

# UH NEWS

## liberated press

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"The University must begin to think of itself in less apologetic terms than it has done heretofore. It must stop justifying itself. Its sole reason for being is to transmit knowledge, to search and research for truth, and to teach to think. Failing this, there is not much to be said for the university."

Dr. P.K. Breit  
Text pg. 8-9

## College For The Education Of It

by Norm Wilson

It may be noted that the University of today does not meet all of the needs and demands of the students. In an age of technocracy and specialization, many of today's educators and students find the present university system lacking. To fill the void that has been left by this fast-moving "educational factory," several students and faculty members of the University of Hartford have conceptualized a new type of university set-up. The idea of a College of Interactive Studies has been formed and research mainly by Dr. Peter K. Breit and Claude Schluenderer. The program has great potential in that it would allow students to get an intensive education which would cross departmental and school lines. There would also be a much greater in-depth independent study.

Dr. Breit said that the college would be a bit less structured than the present university, and therefore would flow more fluidly. Stress would be placed on intellectual and educational activities rather than on structure.

The proposed College of Interactive Studies was presented to the Board of Regents at their last meeting as part of the joint student-faculty-regent goals committee. David Murphy, Development Officer of the University, said that the Regents greeted the proposal "with great enthusiasm." Damon Smith, Assistant to the Chancellor, said that the Regents found the proposal "of considerable interest," and empowered the Chancellor "to direct further development of the matter."

Faculty reaction seemed to be mixed. The major dissenting view was offered by Dean Sullivan of

the Business School. He felt that the money which would be spent on such an educational venture could be better spent within the existing University structure. Dean Chiarenza of the School of Arts and Sciences felt that it was necessary that the new program have a representation from all six of the schools on campus in order that it be worthwhile.

Claude Schluenderer the main student proponent of the new college stated that "A good deal of students can make academic decisions, but presently are not allowed to. This will be realized in the new college." He went on to say that the proposed college is being refined and may be instituted as a pilot project in September 1970.

Text on page 10

## University Scholarship Program

by Gini Welles

The University Scholarship Program Committee was set up to encourage exceptionally qualified students to apply to the University Scholarship Program, of which "The primary purpose is to free the exceptionally promising student from traditional course schedules and requirements so that he may (1) widen and deepen his understanding of the field of his special interest, (2) explore areas of his subject not represented in his regular curriculum and (3) gain experience in original investigation. The Scholar Program should provide the outstanding student with unusual opportunities for exercising originality and developing resourcefulness.

Students admitted to Scholar standing may be relieved of all, or part of, traditional credit and course requirements, having them replaced by a tutorial type of relationship with a master professor. Appointment as a Scholar will be made for only one semester at a time."

Eligibility is determined as follows:

"Any superior student . . . who has completed at least one year at the University of Hartford and who will have acquired junior academic rank at the start of his proposed Scholar Program may apply."

The candidate must submit an application for admission to the dean of the school (forms are available in the dean's office). In addition, the application must be accompanied by a "detailed description of the project to be undertaken, outlining the scope of the project, sources consulted, and procedure to be followed," and (2) by letters of recommendation from both the faculty supervisor and the Chairman of the Department. The importance of the supporting letters cannot be emphasized too strongly. The University Scholar Committee may, in determining the qualifications of a candidate, request that the student appear before it for further elucidation of his proposal.

The deadline for submitting applications will be "the seventh

week of the semester prior to initiation of the proposed Program." The Committee will accept applications for the fall semester, 1970-'71 until March 20, 1970. The applications must receive the approval of the department chairman, the master professor, the dean, and the University Scholar Program Committee. While this process may seem cumbersome, it does provide for a thorough consideration of individual qualifications.

During the semester, an Examining Committee is appointed, consisting of the master professor, two other professors (usually from the same department) and the dean as an EX OFFICIO, non-voting member. Near the end of the semester (approximately the twelfth week) "the Committee evaluates the Scholar's semester activity as successful or unsuccessful by means of written materials and an oral examination." In the case of the Music and Art Schools, this may be partially modified, by demonstrated evidence of creativity.

Miss Donna Chmielewski, School of Education, is the only student to take part in the University Scholar Program for second semester, 1970. She is an outstanding senior who has brought recognition to herself and to the School through her academic achievements which include: Phi Sigma Iota, The National Honor Society Romance Languages - President of the University of Hartford Chapter, Gamma Chi Rho, University of Hartford Honor Society for Women, Regent's Award for the top junior in the School of Education for 1969, Modern

Language Department Scholarship, and the Hartford Junior Women's Club Scholarship for the junior and senior year.

Since January 1969, Miss Chmielewski has been assigned to Dr. Bernazza as a research assistant. In this role she has helped Dr. Bernazza, not only in teaching her graduate courses in Applied Learning Theory, Introduction to Educational Research, and Statistics in Education and Psychology, but has also been of significant assistance in conducting an experiment concerning the scaling of words according to their affective variables. She has not only performed well in the duties of her position but has taken the initiative in developing research projects pertaining to the interaction of serial learning and concept development.

Her project is entitled, "The Development of a Discriminability Matrix for French Phonemes." Bloomer has developed a discriminability scale of phonemes and morphs. Coleman has developed discrimination patterns of phonemes based on occurrence of letters and sounds of the English language.

This project will attempt to apply the principles developed by Bloomer and Coleman to learning French as a second language. The purpose of the project is to establish the critical discriminable phonemes of French by asking natives or near-native speakers to sort phonemes in terms of similar and dissimilar sounds.

The data generated from the procedure will be ordered in an n by n matrix depicting the discriminability of French phonemes. This matrix will be used as a basic reference in further basic research in French language learning and in developing French language learning programs for the classroom.

## Improvisational Workshop

by Erica Bramesco

Under the leadership of Professor Henry Larsen, a small group of Hartt College students is experimenting with the musical movement of their own time: Improvisation. Their workshop, which has been meeting since September, is one of the first classroom attempts made at Hartt to deal with this most immediate form of artistic expression.

During the first semester, the students experimented with traditional forms that they had learned previously. Having a group of students improvise a rondeau, for example, is a far more creative way of familiarizing the student with this form and of increasing his sensitivity to the other voices of the ensemble than the dry classroom techniques which are more widely employed. This semester, Professor Larsen hopes to include non-music students in his experiment by using student or faculty contributions of extra-musical art forms as a basis for instrumental improvisation. (see box on p. 7)

This provides an excellent example for artistically-minded students to participate in bringing modern culture into the University program. Although the group's only public performances have been in Thursday morning musicianship classes, they have been invited to perform by Educational Television in a special program on improvisatory music.

Professor Larsen is a member of a more advanced improvisational ensemble named New Music II. This group consists of four members of the Hartford Symphony: Jonathan Miller, cellist, and Irving Austin, percussionist,

are both alumni of Hartt; and Roger Murtha and Mr. Larsen, Hartt faculty members, play trumpet and woodwinds, respectively. The quartet has performed demonstration-lectures for kindergarten through high school classes. They have improvised to films, and played audience-composed pieces for the young students, and the response was tremendous.

Whether or not it is recorded as a significant movement in the history of music, Professor Larsen sees improvisation as a legitimate expression of the culture: "Everything is instant. Sometimes you're given information you don't even want -- immediately. Improvisation is appropriate to the age."

Dean Komisar's Coffee Hour

Thursday, February 12-9:30-11 a.m.  
Room C, Gengras Campus Center

Topic: THE PROPOSED EXPERIMENTAL COLLEGE  
Guests: Dr. Peter K. Breit,  
Mr. Christopher Horton,  
Mr. David L. Murphy,  
Mr. Claude Schluenderer—the  
idea man behind the experimental college!

## Orientation

## Statement of Purpose And Process

by Robert A. Potter

In recent years growing numbers of faculty, students and administrators have increasingly sensed the inadequacy of an orientation program which tries to do everything in a few days in September prior to the start of classes. The basis for dissatisfaction is evident upon evaluation. The presupposition that somehow students will sort out the cross-purposed intent of academic registration, introduction to new friends, varied social activities, dormitory living and suddenly be ready to attend classes is obviously open to serious question.

Recognizing these factors and realizing that other schools similar to our own have successfully pursued alternative orientation programs, it is proposed to our faculty and student body that we consider a redefinition of the purpose of an orientation and registration process.

What we seek primarily is the ENABLING of a student to make the transition from high school to college (or from another campus to the University of Hartford) with confidence and with as much ease as is possible. Therefore, we are designing a program to meet the particular needs of our students by stimulating an interest and participation in the full range of opportunities which the University of Hartford offers.

To accomplish such a purpose we see an introduction to college life program in two separate stages with a parallel program for parents. Entering freshmen and transfer students are REQUIRED to attend ONE of five sessions (two days each) three of which will be in June and two in August.

The main purpose of this first stage is for academic registration in which the student, with the help of an academic advisor, determines courses, registers and enrolls. A further intent is that the student

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# While The Rain Can Still Melt The Snow

To my many friends so deeply involved in the movement—



have followed, with sadness, our unproductive years, trying to fill the gaping holes that they left in our lives. When were we able to look back and say we had done something? Perhaps we have judged too often—perhaps we have judged ourselves into self-conscious destruction. We have not the faith to even put forth a fight and what we must attempt to do is even harder than fighting. We can stand no more confrontation. This is an art for idle minds who wish to play at games. We have no time for people who consider only means and do not consider ends. These people are as much our enemy as society itself, as they represent the traditional sense of revolution. They bow down to the prophet-philosophers of days gone past, never realizing that these philosophers were writing for a different time and a different society. They use this philosophy as a rationalization for their violence. The few that read more carefully, get lost in the rhetoric of worker-student alliance. There is no potential alliance between students and workers, as there is not even a potential alliance between students themselves. The only time the workers band together is for financial gains. We can suffer no more material revolutions. Our revolution must be for spiritual gain.

We must learn to dance again. We must regain, from a sense of the past, that which has made us strong, not the story-book violence, or the martyrdom of leaders, not the aims for perfect self government, but rather the sense of inner peace, the sense of togetherness that had caused us to dance. Man has progressed far beyond the desire of the animal for self-survival. And yet it will not be long before he will return to this common bond. Yet we must prepare ourselves now for this grasp for survival. We can no longer rely on nature as the eternal truth, as we have forsaken it too long. It will not be long before the rain can no longer wash away our tears.

We can no longer ask forgiveness for our insanity. We can no longer apologize for our abnormal existence as it is no sin to be abnormal, when that which society considers normal is so distasteful and bitter. We must have faith in ourselves before we can have faith in any movement. Yet as we wallow in self pity and in self destruction we find no light within us to kindle the fires of revolution. The primary area of potential revolution is our inner self.

I have noticed, with pain, our tendency to band together, to share our insecurity with others much the same. We feel that within numbers we shall gain strength. Yet there are no ranks in the world that can offer us that which we need. I stress that there IS a difference between that which we need and what we want. We want security. The realization that there is much wrong with the very world that, as a child, we thought was perfect, has caused us great insecurity. Yet we can not search for security within

our commune. Communally we shall only do more to point out the inadequacies of our society and cause it to be more reactionary. What we need is a combined effort towards a common goal. We can no longer exist as a mother for every neurotic misguided child who is seeking security. These children need help, and the only help we could offer is a direction. And if they are not ready to accept a direction and if we are not ready to offer a direction, then they can only be used by our revolution as pawns and that, in itself, destroys our very purpose. And here one might ask, does not the end justify the means and I shall answer—only if the end is not altered by the means. And what is our end? Can we stop to think for what we are really striving?

And I stand accused of being a liberal, a label that condemns me to irrelevance. And yet I would say that if my loving all humanity and my realizing that we need all

humanity to gain our revolution condemns me, then for this I may be labeled anything. We must fill the void we have created in leadership. We must build in ourselves the strength to stand by our convictions and never compromise the truth for which we strive; this is our end. We can only compromise our means, and should be willing to compromise all our means if we shall ever attain our truth, our truth of love.

The time has come when we should bury the revolution. We should bury it in our minds just as we once created it. And out of the ceremony of death we shall create a new dance—a dance that shall bring us new life. And when we have joined hands, with inner faith, and banished our frozen smile from the corners of the earth, then again shall we plan a new revolution.

Love & Kisses  
the Jack of Hearts

Drawing by Liza Meyer





# LET'S OPEN UP RECRUITING.

## United Front?

In an open letter to the students, you tried with a lot of words to drag out members of your minority group to support your wayward cause. In your hurry, you tried to pull a fast one, thinking you wouldn't get caught. You wrote that "Pratt and Whitney, a subsidiary of United Aircraft, is not only a manufacturer of airplane engines, but also controls Colt Industries, which makes M16's. To set the record straight, Pratt and Whitney Aircraft, the maker of airplane engines, is a subsidiary of United Aircraft, but Colt Industries is affiliated with neither P&WA nor United Aircraft in any manner. Colt Industries does have a division called Pratt and Whitney Cutting Tool and Gage, which is also not affiliated with the Aircraft. You shouldn't allow yourself to become confused so easily. The discovery of this mistake alone destroys half the effect of your plea.

Another issue on which you are confused is the purpose of the university people. They are trying to be an aid by showing us where many good jobs exist. No one has been "programmed" to fit any position that they themselves have not willfully chosen. YOU have decided what schooling to take to prepare yourself for your own personal goal. Have any of your members received a subpoena to appear before one of these job recruiters? If not, how can you say that you are being "channeled" into a position? Nobody is forcing you to work for P&WA, or for any other firm. Your best arguments are erroneous.

If the University is to belong to the students, students must be allowed to visit the corporation recruiters as they wish, without interference. If a student wishes to back your cause, he will ignore the job opportunities presented by the job recruiters. Any interference from your dissenting faction is uncalled for and can only undermine your apparent goal.

Thank you,  
Rudy

## On Recruiting

Last Thursday night, at the request of the Student Association's specially called meeting that afternoon, I temporarily postponed on-campus recruitment until such time as this entire matter could be given a fuller airing. (The University of Hartford Placement Office was created at the request of the student body a decade ago). If the student body genuinely desires to abolish on-campus recruiting, then by the same token, it can, of course, be abolished; but this is no simple matter. We cannot, I feel pick and choose the organizations we are going to permit to recruit on campus nor simply single out that which is done through the offices of Student Services. In brief, with the exception of military recruitment, for which I believe a separate case can be made; no one, in my view, can draw a line between political and non-political recruitment. Whatever the Student Association's concern for non-politicalization of the campus (in keeping with the university's position of the October 15 moratorium) we are all involved in this community and the larger society. If Dow Chemical or United Aircraft are somewhat more obviously in the front lines of defense industry, it is nonetheless true that the same dictum could be applied to our school systems from kindergarten on up. It seems to me that the student body must decide on the broadest basis possible whether they want no on-campus recruiting or virtually all on-campus recruiting.

