By PAT WHITTKER
MARY CERRETO

A great portion of academic reform now being considered at UConn will be discussed Wednesday evening at a meeting of the Academic Policy Committee. The meeting will take place in the old Worcester Hall at 7:30 p.m.

The issues of academic policy discussed will include the following:

1. Academic Program Review:
   a. Course review of all current courses
   b. Course review of all proposed courses
   c. Course review of all course deletions
   d. Course review of all course additions
   e. Course review of all course modifications

2. Curriculum Policy:
   a. Bachelor's degree requirements
   b. Master's degree requirements
   c. Doctoral degree requirements
   d. Certificate programs
   e. Specialized programs
   f. Nondegree programs

3. Course Selection:
   a. Course selection for freshmen
   b. Course selection for sophomores
   c. Course selection for juniors
   d. Course selection for seniors
   e. Course selection for graduates

4. Course Registration:
   a. Course registration for freshmen
   b. Course registration for sophomores
   c. Course registration for juniors
   d. Course registration for seniors
   e. Course registration for graduates

5. Course Evaluation:
   a. Course evaluation for freshmen
   b. Course evaluation for sophomores
   c. Course evaluation for juniors
   d. Course evaluation for seniors
   e. Course evaluation for graduates

6. Course Approval:
   a. Approval of new courses
   b. Approval of modified courses
   c. Approval of deleted courses
   d. Approval of additions to courses
   e. Approval of deletions from courses

7. Course Drop:
   a. Drop of courses for freshmen
   b. Drop of courses for sophomores
   c. Drop of courses for juniors
   d. Drop of courses for seniors
   e. Drop of courses for graduates

8. Course Change:
   a. Change of courses for freshmen
   b. Change of courses for sophomores
   c. Change of courses for juniors
   d. Change of courses for seniors
   e. Change of courses for graduates

9. Course Transfer:
   a. Transfer of courses for freshmen
   b. Transfer of courses for sophomores
   c. Transfer of courses for juniors
   d. Transfer of courses for seniors
   e. Transfer of courses for graduates

10. Course Credit:
    a. Credit for courses for freshmen
    b. Credit for courses for sophomores
    c. Credit for courses for juniors
    d. Credit for courses for seniors
    e. Credit for courses for graduates

11. Course Prerequisites:
    a. Prerequisites for freshmen
    b. Prerequisites for sophomores
    c. Prerequisites for juniors
    d. Prerequisites for seniors
    e. Prerequisites for graduates

12. Course Co-requisites:
    a. Co-requisites for freshmen
    b. Co-requisites for sophomores
    c. Co-requisites for juniors
    d. Co-requisites for seniors
    e. Co-requisites for graduates

13. Course Equivalents:
    a. Equivalents for freshmen
    b. Equivalents for sophomores
    c. Equivalents for juniors
    d. Equivalents for seniors
    e. Equivalents for graduates

14. Course Exclusions:
    a. Exclusions for freshmen
    b. Exclusions for sophomores
    c. Exclusions for juniors
    d. Exclusions for seniors
    e. Exclusions for graduates

15. Course Syllabi:
    a. Syllabi for freshmen
    b. Syllabi for sophomores
    c. Syllabi for juniors
    d. Syllabi for seniors
    e. Syllabi for graduates

16. Course Examinations:
    a. Examinations for freshmen
    b. Examinations for sophomores
    c. Examinations for juniors
    d. Examinations for seniors
    e. Examinations for graduates

17. Course Grading:
    a. Grading for freshmen
    b. Grading for sophomores
    c. Grading for juniors
    d. Grading for seniors
    e. Grading for graduates

18. Course Assignment:
    a. Assignment for freshmen
    b. Assignment for sophomores
    c. Assignment for juniors
    d. Assignment for seniors
    e. Assignment for graduates

19. Course Absences:
    a. Absences for freshmen
    b. Absences for sophomores
    c. Absences for juniors
    d. Absences for seniors
    e. Absences for graduates

20. Course Documentation:
    a. Documentation for freshmen
    b. Documentation for sophomores
    c. Documentation for juniors
    d. Documentation for seniors
    e. Documentation for graduates

This meeting will provide an opportunity for students to participate in the decision-making process regarding academic policy at UConn. The meeting will be open to all members of the academic community.
Parity in Numbers Only

It is suddenly becoming obvious why students rarely hear of the activities of the various student-faculty committees: either the committees rarely discuss the important issues, or the student members of the committees have little in the way of actual power, or both. It has been approximately two years since the idea of student-faculty parity on committees was accepted by the College. Those two years have apparently proven that parity in numbers does not guarantee anything even remotely resembling parity in influence. It is time to reexamine the committee system, and to seek effective means of giving students a real instead of a symbolic role in decision-making.

