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Phillips Outlines Nixon's "Middle America" Strategy

by Mary Ann Sill

Mr. Kevin P. Phillips, author of *The Emerging Republican Majority* and former Nixon aide, delivered the third of the Bernstein Lectures in Government last Wednesday night, December 9th, in Palmer Auditorium. His topic, "Middle America and the Emerging Republican Majority," centered around a statistical perspective of the direction of the Nixon Administration, the aspirations of the Administration with regard to its newly discovered Middle American coalition, and how Nixon might effectively utilize this coalition to gain reelection in 1972.

Phillips initiated his lecture with a statistical approach to elections, what he termed the premise of his book. This dealt with the cyclical tendency of American government from 1828 to 1968. Each period of the cycle encompasses approximately 36 years where one party predominates; each period contains an interruption of eight years when the opposing party is the dominating factor. He continued with more statistics concerning demography, as the movement of people is a large determining factor as to where one's constituency lies. He cited the post-World War II movement of the southern rural Blacks to the cities, and the shifting of the whites from the cities into suburbia. Phillips termed the period of 1932-1968 as one of "metamorphosis," as the areas of the country opposed to the New Deal (New York, the Boston establishment, Ivy League schools, the media, and Wall Street) have undergone a complete ideological reversal, now harboring the liberal segment of society.

Phillips remarked that "Nixon came into office without a real understanding of his constituency. He has shown ambivalence toward choosing a constituency, and very little solid ideology." He asserted that Nixon went into the 1969 election "with a lot of hope and a lot of grounds for hope." The economy was at its height, which Nixon used in a social context. But the recent 1970 election proved to be different. The economy was slowly deteriorating, and began to plummet after September. Nixon attributed this to the conversion of the economy to a "peace-time economy," to little avail. Nixon had no real apparent foreign policies, and the people were looking to see that the Republican Administration was concerned with the economy and foreign policy. The Republicans experienced a gain of two Senate seats, and a loss of nine seats in the House, for a net loss of seven seats. Phillips, again seeking refuge in his statistics, viewed this as an apparent "victory" in light of statistical perspective. He termed the 1970 election a "conditioning" election, indicating a possible landslide for Nixon in 1972. Statistically speaking, the 1926, 1934, 1954, and 1962 off-year elections were followed by the four greatest landslides for an incumbent party ever experienced in American history. According to Phillips, this "Republican loss of seven seats indicates a possible substantial landslide for Nixon."

Phillips noted that the Republican economic policy must change in order to secure Nixon's reelection

in 1972. "Nixon has already announced changes in his economic policy, and this must be backed up by a considerable number of populist reforms; positive programs for his targeted electorate." His announced programs include federal aid to farms and schools. Phillips remarked that Catholics are tending to turn Republican, "an old Democratic base of support which is cracking under social pressures." Nixon is securing this segment of the electorate with a federal program designed to aid parochial schools.

In order to gain reelection, Phillips asserted that Nixon will "first get the economy back in shape. Also, Nixon has realized that you can only go so far with the Agnew rhetoric; this has to be backed up with positive measures. He will extend philosophical programs to racial and social issues." Phillips also speculated that Nixon will carry the South if he attends to the question of the economy, and if George Wallace removes himself from the race. He believes that Wallace is currently more occupied by a 31-year-old divorcee, and may not run unless the racial situation is heightened. Nixon will take advantage of the Catholic shift and appeal to the blue collar workers through the strengthening of the economy.

Phillips did not concern himself with the issue of Vietnam at all until he was asked about it during the question session in Palmer, and even then was relatively ambiguous. He believes Nixon will have dealt with the war sufficiently by 1972, and the real issue of the campaign will be the state of the economy. However, in the question period following the lecture in the Student Lounge in Cro, Phillips speculated that all the troops will be withdrawn by the end of 1971, and contended that the United States is no longer in Vietnam to win the war, even in light of the resumption of bombing of North Vietnam and Secretary Rogers' statement that the U.S. is in Vietnam to win, or

why else would the U.S. be over there?

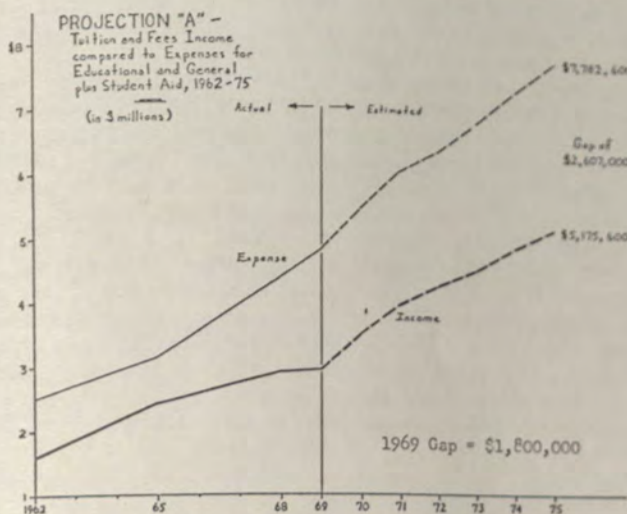
Also in the discussion in the Student Lounge, Phillips dealt with the ambiguity of Nixon. Not only was Nixon ambiguous in the campaign with the slogan "Nixon's the One," (meaning Nixon is whatever one wants him to be), but he is sufficiently vague about almost everything.

When asked about his current relations with the Administration, Phillips said, "I have some relationships with some people in the Administration. The President derives bits of advice from my column which he reads regularly. I am closest with the Attorney General." Phillips worked with John Mitchell during Nixon's 1968 campaign. He was also asked about his feelings of President Nixon. "I am not entirely sure what the man wants. He is very secretive with the people who deal with him. He is an ambiguous man in himself. I don't agree with what he has done; he has to change. There is a certain readjustment that is needed. His programs must amount to something. Whether he can or will readjust is something else, but he has to."

