of Conn College. It is much easier to accept the status quo or create our own microcosm of reality than to sacrifice our time, thoughts and energy to changing a system, replete with inequalities which seems to work to our advantage anyway.

College students of the 1980s have been repeatedly labeled "idealists." Today, the term "idealists" seems to have developed derogatory connotations for it implies non-acceptance of the realities showed in our faces by the "experts" and "authorities" of power, media, government, and business. These "idealists," however, were probably more realistic towards the world than we are as escapists in reality. Vietnam is a case in point. We searched beyond the facade presented by the government to reach the facts, asking why? They demonstrated for a decrease in military power and spending, asking Robert Kennedy's external question why? Although they failed in radically altering the system in any way, they did affect the outcome of an unnecessary war only deemed necessary by a power controller, i.e. the government.

Last year, former Secretary of Defense Donald Rumsfeld told Conn students that the military was like a fire department. Both need to be prepared and fattened for the kill, so to speak, in case a problem should arise. But how many fire departments set fires so they can go do their "duty?" Many students accepted Rumsfeld's analogy: after all, he's the expert and the one who knows the facts. Our supposed role as citizens is to passively accept the decisions of the government's "experts." Even Prof. Lorish would point out that democracy and foreign policy mix like oil and water.

The final traces of student idealism will soon be buried beneath a Kent State gymnasm. As the sound of bullets turns into the sound of bouncing balls. What has caused idealism's death?

The facade presented by "society" is one of the most abused terms in the English language. It conjures up a picture of inanimate masses that have little power of their own. Society, like a democratic government, is nothing but a composite of individuals. We may blame society for taking away our sense of individual power to realize our ideals but the ultimate blame rests on our shoulders. It lies even heavier on our shoulders as recipients of a liberal arts education.

We dug idealism's grave. How? Sociologists, along with many other experts and students, have been striving for the last several years to achieve the abilities to summarize, analyze and evaluate. Lecture style classes teach us the first. There we are reduced to spongers, complete with a filter for cranking, unnecessary noise and a playback button for exams. Class discussion courses are effective in teaching analysis. There, "our" thoughts are cordoned off on separate pages of white typing paper -- double-spaced and footnoted. Where do we learn the evaluation process necessary for formulating the realities needed to guide society and keep it responsive to our needs? If evaluation is not taught in the classroom, it is our responsibility to learn it on our own.

Evaluation of the final traces of idealism takes effort. It takes exploration beyond what Walter Cronkite says are the way things are. It involves sacrificing some free time in order to find out for yourself what your next door neighbor plays his stereo. It calls for heavy thinking and taking a stand upon it.

One of the "career oriented college students" and "escapist realists" are closely connected. Accepting the realities of the status quo is not only the easiest method of education, it is also the most conducive to success following graduation. Since we profit from the injustices of the present system, why should we question or try to change it? As long as we think a college education prepares us for a lucrative occupation, we will ignore the fact that we profit from the injustices of the present system.

The non-existing of evaluation and the resigning to escape into unreal realities which perpetuate the status quo is dangerous. Creativity and the expression of ideas as a means of change lies with the students of the 1970s; for too long accepted what we're told we should accept for society. We must change the senses and formulate ideals for everyone's advancement, not just our own personal lives and careers. Wake-up from the habit of "getting into," think and analyze what you see and hear and formulate ideals to stand up for. Then act upon these ideals. Discuss them with fellow liberal arts students. "Young Democrats" are not the only ones who have the right to discuss the future of the country. Let's discuss mailing list, newspapers and magazines such as YOUTH MAGAZINE, and newspapers, including THE COLLEGE VOICE. Contrary to what the controllers say, the students do have a say and they do want to be heard. The young members of the Community are in a non-profit organization.

From the heart

2 THE COLLEGE VOICE, DECEMBER 9, 1977

We, the Conn College students of the 1970s, are living in an era of escapism realism. We either blindly accept what is society or actively and consciously under the omnipotence of the media, government, and industry, or create one of our own which is conducive to our own survival. We are taking a look at the facts of life is ultimately necessary for everyone's survival, it is not imperative for anyone in our society, or anyone and everyone as a student of Conn College. It is much easier to accept the status quo or create our own microcosm of reality than to sacrifice our time, thoughts and energy to changing a system, replete with inequalities which seems to work to our advantage anyway.

College students of the 1980s have been repeatedly labeled "idealists." Today, the term "idealists" seems to have developed derogatory connotations for it implies non-acceptance of the realities showed in our faces by the "experts" and "authorities" of power, media, government, and business. These "idealists," however, were probably more realistic towards the world than we are as escapists in reality. Vietnam is a case in point. We searched beyond the facade presented by the government to reach the facts, asking why? They demonstrated for a decrease in military power and spending, asking Robert Kennedy's external question why? Although they failed in radically altering the system in any way, they did affect the outcome of an unnecessary war only deemed necessary by a power controller, i.e. the government.