Pundit will continue its series of interviews with student members of the committees, and will also interview faculty members. Any member of any committee is invited to submit his or her views on committee activities and problems.

The editorial board regrets having published incorrect information in last week's coverage of the minority report. We were unaware that the statistics John Schwartz used were in some cases incorrect. We deplore the fact that he was aware of these inaccuracies, but did not inform us of them.

Announcing...

Important meeting for all those interested in a Natural Foods Co-ed Co-op next year - Monday, March 5. The minority report of the student members of the Committee Development Committee exposes a very real gap throughout the faculty-student committee system. It is time the faculty has put some time into "student presence" with the traditional institutional answer to tokenism. How can a community which serves within a community such as ours as the major legislators and policy makers have members of its committees which are unable to speak on the floor or vote on issues which they have proposed? It is consistent with the concept of cooperation in the best interest of a community that facts which are time-sensitive and important issues are hidden from the majority of the members, especially from those members who have been put in positions where they are supposed to be developing proposals? Without consideration of influential facts, these committee proceedings and discussions are seriously inhibited. These facts are lost somehow in the shuffle of confidentiality and bureaucratic secrecy.

Pundit is looking for a point in the life of the college where their interests and desires of the students and faculty are centering around the same issues. No longer are the students lost in consideration of social rules and entertainment. The community in its entirety must now consider the rationale and meaning of a liberal arts college and education. In these considerations must be undertaken in a truly "up-front" spirit or we will once again find ourselves (Continued On Page 6)
From Ruby T. Morns

Alternative Reforms

To the Editor:
The students have issued their document, "Student Report on Academic Change," which I should like to discuss, and if necessary, which I would like to propose as alternatives.

The labor market is extremely tight, and I think that it would be a mistake for college graduates in the foreseeable future. The strong ground-swell toward a college diploma is not permanent. A person in higher education appears to me to have been much abused by the job market. Perhaps there is a stringency which exists today, which is to the best interests of college graduates to expose themselves to a rigorous college program of high grade institution, whose degree continues to have meaning and enjoy respect among employers, and not elsewhere. To adopt the program proposed would debase the college; it would tend to attract more third-rate and second-rate students, with no general requirements to ensure that they get around in the curriculum, as anyone else would do.

The plan envisages endless advising and program-marking and programme-defining. Without the precise powers of the Advisors is nowhere really spelled out. If Advisors have real supervisory powers, the entire planning, and the idea of self-managing, is likely to be frustrated. If Advisors do have real supervisory powers (as the Summer Program does), then this point will be raised. The result will then be that it will be-as rigorous-or as rigorous less--as the particular Advisor will be, rather than as the college may desire (as much as it has, in a similar program at Haverford). Students are being offered a cheap plan and generally excellent faculty be well and fully employed. Parents should be given "value for their high school diploma" to do otherwise is to court wholesale withdrawals of applicants. If students and their parents are happy with the program with their time, and waste their college years in all-elementary program (no pass-fail work, and with no whatsover. The plan envisages forming and progress-defending endless advising and program-marking. Advisors are merely advisory. activities, although the precise now nowhere really spelled out.

The labor market is extremely supervisory powers (as the particular Advisor. Great (much as it has, in a similar requirements. These we now (arguments of applicants.

Let us extend and substantially overhaul the pass-fail option, along these lines: permit a good his letter grade, work, but discourage the final entry of much pass-fail work on the student's record. These are the changes proposed:

1. Broaden the fields within which pass-fail work may be taken from 20 to 30, as of the all-elective and all major courses with the one provison that, upon graduation, students have a minimal major of eight graded courses in the major field.

2. Permit one pass-fail course each semester, starting with the first term of the freshman year. After the end of the Freshman year a specified credit rating (2.50) must be earned in the graded courses so that the student's cumulative grade level could not drop substantially by declining student abusing the pass-fail system (that is, doing all graded work at the C level, and all pass-fail work, at D). This ratio is 2.20 for 2nd semester Sophomore year and 2.30 thereafter.

3. Hold out the option of letter grades on all pass-fail courses. Students would register for pass-fail work (one course at a time) if they achieved at the end of the two weeks' election-shift period. The student's status would remain throughout the term. At the end, a regular grade would be turned in by the student. If the student is informed of this, then he informs the Registrar whether he wishes the letter grade earned to be entered on his transcript, or the pass-fail grade only. (No stand is taken herewith on the letter grade others, themselves, or those whom we are employed, the same, or more "fine work" under the pass-fail system of an examination or of a pass-fail system indicated above could be accommodated within the credit course program when the college student to employ.)