Traditionally, or course, the more professionally oriented

schools have arranged their own set-up for interviewing on campus. This, too, is a matter that must be considered since the nature of the discussions that will ensue herefrom go to the very heart of the nature and role of the university as well as to the problems of our society which has created the university and which impresses itself upon the activities of all higher education. It is not a question that can be dealt with quickly or simply nor do I believe that any honest man can promulgate a reasonably simple answer (of course the Student Association's meeting to begin to discuss this problem will have been held and some action already taken before this article is received. However, I would be derelict in my duty to all of our students, not to say our faculty and alumni, were I not to raise this point here and now). No institution can be placed in the position of making value judgments or distinctions between the desirability of one recruiter versus another. We just decide, preferably by some wide-spread referendum among the students of all schools, whether or not the university should help students find jobs.

This is the essence of the question and I fondly hope that the Student Association's meeting of Tuesday, February 10 has already taken steps to accomplish this. Some final thoughts: In my best of all possible worlds, the educational activity at a university ought have no especial vocational orientation whatsoever (the Ox-Bridge dream, if you will). However, we live in a real world in which at least since 1862 and possibly since 1636 American institutions of higher education have been pressured into various kinds of vocational training. Surely the University of Hartford would not now be extant were it not for such demands having been made upon it by the larger society. What we decide in this matter may be but a straw in the wind. We are but one of many of the institutions of this society. As I have remarked on many occasions before, the university is a peculiarly exposed salient of society which is not set up to solve societies' problems except in its own ways yet is more and more exposed to the pressures for progressive change in that society. The only way this university, or any other worthy of the name, can do its best to promote desirable change in the larger community is by steadfast adherence to those special qualities that mark a university: to create a free arena for the exploration of, exchange of, and dissemination of, all ideas for the enhancement of the larger society it serves.

E. T. Sweeney,  
Dean of Student Relations

## Yes

ON CAMPUS RECRUITMENT  
by Hank Mishkoff,  
Chairman of the Academic  
Commission

Last Tuesday, February 10, the Student Senate voted to overturn a motion which had been passed at their previous meeting. The original motion requested that the Placement Office discontinue their practice of allowing prospective employers to interview interested students on campus. The original motion had passed by a vote of 12-3 with 2 abstentions, and the same motion was overturned by a 19-2 vote with 1 abstention. As one of the two Senators who voted both times in favor of banning recruitment from campus, I would like to briefly explain my vote and make some observations on the proceedings.

In theory, the purpose of a college education is the development of the mind. On the

other hand, a trade school education specifically prepares the "student" for a job. The two functions do not mix very well; that is, you are bound to get less out of an educational process if your primary interest lies not in the process itself but its use towards getting a job. In acquiring an education, a student is supposed to be exposed to a vast amount of information which must expand his horizons, constantly giving him new and different outlooks on all aspects of his life. In seeking a job, a prospective employee is actually seeking to constrict these horizons, and settle into a secure way of life. This is not to say that when you get a job your mind deteriorates, but merely that the dynamic process of education is drastically opposed to the static (in the way of mental development) process of earning a living. There is nothing implicitly WRONG with working for a living. My point is merely this: that in college, for the few years of his life that a person CAN learn without worrying about future responsibilities, he should NOT have to worry about shaping his education in such a fashion as to secure a job.

The presence of recruiters on campus is a repudiation of the idea of the free academic community. From my own limited experience with job interviews, I am continually faced with the same questions: What, as a Political Science major, am I planning to "do" with my education? How is my major relevant to the job for which I am applying? Not at all, thank God. Not at all.

It is in this context that I resent the presence of recruiters on campus with the full support of the administration. I strongly resent the subtle reminder that the reason the University's Board of Regents contains so many leaders of the Hartford business community is because these people are seeking to eventually channel the students into their community. THEY call it helping the students prepare for the outside world; I call it prostitution of every academic and educational ideal this University claims to espouse.

A problem in this argument is the presence of the Business School on this campus. The Business School is, simply, a trade school, and as such has as little place on this campus as the recruiters do. It is impossible to demand the removal of recruiters without also insisting on the removal of the Business School. If the Business School "students" (perhaps "trainees" would be a more apt term) wish to invite recruiters to campus, which is quite consistent with THEIR aims, then they should have their own campus to bring them to.

This same argument might be stretched by some to imply that the schools of Education, Engineering, Music, and Art should also be removed leaving only Arts and Sciences, but this is false logic. Students in Education, Music, and Art are not training for "jobs" except in an extremely restricted sense. Teachers, musicians, and Artists have never been considered "workers" until the recent advent of the phenomena of labor-type organizations within all three groups. For example, the Education student ideally is not going to teach simply because he needs a job, but because he someday wishes to be able to contribute to the educational process. In much the same way, the musician and artist hope primarily to create, and only secondarily and of necessity to use this creativity to earn a living. The problem of the Engineering School is a bit more complex and debatable, and as that question is

not really essential to this statement, I will not go into it here.

Briefly, I would like to comment on the action of the Senate. The capacity to change one's mind, to admit to a wrong action, is commendable. But in the Senate's action, it seems obvious that their action in reversing themselves was less a result of the rectification of a mistake after careful consideration than simply giving in to pressure. The magnitude of the vote change tends to indicate that when the Senators discovered a large pressure group which emphatically disagreed with their stand, they discarded their earlier opinions "en masse" as a direct result of this pressure. They knew all the arguments when they voted to ban recruitment; they changed their minds not as a result of considering new arguments, but simply as a result of seeing more support for the old arguments than they thought had existed. This bending to pressure is despicable; if the Senate thought it was right in its first vote, it should not have allowed any number of differing opinions to change its mind. Frankly, it makes me very ashamed to be a member of the Senate.

## Inequity

Slimy, Slimy, Slimy...

Recruiters. Slimy corporate capitalists, briefcases bulging with all sorts of invitations to corporate AmeriKKKa's madness. Coming onto college campuses to make their pitch to America's youth. They belong in America, after all they practically own it lock, stock, and barrel. But they don't belong on our campus. And neither do the people who represent their interests.

This points to the future, and is a step on the path towards a liberated University. Pratt-Whitney, maker of the M-16 and much other paraphernalia used in this country's wars, was allowed to recruit on our campus because their interests coincided with the interests of the administration. Can you dig it? The Chancellor and his Board of Regents allow the Marines and the Army to recruit, but would they invite the Black Panthers on campus to recruit?

Now think a minute: amidst all the talk of sterile education and irrelevant courses and meaningless programs on this campus, does anyone wonder how an administration, the Board of Regents, (the people with the real power around here), which lists 3 members of Pratt-Whitney's executive echelon among its members, expect to educate us, morally and socially. Their own lives stink (who did they make their buck off of). Just exactly whose interests do they represent? The Board of Regents, who rule this jive University, are also the barons of capitalism. More: they have grown rich off of this country's stinking wars. Pratt-Whitney supplies missiles and bombers to war in Vietnam. These are slimy. These are sleazy. They are the hog itself.

These are abstract issues—they do not seem, on the surface anyway, to relate to the individual student on this campus. But in fact, they are integral to day to

day life in this blase-'blase' school. How does a school which is clearly controlled by warlords and fascists (3 of the companies represented on "our" Board of Regents have extensive holdings in South Africa) hope to educate Third World and New World students.

Or are we New World People? Sons and daughters of America? Is there a vision we share or do we only get together to smoke dope?

If this University is to be relevant to our experience, our life styles, then it must be ruled by our experience. This applies to Third World students most of all. This school failed most blatantly in not relating to the experience of the Black Man in AmeriKKKa. The oppressor rules this school as he rules AmeriKKKa-subtly, but with an iron hand. He must be offed wherever he is met. As people we must deal with our environment. The war-lord racist elements of this smug University must be offed, wherever they are found. We find them on the Board of Regents. They will be dealt with. All Power to the People.

UNITED FRONT AGAINST FASCISM

## SA Defunct

Thursday, February 5, the Student Association of the University of Hartford voted 17-2 to have all recruiting moved off campus. This move was made in the spirit of academic freedom. It was felt that the school should not lend even cursory approval or support for the economic powers which have institutionalized racism, war and poverty. The S.A. momentarily seemed to be a responsive student organ with the mental capacity to recognize the role which must be played by the University in today's world. However, yesterday the S.A. bent and broke under pressures from the small fascist segment of this university which has and is being trained to perpetuate this perverted form of life. The Student Association has once more shown itself to be a useless and foundering body which lacks both a leadership and membership with minds. To recognize and heel to the perverted interests of the business school which is merely a parasite on the university, draining its benefits but contributing nothing, is hardly a responsible or creditable decision.

Either the S.A. should become an organ of the students' and university's intellectual interests or it should cease to exist, giving way to some body which can meet these needs.

-- Cassidy

## Sullivan Again???

Dear Administration,

This letter is in part a response to Michael Ditkoff's letter and more importantly, we would like to make a few points clear to our receptive Administration about our feelings on Mr. John Sullivan.

First, we assume you are a freshman, Michael, from the tone of your article. If you were sincere, we are certain your understanding of the learning process will mature in the next 3-1/2 years so that you will, through experience, be able

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to distinguish between a professor that tries to help you learn and a phony out to keep a job. Do you REALLY believe that students in your class would say what they feel on a questionnaire that was handed out in class before grades were made out? Do you really feel that Mr. Sullivan inspires one to achieve in economics? You know he doesn't, but it IS part of his job to do so. Do you really believe that with average exam grades of 40-50%, the exams MIGHT be hard but heavens, not ridiculous?! There is a big difference between a good instructor and one who gives ridiculous exams to give the impression of being a good instructor. Finally, it seems that your evaluation of Mr. Sullivan is much higher than his evaluation of you if you look at the grade sheet for your class. Were you one of the C's, D's, or F's?

Second, we would like to thank the Administration for straightening Mr. Sullivan out on when final exams are scheduled. Also, we would like to say that his attitude in class has drastically changed overnight to that of a "night guy." The question is how long will it last when it resulted from a letter to the editor and temporary Administrative pressure? And why wasn't it done before these actions had to be taken?

We hope he wasn't able to bullshit you with those questionnaires. Did you notice that he "forgot" to let the Money and Banking classes fill out the same questionnaires even though they were the dissatisfied classes that wrote the first letters. Mr. Sullivan surely wears another face when he speaks to you, so we would like to point out a few FACTS that he would never mention.

One of Mr. Sullivan's classes was cancelled this semester because even the minimal amount

of students didn't want him as an instructor. His macro-economics class is small even though it is a required course for economics majors that is offered only once a year. He also teaches this course at night so there will be some students in the day course. If the economics department didn't have him teaching at night most likely another day class would be cancelled because the forgotten STUDENTS know him all too well. Mr. Sullivan is always scheduled to teach courses where there is no choice of instructors because it would look like the "Gold Rush of 1849" because students would try to get a new instructor. Even when Mr. Sullivan teaches Economics 110 along with other instructors, it is when freshmen are given their courses by advisors.

Don't you think the abandonment of Mr. Sullivan's courses by the students requires a change? The Vocal Majority

### What?

Dear Bren,  
I told you I'd send you a copy of the paper, so here it is. I can't say too much since about 3,000 people are reading this along with you, I assume you're taking care of your flub. How's the little nose?

Love,  
Grunter

P.S. When I get home, do I get a struggle?

### Poetry?

My dear Mr. Hardy,  
In response to your last issue of the Liberated mess: it was terrible! But -- I wish you would not trust Mr. Morini, because his "Mess" was even worse. The featured poet (?) should peddle his

work (?) as manure. Then, at least, the stink would be excusable.  
I sincerely tried to find a structure, meaning, or rhythm to Ronald Halem's (maybe you're putting us on, eh Morini?) poetry, but I get lost. Amid spectres and fat buttered pussys. I wandered; under Cape Cod skies went I with reciprocity. No signpost of sanity or talent could I find, Ronnie, baby, are you serious? Jimmie, baby, are you awake?

Marcel P.S. Dedicated to Helen Watson and Michael Lister, from someone who cares.

### Sports

Sports, particularly basketball, are the subject of much controversy on the U of Hartford campus. There is discontent among the people I speak to. I am writing this article only because I'm an avid basketball fan.

In order to form a FINE basketball team, fine players are needed. More important than this, however, is the ability of a coaching staff to manipulate their personnel intelligently and for a good purpose. The coaching staff at Hartford has failed to do this and is a definite member and active member of the "bush-league." This is true mostly for the freshman coach (Coaches?) The varsity coach is also guilty to an extent.

Case I: Who has control of the team -- Gwodz or Wickman? The answer is still a mystery to me, an observer. Lately, I think Walt Douglas, a deadbeat and poor excuse for a trainer has had some say in team decisions. How the hell is this possible? I don't know, people.

Case II: Is there favoritism on this team? Yes!!! Many times a player is not doing a good job or is just too stoned to play. Why shouldn't he be substituted for?

No reason. Why should players (Name: Andy Rodgers and one Denny Brandt) be substituted for one minute and then taken out again? No reason. These two boys are fine players, both being very quick and Rodgers having some good jumping ability. Also, a back-court duo of the "gutsy" Montivedes and Brandt sound better than a combination of Moody and Montivedes. Moody is a good football player, but a ridiculously poor hoopster. He has speed, but that's about it.

Case III: Dedication to the team should be stressed. Many times I've seen players drunk or stoned on weekends. If the coaches were good and respected, this wouldn't occur at all. And yes, I've seen three freshman players stoned in one game! (Williams College Game). If they were all dedicated like their center, Mike Meade, the teams coaches could expect a better performance. I also wish to note that I am by no means a personal friend of anyone mentioned in this article.

CASE V: On our varsity level, we see better coaching, but vast improvement is needed. The only item that saves the varsity coach from excess embarrassment is the combo of some fine ball players -- Franciose, "Bru", Berger, Augustine, and jumping Tommy Meade, a pleasant surprise. If these players, (along with 6th man Dunn) weren't present, our coach would walk a hundred miles to get into anybody else's shoes.

If this inconsistent coaching continues, our record will suffer and in turn a bit of status for the Hawks. The time is now for the coaches to wake up and for "liberal Block minded" Walter Douglas to stay locked in his training room and hunt for fish in his whirlpool!