Last year, former Secretary of Defense Donald Rumsfeld told Conn students that the military was like a fire department. Both need to be prepared and fattened for the kill, so to speak, in case a problem should arise. But how many fire departments set fires so they can go do their "duty?" Many students accepted Rumsfeld's analogy: after all, he's the expert and the one who knows the facts. Our supposed role as citizens is to passively accept the decisions of the government's "experts." Even Prof. Lorish would point out that democracy and foreign policy mix like oil and water. Rumsfeld implied that maybe someday he would point out that democracy and foreign policy mix like oil and water.

The final traces of student idealism will soon be buried beneath a Kent State gymnasm. As the sound of bullets turns into the sound of bouncing balls. What has caused idealism's death?

The facade presented by "society" is one of the most abused terms in the English language. It conjures up a picture of inanimate masses that have little power of their own. Society, like a democratic government, is nothing but a composite of individuals. We may blame society for taking away our sense of individual power to realize our ideals but the ultimate blame rests on our shoulders. It lies even heavier on our shoulders as recipients of a liberal arts education.

We dug idealism's grave. How? Sociologists, along with many other experts and students, have been striving for the last several years to achieve the abilities to summarize, analyze and evaluate. Lecture style classes teach us the first. There we are reduced to spongers, complete with a filter for cranking, unnecessary noise and a playback button for exams. Class discussion courses are effective in teaching analysis. There, "our" thoughts are cordoned off on separate pages of white typing paper -- double-spaced and footnoted. Where do we learn the evaluation process necessary for formulating the realities needed to guide society and keep it responsive to our needs? If evaluation is not taught in the classroom, it is our responsibility to learn it on our own.

Evaluation of the final traces of idealism takes effort. It takes exploration beyond what Walter Cronkite says are the way things are. It involves sacrificing some free time in order to find out for yourself what your next door neighbor plays his stereo. It calls for heavy thinking and taking a stand upon it.

One of the "career oriented college students" and "escapist realists" are closely connected. Accepting the realities of the status quo is not only the easiest method of education, it is also the most conducive to success following graduation. Since we profit from the injustices of the present system, why should we question or try to change it? As long as we think a college education prepares us for a lucrative occupation, we will ignore the fact that we profit from the injustices of the present system.

The non-existing of evaluation and the resigning to escape into unreal realities which perpetuate the status quo is dangerous. Creativity and the expression of ideas as a means of change lies with the students of the 1970s; for too long accepted what we're told we should accept for society. We must change the senses and formulate ideals for everyone's advancement, not just our own personal lives and careers. Wake-up from the habit of "getting into," think and analyze what you see and hear and formulate ideals to stand up for. Then act upon these ideals. Discuss them with fellow liberal arts students. "Young Democrats" are not the only ones who have the right to discuss the future of the country. Let's discuss mailing list, newspapers and magazines such as YOUTH MAGAZINE, and newspapers, including THE COLLEGE VOICE. Contrary to what the controllers say, the students do have a say and they do want to be heard. The young members of the Community are in a non-profit organization.
A couple of men present the hard lines on the Equal Rights Amendment

By JEFFREY P. LIPOFF

The White House recently endorsed H.J. Res. 638, legislation sponsored by Congresswoman Elizabeth Holtzman (D—N.Y.) that would extend the 1979 ratification deadline of the Equal Rights Amendment (ERA) another seven years. The Justice Department also issued an opinion calling the extension permissible and stating that the three states that have recinded the ERA were not allowed to. The Department also said that a majority of each state legislature can now adopt the ERA, despite the fact that a two-thirds vote was required in the original seven year limitation.

This last ditch effort to save the amendment now makes it more likely that this unnecessary group of laws will be added to the U.S. Constitution.

All laws which guarantee equal rights are already on the books, including the U.S. Constitution. Section 1 of Amendment XIV says: "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

The disputes over the Equal Rights Amendment are not accomplishing anything, they are not looking at all of the issues involved. Congress will probably not do anything to enforce the ERA, as is called for in section two of the amendment.

Those who favor the ERA call for it's ratification on the basis that the fourteenth amendment is not being enforced. If Congress is not enforcing one amendment, why would they enforce another amendment that says the same thing?

continued
ERA by default

This will leave enforcement of the amendment in the hands of the courts. If the ERA is ratified, there will be many suits challenging laws as violating the amendment. Everyone will try to determine what equal rights means. Does it mean that male and female must compete together? Or have a choice of competing together in school, sports? Most of the same amount of money be spent on each sex, or only on the number of those participating?

Of course, the amendment would involve more serious matters than sports. Jobs and wages would be major issues if the ERA were to be ratified. The Equal Rights Amendment does not answer these questions.

The main reason the courts should not interpret the Equal Rights Amendment is because the courts will receive much criticism. No matter who would win a particular case concerning the ERA, both sides would criticize the courts. This would result in a lack of trust, respect and lowered confidence in the judicial system.