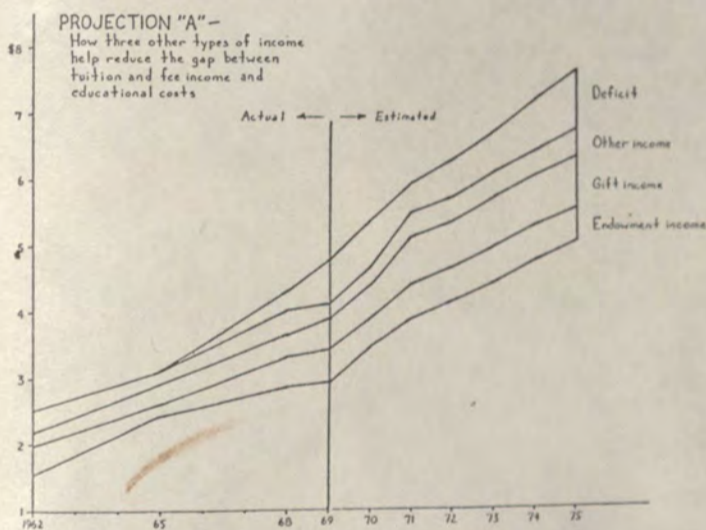
Phillips "disagrees totally" with Lyndon Johnson's remark that Nixon is a "chronic campaigner." He cited the desegregation of southern schools as an example. However, this is the only issue so far which Nixon has gambled with, and everything else Nixon does seems to be inextricably linked to his 1972 campaign; it appears that he would not have attended to the economy at all if his reelection were not at stake, but Phillips denies this.

Phillips also pointed out that the "people who are most sensitive to the economy are the Middle Americans; he is appealing to the Levittowners who are disturbed if they do not at least have hamburger on their dinner tables. Nixon is a friend of the common man as opposed to the fat cats. Nixon will and must deal with the

(Continued on Page 3, Col. 5)



The fiscal situation at Connecticut College is graphically displayed by two charts prepared by the college treasurer for a report issued May 27, 1970. The top chart indicates that income received from Tuition and Fees is not large enough to match the cost of education; consequently, income must be found from other sources. Such sources amounted to \$1,800,000 or \$1250 per student during the last fiscal year. The lower chart depicts the gap between Tuition and Fees Income and Educational Costs and analyzes the sources of other income necessary to balance the budget. The category entitled "Deficit" indicates the drain on our capital reserves.



ZPG Publicizes Need For Family Planning

by Sherry Alpert

The ZPG (Zero Population Growth) chapter at Connecticut College, established last April, has become quite active this year.

Recently they went with President Tricia Ashton to the New London Mall and set up a Planned Parenthood display of literature on birth control, family planning, abortion, and voluntary sterilization. The Planned Parenthood League of Connecticut had originally wanted each chapter to conduct an open house, which probably would have attracted only people who were already interested. It seemed more logical, therefore, to have an exhibit at the Mall in order to acquaint the general public with Planned Parenthood.

Many people who noticed the display refrained from taking any literature. Nevertheless, several teenagers, women, and even men were interested.

It takes much time and effort to make people aware of the need to limit their families, but they are slowly making progress. Increasing numbers of young men and women are seeking help at the Planned Parenthood Clinic at Backus Hospital in Norwich.

It has been five years since the U.S. Supreme Court declared the birth control laws unconstitutional. Before 1965 Planned Parenthood used to refer people either to Portchester, New York or to Providence, R.I. where it is legal.

The clinic in Norwich was established in February, 1968. Because it is not controlled by the state, the clinic subsists on private donations and can afford to be open only two nights per month (the first and third Thursdays). The ZPG volunteers take the medical history of each patient, and Mrs. Beatrice Shanley, a Registered Nurse, gives them the necessary prescriptions. Several other women volunteer their time at the clinic.

By the Year 2000 the population of the United States will be approximately 300 million—almost 50% higher than it is now. An additional 100 million people will deplete our natural resources, put a strain on food production, and make urban life almost unbearable.

ZPG is trying, in effect, to educate the public in the area of birth control as it relates to the population explosion. There are a number of different medically approved birth control methods that work differently and that are safe and inexpensive. No one method of birth control is perfect for every couple.

Last week the group left pamphlets containing such information in every laundromat in New London. Through such activities ZPG hopes to make more people aware of the facilities available at the Planned Parenthood Clinic as well as the need for family planning.



A Necessary Reevaluation

With final exams facing us tomorrow and many papers still to finish, it is obvious that there are some disadvantages to the present calendar. The calendar was voted in for two years by the faculty last spring after a strong showing of student support. The problems inherent in a short semester with finals before Christmas recess, however, became glaringly apparent last week. Many students are still bogged down with extended papers, and will have too few many days to prepare adequately for exams.

In order to make this calendar feasible for next year, certain changes must be made. The faculty should devise a properly spaced schedule of papers and mid-term exams, so that students will not have to write three or four papers in the last two weeks of the term. Another alternative might be a 3-1-4 program—three courses in the first semester. In this way, the pressure on students and faculty could be relieved by a program designed with thoughtful respect for time, or lack of it, as well as a thought for adequate vacations.

The Chapel Of All Places

In the season that has always represented charity and brotherhood, it is somewhat discouraging to note that Harkness Chapel, a place symbolic of these qualities, is being plagued by thievery.

It could be somewhat expected that such things as books and posters might be taken. Indeed if one's concern for others does not extend far enough simply to "borrow," and a poster or paperback is quite appealing, one might take that particular item.

But microphones, candle holders, and other such things that definitely belong to Harkness Chapel, and indeed belong in Harkness Chapel, should be returned.

The particular items are not really as important as the gesture represented by their being in the Chapel for all to enjoy. The persons taking things, should try hanging a poster or donating a book of their own. It may help them understand what the Chapel is all about.

Thank You

This issue is the last of *Satyagraha's* first semester. The Co-Editors would like to take this opportunity to thank certain individuals for their assistance this semester: first and foremost our previously unannounced Business Manager Peggy Muschell; our very important Advertising Manager Lynn Cole; The Editors (Sue Kronick, Mary Ann Sill, Peggy McIver, Allen Carroll and Nancy Diesel). We also want to thank all the contributors and our general staff.

To all faculty, students, and administration who, in various ways encouraged the publication of *Satyagraha*, we also offer our thanks.

Symptoms Of Malaise

We would like to refer to Charlotte Parker's Letter To The Editor of this issue. Her concern over the possible demise of *Koine* for lack of support is an example of a general malaise as far as campus activities is concerned. Student Government's general ineffectiveness is another example. We would hope that students would feel some obligation to become aware of campus problems and activities. A further step not only of benefit to themselves, is to become involved.