See you at the games. I'm always dressed in Red, White, and Blue.

Thanks for listening,  
Gerald T. Amaroso  
A thought: Wouldn't it be nice to see our gym filled to capacity every game? (What do you think Mr. Douglas?)



Justice

David Blazer

Last Thursday night, while most of us were watching "The Haunting" in the cafeteria, just several feet away the Residence Judicial Board was in the process of deciding one of its most interesting cases. The case involves a conflict of interest over a certain popular 21-week-old puppy named Roelfus Kidrick I, or "Kid." Apparently, Kid is rapidly becoming the school's mascot. He is often seen running around the Campus Center Lounge, a thin, brownish, shaggy puppy almost always surrounded by groups of adoring students.

Because the university has a rule against keeping pets in the dorms, Dave Blazer, who has been keeping Kid in his room since December 19, was told by his dorm counselor that the pup had to go. Dave notified the Residence Judicial Board and a hearing was set for February 5 to decide whether or not the puppy could remain in the dorms. Dave requested an open hearing, but the board refused. When he asked why, he was told, "This is the way we do it; this is the way we've always done it." During the hearing, Dave presented the board with two petitions, both signed by all but five (unavailable at the time) of the students living in his dorm, Reeves House. One petition stated, "I do not mind in the least the presence of Kidrick, the dog on the third floor. He causes no trouble." The other said, "I have no intentions of bringing any pets into the dorm

this semester." In spite of the two petitions, the board, after discussing the issue for two and one-half hours, explained to Dave that he needed still another petition; this one would have to be signed by 75% of all dormitory students, including those in Stowe Hall and the two girls' dorms on Farmington Avenue. The board then made it clear that even this would not insure permission to keep the puppy in the dorms, but would merely constitute grounds for further consideration.

I was told by Ted Mather, the head of the board, that any decisions the Residence Judicial Board makes must be approved of by the Chancellor, thus reducing any resolutions the board makes to mere suggestions, or as the board puts it, "recommendations." I was also told that the recommendations of the board are almost always approved of by the Chancellor. This latter statement means either that the Chancellor and the Board of Trustees to whom he must answer, are all reasonably liberal-minded, or that anything the board recommends is calculated not to offend the higher powers.

Regardless, Dave must present a third petition to the board in order to win further consideration for his puppy. For the next few days, several of Kid's friends will be circulating this petition throughout the dorms, urging you to sympathize with Kid and add your signature to his support.

Peter Sklar

### Smoke Signals

# Think ABOUT THE EARTH



CONTACT  
**EARTH DAY** COMMITTEE  
REV. RICHARD ALBIN (CHAPLIN)  
DR. THOMAS SHARPLESS  
EXT. 506

**STUDENTS NEEDED FOR FRESHMEN ORIENTATION 1970**  
**WE NEED STUDENT ADVISORS FOR 5 SESSIONS:**  
 JUNE 9-10; JUNE 11-12; JUNE 13-14; AND 2 SESSIONS IN AUGUST 19-20; 21 & 22. HONORARIUM IS \$25 PER SESSION. IF YOU ARE AVAILABLE FOR EITHER THE JUNE OR AUGUST SESSIONS, FILL OUT THE FOLLOWING APPLICATION AND DEPOSIT IN STUDENT SERVICES 307C.

NAME .....

ADDRESS .....

TEL. NO. ....

SCHOOL .....



# BRIEF NEWS

Tom Young

## \$2000 Given!

J. Watson Beach, Inc., Hartford insurance agency, has established a four-year scholarship, worth \$2,000, on behalf of the scholarship program recently initiated by the University of Hartford Associates. The Beach Scholarship, which covers an annual \$500 award, will be given to a student at Hartford Art School on the basis of academic excellence and financial need.

### ATTENTION STUDENTS WITH CHILDREN:

Forming On-Campus Co-Operative Babysitting Service  
For information contact Daria Lewis 653-3441.

stores and chain retailers, and textile manufacturers.

Registration and resume may be obtained by writing the New York Chapter, American Marketing Association, at 527 Madison Avenue, New York, N.Y., 10022. The Chapter processes resumes in quantity and sends them in advance of the conference to participating companies.

### OLD MUSIC SALE

On Thursday, February 12th, Mu Phi Epsilon Music Sorority is holding an Old Music Sale from 10 A.M. to 8 P.M. in the Student Lounge on the first floor of Hartt. There will be BIG BARGAINS on sheet music, instrumental pieces, instructional materials, band orchestrations, all kinds of records, and plenty more. All are welcome to come in and browse.

## Quintet Recital

The student Woodwind Quintet of the Quebec Provincial Conservatoire of Montreal will present a recital at Hartt College of Music of the University of Hartford, Thursday, February 12 at 11:00 a.m. in Millard Auditorium. The Woodwind Quintet will be directed by Hartford native Melvin Berman, a graduate of Hartt College and former member of its faculty. The program will feature works for trio and quintet by Etler, Mozart, Fine, Ibert and Hindemith.

## Dr. Libby To Speak

Friday, February 13, 1970, Atid - J I C will present Dr. Alfred Libby at 8:00 p.m. in room H of the Gengras Campus Center. Dr. Libby will speak on Crisis in the Middle East and the Role of the College Student. A discussion will follow.

Dr. Libby is a member of the American Assoc. of Professors for Peace in the Mid East. He is a clinical psychologist at the Univ. of Conn. He had served on the Univ. of Hartford faculty.

Preceding Dr. Libby's talk, at 7:15 there will be Friday night services. An Oneg Shabbat with refreshments will follow.



The Columbus Circle

Friday, February 13th a new group will be coming into the Hartford area. The place is McGovern Hall, St. Joseph College from 9:00-11:30 p.m. The group is The Columbus Circle. Their music is Jazz-Rock - a contemporary sound with unique dynamics.

Playing piano for the group is Buck Biber. A former winner of DOWNBEAT magazine's Hall of Fame Scholarship Award, Buck is a 1967 graduate of the Hartt School of Music.

Paul Coyle plays soprano, alto, and tenor sax and flute in the group. While attending Quincy College, he went on tour with fellow student James Pankau, trombonist and composer for The Chicago Transit Authority. Paul's studies

at the Berklee School of Music in Boston have had a strong influence not only on his playing, but also on his composing - a function in the group he shares with Buck Biber.

Don Eccleston began playing percussion and drumsets at the beginning of high school and was named number one All State Percussionist for three consecutive years of high school competition. In his study of percussion Don has attended the Hartt School of Music and has been associated with Saul Goodman and Arthur Fiedler.

Bass back-up for the group is John Hracyk. A 1968 graduate of Central Connecticut College, John took up music strictly as a hobby - a hobby which he has been pursuing since he was eight years old!

The Columbus Circle has recently recorded for a New York promoter.

Concert tickets are \$1.50 single and \$2.50 per couple and will be sold at the door.

### ATTENTION SENIORS

All students graduating in June, 1970 must file their DEGREE APPLICATIONS with the Registrar's office BEFORE MARCH 1, 1970. Graduation fee: \$30.

## Job Conference

The New York Chapter of the American Marketing Association will act as host to graduating seniors and graduate students, both men and women, and personnel recruiters from leading companies at the Park Sheraton Hotel, New York, on Thursday and Friday, Feb. 26 & 27.

Students attending will have the opportunity to talk with recruiters from a wide variety of business activity. Among the firms already signed up for New York INTRO '70 are leading advertising agencies, business machine manufacturers, food processors, gasoline and oil marketers, insurance companies, public utilities, publishers, retailers, both individual department

## Something New

Every Monday - 8:00 p.m. J Dorm Basement Monday, Feb. 15, 1970 "Hartford" Short movie detailing the Great advancement of man in building "Constitution Plaza" Folk Singing Discussion on the "other Hartford" The North End.

MORPH WANTED Must be housebroken.

## Urban Generalists Needed

A four-month study sponsored by the Connecticut Research Commission, carried out by a research team from the University of Hartford reported that Connecticut has a serious shortage of "urban generalists." "The need for trained urban generalists is acute now in Connecticut and will continue to sharpen as time goes on unless some effort is made to fill this need."

The University of Hartford Research team, headed by Dr. Esposito, concluded that solutions to

today's urban problems cannot be achieved through narrow specialization on a single field such as political science or sociology. The need is for broadly trained people . . . generalists with a wide range of skills.

If you are interested in this field with its great demand for intelligent, broadly educated people, it would be possible to find out more from Dr. Esposito, Assistant professor of history, School of Arts and Sciences.

# EVENTS OF THE WEEK

### WEDNESDAY, February 11

Music: Student Recital. Dave Marion, Tuba. Philip DeLibero, Sax. Berkman Recital Rm. (Hartt). 8:30 p.m.  
-Hartford Symphony Orchestra, Arthur Winograd conducting. David Oistrakh, violin. Bushnell Auditorium. 8:15 p.m. for information: 246-6807.  
Dance: "Deborah Hay and a Large Number of People from Hartford." Wadsworth Atheneum, Austin Gallery. 8 p.m. \$3.  
Speakers: Mr. Herman Badillo, lecturer-in-residence. "The Future of Our Urban Crisis." Washington Rm., Trinity Coll. 8:30 p.m.  
Sports: Basketball - Away. HAWKS vs. Clark. 8 p.m.  
Hockey. Trinity vs. Yale (jv). West Hartford Arena. 8 p.m.

### THURSDAY, February 12

Music: Woodwind Quartet of the Quebec Provincial Conservatoire. Directed by Melvin Berman. Works by Etler, Mozart, Fine, Ibert, and Hindemith. Millard Audit. Hartt. 11 a.m.  
Speakers: Rev. Wendell Stephan, Chaplain at Hartford Hospital. "Religion,

Mental Health, and Physical Healing." 9:30 a.m. Room D.

- Cesare Barbieri Lecture. Mr. Rubin DeCervin, Italian Composer and Musicologist. "Contemporary Italian Music." Windener Gallery, Trinity College. 7 p.m.

Sports: Girls Basketball-Home. HAWKETS vs. Amherst. Gym. 6:30 p.m. FREE.  
Film: "Duck Soup." with the Marx Brothers, South Cafe. 8:30 p.m. Admission: 50 cents.

### FRIDAY, February 13

Music: Coffee House Folk Singer Dennis Andreopoulos. Rock Group Elysian Field. South Cafe. 8:30 p.m. Admission: 75 cents.

Dance: Merce Cunningham and Company, UCONN Storrs. Jorgensen Theatre. 8:15 p.m. Information: 429-3311 ext. 807.

Speakers: Joseph Duffey. Beth El Men's Club Breakfast. 10 a.m. Service 9 a.m. Breakfast 9:30 a.m. Transportation provided. Information and Reservations: Dr. Simpson ext. 532 or 547-1921, or Sheila ext. 325.

-Speaker from the Association of American Professors for Peace in the Mid-East. Co-sponsored by Atid and J.I.C.A. Service included. G.C.C. 7:30 p.m.

Sports: Wrestling-Home Hawks vs. Rhode Island College. Gym. 7:30 p.m. FREE.

Films, Theatre: Film Classics. "The Wild One" with Marlon Brando. Auerbach Auditorium. 7 and 9 p.m.

-Italian Film Series. "Nights of Cabiria." Cinestudio. Kriebel Auditorium. Trinity College. 8 p.m.

-Three Original One-Act Plays. "Jungle Life" by Kevin Kerr '70. "Johnny Appleseed Died" by Chip Keyes '71. "Seasons and Silences" by Chip Keyes '71. Goodwin Theater, Trinity College. 8:15 p.m. Admission: 75 cents.

-Dostoevsky. "The Grand Inquisitor." The Image Playhouse. Hartford. 8:30 p.m. Information: 246-7047.

SATURDAY, February 14  
Dances: Phi Sigma Guy Dance. Irish-American Hall, Glastonbury. (BYOL). Following the Basketball game. Admission: \$5.

Dance: Morce Cunningham and Company. (See Feb. 13)  
Sports: Basketball - Home. HAWKS vs. Bridgeport. Gym. 8 p.m. Free.

Films and Theatre: International Students Organization.

### Indian Films.

Cinestudio. Kriebel Audit., Trinity Coll. 2:30 p.m.  
- "Dead of Night." Cinestudio, Kriebel Audit., Trinity College. 8 p.m.  
- "The Mummy." Cinestudio. Kriebel Audit. Trinity Coll.  
- Three Original One-Act Plays. (See Feb. 13).  
- Dostoevsky. "The Grand Inquisitor." (See Feb. 13)

### SUNDAY, February 15

Music: Senior Recital. Pete Bannon, Trombone. Bliss Music Rm. Hartt. 8 p.m.

- ROTARY CONNECTION and The Crew. Rock Concert. Central Conn. State Coll., New Britain. Kaiser Hall. 2 p.m. Information: 225-7481 ext. 335.

Sports: Tennis Clinic and Exhibition featuring Dennis Ralston, Nicki Pilic, Butch Bucholz, and Roger Taylor. Sponsored by the Trinity Club of Hartford. Benefit for Scholarship Fund. Ferris Ctr., Trinity Coll. Clinic 2 p.m., Exhibition 7 p.m. Admission: Students \$3.

Films, Theatre: Three Original One-Act Plays. 2 p.m. (see Feb. 13).  
- Film Series. "Spies." (Silent). Goodwin Theater, Trinity College. 8 p.m.

### MONDAY, February 16.

Dorm Coffeehouse: "Crisis of Our City".

### TUESDAY, February 17

Sports: Wrestling-Home. HAWKS vs. W.P.I. Gym 7:30 p.m. FREE.  
Films: New Line Cinema. "The End of August at the Hotel Ozone." (Czechoslovakian). Avery Theater, Wadsworth Atheneum. 7 and 9 p.m. Admission (non-members): \$2.

### EXHIBITS

Art Posters. Works by Braque, Picasso, Calder and others. Hartford Jewish Community Center. Bloomfield Ave. 9 a.m. - 4 p.m. except Saturday. Through February.

Sale and Exhibition. Amye Rosenberg and friends. Waterbury Jewish Community Center. 34 Murray St., Waterbury. 9:30 a.m. - 5 p.m. Through February.

### WANTED

Creative minds to submit films, poetry, slide sequences, dramatic portrayals, of almost any kind-to go with music. Contact or send to Professor Larsen, Box No. 424 Hartt. Dance also very appropriate. Musical accompaniment will be of an improvised nature. (See article p. 3 for further details)



# GENGRAS CAMPUS CENTER

## 2nd Semester Speakers Announced



### Bill Russell to Speak Feb. 19

Greater Hartford collegians have a treat in store for them on Thursday evening, Feb. 19 - Bill Russell, who was just named basketball's Player of the Decade, will be in town.