Unlike the executive or legislature, most judges cannot be replaced at an election if they become unpopular. People see a high level of fairness in the courts. It could be very dangerous to force the courts to answer political questions, such as the ERA, which the executive and legislature should handle. School busing is a good example of what happens when courts answer political questions.

With the March 22, 1979, deadline for ratification getting closer, pro-ERA forces are running scared. Now that time is running out, with several more states needed for ratification, they are trying to change the rules.

Phyllis Schlafly, who is leading the fight against ratification, says of the proposed seven year extension: "It's like a losing football team demanding that a fifth quarter be played to give them time to catch up...it's unfair, unprecedented and unrealistic." Schlafly also said that under the principle of contract law, if the terms are to be changed then the process of ratification will have to start over again.

The Equal Rights Amendment opponents said in a statement to the House Subcommittee on Civil and Constitutional Rights, which is considering the Holtzman proposal, "In passing ERA, Congress made an offer to the states that was open for only seven years (until March 22, 1979). States that accepted Congress' offer by ratifying ERA before that date cannot be bound in law by any state's accepting Congress' offer after that date."

The Supreme Court said that Congress must set a reasonable ratification time limit to make sure that ratification represents contemporary consensus. The longest it has ever taken for the adoption of an amendment in the history of the United States is four years.

The proposed fourteen year limit is completely out of line with the reasonable ratification time limit called for by the Supreme Court. Equal rights is a very important issue that should be dealt with by the legislative and executive branches of government.

This country does not need another set of laws we already have. We do not need an Equal Rights Amendment, we do need enforcement of present equal rights laws.

No more safe, secure existence

By NOAH SORKIN

There is no such thing as an intelligent objection to the Equal Rights Amendment. Anyone who would criticize this vital addition to the Constitution is either naive or ignorantly prejudiced.

The history of the United States can be viewed as a long struggle by groups of citizens fighting discrimination; discrimination because of race, religion, age, economic status, and now, sex. Women all over the nation have banded together in an effort to protect themselves from unfair discrimination in almost all walks of life. If passed, the Equal Rights Amendment would make it unconstitutional to discriminate against United States citizens on the basis of their sex.

Unless one is familiar with the thinking of the American public, it might at first seem unbelievable that there is any opposition to the ERA at all. How can anybody oppose the granting of equal rights to another citizen? Why should any person believe that it is all right for women to be discriminated against at schools, offices or homes? The search for an answer to these questions is a frustrating and confusing one; however, a few observations may be made.

The strongest opposition to the ERA has come from the South. This is to be expected. The South has always been the home of America's most reactionary individuals: people whose fears and prejudices have created large obstacles to the advancement of equal rights for all citizens. One day the South may even step into the twentieth century. For now, unfortunately, the people of the South seem to view the ERA as a dangerous encroachment upon the traditional role of "ladies in society." To allow women equal rights would be to force an entirely new atmosphere over a portion of the nation which has know, females have always had their place: raising the family, cooking its meals and washing its clothes. Should women now have access to those areas of life previously dominated by men, many people would find themselves in what they might consider "uncomfortable situations."

This point is also brought out from the fact that many women object to the ERA. They seem to believe that should the ERA be passed they would be forced to leave their safe, secure, housewife existences and go out into a cold, cruel world.

I cannot claim to be knowledgeable of all the sociological and psychological factors that lead to opposition against the ERA. Yet no matter how one looks at it the fact remains that United States citizens are facing discrimination. Anyone who would condone this is perpetuating a society where "equal rights" for all citizens are nonexistent. The naive fears and blatant prejudices of one group of citizens are depriving others of their natural right to equal opportunities and stature in society. Any opposition to the ERA, no matter what its motivation, is nothing more than a denial of this equality.

Illustration by Marc Pandone

Mr. G's Restaurant

Complete Menu

Pizza Grinders
Take Out Orders
Happy Hour: Mon-Fri 4 to 6
Thurs Nite 9 to 11
Kitchen Open Daily
'til 1:00 a.m.
452 Williams St.
Phone 447-0400

BURGER, FRIES & BEER FOR ONLY $1.50
Quarter-pound all beef, with hot pepper, golden french fries, and your choice of a frosty schooner of beer or large soft drink for only $1.50.

Limit one coupon per customer. Please present this coupon.

C.C.
566 Coleman St New London
561 Long Hill Rd Groton
History students have lots of freedom and a voice

By EVAN STONE

The intent of this article is to take a broad overview of the History Department at Connecticut College. While writing this essay, I became clear that to take such an overview, one must also consider the basic philosophies of majoring in history, as well as the nature of the General Education format at Conn. As such, there are two strains of thought present: philosophical undertone and a more mundane considerations. The latter must be considered first, since the former is usually of vital importance. Yet, in taking an overview, one must not overlook the day-to-day transactions of the History Department. It is these transactions which give form to the department. Three variables must be differentiated: the students, the faculty, and the curriculum. The latter two must be grouped together, as the curriculum is determined by the Department, not the students. Yet, this does not mean that history students are without any say in their Department. They can approach a faculty member directly or they can approach the History Department through the member Student Advisory Committee.