Letters To The Editor

To the Editor:

It seems that Steve Bergen fears loaded questions more than loaded guns. I refer to his argument for non-participation in war in the column "Topic of Candor" (Nov. 17, 1970 issue of *Satyagraha*). He is able to examine the "insignificant" individual decision for pacifism but dismisses the "obvious rebuttal," the question of the justness of World War Two, on the grounds that it is "loaded." I am sure Judge Julius Hoffman would admire the logic, if not the substance, of that dismissal.

If all Steve Bergen wishes us to assume is that killing people is categorically wrong, then I can assume only that another irresponsible person has contributed his share of noisome rhetoric to the crucial discussion of war.

George Thomas Fleming
U.S.S. Fulton, AS-11
R-2 Div., Shop 38-A
State Pier
New London, Connecticut

To the Editor:

We invite the college community to join us in mourning the death by grisly torture of numerous friends: our green, leafy sisters (broiled) and died during the Thanksgiving break as a result of the wild, fanatical rampage of the college heating system. Who is to blame?

We, residing in Plant house, resent the untimely deflowering of our various begonias, geraniums, violets, etc.

Join us in seeking the culprit (Physical Plant?) and baraging the fiend with messages of wrath and dismay! Only imagine the unearthly inferno your room will have become after being away all of January!

Distressedly,
Kathleen Cooper '72
Ruth Ritter '72
Denise Ozanne '72

To the Editor:

I write to inform the college community of the imminent demise of another Connecticut College tradition, namely *Koine*, your yearbook. At the present time fewer than 360 students on this campus have ordered the 1971 yearbook. I would like to say that at least the senior class was supporting this publication, however, a large section of our class has not even ordered books.

This incredible lack of support will not preclude the publication of the 1971 *Koine*. However, it certainly will handicap our plans—we had planned a large section of full color pictures which will now have to be significantly shortened. We may have to cut the number of pages in the volume, leaving out coverage of all clubs and organizations, possibly all dorms.

The financial straits we are in are not due solely to the lack of subscriptions. Almost all dorms have chosen to go from their usual half- or full-page advertisements to 1/8 of a page, a large drop in financial terms. In addition, many stores, such as Carwin's, D & L, Bernards, Yellow Front Package store and a number of others which receive a large amount of business from the Connecticut College community have failed to return the favor and are cancelling their advertising.

As I have mentioned, *Koine* 1971 will be published, and we think it will be one of the most innovative and exciting books you have seen. The staff has considerable talent, both artistic and literary and has spent long hours at work. As a result, they are producing high caliber work. To those of you who have already ordered a book, I think you will be pleased with your purchase. To those of you who have not, I ask you to reconsider. I speak especially to those underclassmen who say they will wait until their

senior year—first, *Koine* is a book of all the classes, because everyone who is here makes 1970-1971 what it is, a year to be remembered. Second, I suggest to you that without your support this year, by the time your senior year comes, no yearbook will exist. Without campus support there is simply no way to pay for the books. Each book costs approximately \$16, of which the student pays only \$6, but without the advertising and patrons which in past years have made up the difference, it will not be possible to pass any money onto next year's staff. They will either have to raise the price of the book or not publish at all.

Within the last year or two *Insight* has quietly disappeared from the campus for lack of support. We hope *Koine* 1971 will not suffer the same fate.

Orders for a 1971 *Koine*, along with cash or a check for \$6.00 may be placed in Box 155, or see your dorm rep.

Sincerely,
Charlotte Parker 1971
Editor, *Koine*

Letter to the Editor:

How many stories have you heard about people on campus this year—stories which you know are "true"? Rumors are easy to start, but nigh impossible to stop. If a person is accused of a crime, he has the right to go into a public

arena, such as a court, and either plead guilty or not-guilty. In a situation where rumor is concerned, a person has not the right to a public hearing, and as a result of this denial, no opportunity is provided for any sort of defense. In a case involving rumor, this denial only seems to augment the facility with which rumor spreads. This fact also precludes denial of the rumor, and hence the truth or non-truth actually has no way of being expressed.

Connecticut College, as most of us know, has had its share of rumors this year, and as a result of this fact (not rumor) it would seem that some sort of control factor could only be beneficial to the campus as a whole entity, working, living and co-existing together. What form this could take has not been realized, as the extent of the potential injury which rumor can cause has not yet been fully appreciated. I pose a question as to whether people on this campus really can acknowledge the fact that their "information" may be interesting to them, but that that fact does not necessarily validate it. **WHAT DO YOU THINK?**

A Concerned Student

To the Editor:

I would appreciate it if you could publish this article in the paper this week. I am a Conn. student and living at Gilead now.

(Continued on Page 3, Col. 1)

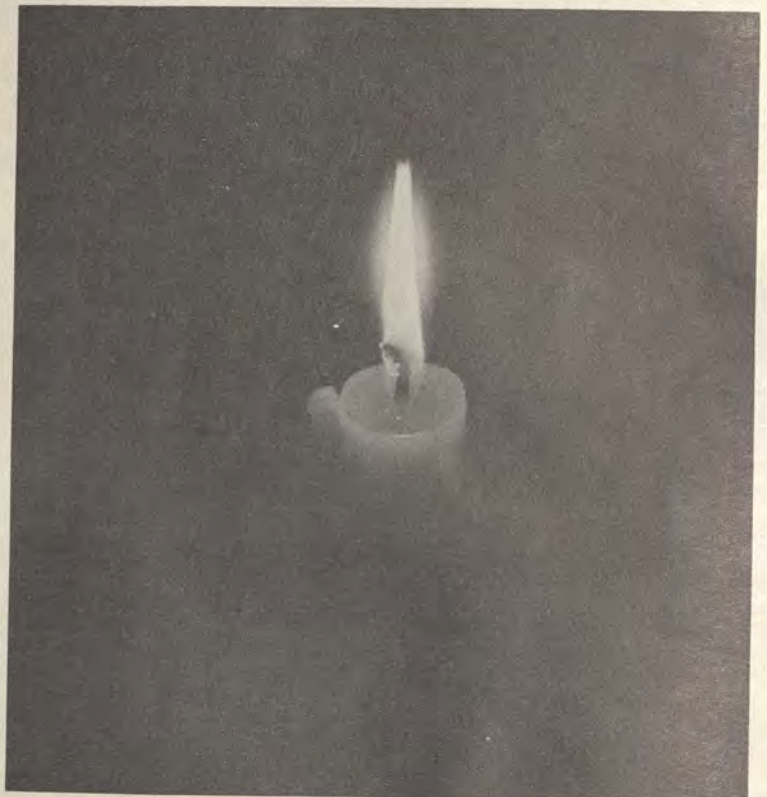


photo by oppenheimer

News Notes

The Student Ski Association has designed a program to bring down the cost of skiing, enabling college students to ski more, or at least cheaper. This season over 100 ski areas across the country are participating in the program. Nearly all these areas grant \$1.00 off the all-day lift ticket price every Saturday and Sunday, holidays (including holiday weeks), plus half-price tickets during the week. Almost 80% of these areas provide discounts on lessons and rentals during the week. The Association is also signing up lodges which will provide a savings of 25% to skiers. Ski cards cost \$4.00. To order a Ski Card, write The Student Ski Association, Inc., West Dover, Vt., 05356.