May I comment briefly on the proposed system, indicating the merits as I see them?

1. By broadening the pass-fail to more courses, students would be encouraged to "take risks" in all areas of study, and not courses which interest them, but for which they may be poorly prepared, or in which they may be unattracted. This is the main purpose of the pass-fail option. In general, some tough, advanced course might be elected, highly disadvantageous, which even grossly distasteful or uncongenial could be used the pass-fail option to render them somewhat less objectionable.

2. The cumulative effect of the final grading level do not begin to the Sophomore year. This plan would permit entering the freshman with severe handicaps a year of grace in which one could be elected on a pass-fail basis.

3. Students would tend to have higher average grades because they would usually choose A or B, rather than a pass. This option would motivate students to take their study seriously. The only requirements are references on their transcripts. A subsidiary advantage is that an A or B is in the Registrar's files, and usable in case of student request even after graduation. The student's standing with respect to the entry or pass-fail grading change. Honors such as cum laude, etc., may be awarded, and more rigorously could be "worked out", as the average cumulative would tend to be higher.

Under the present system students tend to undubitably use the pass-fail system of grading more; in the end they would probably seek a better record when they enter on their final records. Most would seek to A or B work and, if successful, would presumably elect to have the earned high grades recorded. At present, by petition to the Committee on Ad- ministration, such grades are often being entered on student records, so that the proposal would make general and clearly understood an option what is presently an administratively practice.

I hope that students and faculty will give careful consideration to this proposal (as I believe that it would not conduct to many advantages as present the pass-fail system or for many students more freedom (for which they long time) to continue to improve, rather than debate, the student's overall academic performance. (fore the idea of "Student Report on Academic Change," which points but in one direction—downward.

Ruby Turner Morris, member, Academic policy committee

Students Plan Coed Natural Foods Co-op

When school opens next fall, there will be a new coed dormitory serving only natural foods prepared by the members of the dorm. The idea of the "Alternative Natural Foods Co-op grew out of the desire of a group of students to eat better food and to prepare this food.

Two previous proposals, a college-run natural foods kitchen and the inclusion of specific dietary items, has not worked out, the former because of the added expense to the college, and the latter because the regular college fare to prepare their own meals, and will make the planning of the regular college meals easier for the kitchen.

At the preparatory meeting held Monday evening, several of the members surrounding the word "natural" were cleared up:

NATURAL: being or found in native or in a natural state; not artificial, synthetic, processed (for example, bread without sodium content, sugar added)

ORGANIC: pertaining to or derived from living organisms (for example, potatoes cultivated in peat-based, DDT-free soil).

MACROBITIC: a strict diet, part of a way of life based on the equilibrium of yin-yang, of which the staples include grains (rice, wheat), beans (lentils), seeds, a dried fruits and nuts, and herb

In this natural-foods set-up, fresh fruits and vegetables will be offered daily, along with dairy products and nutritious breads. Meals will be served at two or three dinner's a week, with fish or vegetable main dish. The cafeteria will be retained for sanitary reasons, although the students will be in full charge of the kitchen.

Each dorm member must take full responsibility as this is a complete-community project. For those who do not wish to cook or bake, they may engage in other activities such as sweeping, dishwashing, dinner-serving, table-cleaning, preparing a menu, food ordering, groceries, and receiving.

Another meeting will be held the Monday evening, March 3, at 6:45 in the Burdick living room to finalize plans. A co-op form will be cooperatively written out by the students and turned over to the students.

PAMELA DEVANNEY JAMES CATTERTON

Security Log

February 21

A suspicious person, who apparently gained entrance through a propped-open door, was reported in Wright House. Mr. O'Grady was not notified until after the individual left the dorm. Mr. O'Grady urges students to keep the dorm entrance locked, and to report immediately the presence of any suspicious persons.

February 21. 20:00 was stolen from an unlocked locker in Crozer-Williams.

February 21. During the night, an automobile bicycle was stolen from in front of the dorm.

February 20. A gun and camera were stolen from a room in Park House. The room had been left unlocked; the articles were stolen in the middle of the night.

Again, security urges students to keep their belongings locked at all times.

February 21. A small fire ignited when a student who was melting wax on a hot plate in Park House left the room. The fire spread out by the house offshore. Considerable smoke damage to a common room in the dorm resulted.