The areas of concentration among the European historians (Cranz, Despalatovic, Kent Smith, etc.) are quite different from the Asian studies. The eleven full time faculty members, four each in the American, European and East Asian fields, will teach Asian History. Beyond the broad division into three geographical-cultural areas, each teacher has a more specific expertise. Their expertise may be along national lines. For instance, within East Asian History, Brodkin teaches Indian Civilization, while Havens and Smith teach Japanese and Chinese History respectively. The American History faculty (Birdsall, M. Burlingame, E. Burlingame, Klein), in dealing with just one nation's history, is organized differently than the Asian History Faculty. Each professor has a particular specialty, such as political, social or cultural history.

The areas of concentration among the European historians (Cranz, Despalatovic, etc.) are quite different from the Asian studies. The eleven full time faculty members, four each in the American, European and East Asian fields, will teach Asian History. Beyond the broad division into three geographical-cultural areas, each teacher has a more specific expertise. Their expertise may be along national lines. For instance, within East Asian History, Brodkin teaches Indian Civilization, while Havens and Smith teach Japanese and Chinese History respectively. The American History faculty (Birdsall, M. Burlingame, E. Burlingame, Klein), in dealing with just one nation's history, is organized differently than the Asian History Faculty. Each professor has a particular specialty, such as political, social or cultural history.

The recent defunct traditional format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organize a coherent curriculum, this format required a student to take a foreign language, two years of American history, and three years of upper division American courses. In order to organiz...
The give and take
of organizing a budget

This is the first of an ongoing series on budget and finance at Connecticut College.

By WALTER SIVE and MICHAEL SIT-TENFELD

Connecticut College will spend $13,316,300 for current operations. If budget expenditures increase as much as they have in the last few years, the College will spend close to $190,000 more dollars in fiscal year 1978-1979.

In order to offset the increase in expenditures, the College will most likely have to make a corresponding raise in tuition. When asked what he thought the increase in tuition might be, Leroy Knight, Treasurer and Business Manager of the College replied, "I would not wish to guess, but I'm afraid that anything I say would be a scare tactic."

Preparations have already begun for drawing up next year's budget. Budget requests from individual departments were due November 21. These requests will be reflected in a preliminary draft of the budget to be drawn up in early December. Knight stated, "This budget reflects what everybody would like to have and can be as high as a million dollars out of balance."

Budget Committee's Role

At that time the Joint Student-Faculty Budget Committee will review the various budgets and begin to bring expenditures in line with revenues. According to Knight, "The faculty members of the committee have met on one or two occasions before the appointment of the student members."

Knight describes his relationship with the Committee as a consulting one. "I am not a member of the Committee and I do not presume to guide the Committee in any sense, therefore I can speak neither for the faculty or the students. However, it's difficult for them to do anything without input from this office. It's one of those curious things that I'm not a member of the Committee, I'm just a resource person."

After the first draft of the budget is presented, it is the job of the Committee along with department heads, the Dean of the Faculty, the President and other administrators to "measure priorities" in an effort to make sure the budget will balance. Knight stated, "We make a preliminary arbitrary opinion about what revenues will be." This gives the Committee a figure which they cannot exceed for expenditures. Knight added, "Between mid December to about the end of January there will be many meetings of the Committee."

When asked if meeting during this time might exclude many student members, Knight replied, "It is very rare to have any meetings of the Committee when school is not in session."

Lost of Tuition

The task of reaching a tuition figure is a process that goes in reverse. Knight explained, "We look at how at how much money we are going to get from endowment, how much is going to come from other sources. When we push all of these to their reasonable maximum, then you say the only other source is tuition and fees. Now this also describes how much money you can afford to expend. This is why to us it is so important to have students on the budget committee; because we never ever have set a tuition figure since 1970 without students being there when it was set; understanding all of the choices we made in all the areas of expenditure to come up with that figure."

Student Org. Allocation

The Student Organization Budget is funded for $35,000 in the 1977-1978 revised budget. No doubt this has been one of the tightest areas of the budget (see COLLEGE VOICE, November 11) and many students are hoping to see a sizable increase in appropriations for Student Org. Knight told THE VOICE, "The amount of money which has gone into student organizations has gone up as fast percentage is as any other budget or faster." In response to raising the allocation for Student Org. Knight said, "I have to agree it is reasonable for it to go up. There will be serious consideration by everybody on this matter." Yet Knight stated, "There is no way to predict what that increase will be."

Financial Aid and other Allneatlons

Another area of the budget slated to take an increase will be financial aid. This year $1,114,000 will be spent on fellowships and scholarships. Total financial aid, however, will approach something closer to $1,800,000.