* * *

A new magazine, *SOL III*, will begin publication in January. The magazine will concern itself with world affairs, emphasizing social problems and their solutions. *SOL III* is holding a \$1000 magazine contest with prizes in writing, poetry, art, photography, and humor. Contest rules may be obtained by writing: *SOL III* Contest, 1909 Green St., Philadelphia, Pa., 19130.

* * *

Bryn Mawr College is sponsoring two summer programs abroad—one in Spain and the other in Southern France. The programs offer intensive work in significant aspects of the culture of each country, begin on June 21, 1971, and continue for six weeks. Students live with families in Madrid and Avignon. A limited number of scholarships are available. For admission information, write to the Director of the Centro or the Director of the Institute, at Bryn Mawr College, Bryn Mawr, Pa., 19010.

* * *

The American Institute of Family Relations is concerned about the high rate of suicide on the college campus. They are embarking on a study to determine what is being done and what should be done, and need to hear from as many students as possible. They will not publish the names of any individuals or schools; all information will be handled statistically and anonymously. Students are asked to write their personal experiences concerning suicide (about themselves or friends) to Dr. Paul Popenoe, 5287 Sunset Blvd., Los Angeles, Calif., 90027, in an effort to save lives.

Satyagraha

ESTABLISHED IN 1916 AND PUBLISHED BY THE STUDENTS OF CONNECTICUT COLLEGE EVERY TUESDAY WHILE THE COLLEGE IS IN SESSION EXCEPT DURING EXAMINATION AND VACATION PERIODS. FIRST CLASS ENTRY AUTHORIZED AT NEW LONDON, CONNECTICUT.

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LETTERS CONTINUED

(Continued from Page 1, Col. 5)

We are in need of students for next semester and need your help in arousing interest. I have tried to get in touch by phone unsuccessfully, but will try again. I felt it would be helpful to send you the article.

Donna M. Mauch '72

"Gilead," a "halfway house" at 453 High St. for young adults with previous emotional problems, is seeking students to live at the facility in the coming semester. Several individuals, male and female, will be needed to complete the complement of nine "referrals", for students and two administrators scheduled to reside at the "House" during the Spring term.

According to Anthony Rogers, house director, students will be expected to perform an essential and fulfilling role at "Gilead". They are an integral part in putting the "House" philosophy into practice, he emphasizes.

According to Rogers, "The Gilead" experience is unique in numerous ways. Formed as a communal living unit, the "House" is completely antithetical in nature to the potentially cloistered existence which the traditional college dormitory often provides.

Interpersonal involvement, instead, is the essence of existence at "Gilead". Students are expected to play an effective role in the growth of mental stability and a sense of independence among referrals.

But the "House", according to Rogers, approaches this goal through an unusual avenue. No student-referral dichotomy exists where the former can play the game of psychiatric social worker. In fact, Rogers emphasizes, the "House" philosophy centers around a diametrically opposed concept. Students, paradoxically, do most by simply being themselves.

The philosophy, Rogers suggests, is not so absurd as it might first appear. The "House" goal is to re-integrate referrals into the community. Any differentiation between students and referrals would only reinforce a sense of dependency which some referrals have developed in hospitals while on the lower end of an aide-patient relationship.

Rogers, however, perceives a need for students in the "House" environment for at least two reasons. First, they add an air of stability in a highly volatile atmosphere inherent in a milieu with individuals of widely varying backgrounds and temperaments. Second, the presence of students exposes referrals constantly and consistently to hopefully more mature and more "normal" behavior patterns.

The efficacy of the students' presence, Rogers emphasizes continually, is abnegated when they become involved in a misperception of themselves as psychiatrists. Transition of referrals from the hospital setting to open society, via the "House", is best facilitated by interpersonal involvement on a peer basis.

But, according to Rogers, this peer setup is much more natural than common misperceptions might lead most people to believe. The "Gilead" is not a treatment center for the emotionally debilitated, Rogers points out, but an interim home for those who need a supportive atmosphere while re-establishing themselves as useful members in the community.

They are, in Rogers estimate, as "together" in many ways as most students. In fact, he notes it has been his experience to see referrals help students with personal or even academic problems. The give-and-take relationships, then, are not nearly so neatly structured as many might suspect.

(Continued on Page 6, Col. 4)

Life's Not So Great - So What? Flowers and Trees Bloom Anyway

by Sue Kronick

It is more than easy to become weary of hearing how depressing life is or that "it's not so great." Literature and movies have dwelled on this theme to the point where it has been trampled, and beaten into the ground. In the first scene of Tom Crehore's new play, *Flowers and Trees*, it becomes evident that the audience, once again, is going to have to suffer through being told just how miserable life really is. But we are (thank God) surprised, for Crehore deals with this theme in an highly effective way.

The first half of the National Theater Institute's Saturday night performance was devoted to the company's composition of a series of mime scenes entitled *Old Movies*. The sketches were funny, and the slapstick was executed with competent style. But the test and success of the company's cohesiveness and sense of ensemble was more skillfully displayed in the second half of the program, *Flowers and Trees*.

The play, done with no scenery and a minimal amount of props, depicts the lives of those living in a south Atlantic Avenue neighborhood in Brooklyn. It traces the loss of child-like naivete, youthful idealism and the general mundaneness of everyday life in a series of unchronological scenes.

The excellent sense of timing and the acute physical and emotional awarenesses that the characters exhibited is a credit due not only to the talent of the individual actors and actresses but also to the direction of J. Ranelli. The company, composed of students from 15 schools, including Connecticut, has obviously had extensive training in movement,

for their style is sharp, clean and effective, allowing for no superfluous and painful hand-waving and chest-heaving.