February 21. An end table was stolen from the waiting room of the infirmary, presumably during visiting hours.
The Millstone Point Power Plants: Is

By ALLEN CARROLL

The term "power plant" suggested to me the image of oil tankers, giant piles of coal, a mass of wires and transformers, and cooling towers venting puffy clouds of steam into the sky. Each of these images, of course, is true of many other kinds of power plants, with the possible exception of a nuclear reactor. One so-called "power plant," that of the Millstone Point Nuclear Power Station, is in fact a single large unit, the generation of electricity being the raison d'être of its existence and the single task it is assigned at all times.

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lear Energy as Clean as They Say It Is?

1. The main control room for Unit One at Millstone Point, now in operation. Nearly all plant systems, including the reactor, generators, and safety mechanisms, are operated from this room.

2. Cranes lift concrete during the construction of the 176-foot-tall reactor containment for Millstone Point's second unit.

3. The construction worker is standing in the middle of the cavity that by mid-1974 will house an operating nuclear reactor.

Regulation and Control: The AEC

Obviously, a process as new and complex as the production of electricity from nuclear power demands strict governmental oversight and regulation. The Atomic Energy Commission has been assigned this task, but performs it in a way that many find unsatisfactory.

The AEC grants separate construction and operating permits to power companies for each nuclear power plant. In spite of the fact that citizen pressure was applied to delay the construction of Unit Two until thorough studies had been made of the effects of Unit One on the environment, the AEC routinely granted Northeast Utilities a construction permit for the second plant.

Even before public hearings were held to consider the permit, the Atomic Energy Commission had allowed construction to begin on "non-nuclear" portions of the second unit under a special exemption. In other words, excavation for the second plant was well under way long before the public had any say in the matter.

The AEC does not regulate thermal pollution from nuclear power plants. Power companies must comply with state and federal water quality standards, many of which are inadequate in their consideration of thermal pollution problems.

The use of nuclear power has many advantages. There is no air pollution from combustion by-products such as soot and Sulphur Dioxide. The small amount of fuel consumed by nuclear power plants is an important asset as many natural resources are rapidly being depleted.

In the long run, nuclear power plants cost less. Although a fossil fuel plant costs about 25 percent less to build than a nuclear plant of comparable size, fuel costs are three times as high for conventional plants. A nuclear power plant produces electricity at a cost of approximately six mils per kilowatt hour, whereas the most efficient fossil fuel plant costs eight or nine mils per kilowatt hour.

For these reasons, nuclear power appears to be the most likely solution to the ever-increasing shortage of power. Yet there are problems that demand to be solved before nuclear power plants should be allowed to be built in large numbers. Could the cumulative release of radioactive wastes by many plants approach dangerous levels? Is there a thoroughly satisfactory answer to the disposal of spent fuel? Is thermal pollution going to become a major environmental problem? And finally, should the AEC be trusted to provide satisfactory answers to these problems?
Letters to the Editor Cont'd.

... with a system devised by a minority without due consideration of all the factors involved. The majority must place its trust in these committees and create a functioning system within which there is freedom for movement and action.

Sincerely,
John Wilson
Chairman
Academic Committee

To the Editor:

Pundit has published several articles related to splitting room and board fees. Many of the articles state that so-and-so proposed the idea or so-and-so supports the idea. Little space has been devoted to serious discussion of the pros and cons of the idea.

This room and board fee announced Monday is $1292 per year which worked out to about $135 per month or $40 per week. I challenge any student to find a room and buy twenty-one well balanced meals for less.

If the room and board fee is split, we would undoubtedly see several things happen:

1) The average cost, per student, of meals prepared by the college would rise significantly.
2) There are great savings in quantity purchasing. Meal tickets would make things even worse since it would be more difficult to estimate the number of people to prepare for.
3) There would be an increase in the number of hotplates and refrigerators in dorms. This involves an increase in electric bills and, even worse, necessitates a more efficient utilization of these appliances to eliminate these illegal hotplates, increased insurance costs, etc.
4) It seems to me quite probable that there would be a noticeable increase in illness on campus (resulting in increased costs in the Infirmary) because some students would not receive proper diet.

Assuming seating at Mr. G's or MacDonald or cooking their own food.

There are several things which can be done under the present system to reduce costs. Large quantities of food are wasted; people take only portions they will eat. A significant number of students consume only one meal per day by various means. Plates, glasses, trays and silverware which are used are returned to the dining rooms cost money.

Significant reduction in costs could be realized by the institution and enforcement of two basic rules:

1) All I.D. card should be checked at each meal. No exceptions.
2) No food, dishes, silverware, etc. should be allowed out of the dining rooms except by special permission when it can be signed out.