Some of the more interesting expenses in the 1977-1978 revised budget are $1,800 per in-
**Leroy Knight, Treasurer and Business Manager of the College.**

The College Voice, December 9, 1977

ANNUAL OPERATING STATEMENT
FISCAL YEARS ENDING JUNE 30, 1976 and 1977

```
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$6,768,126</td>
<td>$6,140,133</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>3,010,765</td>
<td>2,831,348</td>
</tr>
<tr>
<td>Sponsored Programs</td>
<td>721,536</td>
<td>931,114</td>
</tr>
<tr>
<td>Gifts and Grants</td>
<td>986,856</td>
<td>723,767</td>
</tr>
<tr>
<td>Endowments</td>
<td>590,764</td>
<td>567,518</td>
</tr>
<tr>
<td>Other</td>
<td>406,222</td>
<td>396,012</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$12,496,271</strong></td>
<td><strong>$11,689,700</strong></td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction and Library</td>
</tr>
<tr>
<td>Administrative, Student Services, General Expense</td>
</tr>
<tr>
<td>Student Aid, Plant Operation</td>
</tr>
<tr>
<td>Sponsored Programs</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
</tr>
</tbody>
</table>
```

**Cro-Bar gets a new look**

No doubt some of you have heard rumors that the Cro-Bar is going to expand. Well stop your wondering. According to Peter Flint, head of the Crozier-Williams Committee, Leroy Knight has given the approval to go ahead with the expansion during spring break. Knight accepted the proposal to expand into the pool room during a meeting with the Cro Committee on November 19.

According to Flint, the College is willing to take out another mortgage to expand because ultimately the expansion will earn the College more money. Even though the Administration believes the Bar is not indispensable, they are willing to expand for financial reasons. Flint also stated, "The expansion will not mean another increase in bar prices, even with a prospective rent increase." The construction, which will be light, will hopefully be done by alumni in the area.

The Committee was not "willing to wait three or four years until they could move into the lounge," said Flint. They were anxious "to move ahead and do away with lines at the Bar." During the Committee's meeting with Knight, they obtained a statement of the Bar's budget, which is printed below.
SPORTS

Harkness wails on the Bee, 51-14

By DAVID FIDERER

Saturday, November 19, 1977, was not an ordinary day at Connecticut College. It was the day for The Game-The Superbowl of flag football. Tension filled the air as fans and players awaited the start of this annual showcase which pitted Harkness against the Larrabee boys. Even though it was a cold and windy day, several notable dignitaries were in attendance. These included Harris Thompson, President Jimmy Carter and Muhammad Ali, among others. The Glicker blew his whistle and the game was under way.

Harkness opened the scoring early in the first quarter when Donald (H.P.) Capelin nailed Larrabee quarterback Tom Bell for a safety, enabling Harkness to take a 2-0 lead. Later in the quarter, during Larrabee’s first back in the game, Bell lateralled the ball to nobody and Peter Kerth recovered in the end zone making the score 8-0 in favor of Harkness. These first two Harkness scores were the result of usually fast Larrabee turnovers and they paved the way for the demolition of Larrabee, which followed soon thereafter.

The Harkness offense started to sizzle in the second quarter under the direction of their cool as cucumber quarterback Tom Deedy. After a 10 yard run by Kerth, Deedy hit Paul Sanford with an 11 yard touchdown pass. Sanford celebrated his score by draining. Larrabee’s now trailing by 16 received the ball and quicker than you can say Gale, had 7 points. Peter Gale, one of few Larrabee bright spots in the game, zigged and zagged his way to a spectacular 55 yard dash up the sideline making the score 14-7. The disbelieving Harkness defenders rallied for a quick seven as Deedy hit Beaver Morrin with a 27 yard touchdown pass, giving Harkness a lead of 16 points, 23-7. The Deedy to Beaver pass was a great combination needing close to 200 yards and accounted for two touchdowns. Harkness moved the ball down the field as well, but only managed 20 yards for most of the afternoon as their offensive line, which consisted of Port Scott, Jeff Sado, Sanford and Beaver, provided Deedy with more than enough time to throw. The Larrabee defense looked like Swiss cheese with Beaver running through every hole.

The last score of the half came as Deedy hit Beaver with a 2 yard scoring pass, making the score 30-7. Harkness took the ensuing kickoff and sustained their best drive of the day as they quickly drove to the Harkness one yard line. The drive ended as quarterback Bell fumbled and Beaver recovered at the goal line ending the half. This play typified Larrabee’s play throughout the afternoon for the most part.

The Harkness defense played a fine game as they continually derailed the Bee from the pocket and pinned him for losses several times. A tenacious defensive line, led by Capelin, Barry Norman and Peter Kelly, completely outplayed the Larrabee offensive line. Having time to execute their plays, Larrabee’s offense was in a state of disarray. Larrabee’s offense showed no continuity due to several internal reasons: Quarterback Bell was unfamiliar with Tommy Bell, though she could move the ball. These boys in the lineup, the only two touchdowns, recovered a Deedy interception by Deedy, Scott Morgan (Moopie) Pollack raced 66 yards for the score. Trailing 44-7, a dejected Larrabee capitalized on a Harkness penalty and scored as Bell hit Bill Davis with a 12 yard scoring strike early in the first quarter. The final points of the contest were scored by Peter Kerth as he ran 40 yards running the score to 51-14.