The chest-heaving, moreover, and sighing becomes the exclusive right of the audience not because the acting and dialogue is poor but rather because it is so good that one can not help but feel an oppression—that quality which slowly slips from the stage's apron to the viewer's sensibilities.

I was particularly impressed with Martha Rush, who played the part of Maggie, the vivacious girlfriend of Richard (Marc Vincenti). She cannot understand her lover's disillusionment with life and his suicidal intentions. She possesses the remarkable qualities of naturalness and realism, making her role totally believable.

Equally good was Elisha Ignatoff (Mr. Altschuler), the elderly, corner drugstore man, who plants a tree in the midst of the Atlantic Avenue squalor. This tree serves as the focal point for initial reactions and shifts in each character's nature.

Other performances worth note were those of Marana Brooks (Belle) and Lyn Butler (Ann), both of whom showed care and skill in their voice control. Disappointing was Mike Sweeney, the "rough 'n tough" policeman-lover. His acting was somewhat stilted and forced, and he appeared less attuned to his relationships with other characters.

The lighting design, with its careful utilization of grid spots and shades of blue, skillfully augmented the mood of impending death and accented the facial gauntness of those characters already deceased.

The hour and 20 minute play was too long for one uninterrupted sitting. An intermission would have been impossible, for it would have destroyed the intensity of the mood. One's initial reaction is that the play does not have enough relieving humor. But upon a second consideration one realizes that by the second half of the play the audience is incapable of laughter, simply by virtue of the play's all-encompassing tone of horror and depression. The pace of some scenes (such as that between the beggar and the addict) were too slow, and several were unnecessary (such as Richard's final scene).

In this scene Richard, who has already committed suicide, spells out the play's message—that life is pretty damn dreadful, meaningless and purposeless. But the scene is superfluous because the play is successful, and we are therefore already aware of this.

One may be tired of going to the theatre to be depressed, but *Flowers and Trees*, deserves applause for dealing with a worn-out theme in such a dynamic manner.

KEVIN PHILLIPS

(Continued from Page 2, Col. 5) economy, and in a positive way for these people. As FDR said, "Spend and Elect'."

Throughout the evening, Phillips relied heavily on his statistics. His theory of politics rests on discovering "who likes who the least," which was evident in almost every political topic he discussed. Perhaps by following Phillips' column, one can foresee the future direction of Nixon's Administration.



VIEW OF NEW LONDON FROM BRAGAW HILL, 1855 - John B. Ogden - American - Collection of New Irving Castle

This view from Bragaw Hill of New London, depicts life in 1855. Other such paintings can be seen at Cummings Arts Center in the Gallery.

photo by biscuti

Sorbonne Summer Session for American Students Extension universitaire de l'Universitaire de Paris

COURSES OFFERED

Professorial Staff from l'Université de Paris: M. Georges MATORÉ, M. Antoine ADAM, M. Maurice DUVERGER, Mme Cécile GOLDSCHIEDER, M. Jacques Van den HEUVEL

I. Lower Division Courses

- 102 **Elementary French** - emphasis on grammar, phonetics and conversation. 60 hours
(prerequisite: 2 years high school French or 1 semester college French.)
- 201 **Intermediate French** - grammar review with emphasis on conversation. 60 hours
(prerequisite: 1 year college French.)
- 202 **Intermediate French** - composition and syntax study. 30 hours
(prerequisite: 201 or equivalent.)
- 212 **Intermediate Phonetics** - emphasis on pronunciation, reading and speaking. 30 hours
(prerequisite: 102 or equivalent.)

II. Upper Division Courses

- 331 **French Civilization** - political, social and intellectual development up to the French Revolution, with emphasis on literature and art. 30 hours
(prerequisite: 202 or equivalent.)
- 332 **French Civilization** - political, social and intellectual development from the French Revolution to the present, with special attention given to literature and art. (to be offered summer 1971.) 30 hours
- 412 **Advanced Phonetics** - intensive practice in pronunciation, reading and speaking, to achieve a true command of the spoken language. 30 hours
(prerequisite: 202 or equivalent.)
- 421 **Survey of French Literature** - advanced study of French literature from the Middle Ages to the French Revolution. 30 hours
(prerequisite: 202 or equivalent.)
- 422 **Survey of French Literature** - advanced study of French literature from the French Revolution to the present. (to be offered summer 1971.) 30 hours
- 433 **Principles and Methods of "Explication de Textes"** - advanced study of techniques and elements of literary expression in poetry, drama, and prose. 30 hours

III. Graduate Courses (open to last semester seniors)

- 515 **17th Century Literature** - study of Baroque and Classical trends of 17th century. 30 hours
- 525 **18th Century Literature** - study of the whirlpool of new ideas during the first half of the 18th century. 30 hours
- 535 **19th Century Literature** - study of French Idealism from Lamartine to Hugo. 30 hours
- 555 **French Drama** - indepth study of 2 or 3 contemporary plays including ALL aspects of its presentation and literary merit (décor, mise-en-scène, audience participation, etc.). 30 hours
- 565 **French Art** - study of the evolution and revolution in art from the Middle Ages to the 17th century. 30 hours
- 566 **French Art** - study of the movements and schools of art from the 17th century to the present. (to be offered summer 1971.) 30 hours
- 585 **French Stylistics and Creative Writing** - study of structural and semantic elements and their application in literary expression. 30 hours

IV. Graduate Seminars

- 605 **Baudelaire** - les origines de la poésie contemporaine. 30 hours
- 615 **Flaubert devant la Critique** - ses contemporains, la critique traditionnelle, la nouvelle critique. 30 hours
- 655 **La Notion d'Engagement** - de 1918 à 1938, de 1939 à 1958, de 1958 à 1970. 30 hours

NOTE: Special "Conférences" will be given, if the demand for them is sufficient. (Gallo-Roman Art, The Recent Discoveries in Archaeology, The New Wave in French Cinema, French Politics since De Gaulle; France and the Common Market, The French Press, Education since May '68, France and the Problems of Big Business, etc.). Therefore, students are asked to indicate their choice on the application form. 10 hours

KEY TO COURSE NUMERATION

Undergraduate Courses: The first number represents the academic year (100 = Freshman, 200 = Sophomore, etc.). The second number indicates the general subject-area treated (0 = Grammar & Composition, 1 = Phonetics, 2 & 3 = Literature, Civilization, and related subjects). The third number represents the semester level.

Graduate Courses: The 500 and 600 series courses represent graduate level. The last two numbers designate the course title.