I don't like either of these rules any more than anyone else, but something must be done to keep the majority from being further burdened by the minority.

Sincerely,
Oliver Charter '73

To the Editor:

In the recent student government elections a controversy arose concerning majority vs. plurality. There was a misunderstanding among us candidates as to who would be the members of the election committee and among the members of the college community.

I assumed that in an election involving three or more candidates, where no one received a majority, there would be a runoff. The only apparent stipulation for the interpretation that plurality only was required, was a joint agreement among which I am willing to abide provided that it is explicit. I propose, therefore, that an amendment be made to the student constitution, which would clarify the election procedure for the future.

I wish to extend my encouragement and support to John Wilson and John Levin for a productive and innovative year, and to thank the student body for consideration of my candidacy.

Sincerely,
Jean Kelleher '73

Dear Pundit:

Carlo's Caffe off Bank Street should not have been omitted from the listing of Lehigh's Hot Spots. The pizzas are great, the atmosphere must be seen to be believed.

Sincerely,
Oliver Charter '73

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Camels Lose a Close One To Manhattanville

By GREG YAHIA

Feb. 26 — The Camels cannot win close ones. This time they dropped a close decision this season to the Manhattanville

Camels 83-81. Leading by ten points with four points remaining, Conn managed to give the game away with an assortment of turnovers and bad shots.

Conn should have won. Manhattanville led for the first ten minutes of the game, then the Camels tied it up. At halftime they led 46-38.

In the second half, Manhattanville was clearly outplayed, as Conn shot and passed exceptionally well. Then for no apparent reason the Camels cooled.

The turning point in the game came with just under four minutes to play. A Manhattanville player drove the lane, put up a shot, and was fouled. The free throw was missed, but the ball bounced straight into the hands of another Manhattanville player, who put it in for two more points.

This four-point play which reduced a 10-point lead to six, seemed to take the life out of Connecticut. A couple of turnovers had shot turned into Manhattanville hoops, and they took the lead and held it. It was an excellent game at both ends, rebounding, passing off — and in 27 points in what was probably his first game in a Camel uniform. Paul Lantz shot a phenomenal game and ended up with 20 points. Skip Lynch had a good day with 16 points.

Another sad note is that this game was the last at Conn for Co-chains. Charlie Cole is retiring at the close of this season (which winds up at Vassar on March 4). He has been the coach of the team since the beginning. He has put up a lot of good, and has put much more into this team than has received. It would be good to end the season with a win over Vassar.

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EVERYONE

SURVIVAL urges campus-wide participation in an important letter-writing campaign. Devote a few minutes this week to composing a letter to Secretary of the Interior Morton concerning the imminent Alaskan land grab.

The Alaska Native Claims Act, which protects millions of acres of Alaskan public lands, will expire this March 17, unless we can convince Secretary Morton to extend it. Morton is under considerable pressure from oil interests, developers, and opportunists eager to buy up the land as soon as the statutory freeze expires in two weeks.

Environmentalists contend that once exploited, the delicate tundra ecosystem may be permanently disrupted. The Sierra Club, National Audubon Society, Friends of the Earth, and other organizations are conducting a national campaign urging you to help Secretary Morton decide to save these lands by designating them as Wilderness Areas. Write to:

The Honorable Rogers C.B. Morton
Secretary of the Interior
Interior Building
Washington, D.C. 20240

For more information about this and other letter-writing targets, contact Margaret Shepard, Park Dorm, or 447

Shain... (Continued From Page 1)

physical plant, or are employed by the dormitories or rectory departments.

"A large proportion of the Fairfield University faculty are Jesuit priests," Shain said, "and more than fifty per cent of the Conn. College faculty live in faculty housing." All these factors must be taken into account when the budgets of the two schools are compared.

"Most of Mr. Schwartz's case is based on the assumption that our costs are higher (than other institutions of similar size and nature)," Shain stated. He added that all along, the College has compared its figures with those of other colleges, including Trinity, Wheaton, and Smith. He emphasized that "Because of the differences between institutions, making comparisons is a tricky matter."

Shain took issue with Sohwarth's statement that the College had oppressed student opinion. When the Development Committee met with the Board of Trustees, the students "were allowed to bring the minority report right out onto the floor." There was no question of views and opinions being suppressed," he said.

Shain explained, "The College is always willing to open its budget and accounts to responsible community inquiry. But we will not gracefully accept the use of this information in a dishonest and irresponsible manner."

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FOUND
VERRY YOUNG BLACK PUPPY, (Labrador?) Contact Carolyn Torrey or Michael Ridgeway; Hamilton House, ext. 437 or Box 1110.

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