Harkness dominated all aspects of this game from start to finish with many team members contributing significant contributions. In essence, the game was won in the pit where both Harkness lines controlled the line of scrimmage. Both teams were fired up but Harkness was simply better prepared for this game. However, if must be noted that the Bee played without three of their most important players: quarterback Mark Fiskio, split end Larry Yahia and Chris (Bert) Colbert. Harkness capitalized on this and scored Bell hit Bill Davis with a 12 yard scoring strike early in the first quarter. The final points of the contest were scored by Peter Kerth as he ran 40 yards running the score to 51-14.

Harkness dominated all aspects of this game from start to finish with many team members contributing significant contributions. In essence, the game was won in the pit where both Harkness lines controlled the line of scrimmage. Both teams were fired up but Harkness was simply better prepared for this game. However, if must be noted that the Bee played without three of their most important players: quarterback Mark Fiskio, split end Larry Yahia and Chris (Bert) Colbert. Harkness capitalized on this and scored Bell hit Bill Davis with a 12 yard scoring strike early in the first quarter. The final points of the contest were scored by Peter Kerth as he ran 40 yards running the score to 51-14.

Women’s B-ball finale

Quad triumphs over Harkness in overtime, 21-20

By DONALD CAPELIN

Bodies clashing, straining arms grasping for the ball, faces grimacing with intensity and exhaustion. The super bowl? The men’s varsity basketball team vs. Miamis. No, this was the finals of the women’s intramural basketball league, which pitted the best of the best, the offensive and laid back defense of the Quad, coached by legendary Dave Fiderer and laid back McCaskey against the aggressive and tenacious defense of Harkness, coached by aggressive and tenacious, Celayne Berg.

Led by the composed and capable Celayne Hill, alias “The Doctor,” the Quad girls (we never lost a game all year after two in a row) formed an early lead. They were unable to extend it past a few points, however, as Harkness quickly answered with a relentless defense (established at the expense of a three quarter effort of the defense) and scoring of their own. As the contest drew on it became apparent that the victory would be won by a very slim margin. The score was tied at the end of each quarter of regulation play. Harkness built up a 12-3 lead on the excellent rebounding of Pam Gray (the only upperclassman on the Harkness squad) and outside shooting of Kathleen Voorhees, whose shooting style is much like that of Tommy Bell, though she lacks the upper body strength. She shoots from under the basket, out that’s impossible. The Quad battled back to tie the game at the half, 14-14, aided by Nini Gridley’s numerous penetrating drives and offensive rebounding.

The second half opened up with a neatly tapped ball into the hands of Celayne Hill off of the center tap. Celayne then drove to the basket for an “easy” layup, despite constant harassment from Harkness’ Jane Voorhees. The Harkness women pulled down off of the balance beam just before the start of the game. She proceeded to pull off quite a bit on the court, or so it seemed. It was actually some of the best defense I’ve seen since Fiderer and Perry held Hampton and Brunetti to a combined total of less than thirty points in last year’s Quad vs. Faculty game. Back to the subject at hand...Celayne got no help from referees Carrington and Capelin, as she quickly mastered the art of dribbling downcourt with one hand while fending off the defender with her other forearm.

The see-saw second half ended in a tie, causing a three minute overtime and even more thrashed vocal chords. In the end the Quad proved too much for Harkness to handle as they triumphed 21-20 in a very close and exciting contest. The fans who often cheered enthusiastically and occasionally threatened a ref or two in jest, added to the excitement.

PHOTOS BY GEOFFREV DAY

Photos by Geoffrey Day
Former mayor on some New London blues

The following is a tape recorded interview with Mayor Richard L. Uguccioni of New London conducted Tuesday, November 22. Mayor Uguccioni finished his one-year term on December 5th.

VOICE: What are the major causes behind the recent lay-offs in and around New London? And how serious have these actions really been?

UGUCCIONI: As far as I am concerned New London has been a one industry town. It is a serious problem. In my view, the defense industry is a poor peg to hang your hat on. I consider, although a large and vocal audience will disagree with me, that it is an obsolete program. I don't believe that the concept of the Trident program is a sound one. It is supposed to be a deterrent and I think weapon advances have made the system obsolete. I thought that when they first started the program.

VOICE: What are some of the solutions then?

UGUCCIONI: Well, I can't give you any solution in that, but I can tell you what happened after W.W.II, when they trimmed everything back. They went to making printing presses. They made truck bodies, bowling alleys - they were out of the armament business. And, I think that is going to happen...? And, if they are known they haven't panicked any of our department heads. But, it
didn't help in the community because they were out of the armament business. And, I think that is going to happen....