CREDIT

REGULAR ATTENDANCE is a requisite for obtaining credit.

Although the purpose of this summer session is to fulfill the requirements of American college and university credits, it also conforms to French university regulations. Each 30 hours course is usually equal to 2 American credits. If students successfully complete the average summer session load of 90 hours, they normally receive 6 American college credits. However, students are advised to consult with their professors, their Department Chairman, their own school's Registrar's Office, BEFORE MAKING FINAL ARRANGEMENTS, to ascertain the EXACT number of credits their school grants for the Sorbonne Summer Session.

SORBONNE SUMMER SESSION for American Students

A special Summer Session is offered by the "Cours de Civilisation Française" at the Sorbonne for those students who wish to improve their knowledge of French language, literature, and civilization. This program is particularly designed with American academic needs in mind, as it can meet the standard semester requirements of most universities and colleges.

Thus American students can derive the double benefit of foreign travel and college credits.

Similar to American summer sessions, the Sorbonne Summer Session lasts six weeks, June 29 to August 7.

A round trip flight from New York to Paris by Air France will be scheduled to leave New York June 28 and return from Paris August 8. Students on this program will enjoy the privacy of a luxurious apartment plus two meals a day. All university fees, a round trip ticket, apartment and meals will cost only \$1638.

RESERVATIONS MUST BE RECEIVED BEFORE JAN. 20, 1971.

For Pre-Enrollment and Reservations, please air mail special delivery the following items to Dir. M. Ward McIntosh/ASTRA, Summer Session for American Students, Cours de Civilisation Française, Sorbonne, 47, rue des Ecoles, Paris 5^e, France:

1. this application form.
2. a 65 dollar deposit (by International postal money order).
3. a transcript or transcripts of college or university work.
4. a small recent photograph.

APPLICATION FORM

Please type or print all information.

Last name (Mr., Mrs., Miss)

First name Date of birth

Permanent address

Academic standing as of Sept 1970: Freshman, Sophomore, Junior, Senior, Graduate

University or college last attended

University or college address

If different than the above, address of university or college to which Sorbonne transcript should be sent

Date and type of diplomas earned (or to be earned) as of June 30, 1970

Major Minor

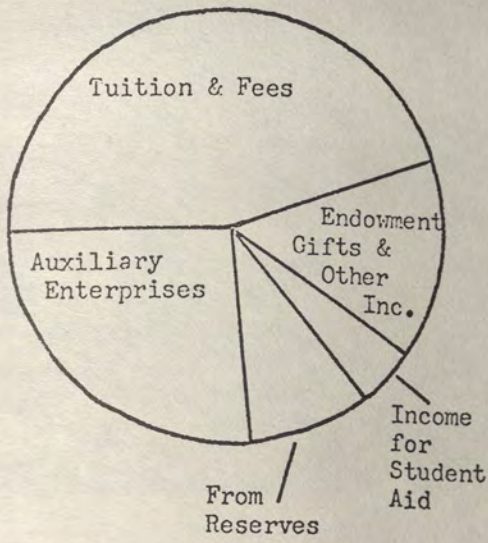
Teaching experience (indicate level, subjects taught, number of years):

Name and address of persons to be contacted in case of emergency:

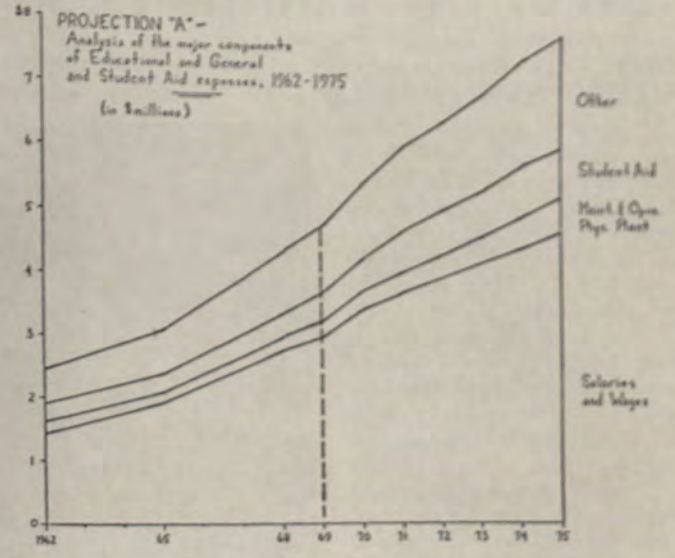
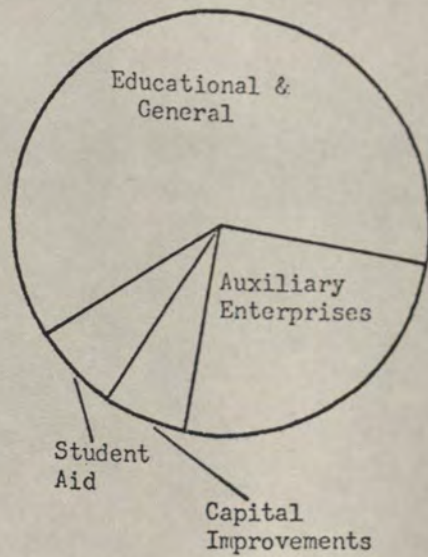
Courses selected: (please check)			
102 <input type="checkbox"/>	301 <input type="checkbox"/>	515 <input type="checkbox"/>	605 <input type="checkbox"/>
201 <input type="checkbox"/>	302 <input type="checkbox"/>	525 <input type="checkbox"/>	615 <input type="checkbox"/>
202 <input type="checkbox"/>	331 <input type="checkbox"/>	535 <input type="checkbox"/>	655 <input type="checkbox"/>
212 <input type="checkbox"/>	412 <input type="checkbox"/>	555 <input type="checkbox"/>	
	421 <input type="checkbox"/>	565 <input type="checkbox"/>	
	433 <input type="checkbox"/>	585 <input type="checkbox"/>	
Choice (or choices) of special "Conférences"			
Will you be taking the final examinations for credit?			

Our Finances — Present And Projected

Sources of Revenue



Analysis of Expenses



by Dave Clark

A financial presentation from the Office of the Treasurer is presented here in order to show the financial position of Connecticut College in a simplified way that can be understood by all members of the community. The charts on this page show the budget for this year and two projections into the future.