Russell will speak at 8:30 p.m. Feb. 19 in the Physical Education Center at the University of Hartford, in West Hartford. The famed Big Six will discuss sports and the black athlete. Title of his talk will be

"Go Up for Glory."

Bill Russell's on-campus appearance is being sponsored by the Forum Committee of the Board of Governors at the Gengras Campus Center. Miss Frances Gurland, of New London, is committee chairman. There will be NO charge for admission.

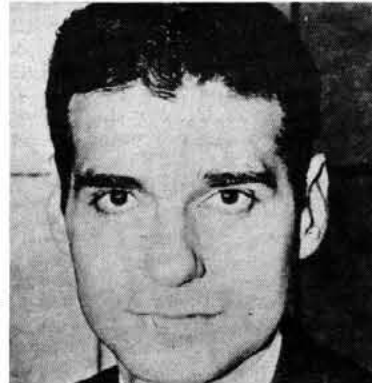
Feb. 4, the tall, lean and congenial Bill Russell won a landslide poll conducted by the Associated Press for the honor of ranking as basketball's Player of the Decade. Second place went to Wilt Chamberlain, Russell's keen

rival with the Los Angeles Lakers.

Long-time favorite of the Boston Celtics, Bill Russell was the first player-coach in Boston sports history. He was also the first Negro to manage a major league club on a full-time basis.

Popular as a speaker on college campuses, Bill Russell remains a realist. He has a trenchant point of view on the race question:

"If someone could find a way to make a profit out of better race relationships," Big Bill says, "it would be solved in four or five days, or a couple of weeks at the most."



Ralph Nader

Aside from sports, Bill Russell is very concerned about America's young people. He is very much in favor of student involvement and is confident that they can do the job. His talk on "Sports and the Black Athlete" looks to be an excellent one.

Following Bill Russell will be the Consumer Crusader RALPH NADER. Mr. Nader became nationally known with his book "Unsafe at Any Speed," and his attack on the Auto Industry. He has also attacked issues in sanitary meat and fish industry, dangers of radiation, gas-pipelines safety and the hazards of air and water pollution.

Mr. Nader will be on campus Wednesday, March 18, sponsored by the Student Association Speakers Bureau.

On April 8, the students will get a chance to hear MARK LANE, a Critique on the Warren Commission Report and author of "Rush to Judgment."



Mark Lane

The Forum Committee of the Program Board of Governors and the Student Association Speakers Bureau has announced its speakers for the coming semester.

The series will begin with BILL RUSSELL on February 19 sponsored by the Forum Committee. Bill Russell was selected last week as the Basketball Player of the Decade. While with the Boston Celtics, he led the team to eleven world championships out of his thirteen year career. His most impressive records tell the story and is evident enough of why he is the Basketball Player of the Decade.



Jack Anderson

Mr. Lane had been praised by John F. Kennedy, worked closely with Robert F. Kennedy, supported by Eugene McCarthy and imprisoned in Jackson, Mississippi, in a civil right demonstration. Mark Lane stirs controversy with such topics as: "Who Killed President Kennedy?", and What Happened to the Democratic Party in Chicago?"

Time Magazine calls him "one of the most popular speakers on the college campus." He will be sponsored by the Speakers Bureau.

Lastly, on April 22, we will here from JACK ANDERSON. Mr. Anderson and his partner, the late Drew Pearson, are famous for writing in the style of the muckrakers. His column, "Washington Merry Go Round," has exposed many a government official including Senator Joseph McCarthy, Rep. Adam Clayton Powell and most recently included the censor of our own Senator Thomas Dodd.

It would be a very interesting evening. The Speaker is sponsored by the Forum Committee.

This will conclude the speakers for the 1969-70 school year. Anyone interested in working with any of these speakers can contact Frani Gurland, Chairman of the Forum Committee or Toni Onarato, Chairman of the Speakers Bureau.

P.B.O.G.  
Thursday 10:30

Coming soon:

IN THE ROUND  
with Mckendree Spring  
after the basketball game

Feb. 21

\$1.00  
per person

### Corner Coffee House

On Friday, February 13, the Coffeehouse Committee presents ELYSIAN FIELD, a local rock band, and DENNIS ANDREOPOULOS, a folksinger at UofH.

ELYSIAN FIELD, one of the finer rock groups in the Hartford area, consists of five members: Peter Cocolla, on lead guitar and vocals; Alan Einbinder, on second lead guitar and vocals; John Coates, on organ, flute, mouth harp, and vocals; Tom D'Onofrio, on bass guitar, flute and vocals; and Moss Samuelian, on drums, flute and vocals. Although their music is primarily rock-based, it is influenced by the finer points of country, jazz, and classical compositions.

Folksinger DENNIS ANDREOPOULOS, has appeared at several coffeehouses throughout the Boston area, and will soon be playing in New York. In order to know this talented musician, one must listen to his delicate and sensitive material. Dennis writes most of the songs that he performs while accompanying himself on twelve-string guitar. Earlier in the social year, Dennis was featured at the Open Coffeehouse. The University's new school literary magazine, Nexus, will soon publish some of Dennis' brilliant compositions.

The Coffeehouse will be in the So. Cafeteria, G.C.C. at 8:30 p.m. Admission will be \$.75.



Tom Young

### President's Message

The Program Board of Governors has another semester of varied activities planned. Our Thursday night film series is better than ever with such films as "The Hustler," "Whatever Happened to Baby Jane," "Battle of the Bulge," "The Wrong Box," and "Patch of Blue." Our guest speakers will include columnist JACK ANDERSON, (the late Drew Pearson's associate) and the Basketball Player of the Decade, BILL RUSSELL. The Coffee House series will see a return engagement of MCKENDREE SPRING. These are just highlights of this semester's activities. As always, we are still open for new ideas and support. If you have any ideas or want to help, come to our meeting tomorrow at 10 a.m. in the Program Board of Governor's office, or stop by the Program Office any time.

This week's Thursday Night film will be "Duck Soup" with the Marx Brothers. There will be a Coffee House this Saturday. Be sure to support the Hawks when they entertain Bridgeport at the University of Hartford Gym.

FILM OF  
THE WEEK  
The Marx Brothers in:  
DUCK SOUP  
The absolute stupidity of war is the theme of this side-splitting comedy. One of the Marx brothers best and most biting films.  
8:30  
So. Cafeteria  
50 cents





# Dorm Students

I feel it is a necessity and the right of every dorm student to be informed of all the activities, and of all progress being made with the 'Opinion Poll' taken in December, 1969.

At this time these findings and a report submitted to the Board of Regents will appear, explaining in detail how this poll originated, the actual figures for each individual question, and a suggested program for co-educational living.

## A Report and Analysis of the Poll

The findings are as follows:  
#2) "Do you feel that having three students in a dorm room is an acceptable arrangement, as far as living space, studying arrangements, etc. are concerned?"

-- male total- 93% voted NO!  
--female total- 95% voted NO!

#3) "(Girls only) Do you feel that desk duty is a necessary function?"

-- female total- 97% voted NO!

#4) "What time do you feel WEEKDAY curfews should be for female dorm residents?"

-- male total- 86% voted to ABOLISH curfews. Female total - 64% voted to ABOLISH curfews. The complete total then would be 72% to ABOLISH curfews.

#5) "What time do you feel WEEKEND curfews should be for female dorm residents?"-- male total- 92% to ABOLISH curfews. Female total- 92% voted to ABOLISH curfews.

#6) "How late should WEEKDAY parietal hours extend in the GIRL'S dorms?" (only female total will be given: REFER to report given to Regents) -- female total- 42% voted for unlimited parietals.

#7) How late should WEEKEND parietal hours extend in the GIRL'S dorm?" -- male total- 80% voted unlimited parietals. Female total- 72% voted to unlimited parietals. Combined total- 75% for unlimited parietals.

#8) "How late should WEEKDAY parietal hours extend in the BOYS' dorm?" -- male total- 76% voted unlimited parietals. Female total- 75% voted unlimited parietals-combined totals 75% for unlimited parietals.

#9) "How late should WEEKEND parietal hours extend in the BOYS' dorm?" -- male total-85% voted unlimited parietals. Female total- 88% voted unlimited parietals. Combined total- 87% for unlimited parietals.

#10) "Various plans for establishing coed dorms have been suggested. Which ONE of the following plans comes closest to your point of view?"

a) "Male and female dorm students should reside on alternate floors." -- received totally 26%. Females gave this type 34% while the males gave this type only 12%.

b) "One suite on each floor should be male dorm students, the other female dorm students." -- received totally 28%. Females gave this type 29% and the males gave it 27%.

c) "Within each suite, some rooms should be girls, and others, boys." Totally this type received 22%. Males favoring this type with 47%, the females giving this type only 6%.

d) "Coed dorms of any kind are unacceptable." -- this received totally 22%. Males voted 12% and females voted 28%.

NOTE: One must keep in mind when looking at these figures that a total of 76% of the entire dormitory population voted for some type of coed living. Because of this -- these opinions cannot be ignored.

These findings were distributed to the Resident Judicial Board on February 2, 1970, for their approval. At this time the R.J.B. is still discussing these findings. The changing of rules in the dorms is up to our 'representatives' on the R.J.B. We plead with them . . . for speedy action on the matter at hand. Anyone can pick up a copy of this poll at the S.A. office.

To the R.J.B. -- we must work together to achieve this common goal -- The students' will.

NOTE: To whom it may concern: The TRUTH hurts no matter how tactfully one puts it.

"The Truth Shall Make Us Free."  
Sincerely,  
Mark A. Bauman  
Senator from School of Education.

# A Report And Analysis Of The Poll

by  
The Resident Advisory Committee  
Of the Student Association

BACKGROUND: This poll originated with the sincere concern of several dormitory students, who questioned the state and effects of the outdated dormitory regulations that are now in existence and the attitudes and overall outlook of other student living on campus.

The Student Association then formed the Resident Advisory Committee as an 'action' group. This Committee proceeded to advise the Resident Judicial Board of the importance of an opinion poll as a means of desperately needed communication.

After concluding debate, the distribution of the poll was agreed upon by the R.J.B. with one stipulation: that question No. 1, which read "Do you as a dorm student feel you have enough say in the making of dormitory regulations?" would be crossed off and not be answered by anyone.

The Poll was then administered and tabulated under the joint supervision of the Student Association and the Resident Judicial Board. 762 dorm residents out of a possible 1,100 students took part, the percentage of response being 70%.

EXPLANATION: All of the total results can be easily interpreted and opinions can be seen in the attached tables, except for questions No. 6 and No. 10.

No. 6--"How late should weekday parietal hours extend in the girls' dorms?" To keep from limiting freedom of choice, one must agree with the fact that this question concerns only females directly. Because of this, ONLY the percentiles of female students should be examined for the purpose of filing recommendations. Therefore, the Committee recommends that each female dormitory should decide for itself what weekday parietals they want. We feel that 12:00 P.M. will be their minimum choice because of its receiving 29% of the total, and that unlimited parietal hours may be their maximum choice.

No. 10--This question was concerned with the idea of the possibility of instituting some type of co-educational living. A total of 76% of the students living on campus voted YES for such living arrangements as were listed on the poll.

We therefore propose the following trial program for co-ed living within the present facilities:

I. One dormitory unit should be designated for this trial arrangement for the 1970-71 year. This unit should be one of the ones equipped with an intercom system.

II. Each house should be divided as follows: a.) The fourth floor should be divided between suites-one suite male, the other female. b.) The third floor should be male and the second floor should be female. This arrangement received 34% of the total. c.) the first floor suite should be divided into sides, two rooms should be female and the other two rooms male. This set up would maintain privacy for the bathrooms. This type of living received 28% of the total.

III. Dorm supervision--The dorm should preferably be counseled by a young married couple, so as to allow association and limiting the generation gap.

IV. Selection--No student under twenty-one years of age should be

allowed to live in this environment without parental permission in writing. All upperclassmen should have a chance to live there on a first come first served basis. No freshmen at all should be allowed to live there during the first semester; we feel that making the adjustment to college life is enough of a problem for incoming students and we honestly feel they could not handle this type of freedom at the same time.

The organization of this dorm should be done during this year (1970) so that all parties involved would know before hand who, what living conditions, and what rules would be in effect.

V. Evaluation of the trial period--A committee should be set up composed of members of the Board of Regents, the Resident Judicial Board, and the Student Association. This committee would then either interview each participating student or write another poll and have it distributed. This committee would then analyze all of the information acquired and make recommendations to all concerned groups next winter (1970) pertaining to keeping co-ed dorms as a permanent part of resident living on campus, or for allocating more time to make sure about all of the possibilities of co-ed living, or finally, for discontinuing co-ed living as not aiding the University.