VOICE: But, if businesses are having a hard time in the Waterfront area, wouldn't these lay-offs affect the local commerce?

UGUCCIONI: No, I don't think so. There are many federal programs which are subsidized businesses. There are small business administrations. There are many combinations of loans and grants programs that are all anyone would have to do is get a book called the "Catalogue of Federal Domestic Assistance..." for any area of interests you might have, to find out some way to get a loan or grant to leverage business or any other enterprise.

VOICE: How will the new salary change (i.e. Democrats to Republicans) in the City Council affect the present redevelopment project of the Waterfront area? And, what are some of the major changes (i.e. has the pan stress on restoration or simply new development?)

UGUCCIONI: The one area that had troubled me was the possibility for a change from grants to loans in the rehabilitation program of Bank Street. I think it was a fragile thing about a month ago and prior to election certain property owners realized that they had to make the move one way or the other. Their have been some property transfers taken place. I think that more and more credibility to the programs which were established under the old council of which I was the chairman. I think that there is a good possibility that the program will continue with the grant of five-

VOICE: You lose some of the purchasing power away. I think that

UGUCCIONI: I think so. I think it has given good looks fulfilling-successful?

VOICE: Finally, what are some ways in which the downtown merchants are having difficulties improving along the waterfront? And, do you foresee substantial improvement in the near future?

UGUCCIONI: If you listen to what the downtown New London Merchants Association has been saying, it's at least status quo if not better than it has been in dollar volume. But, again you are talking about an inflated dollar. I don't know if other costs affecting each household have taken some of the purchasing power away. I think that if there has been any loss of any... you have to do with the inflation and the necessary needs of each household.

UGUCCIONI: First of all, you have to put the new police chief idea of a year-round social youth service agency (an emphasis on helping youth) be successful?

VOICE: Finally, what are some ways in which the college students could add to the Community?

UGUCCIONI: First of all, you have to put the college enrollment in relationship to where they might fit best with community activities. In the first place I see them where it would be helpful to have it, in a big-brother or big-sister type of an arrangement, as youth leaders or someone that has special skills willing to donate some time with a club, or with children to teach them a particular skill.... I think that those relationships are important and that it is a hard thing to say or agree of college students to take up some of their time and help out in the community... especially, when the community is not one which they have been born into. It would take an awfully social-

Richard Uguccioni

PHOTOS BY GEOFFREY DAY
GETTING OFF

Pride and admiration for the American ideal circa 1845 in FASHION

By SUSAN FALK and JODY STEINER

The National Theatre Institute presents FASHION, December 11, 1877, Palmer Auditorium at 8 pm. FASHION’s premiere took place at the Park Theatre on March 24, 1845, before an audience of New York’s artistic, social, financial and political “in-the-know” as the play’s Mrs. Tiffany would say. The house remained packed for three weeks—an unprecedented “run” for a new play and a long one for any play at the time; it had equal success in other cities here and in England.

Edgar Allan Poe reviewed it in the Broadway Journal at great length on March 29, 1845—and then again a week later, when he had gone back to see the play every day for a total of eight times! Other New York papers devoted more space to FASHION than they had ever devoted to drama before, rejoining particularly in the play’s American author, Anna Cora Mowatt. Mrs. Mowatt was the first female American playwright ever produced on Broadway. Patriotic pride was heightened by the play’s satire of affectations of foreign (French) manners and speech. A new idle wealthy class was rising in New York in the 1840’s and Mrs. Mowatt viewed many of its members “parvenus,” as she referred to them, with a mixture of irritation and humor. This is evident in her characterization of Mrs. Tiffany as well as that of Augustus Pogg and the daughter, Seraphina. Their model in manners and speech is the puritanic French count, Jolimaitre, who is the biggest imposter of them all.

Juxtaposed with this drawing room milieu is the bluff but honest farmer, Adam Trueman. Trueman is involved with A Chorus Line from its inception at the NY Shakespeare Festival and is currently its musical director and conductor. FASHION is one of three collaborations between Don Pippin and Steve Brown. The National Theatre Institute is a one-semester residence program accredited by the Connecticut College and located at the Eugene O’Neill Theatre Center in Waterford, Connecticut. The NTI this semester are Judith Aliy, Anthony Stimac in collaboration with Don Pippin, composer, and Steve Brown, lyricist, took Mrs. Mowatt’s play and reworked it into a modern musical comedy. Stimac directed it off-Broadway with an all female cast in 1974. For the National Theatre Institute production, Mr. Stimac is once again adapting Mrs. Mowatt’s play. Mr. Stimac comes to NTI from the PAF Playhouse in Huntington, L.I., where he directed the world premiere of Dennis Turner’s Give My Regards to Broadway. Additional credits include: off-Broadway productions of The Contrast, The Rehearsal and Berkeley Square. Mr. Stimac has directed extensively in regional and repertory theatres.