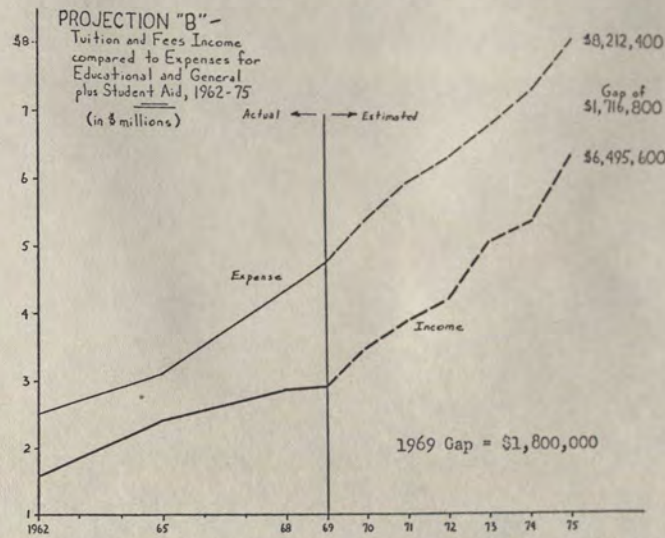
Chart 1 depicts Connecticut College's 1969-1970 \$8,000,000 operating budget in a very simplified way.

Revenue. Tuition and fees are 45% of total operating revenue, while auxiliary enterprises, such as residence and dining halls and the bookstore account for 27%. Gifts income and endowment, including that marked for Student Aid totals 20%. Some \$675,000 or 8% must come from capital reserves.

Expenses. Salaries, wages and building costs constitute 62% of total expenditures. A quarter of the expenses go for Auxiliary Enterprises, which are theoretically on a break-even basis and hence not a drain on the educational program. Capital improvements are 6%, and Student Aid 7% of the College's expenses.

Chart 2, entitled Projection A shows the financial impact on future years given a no-growth budget under five assumptions.

1) Salaries and Wages are projected at an annual average increase of 6%.



2) Student Aid expense is maintained at the 1970-71 level, but provides for tuition increases.

3) Tuition increases are projected at \$200 a year.

4) A library is projected to be functional in 1973.

5) Provision is made for normal inflation.

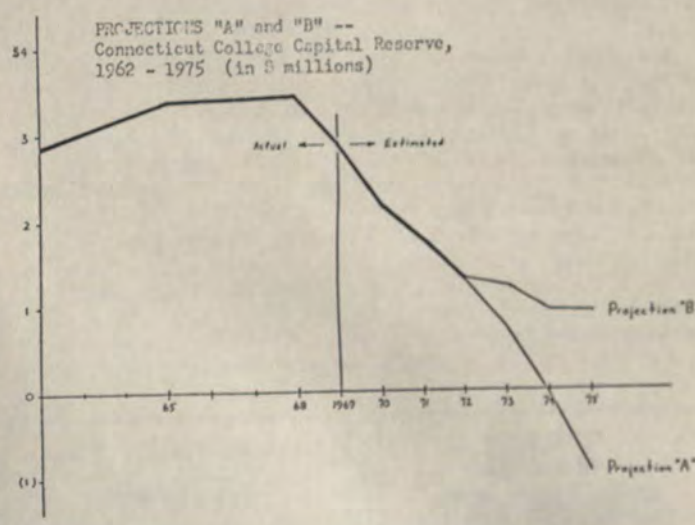
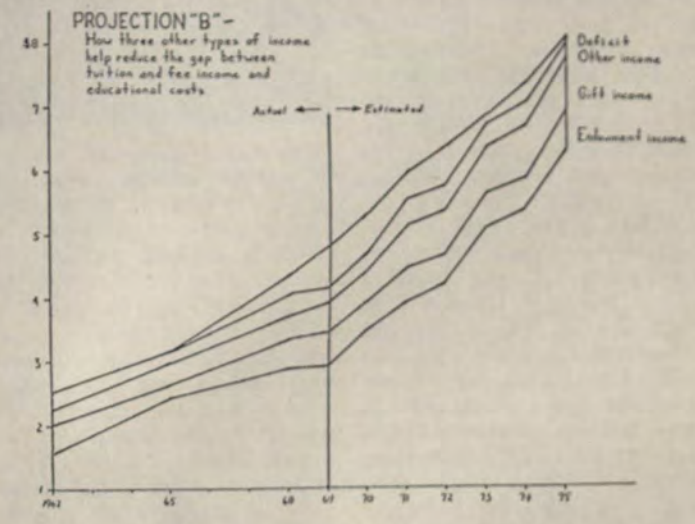
Chart 3, entitled Projection B is merely one exercise in attempting to narrow the gap between the cost of educating a student and the tuition received from students. Projection B makes the same assumptions as Projection A, and moreover assumes that:

1) Student enrollment will increase by 200 beginning 1972-73 with an additional 200 students added in 1974-75; and

2) The student/faculty ratio increases from 10.7:1 to 12:1.

This way, as shown in Chart 4, the annual deficit begins to decrease to the point where income matches expenses. In 1975 the gap is narrowed from \$2.6 to \$1.7 million.

Chart 5 shows these two Projections' effects in the future. Projection A shows capital reserves exhausted by 1974, Projection B shows income matching expenses that year.



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LACOSTE—in Southern France Studio Arts (July 1-August 12)
LONDON Modern England (June 25-August 6)

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Florence—\$900
Includes tuition, room and board, local bus service and two excursions.
London—\$750
Includes tuition, room and board, one excursion and field trips.
Paris—\$850
Includes tuition, room and board, and two excursions.
U.S.S.R.—\$1700
Includes tuition, room and board, roundtrip airfare—three weeks Moscow residency, two weeks travel to Caucasus, Black Sea, Ukraine, Central Asia.
Lacoste—\$1100
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CC Camels Search for Oasis, Meet St. Thomas Aquinas Friday

Photos, (1 to r), depict life at a Connecticut College Camel's Basketball Game. Brian Puglisi gives some advice to his teammates, the opposition ponders its fate, and fans turn on to the action.

The Connecticut College Camels lost a game played at the Avery Point branch of the University of Connecticut Tuesday, December 1, 92-66. The Camels also lost a home game against the Coast Guard, 102-40, played Friday, December 4. The next Camels match will be played in New York against St. Thomas Aquinas College on Friday, December 18. The next home game will be with Sarah Lawrence February 6.