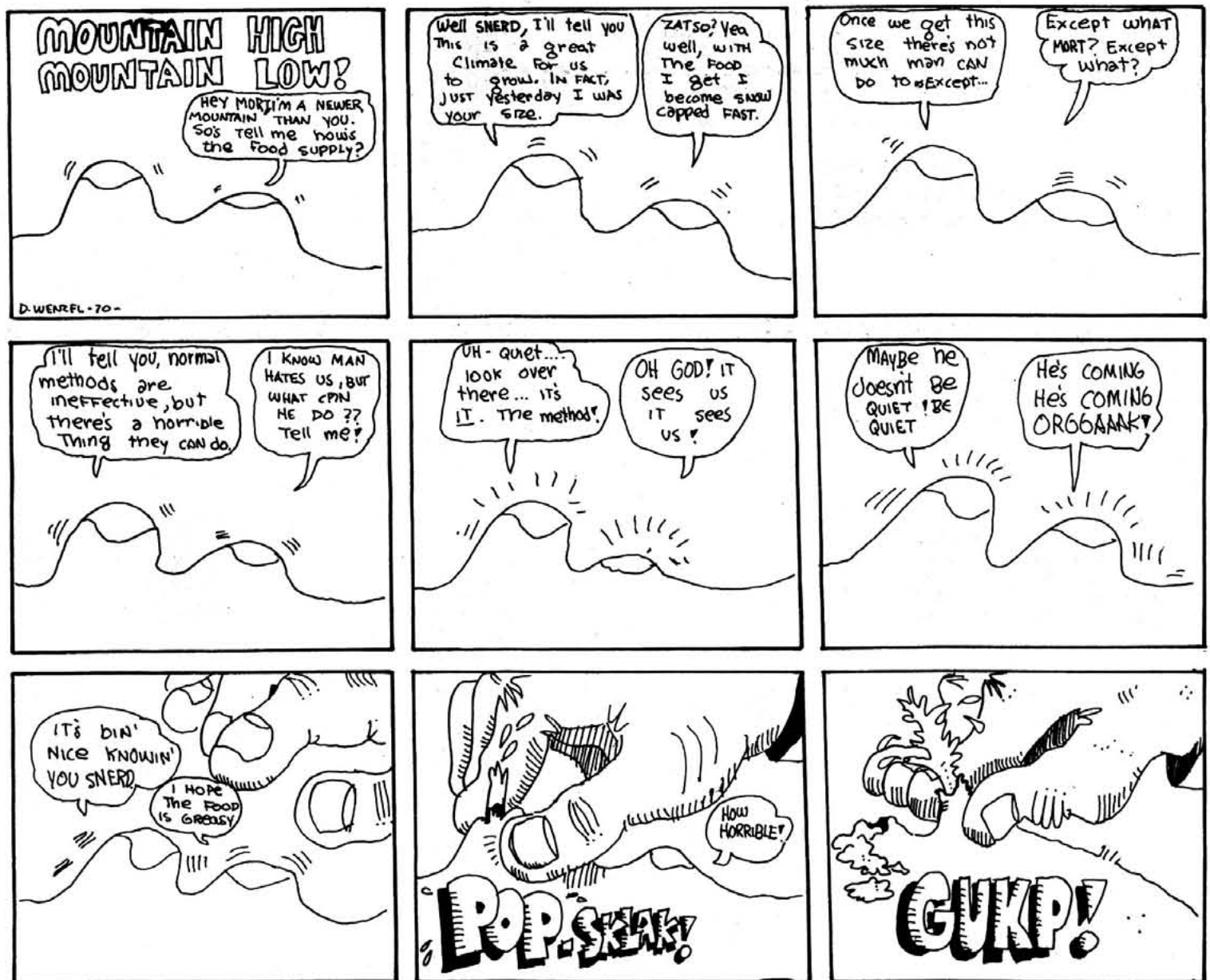
CONCLUSION: In our eyes there does not seem to exist any barriers that cannot be overcome in satisfying the expressed wishes of the students as soon as possible. We recommend that all of the policies indicated in the tables be instituted early in the Spring Semester 1970.

At this time we would also like to say that from the poll it seems quite obvious that there is definitely something wrong with the rate of policy changes and the direction in which the Resident Judicial Board and the University is headed. It can be seen from this poll that the opinions and attitudes of the students are moving in one direction and their so-called representatives on the R.J.B. are moving in another. This poll continues to show the absolute discontent on a now voiceful majority.

Before this poll was conceived, the outlook of the student living on campus was one of pessimism. The truth of this can be seen in the apathy which reigns supreme in the students of the University of Hartford. Now there is some hope.

This University must realize the importance of moving along with the times. We can say with true conviction that, if the University steps backwards instead of forwards on the modernization of attitudes and policies, then the death of this University can be seen just around the corner. We realize that the Board of Regents will look at these changes from a business viewpoint, but there is more to what this University should be than running at a profit.

Mark Baumann  
Charles Levin  
for the Committee  
1-15-1970.





## Academic Conspiracy

# A New Ethic Of Education

*EDITOR'S NOTE: If a University is to grow rather than to remain stagnant, it is essential that the members of its academic and intellectual community have a guiding educational philosophy or vision. Such a philosophy, or lack thereof, was discussed at the Leadership Development Conference at Grossingers in 1966 (This conference is no longer held.). One of the speakers at that conference was Dr. Peter K. Breit, Associate Professor of Political Science and Chairman of our Political Science Department. Dr. Breit received his Doctorate from the University of Massachusetts. His contributions to the University have been numerous, the most recent of which is his conception of the College of Interactive Studies.*

*The following is the text of the speech he gave on the topic of "The Academic Conspiracy."*

The spectres of two conspiracies are perceptible in the contemporary American university: that of sameness and that of diversity. To members of the first conspiracy, the truth is often treasonable. To members of the second, the truth, if it were ever found, would at best be a plausibility. To the members of this conspiracy, the truth is reasonable.

We find that there exists a somewhat unappreciated meaning of the word "conspiracy," a meaning in which there is little room for the negative imputation given the word in our daily consideration. For we find that the word "conspiracy" is derived from the Latin *Conspirare*, meaning to breathe together, and that the word, in addition to the clandestine significance given it, can also mean a union of people united for a harmonious purpose.

It is a curious thought that so few of the matriculated malcontents of our college time find anything to excite them once college time has passed — unless it is the next generation of rebels. The complaint that universities stifle or muffle the creative urges of their inhabitants attacks a very superficial, ephemeral conspiracy. The complaint might hold — if the student were to display more creative inspirations. I am often amused to think about the disparity

"It is a curious thought that so few of the matriculated malcontents of our college time find anything to excite them once college time has passed -- unless it is the next generation of rebels."

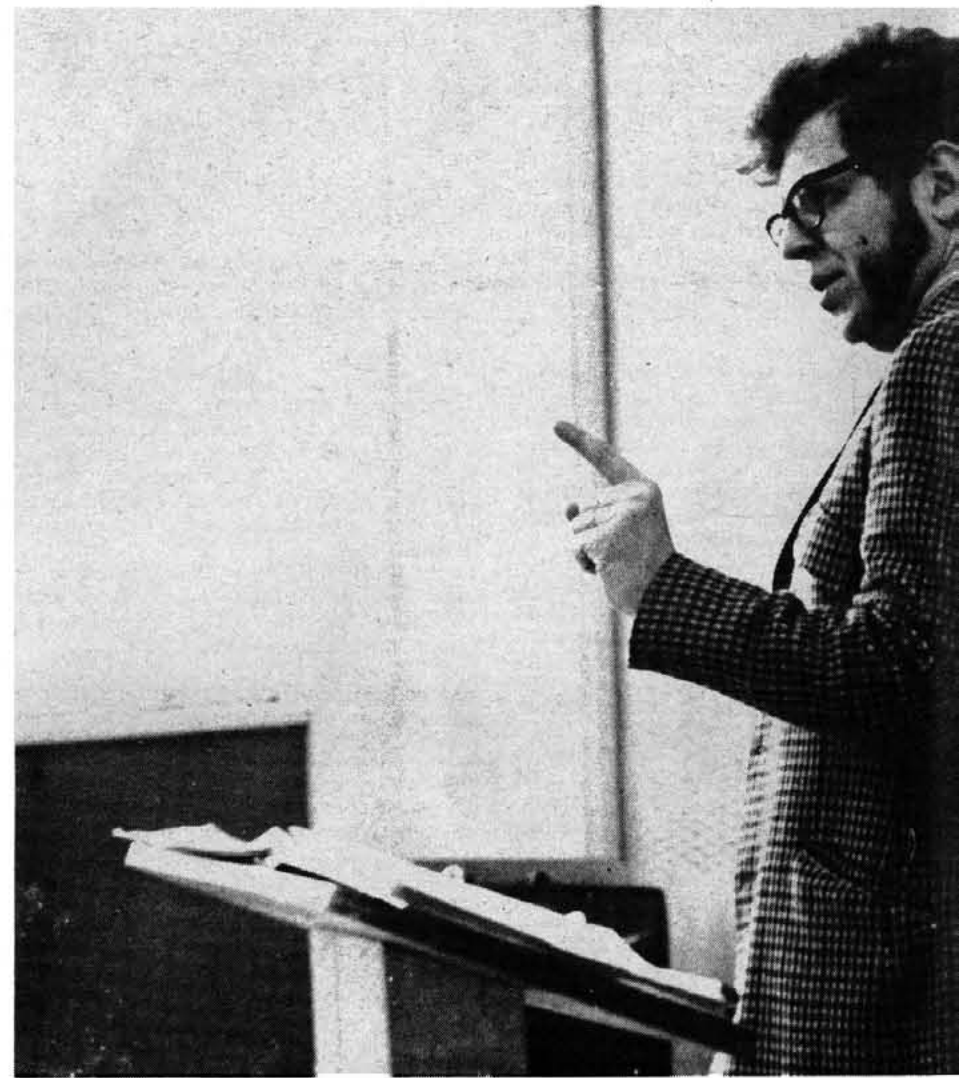
It is in this sense that I propose to discuss this year's topic. I fully expect to find a conspiracy. I will go further: if we find that a conspiracy in this sense is lacking, I will urge that we do everything to create one. For it seems to me that the entire function of education is conspiratorial, and that any educator who abjures his conspiratorial functions, as I will describe them, ought quickly to be chastised by his students, his colleagues and his administration.

The negative conspiracy which is so tacitly assumed to exist or, on the other hand, which is so roundly denied to exist, touches only dully, faintly and haphazardly on the life of the student. We have had enough of the polar cliches "hotbeds of revolution" and "seedbeds of reaction." There are, I suspect, relatively neither more nor fewer revolutionaries or reactionaries today than at other times in history. One can, of course, find in the cauldron of the university curriculum nudges in the direction of either pole. I think, however, that these tend to cancel each other. The modern university is entirely too diversified in its composition, its offerings, and its functions to be as monolithic as is implied in the negative connotation of the phrase "the academic conspiracy." If the nature of the modern university were not enough to gainsay this negative picture, surely the pressures on the university, from the community, from the students, from parents and from the administration and faculty would challenge it. It is entirely too easy to attack the university on the grounds that it is plotting against those who are its sole reason for being, the students, against their creative impulses, against the value system in which they live, or against the value systems they seek to construct.

between the urges and the urgency with which they are acted upon. The creative urges are really the least urgent of all.

Turning, then, to the conspiracy that really interests me, the positive conspiracy, the conspiracy of pluralism, allow me to sketch its outlines. The contemporary university has, in Clark Kerr's precise words, the obligation "to serve a knowledge explosion and a population explosion simultaneously." There is, however, an older obligation imposed, as it were, upon the university in a democracy. American democracy has believed that it is the best system in an essentially self-skeptical manner. It has allowed, even at threats to unity, and to itself, the existence of competing groups, establishing a synthesis from various groups and attitudinal loyalties.

The democratic state abnegates the function of developing what one dictator of the twentieth century has called the "spiritual and ideal abilities." In so doing, the democratic state requires some other agencies, not of itself, but of the society, voluntarily entered into and, perhaps, rejected by portions of society to perform this task. One such agency has been the independent intellectual community and its academy, the university. The intellectual community and the university may, if they choose, in whole or in part agree with all or with some or with none of the policies of the state. The democratic state may be said to ask of its intellectual community that it perform the functions of instilling the values and nurturing the attitudes which the government is not designed to develop — which indeed, the government may well be designed not to develop. This task, when charged to the government in a democracy is totally incompatible with



the principle that the individual determine for himself the matters of opinion. Thus, while it is not the function of democracy to be concerned with the minds of men in the sense that totalitarian governments are so concerned, the contemporary university often shows signs of shyness, of skittishness, and of outright cowardice in fulfilling the function which has been assigned to it.

The intellectual, the universities, the academicians are in a democracy traditionally charged with training the talents which the democratic government is not equipped to train. Beyond this, the universities must continuously intrude the element of skepticism which even the most democratic government occasionally attempts to extrude. **But skepticism is not born of nothing; and opinion is not unrelated to fact.** The dichotomy between opinion and fact is more easily made than it is defended. It may have

"It was Aesop who commented that, 'men often applaud an imitation and hiss at the real thing.'"

been Michelangelo's opinion that a David sculptured from ice would be as durable as one of marble. Facts would have taught him otherwise. Opinions without facts are silly at best, dangerous at worst. If all one sought were opinions, we would have no need for schools, universities, or research. We have entirely too many unfounded opinions, not too few. Prejudice is, after all a matter of opinion. A bias favor of X over Y may be somewhat above this. But the knowledge that X performs its functions better than Y requires facts.

We of the universities, faculty and student alike, cannot transmit facts, encourage opinions, or keep skepticism alive if we fail to understand the conspiratorial function assigned to us. We truly breathe together with the society in which we live only if we are loyal and committed to the conspiratorial, indeed divisive task given us. The citizens who are dissatisfied with the performance of the universities on the grounds that they breed differences expect rather too little than too much of the universities, for they expect the universities to become mere duplicating machines of their own selves. As such, they miss the essential

point of education in a democratic society, namely that the schools, aside from exposing the students to the basic norms of that society, expose those norms to the constant and revitalizing scrutiny and criticism of new generations, all of which involves an admixture of fact and opinion. It is, in short, the function of education, as I see it, to do more than introduce successive generations to the thoughts of older eras. Education must free these generations, if necessary, from what has so brilliantly been called "the tyranny of the dead mind." Education must be most careful not to perpetuate "dead men's thoughts and [not to] pursue dead men's ideals" if these are themselves "dead and rotten." This applies as much to the reactionary ideas of the present as to the radical of the past.