Don Pippin is a Tony Award winning Broadway musical director, receiving the award in 1963 for his direction of Oliver! Other credits include: Applause, Irma La Douce and Seesaw. He was involved with A Chorus Line from its inception at the NY Shakespeare Festival and is currently its musical director and conductor. FASHION is one of three collaborations between Don Pippin and Steve Brown.

Donna College students attending NTI this semester are Judith Alisy 79, Tim Scull 79 and Jennifer Johnston 79. Remember—Sunday, December 11th, Palmer Auditorium, 8 pm. Ticket prices are $3.50 general admission and $2.00 student.

The ‘wrong woman’ is discovered in the arms of the Count in a scene from FASHION to be presented Sunday, December 11, at 8 pm in Palmer Auditorium.
Students show their stuff

JIM DISKANT

"The best way for a student director to have experience is to direct a play in front of an audience," said David Herr, Assistant Professor of Theatre Studies. "We have a director's class in which students are directed classing. She will have watched other students in her directing class stage a one-act play in the new Experimental Theatre (the former Student Union Room 202) next week. Six productions are planned for this period of time, the first taking place at 8 p.m. Harold Pinter's A Little Night Music will be performed December 5. The play will be preceded by Mrs. Murstein's The Ridiculous Ladies by Moliere at 7 p.m.

The Festival of Beaux by Jean Giraudoux and The Great Nebula in Genesee by Lucan will be directed by Lucy Clark '79 and Lou Doublt '81. William Saroyan's The Porgy Pong Players directed by Cindy Borowski '79 and Lawrence Bouras '79 will be performed December 6. Finally The Indian Wants the Bronx by Israel Horovitz and The Sandbox by Edward Albee directed Jonathan Goldman '80 and Michael Rochards '78 respectively will be performed December 7.

The seventh production, The Independent Woman directed by Maryanne Yindell will be performed early next semester.

Goldman wants The Bronx will be performed also December 8 and 9. He and his actress who had just one more performance and were directed by David Herr also gave them this chance.

"He seems to not only be interested in directing, but also is preparing as a career goal. His experience, that he gained when he directed The Lesson last year, was a good one. He focused not only on space, but also rhythm, timing, and imagery," commented Mr. Herr.

Peter Guttmacher '78 suggested the possibility of Goldman directing The Indian Wants the Bronx, calling an interest in one of the roles the Murphy. Goldman and Guttmacher felt that each of the play's performances was being performed here three years ago, that The Lesson was not only good, but also a part of what the Music Department is interested in, a marked change in the relationship between The Lesson and the College. "It is a play that is of interest to many students and the Harkness Chapel Choir. The former was all women and the latter included both men and women and sang at Chapel services. The Conn College Choir has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

They have become much more important to the College, since there tends to be more enthusiasm among the College groups than among other groups. Due to the increased quality of the voices, the College's students have been able to do harder, more sophisticated music which is enjoyable and a pleasant way to open up to men in 1973.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.

The College has always felt generously toward choral music and the College," supreme says Althouse. The College has been very large, sometimes consisting of up to 100 students. The two groups are much smaller now, but Althouse feels, are of a better quality.
Fellow Beer Persons, life is full of problems. Fortunately, as your Dean of Beer, I am full of answers. For example, many problems can be avoided with good reading skills. Such as "Danger: Wild Boar Ahead!"

Many others can be avoided through good writing skills. Such as "Dear Mom, Send Cash!"

However, some problems require more. Some problems require special attention. Such as "Good evening, Officer. What can I do for you?"

That is why, in addition to the fine art of reading and writing, I recommend you master the fine art of punning. Preferably with either foot. That is also why I am offering $5.00 off the suggested retail price of an official, intercollegiate-quality football with the Schlitz emblem. So you can practice. (Besides, no one would be interested if I offered $5.00 off on lip balm.) Class dismissed.

F&F DISTRIBUTORS
New London, Connecticut

THE DEAN OF BEER
SUGGESTS ALL STUDENTS IMPROVE THEIR READING, WRITING, AND PUNTING.

PASS THE WORD T-Shirt, call Siglinda's beer person on campus; LEX RICHARDSON, 442-4853; DAVE STERN, 442-4853; DAVE SNIDER, 442-5309

F&F DISTRIBUTORS
New London, Connecticut

PASS THE WORD

AND SAVE UP TO $5.00 ON THE SUGGESTED RETAIL PRICE OF AN OFFICIAL WILSON FOOTBALL. NOW ONLY $14.95

Send order with check or money order payable to: Schlitz "Dean of Beer" Post Office Box 9448 St. Paul, Minnesota 55194

Gentlemen, please send: Date:
Schlitz intercollegiate-quality football(s) @ $14.95 each
Schlitz "Dean of Beer" Athletic Jersey(s) in sizes:
(choose small, medium, large, extra-large) at $4.50 each
$____ Total enclosed—includes shipping and handling.
Ship to:
Name (print) __________________________
Address ______________________________
City ____________________________ State __ Zip __________
Offer void where prohibited by law.