The women's competitive swimming team lost a close home meet with Southern Connecticut State Teacher's College Monday, December 7, 59-54. Connecticut College took eight first place spots, compared to Southern's five, but could not gain enough second place points or capture the diving competition, to win the meet. Considering that Southern Connecticut's team was the 1969 New England Intercollegiate Champions, Conn. College's performance was most satisfactory. Connecticut will meet Southern Connecticut again February 6, in the New England Intercollegiate, which will be held here.

The men's competitive swim team has begun practicing but more members are needed. Home and away meets will be scheduled when and if the team expands in size. Any interested swimmers should attend the regular practices held Monday and Thursday evenings.

The women's badminton, basketball, and volleyball clubs are now practicing. The badminton club meets at 4:20 on Tuesday and Thursday, volleyball at 4:20 on Monday and Wednesday, and basketball at 4:20 on Tuesday and Thursday. Competitive teams in each of these sports will be formed at the beginning of second semester. Interested players are invited to attend the practices.

The Physical Education Department will offer a course in



LETTERS CONTINUED
(Continued from Page 3, Col. 2)

These relationships evolve in the context of a relatively unstructured setting. "Gilead" rules

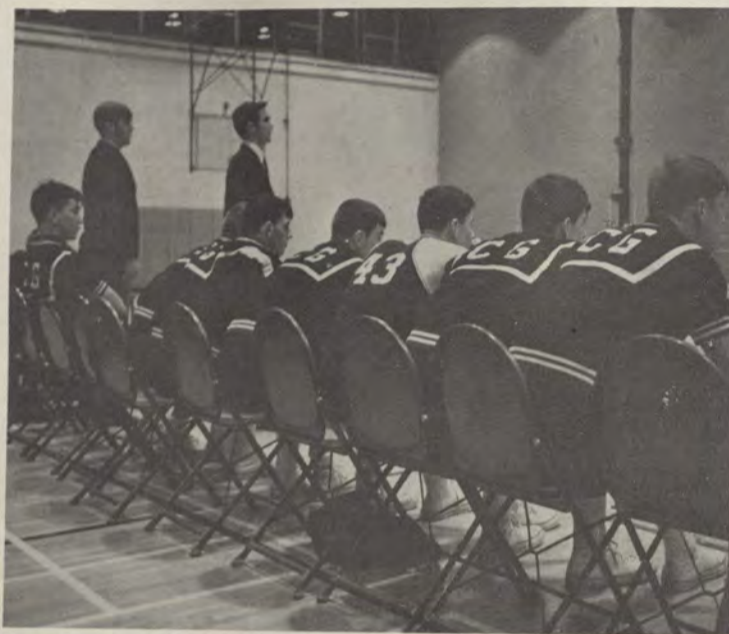
are non-existent, with the exception of two—no illicit drugs or sex. Curfews, sign-outs, and the normal "etc." of institutional living are not a part of "Gilead" living.

Instead, Rogers says, the "House" works purely along lines of functionality. Committees are formed to keep the house clean, to keep food in the refrigerator, to ready dinner—in short, to keep the "House" working and being.

But somewhere, Rogers concluded, in between the studying and working, the dish cleaning, music listening, and "rapping", something happens. And that "something", Rogers is more than willing to say, is extremely worthwhile for students as well as referrals.

There will be a meeting for interested students, to be announced through the campus mail.

skiing during the winter season of the second semester, January 26 through March 12, which will include twelve ski sessions. The course is intended primarily for beginners, but students with skiing experience will be allowed to elect the course if room on the ski bus permits. The class will meet on Mondays and Wednesdays from 2:00 p.m. to 6:00 p.m., with the ski bus leaving Crozier-Williams at 2:00 for Pine Top ski area in Rhode Island. The cost for the six-week course, which includes one hour of instruction, one hour of free skiing, equipment rental, lift fee, and bus fare, will be \$60.00. For skiers with their own equipment, the cost of one hour of instruction, one hour of skiing, lift fee, and bus fare will be \$48.00. Experienced skiers who require neither equipment nor instruction will pay \$36.00 for the bus, lift, and skiing fees. Students interested in this ski course may contact Miss Merson, office 222, in Crozier-Williams. Miss Merson has noted that 25 places will be held for beginners until 2:00 p.m. on registration day, January 25.



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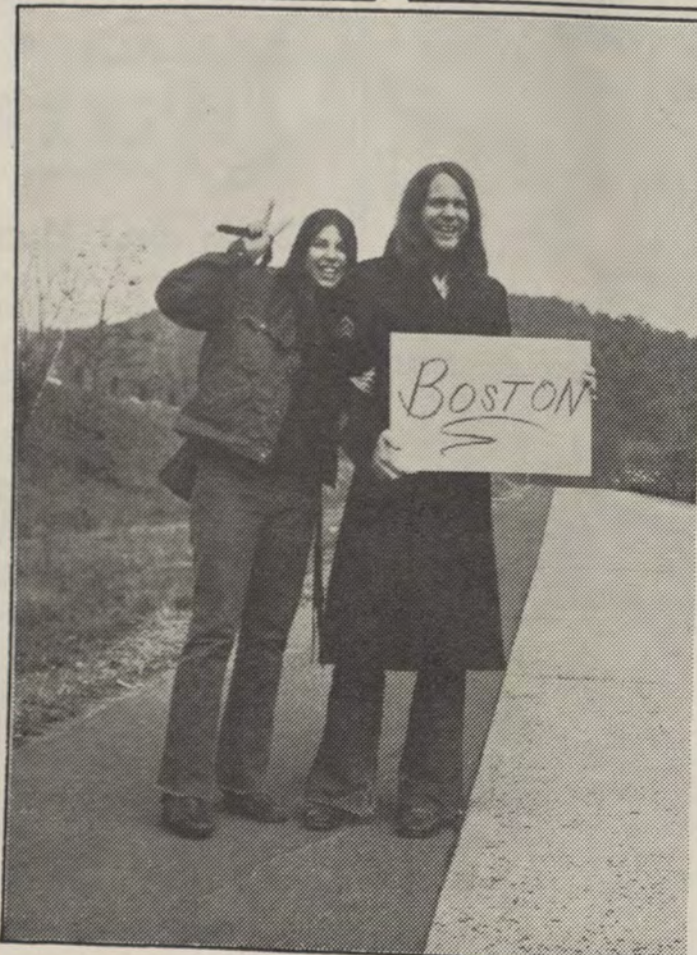
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