The university cannot perform this task of interring dead and maggoty ideas if it believes itself compelled to hush

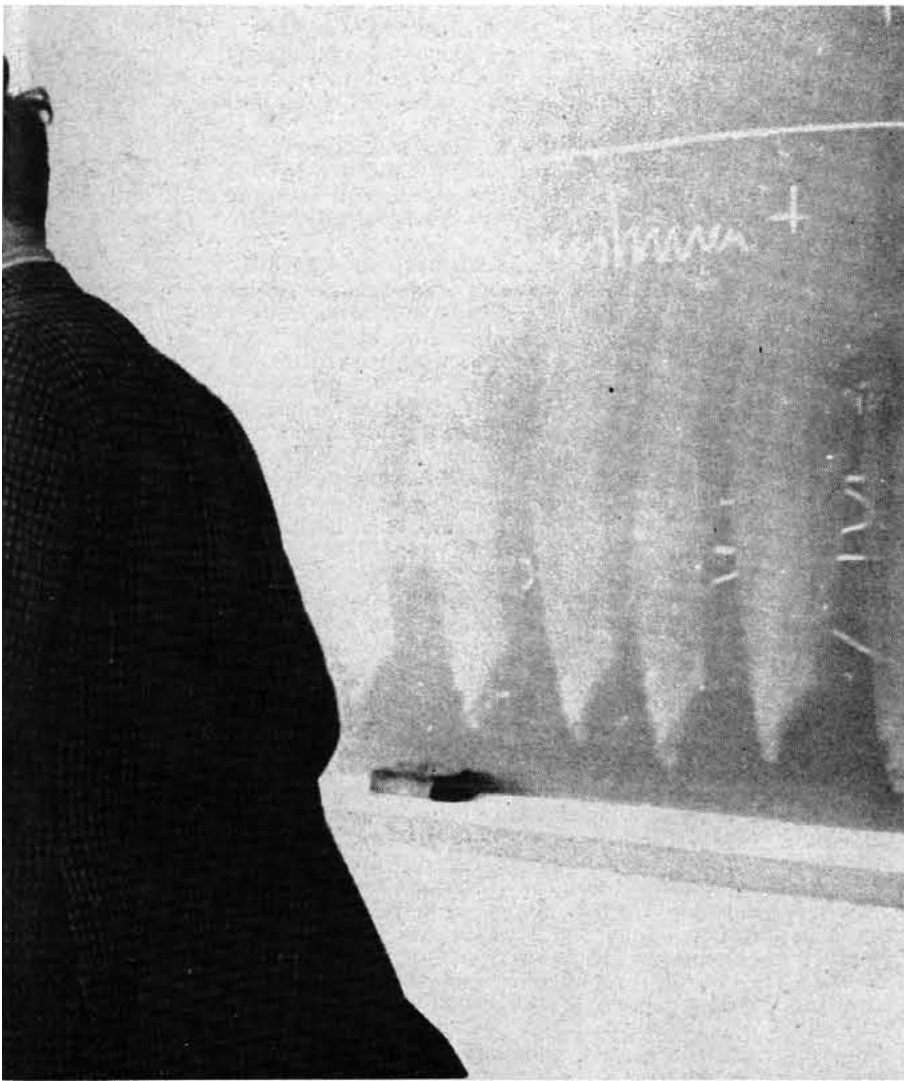
dissent and punish creativity. By pursuing these two irreconcilable goals, the university begins by becoming itself divided and ends by committing suicide. The university must do more than extirpate the "dead mind." It must create the living mind, ever aware that this, too, will be some tomorrow's *Mens Mortua*. It will not do believe that we of this generation are creating any more imperishable thoughts than were brought forth by earlier generations, for what is needed is precisely less rather than more arrogance and self-certainty.

Unlike the conspiracy of silence and sameness, the conspiracy in which we are involved is a conspiracy of disclosure and avowal, of exposure and difference. We do not conspire by remaining silent. There can be no disclosure and avowal in silence; nor can there be exposure and uniqueness in darkness.

It was Aesop who commented that men often applaud an imitation, and hiss the real thing." How in darkness can we tell which is authentic and which is sham? How can one applaud and hiss in silence? Here is the crux of the false split between fact and opinion.

At this moment in history, when





government teams of itinerant specialists as teachers, as missionaries and as practitioners of the preaching of unity are abroad the land, it would indeed be more comforting — and hence truly subversive — for the universities to remain silent, to extol the wonders of the conspiracy of sameness. The democratic state is at this moment its own worst enemy, for it begins to attempt to undermine diversity. The universities cannot remain true to their ends by joining the state in this self-destructive undertaking. They must, rather than keeping still, be doubly vehement in their espousal of new ideas, but must do so without ever allowing themselves to be deceived into believing that these ideas are really always terribly new or that they have universal and immutable validity.

Having cautioned against arrogance, I will suggest a form of arrogance that I find to be especially desirable in today's world. The university must, I believe, begin to think of itself as the central pivot of the community. It must become the "new mind" of the community, eschewing novelty for the sake of novelty with the same determination and pluck with which it ought to reject the relics of the past if these no longer serve any purpose. It must breathe with the community, but at times somewhat more quickly and at others more slowly. The university must begin to think of itself in less apologetic terms than it has done heretofore. It must stop justifying itself. Its sole reason for being is to transmit knowledge, to search and research for truth and to teach to think. Failing this, there is not much to be said for the university. But as it is generally assumed outside the university that this is its purpose, and that it is fulfilling it, all the anguished efforts to justify itself in other terms understandably cause the community to ask pointed questions. Energies better devoted to the real purpose of a university — the dissemination of knowledge and the pursuit of something we valiantly still call "truth" — are employed in a rather wasteful apology.

It is a truly curious feature of the educational horizon that although the educated person has become commonplace, we of the universities seem more and more victims of an urge to justify our existence. If we deny the

commonness of the educated man, then we are compelled to be very harsh with the system as we are working in it. And if the products of our education are so bad that we must justify our existence in terms other than they, we had better begin immediately to revamp the system: we could surely not be satisfied with throwing the proverbial baby out with the bath, we must include the tub. But, frankly, I do not think the system is bad, although I admit to some concern that the university itself shows signs of not "breathing together." We have, I am afraid, tended to overstate the

capable of concerted action and that do not compromise. Universities soon discover how little detached they are in reality from the society in which they live. They have still the choice: become sanctuaries of isolation and finally of an "inner emigration," or through strength of will and cooperation take a stand for diversity and the conspiratorial functions originally assigned them. Secondly, there are entirely too many products of the intellectual world in society for that world to continue to delude itself as to its isolated character.

If a university president were to come

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"By refusing to reply on whatever level is necessary to the charges against us, we are destroying ourselves."

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significance of Departments and have allowed somewhat too much separateness within the university. I would wish for more stress on the compartmental division which suggests division and sharing. If universities are themselves at present as divided without sharing as I fear, then, of course, it becomes clear why they must justify themselves to those whose parochial interests prevent them from understanding the nature of the university.

It may seem that I have involved us in a paradox. On the one side I have pleaded in favor of diversity, have suggested that we perform our functions only when we remain true to the subversive, divisive impulses which originally called the university into being. On the other hand, I have said that I find too much Departmentalization in the university curriculum. How will we reconcile these two seeming contradictions? It is not terribly difficult. We cannot be absolutely divided any more than we can be absolutely united. But we must unite in order to achieve the goals of education. We must turn the American motto on its head, from one out of many to many out of one. We must first unite on our purpose, we must conspire to obtain our objective which may conveniently be said to be an assault on ignorance, prejudice, littleness and faintness, and further to conspire to erect in their stead a dialogue whose sole purpose is the transmission of knowledge and skills, and the quest for truth. This, I submit, is the conspiracy in which we have always taken part, and which society, whether it recognizes it or not, expects from us.

Once we have understood this, we will be in a position to join in pursuit of the differences that account for the peculiar glory of the university and of progress. We must breathe together too in order to have our separate existences, separate from the state which has all necessary power to turn against itself and to demand that we breathe solely with it. But we must also breathe together to unweave ourselves from the restrictive confines which the past in conjunction with our own human preferences for security has woven.

We of the universities must accept the existence of certain non-governmental pressures in the direction of conformity. These pressures are part of our milieu. We must accept them in the same sense that we must accept the phenomena of nature: as raw materials for us to tame, to mould, to rechannel. In a very important sense, this casts the student, the scholar, the intellectual, the university in a new role. We can no longer live in the splendid isolation implicit in the view of Seymour Lipset that the intellectual is a "critic of society and necessarily detached from it." First of all, we have seen in recent history that such detachment enables the intellectuals to remain silent in the coarse, stupid face of wrongdoing. Universities that fail to breathe together fall victim to stronger powers than they, powers that are indeed and in fact

to me asking for my views as to the best way to ruin a good university, I would be better able to provide an answer than for a request as to how to build a good one. I would tell him to encourage the students and faculty to flail themselves and each other with charges of toadiness, disloyalty, poor scholarship, ignorance and conformity. Such attacks lead first to silence, then to subservience to the stronger powers, whether governmental or not, and finally to the desired end: the destruction of the university. Silent, subservient universities are nullities. No, they are worse than nonentities, for they give the appearance of Being. And the surest guarantee that one's university will be this apparent entity, this apparition, this phantom university lies in the failure of its participants to breathe together and by default to allow it to expire.

This places an extremely difficult responsibility on the shoulders of students, administration and faculty alike, and I can only say that my experience at the University of Hartford encourages me, possibly because the university is new and can therefore be somewhat bolder, possibly because the triad, students, administration and faculty have recognized the necessity of working together for our diverse existences.

If the universities are strong and resolute now, they will be saved many heartaches in the future. If they are weak and irresolute now, I am sure the day will come when we will all bear responsibility for participating in a bizarre pantomime. As I see it, breathing together means that we must in the face of opposition be as brave once stripped of the immunity of the classroom as we are when wearing it. This applies to students and faculty. Universities must shed their high-falutin attitude of not raising to the level of dignity the scurrilous outpourings directed toward them by replying to them. Somehow, we of the universities seem to feel that we have finished our job once we have taught Johnny to read Shakespeare, Dostoevsky, or Goethe. We forget that in the progress we have also taught Johnny to write the slogans of hate. By refusing to reply on whatever level is necessary to the charges against us, we are destroying ourselves. No one has to do it for us. We forget that it is the Profanum Vulgus, the profane herd, that understands and responds to the coarse incitement. The reply we make must be joint and severally made.

— This is the academic conspiracy as I see it: a much needed concerted action for the purpose of education, whose end remains to day as before the use of knowledge for the fullest development of man's capacity, a development which will hopefully benefit society as a whole. The university striving to be the central pivot of the community must also be its mind. Our students, past, present and future, are our tongue. Let us hope that, as has been written, "there will be a conspiracy and faithful correspondence between our mind and our tongue."



# Report On College Of Interactive Studies

The following is the report filed with the regents on the College of Interactive Studies.

## 2-A THE COLLEGE OF INTERACTIVE STUDIES

The innovation which would provide a unique educational opportunity not available in any existing curriculum within the University or nationally is the establishment of a new experimental undergraduate College of Interactive Studies. The designation "interactive" is proposed to symbolize the interactive nature of the educational process which it hopes to encourage: among all of its members, both faculty and students; between established disciplines and individual intellectual pursuits; and between the various disciplines themselves.

### (1) PURPOSE AND PHILOSOPHY

The purpose of the College of Interactive studies is seen as fourfold:

- (a) To offer participating students a highly flexible, unstructured curriculum which permits an interplay of different educational experiences which may include regular course work but which will center chiefly upon studies of an independent nature together with active participation in special seminars or colloquia.
- (b) To widen the opportunities for crossdisciplinary and interdisciplinary work, while in no way denying necessarily the importance of existing and defined disciplines or limiting the opportunities for work within their boundaries. The intent is to counteract the often limiting academic stance and institutional structure in which the student often bears too much of the burden of relating fragments of his educational experience to some central idea or purpose.
- (c) To facilitate experimentation by establishing a small college within the University in which innovation could be undertaken with boldness, freedom, and imagination, fostering thereby revitalization of the improvements in the structure and content of the whole university curriculum. Implicit in this purpose is the expectation that both the curriculum and the procedures of the new College itself would evolve dynamically year by year in the light of experience and of the changing interests of its members.
- (d) To provide an opportunity for students to design their own studies in order not only to make possible a closer fit between the individual student's educational experience, his capabilities and interests, but also to strengthen his motivation by giving him responsibility for the decisions concerning his own education and to a degree that of others.

### (2) ELEMENTS OF THE CURRICULUM

- (a) The primary educational offerings in the new College would be a number of special faculty/student seminars or colloquia. It is contemplated these would meet weekly through an appropriate period of time, usually one semester, and each would address itself to a central topic or concept. The investigation of such topics and concepts would enlist and encourage contributions from a number of disciplines. In order to provide the central focus for his own work, every student would be expected to participate in one or more of these primary colloquia and to share in the development of their structure and content.
- (b) In addition to these primary seminars, supplementary educational programs could be organized within the new College. These might have more specialized curriculum content designed to support or supplement some aspect of the work in the primary colloquia. They could include projects of brief duration organized through faculty or student initiative.
- (c) Students in the College would also have the option of enrolling in courses offered in the regular University curriculum, subject only to such restrictions in numbers or prerequisite requirements as the other schools might impose.
- (d) A basic assumption of the College would be that its members will undertake serious and intensive study, research, experimentation, and creative work on an independent basis. This implies a balance in the allocation of their time and energy between pursuing at times quite personal intellectual directions and at other times contributing to the investigation being carried on by the primary seminar as a group.
- (e) Decisions on the curriculum content of each primary seminar would be made a year prior to the semester in which it was to meet. The choice of topics would reflect student and faculty interest. It is anticipated that the members of each colloquium, once it was assembled, would determine its procedures and the way in which its work would be organized and that the definition of the central topic would evolve under the influence of their varied interests and backgrounds. For instance, it would not be inconceivable for an artist or art student and a scientist or science student to participate in the same seminar if the topic were "observation of the natural world".
- (f) Faculty members would be involved as coparticipants with students in the primary seminars and in other educational programs.
- (g) With the degree of independence and individual direction implicit in the College, attentive and frequent faculty guidance would be necessary to assure the steady development and meaningful channelling of student work and study. This guidance, however, would have to strike the balance between complete freedom for the student, which has led to unsuccessful independent study programs in the past, and overdirection of the student through the imposition of too many faculty ideas and controls.

### (3) SELECTION AND ELIGIBILITY

- (a) It is intended that University students would be eligible only after successful completion of the standard freshman year. Some requirements for eligibility seem indispensable, although they should not be set exclusively with an eye toward some arbitrary focus for graduation. Application for admission to the new college would be made during the semester prior to entrance. Enrollment would normally be for one year; a student could elect at the end of that period (if in good standing) to transfer to another school or to remain in the College.

- (b) The College would have to be prepared to admit and retain students who contribute to programs which are intellectually meaningful and which support its aim, and to drop students who do not contribute to intellectually significant enterprises and prefer parochial or objectless pursuits.
- (c) If a student were dropped from the College, he might return to regular student status in one of the other schools, subject to the admission rules of that school. He would there be expected to re-enroll in a defined program. Some credit for his work in the College might be allowed.
- (d) Students and faculty members from other schools within the University could participate in seminars offered in the College with the concurrence of their departments and deans, subject however to the necessity of limiting the size of each colloquium in the interests of effective informal participation by all its members.
- (e) During the student's tenure at the College, he would be expected to find his own pace and would not be forced into a standardized 120 credit hour program and would not necessarily follow a four year time schedule. Conceivably he could be able to graduate at the end of two or three years at the University or he could extend his enrollment beyond the usual four year period.

### (4) GRADING AND EVALUATION

- (a) A variety of appropriate means of evaluating student work in the College would presumably be developed in an effort to achieve flexibility and objectivity. These could include written and oral examinations, mutual evaluations by seminar members (student and faculty) and the review of papers, theses, and other creative work.
- (b) A student would present himself at the end of the first semester in the College for a provisional evaluation and at the end of each year for an examination by a student-faculty committee to determine his eligibility for continuation in the College.
- (c) The student, having decided that he wished to present himself for graduation, would petition the director of the College, the dean of the school in which he is enrolled, and the chairman of the department(s) (if he has a major (or majors)) to be admitted to examination candidacy.
- (d) If successful in his examinations, the student would be awarded a degree which would note that he had participated in the College.
- (e) For transcripts and permanent records student work would have to be described and recorded on an individual basis. Both evaluative statements and notations by fellow students and faculty members, and such documents as records of examinations and theses would become a part of the student's permanent record. Summary evaluative remarks could be composed for purposes of graduate study and job application.

### (5) STAFFING

Initially at least faculty for the College of Interactive Studies would be provided by the academic departments in the existing schools. Assignment could be on the initiative of the College, the department concerned, or the individual faculty member and would obviously have to have the concurrence of all three. A faculty member could serve in the College either full or part time and would be released for this purpose for all or an appropriate portion of his normal teaching load.

### (6) COSTS

The program would undoubtedly involve some additional cost to the University. It would give rise to an overall increase in the number of course offerings, since the colloquia of the new College would not directly or necessarily replace any courses in the existing curriculum. Moreover, the faculty student ratio in the new College would probably be higher than in most existing schools because of the emphasis on seminar work and the need for individual guidance. Nevertheless, to the extent students transferred to such a program, the enrollment in regular courses would be reduced and there should be opportunities for partially offsetting savings.

### (7) IMPACT

A fundamental concept of the College of Interactive Studies is that its activities should neither be competitive with them nor carry any aura of superiority. The existence of the new College, the group of the faculty, the opportunity for experimentation in procedure, definition of topic, and choice of participants inherent in its minimal structure should, it is believed, infuse the University with a creative and forward-looking spirit.

### RECOMMENDATION

It is recommended that the concept of a College of Interactive Studies, as here outlined, and in the spirit and intent of the description of the Committee II report, be approved with a view to initiating its operation in the Fall of 1970.

STUDENT ASSOCIATION UNIVERSITY OF HARTFORD		FINANCE COMMISSION Primary Budget Report 1969-70	
	Actual to date	Authorized	
<b>INCOME:</b>			
Carry over 1968-69	\$ 13,513.38	\$ 13,513.38	
Yearbook '70	600.00	600.00	
Plastic Bag	450.00	450.00	
Nexus	253.00	253.00	
UH NEWS	2,303.23	3,000.00	
Homecoming	13,933.05	11,600.00	
Winter Weekend	0	22,000.00	
Concert Series	16,781.80	70,000.00	
Football Club	3,220.38	4,000.00	
Sports Promotion Comm.	136.00	125.00	
Student Fees	58,586.00	88,600.00	
<b>totals:</b>	<b>\$108,426.84</b>	<b>\$213,138.38</b>	
<b>EXPENDITURES:</b>			
Yearbook '70	\$ 419.31	\$ 19,350.00	
UH NEWS*	12,579.82	21,000.00	
Plastic Bag*	3.00	4,000.00	
Nexus	0	2,000.00	
Primus '69	11,664.93	11,665.00	
Plastic Bag '69	2,617.30	2,219.18	
Homecoming	11,942.23	12,000.00	
Winter Weekend	28.10	19,900.00	
Concert Series	18,910.33	75,000.00	
Football Club	8,665.48	9,801.50	
Speakers Bureau	3,505.19	7,500.00	
Sports Promotion Comm.	229.10	200.00	
Past Due Bills	307.82	307.82	
Senate Operations	1,555.92	4,500.00	
Clubs	520.62	2,500.00	
Adjst. Accts.	504.00		
<b>totals:</b>	<b>\$ 73,453.15</b>	<b>\$209,939.50</b>	

\*this figure may be revised upward on the basis of income  
Jan. 22, 1970



**Starring CLYDE and CARL Coyote, the SPUD Brothers.**

**MONOPOLY**

**Try to Cash a check at school.**

CARL AND CLYDE STARTED THE FIRST BAZOOKA PETE FAN CLUB. FOR FREE INFORMATION SEND .50¢ TO DAVID WENZEL.

A DAVID WENZEL PRODUCTION 1970

THE UNIVERSITY OF HARTFORDS ONLY REAL WOLVES!!

A TYPICAL DAY.

HEY CARL!

YES CLYDE.

MOM AND DAD COYOTE SENT US A CHECK FOR \$5.00.

I'VE NEVER SEEN A CHECK ON A COYOTE.

SPRONG.

TAKE A COYOTE TO LUNCH THIS WEEK

COME ON CZT OPENED A NEW OFFICE ON CAMPUS!!

HOW CONVENIENT FOR US ON CAMPUS ANIMALS.

IS COYOTE A COVER UP NAME FOR WOLF?

IS SHE DEAD? DUNNO WE BIN HERE FOR 5 MIN., AND SHE HASN'T SAID A THING.

TELLER

CBS

MISS, I'D LIKE TO CASH A CHECK.

CAN I SEE YOUR STUDENT I.D.

COYOTE SWEAT

TELLER

THE FAMILY THAT SAVES TOGETHER SLAVES TOGETHER

THIS PICTURE ISN'T THE SAME. YOU HAVE TEN EXTRA PIMPLES IN THIS.

I SOUSED SOME CLEARASIL LADY!

#Bazooka Pete please register your BAZ AT THE police station

THIS COMIC IS SUPERIOR!

THE CHECK IS FROM THE U.S. TREASURY FOR 5 dollars.

ISN'T IT A CZT CHECK??

TELLER

DID YOU CHECK YOUR CHECK

I'M SORRY SIR, YOU CAN'T CASH THAT HERE UNLESS IT'S CZT!

WHAT'S THE MATTER? IT ISN'T CONFEDERATE MONEY YUH KNOW!

TELLER

SAFE

I'M SORRY SIR, WE HAVE TO HAVE SOME RULES.

WELL WHO HAS CZT ACCOUNTS FROM OUTA STATE ANYWAY!

IT'S BECAUSE WE'RE COYOTES THATS WHY! YOU'RE DISCRIMINATING!

when a coyotes cars go back so back you know nes MAD!

THIS AINT A German Wolfpack

HOW THE HELL ARE WE SUPPOSED TO CASH CHECKS ON CAMPUS?

DON'T ASK ME WILD ROOT, WE'RE JUST HERE TO MAKE MONEY!

THAT'S PRETTY GODDAMN SELFISH! EXPLOITING COYOTES SO THEY WILL OPEN AN ACCOUNT IN YOUR FACHEST BANK!

YOU GODDARN PIG!

WHAT? GIT AWAY FROM ME YOU... YOU... WOLF?

PLEASE, COYOTES TO YOU MAME!

**CENSORED.**

U R P

THAT'S ONE WAY TO BEAT THE SYSTEM?

YEA, BUT THE PEOPLE OUT THERE CAN'T GO AROUND EATING THE BANK TELLERS?

BURP

CLY

THE HAND END

**The BAZOOKA PETE COLORING CONTEST!!**

ever try to show a Bazooka for identification?

EXCITE YOU? YOU BET! FOR A FREE BLOW UP SEND A \$10.00 donation to D.WENZEL

Color Old BAZ, AND SEND YOUR ENTRY TO

D.WENZEL BOX 500 DORM-R

Will EXCEPT expressionistic drawings of BAZ ALSO!



# POETRY

Many aspiring poets have submitted poetry that has, in our opinion and judgment, infinite potential, but which lacks all the grace of words. If you have submitted work and it hasn't yet been printed, come to us; we would enjoy discussing your poetry with you.

Poetry Dept.

Jim Morini's Champagne poetry page



## Some Little Valentines

Around me lies begging  
the world's dirty bed sheets,  
and I spend my fingers  
in the folds of your name.

I'll be an ear  
to the roar of your sorrow  
and once aching's spent,  
I'll purr you to sleep.

I always swam so easy  
till I found this quiet place!  
Buoyancy betrayed me  
and I slipped into the Deep  
of your green seeing.

I look at you with twenty reasons why  
your eyes should not return;  
I watch the sun's reflections  
and presume.

Alice Therrien

The simple things are easy to forget.  
A quiet smile from a quiet girl,  
A half made promise, never meant.  
The fleeting passion of forbidden love;  
A new, exciting high; Burning Alive;  
Different from everyday ritual.  
But when the glory wore off  
Old fears returned to haunt the confusion of life.  
Explanations were meaningless – no communication.  
And summer love turned to shame.

PAX

## Rainbows

Rain trickling down my face  
meets  
With your warm kidskin cheek  
and disappears.  
Turbulence of my soul  
calms  
with the choir in your voice  
and the dawn of your embrace.

-M-

## Hollow-minded Men

Look into your eyes  
to the chambers of your mind,  
filled with  
gay plastic ornaments,  
filled with emptiness.  
The wind whistles through  
from ear to ear  
and out your nose.  
For there is nothing there  
to stop it.

sara

lady jane falls again  
and wonders why her mind  
won't work  
ten thousand soldiers  
help her up and wonder why  
she cries  
but lady does not see them – no  
for she has not the time  
to look for purple clouds and such  
while winter slowly dies.

brynnin

## seadog sabbath

singing delirium  
(selfish digression)  
derailed from a track  
of plastic and paper  
we sail ever softly  
listlessly longing  
to transport illusional  
souvenirs with us  
back to hoarbound  
shore of our torment  
to uproot delusion  
implanting our keepsakes  
brought from the Bay  
of Eternal Composure  
where bartering pirates  
give hot-bloodied bodies  
for classical verse  
(and other such corpses)  
and take in trade  
(as a pitiful token)  
manners and morals  
Plagerized ideals  
stabilized customs  
and calculus wisdom  
for ventures into  
a harem of hopes  
and buxom promises  
left us as infants  
now full-breasted  
succulent virgins  
ripe to the touch  
for the favors of lusts  
too fragile for words  
row we now gently  
near to our destiny  
voices incanting  
the ravaging anthem  
singing delirium

- Ma Nabors

It was dark  
I could not see  
The music played  
So very softly.

Alone I was  
With time to think  
of war, disgrace, and poverty.

It was dark  
I could not see  
The music stopped  
My thoughts frightened me.

Allyson Roth



## syndrome

There are some very peculiar things going on  
in my eyes.  
You're looking more and more  
like all my heroes  
and the sunny moonlight bouncing off your face  
is diffused by a fiery blue mist.

There are really wierd fantasies occurring  
in my ears.  
Your rabbit voice is taking on  
the dimensions of Olivier and Caruso  
and you laughing sounds like  
all the church bells of the world jangling  
in whispers.

My fingers are having the most unusual thoughts.  
Your back has lately been turning into  
hazy summer sky, spring breezes and dew on  
morning hills  
your face cradles in my hands  
like a piece of some silent velvet night.

There are some nicely strange ideas floating  
through my mind.  
And i've just been sitting here  
thinking how good it feels,  
and wondering all the while whether I've  
invented or

discovered you.

e.h. bramesco

Someday I'll take you  
away to the sea  
where endless mystery sculpts the land  
and the breeze plays,  
where power falls white  
and the salt of beginnings rolls in.  
We'll walk till we shiver  
from cold and from silence  
then go someplace warm  
to have smiles  
over oysters and beer.

As fragrance in flowers  
not flowers in blooming,  
As laughter in children  
not children in childhood,  
As truth is to students  
not students to truth,  
be with me  
being when we are  
and when we are not  
never being at all.

Alice Therrien





(Continued from Page 1)

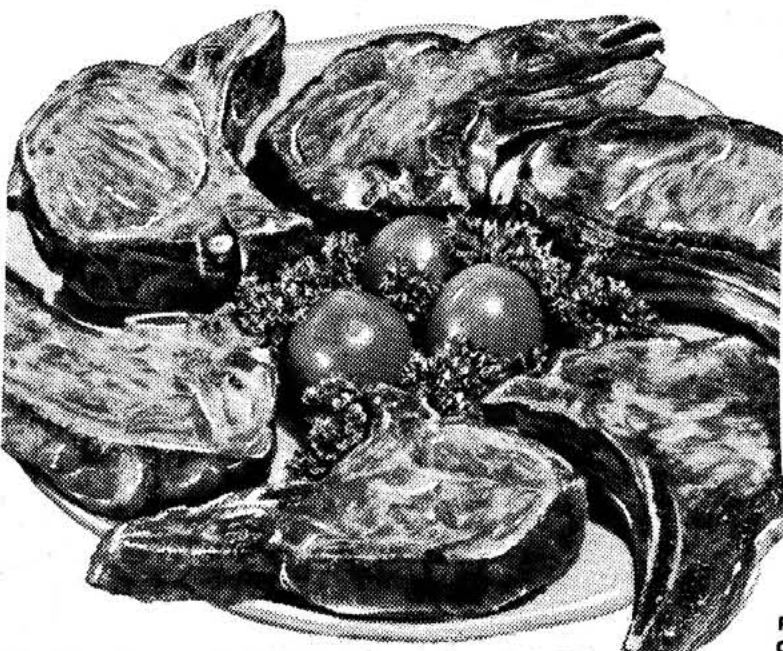
become acquainted with other students, the faculty, student services staff and administration, and the campus and its facilities.

Sensitive to the deep interest and concern as well as the apprehensions of parents regarding the college scene, we propose a program which sets clearly before them the services and opportunities for students and their parents. Through such an orientation we anticipate a closer and mutually beneficial relationship between the University and parents as well as among various parents of our students. It is hoped that through the years increased parent participation and leadership in this summer orientation will be possible.

The second stage in this introduction to college life process takes place in September prior to the start of classes. Here the registration procedure is completed with the verification of data and last-minute changes in academic plans. It seems appropriate in this stage to provide for a carefully planned and executed orientation which introduces various student activities, extra curricular opportunities, resident living matters, campus regulations, etc. It is assumed that this aspect of orientation would be largely handled by the Student Association working with the offices of student services.

The summer orientation program would be financially self-sustaining. A \$30.00 fee will be paid by participants. In addition to our concern for proper financing, the Orientation Committee will seek to coordinate all procedures in the admission, registrar and housing offices. The new student will receive all material regarding admission, registration and orientation on a well-timed schedule which reflects our coordinated efforts.

The Committee would welcome any suggestions from students. Student representatives include: Barbara Ally, Molly Dana, Robert Halpern and Rosemary Poole.



PORK CHOPS

I don't know how to tell a Racist, but you can always tell a Pig by where it wallows. —ben holden

# Registration

by Dave Kowalski

Now that the debris has settled after the arduous process the registrar's office calls registration, it would seem appropriate to say a few words, since I don't think it would, at this point, jeopardize our negotiations.

We have all been through registration; some of us have bitched about it, and others have stoically accepted what was handed down as an increasingly efficient system.

The process is essentially bureaucratic. That's the only way it would ever get done. There must be a specific job for each person, and the locations of the jobs must be spatially separate. This much has been accomplished.

One of the largest problems is that the bureaucracy, on the one hand, does not work well, and on the other hand, works too well. This seeming paradox can be reconciled, using efficiency as delivered to the registering student as a measure. Clearly this is the only legitimate measure.

The system doesn't work in that people trying to register are given the wrong materials, the wrong directions, and occasionally, the wrong registration.

It works too well, in as much as the people involved in the bureaucracy tend to become bureaucrats to the extreme. Their job becomes the whole world, and the artificial requirements of their job become the hurdles the registrant must leap to get themselves enrolled in class. An example of this might be sending a student back to "Go" for having the wrong-color data sheet. This becomes the more interesting in light of the fact that the other-color data sheet asked for the same information, and that the information is, for the most part, totally unnecessary. More on this later.

The only legitimate measure of the success of the registration process is the ease with which a student can get through it. This may seem a ridiculous criterion, but the only other one seems to be the ease with which the registrar can get the job done. This seems to be the criterion under which the present system is operating.

The system is designed to create problems for people to worry about, and the people are more than ready to worry. For the most part, the people working in the registrar's office tend to prefer worrying about the possible complications arising from some particular course of action to expediting the whole situation to either avoid the problem, or minimize it through the use of a little common sense.

About the funny colored sheets: ostensibly they are for the purpose of identification in the computer. But they ask for social security numbers, each of which is unique. This makes all the other information extraneous. This view ignores entirely the disturbing possibilities inherent in a numbered society, in favor of the ease with which the entire data sheet could be eliminated; the registrar doesn't need and has no right to the information supposedly required to complete registration.

These are only the most obvious problems. Others, though obvious, do not rank in urgency with these. Most fundamentally, what is needed is a shift in the basic attitude toward the whole process. Its only justification is the way it serves students.

## Dormitory Students

Dorm Students—Attention! Are you concerned about bringing this campus to life? . . . in getting together?

Voice your gripes and opinions about dorm Movies, coffee houses parties with bands anything you want (almost)

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### STUDENT FILM FESTIVAL

This year Southern Connecticut State College is sponsoring the First Annual Connecticut College Film Festival on April 13 and 14. Screenings of the films will start at 7:30 in the College Union and admission will be free.

The objectives of the Connecticut College Film Festival are to promote student film makers, give an opportunity to exhibit films, and to reward the most talented film makers.

TRANQUILITY for all - from the only BAG on campus

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WHERE THE BARBER WAS

OPEN: 9:00 A.M. - 3:00 P.M.

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## Alpha Xi Delta

The Epsilon Nu chapter of Alpha Xi Delta was selected last week for a visit by one of its national field counselors, Miss Carol Brown. Miss Brown, a native of Houston, Texas, conducted an informal chapter inspection and became acquainted with sisters of the UoH campus, sharing in everything from dorm life to a weekly business meeting.

Officers for the coming year were recently elected. They are president, Sherry Black; vice-president, Maggi Patterson; secretary, Elaine Tuzas; and treasurer, Lorraine Sapko. Formal installation ceremonies will be held in the near future.

ORPHEUS COFFEEHOUSE presents:

"DENNIS PELCHER" Recording with Electra Feb. 13 8-12:00 mid.

"NOSTROS" a contemporary music group Feb. 14 8-12:00 mid.

"ANTON POWLASKI" a great classical guitarist Feb. 15 - 2:00-12:00 mid.

ORPHEUS is now open from 2:00 in the afternoon on Sunday until midnight. \$1.25

277 Main Street & Buckingham free coffee free tea free parking

"Phi Sigma Guy"

Feb. 14th

Irish-American Hall, Glastonbury

Semi-formal

9:00-1:00 Donation \$5.00

(IMMEDIATELY FOLLOWING HAWKS VICTORY OVER BRIDGEPORT!)

BE A PART OF IT





**FRIDAY NIGHT:**

**FEB. 27th**

9 P.M. to 1 A.M.

*Semi-Formal Dance*

*Featuring*

**MELANIE**



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Physical Ed. Center

**BUTTON & JOURNAL DAY**

**THURSDAY**  
11-1 in lounge

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MEETING THIS THURSDAY AT 3:00 IN ROOM G. PAY FOR THE ENTIRE WEEKEND WILL BE

**\$45**

**DERBY DAY**

Saturday Afternoon, Feb. 28  
1:00 P.M. Cinema - So. Cafe

**"JULIET OF THE SPIRITS"**



Saturday Night—Feb. 28th

**8 P.M. - HAWKS vs. TRINITY AWAY**

9:30 P.M. —SPECIAL COFFEEHOUSE  
Physical Ed. Center

Featuring:

**JERRY JEFF WALKER**

"Mr. Bojangles"



Also: **COLLIER & SMITH**

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TICKETS AT THE DOOR

**SUNDAY, MARCH 1st**

UNIVERSITY OF HARTFORD  
STUDENT ASSOCIATION  
presents

IN CONCERT

**TEN YEARS AFTER**



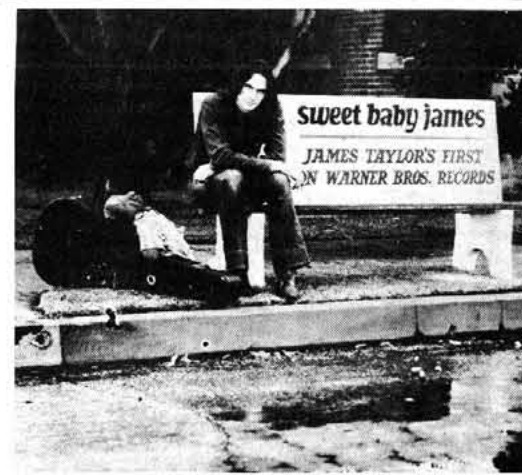
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**JAMES TAYLOR**

Shows 3 P.M. & 8 P.M.

\$5.00 WITHOUT  
WINTER WEEKEND TICKET

NO TICKETS AT THE DOOR!



**Price of Winter Weekend ticket is \$10**

**Sales will begin today in the Campus Center**



# "Drip Dry"

by Jim Donnelly

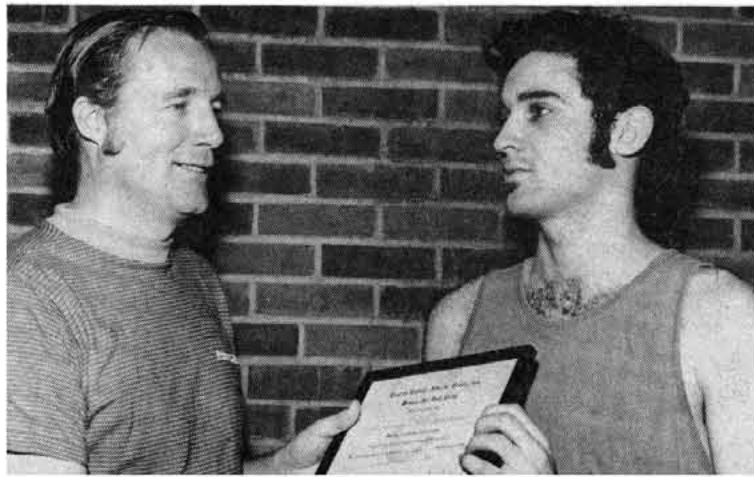
Hi fans! I'm back.

Rather than give you the usual three paragraphs of verbal diarrhea that usually enters this column I decided to take a closer look at the lower level athletic program at this University. More specifically I am concerned with the situation that exists during the free time periods at the P.E. center. First of all it is quite often impossible to obtain a basketball to use. Last Wednesday with over 50 persons in the gym only three basketballs were issued. Why? I asked Coach Ciabotti that same question and he didn't know, I asked Mr. Douglass and he refused to issue another one. Perhaps the athletic department feels that 17 people per basketball is a good average, I don't.

All roundballs aside, perhaps the most frustrating of all problems is the fact that a person cannot get a towel unless he has paid a \$5.00 fee. When I asked for a towel I got an answer like, "Dry yourself with a handkerchief," or "Drip Dry." Well it would seem to me that any school who can charge \$1500 per year in tuition can certainly afford to lend towels at no charge. At no other university that I have been to does this situation exist. Personally I fail to see why we have carpet in the locker rooms and have to pay \$5.00 per year for towel service. This may

Coach Faignant reports that the "Hawks Heroines of Intercollegiate Court Play" will travel to the University of Connecticut on Tuesday, Feb. 17 for a 4 p.m. game there.

Campus basketball fans are urged to come out and see the feminine side of court play and some fine basketball the way the girls play it. Remember tomorrow night's game -- being played at the Physical Education Center -- at 7 p.m.



**MEADE-THREE TIME WINNER** - Tom Meade, (right) classy Hawk's forward on this year's basketball team, receives special award from Coach Gordon McCullough after Meade last week was named, for the third straight time, to the Eastern College Athletic Conference (ECAC) All-East Weekly College Division Basketball team.

seem rather trivial but it is just another example of the ways this school tries to get money.

All in all this university should not try to balance their own financial shortcomings with the students' recreational time. I certainly hope everyone noticed the new "NO Smoking" plaques in the classrooms. I'll bet you could get a lot of towels cleaned and a few new basketballs for the cost of those idiotic items. In the meantime we will have to go to the gym B.Y.O.B.T. (buy your own ball and towel) or "Drip Dry. Wake up Doc."

has played opponents from Central Connecticut State College; American International College away (500 fans) and home; and has scrimmaged Simsbury High School.

An interesting note on the girls' court game is that this is the first year of experimental girls' basketball with five players, instead of six, and all players move anywhere on the court. A 32-second rule -- to attempt a score from the time a team gets possession of ball -- is also in effect.

## Girls B-Ball!!

by Jack Repass

The first UHA girls basketball team to participate in inter-collegiate court play is a reality here on the University of Hartford campus; much to the delight of the coeds who participate and their coach, Miss Mary Faignant, who is the first full-time woman instructor in the UofH Physical Education Department.

"We are still open for candidates to participate in the program," Coach Faignant said this week.

The present 14-member team is led by co-captains Wendy Dunning and Sue Ross. Miss Dunning, out with a sprained ankle early in the season, and Miss Ross, out of action due to illness during the month of December, are both back in action and will have starting assignments in the upcoming game on Thursday, Feb. 12, when the Lady Hawks host Amherst College, Woodstock, Conn., in a 7 p.m. game at the Physical Education Center.

The UofH Girls Basketball team

(Continued from page 12)

from New York with a two game sweep. The first outing was a romp over hapless Brooklyn College, but the second was a squeaker as the boys from UHa had to come from far behind to manage a 74-70 win over C.C.N.Y.

In recapping Saturday night's tension filled game, Coach McCullough spoke of the difficulty he always found playing in the City.

"C.C.N.Y. was tougher than their record (5-12) would indicate. It's difficult playing in New York City because of the vociferous fans the schools there have.

"Dave Brunelle was our big star in this one," the coach continued. "He pulled down some big rebounds when we needed them.

"Rebounding is still my main concern, though. We have a number of tough games remaining and if we are to win them then our play-off of both boards will have to be very good."

In expanding on his team's remaining games, the head coach saw no more weak teams on the schedule.

"All of the teams we face the remainder of the season will be tough and all of them will be gunning for us.

"Clark, who we play this Wednesday (today), has a fine record and Bridgeport, who we play at home Saturday night has beaten both Amherst and Springfield. After those two we face Suffolk, Siena, Southern Conn., and Trinity, none of whom figure on being easy."

Concerning the Pride of Hartford's chances now of a post-season tournament bid, Coach McCullough brought forth some good news for Hawk rooters.

"The two wins this past week-end were crucial to our tournament hopes and we were also fortunate this week to have the two teams behind us, Sacred Heart and St.

Anselm's, both lose ball games while third ranked Springfield dropped two. It's still pretty early to speculate, but if we can win our remaining six games we should be in pretty good shape for an NCAA tournament position."

On Feb. 14, 1970 at the Irish American Hall, Glastonbury, the Sisters of Phi Sigma Guy are sponsoring their annual Phi Sigma Guy Contest. Five fraternities are sponsoring candidates for this Greek Function:

1. Fred MacDonald - TKE
2. Tom Lamb - Phi Sigma Kappa
3. Bob Seigel - Pi Lam
4. Nelson Rabinovitch - TEP
5. George Richie - SAE

The festivities will begin at 9:00 p.m. and the announcement of the winner will be made at approximately 11:30.

Last year this event proved worthwhile and entertaining for all those who participated. This year we hope will prove as successful and fun-filled as last year's endeavor. Since many of you will be rooting the Hawks on to victory over Bridgeport, we hope to see you after the game.

Tickets will be on sale from 11:00 - 1:00 every day in front of the Cafeteria. Donation, \$5.00.

Dear Jim;

"The young man's opinions are flexible so that he may change his brand of cigarettes to that smoked by his current girlfriend."

Techniques of Persuasion  
J.A.C. Brown

VOTE FOR

# FRED MACDONALD



TKE'S



Phi Sigma Guy Candidate

BOY SCOUT WEEK

FEB. 7 to 13



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# Wrestling Hawks vs. Maine



A tight situation

Tom Young

by Ted Syzmanski and Bob Ohmen

Last Friday night at home, the University of Hartford wrestling team rolled to one of the most impressive victories in its history by turning back a rugged Maine squad 29 to 7.

Under the guidance of Coach John Ciabotti, Hartford evened its record at 3 and 3 while getting off to a quick start at the beginning of the second half of the season. Coming off an injury riddled first half the

squad has come back at almost full strength. Henry Napoleon, recovering from a shoulder injury looks to be back at full strength as he out-wrestled his opponent in a 3 to 2 decision. Another Hartford operative who appears to be on the way back from his illness early in the season is Walt Knights. Still not at full strength, Knights wrestled his man to a standoff at two each. Although a stalemate, it was a promising sign that Knights will be back in a very short time. Another Uha wrestler who appears to be on the comeback road is Gaetano Fazio. Although beaten in an exhibition match Fazio did show more of the old stamina and strength that were his trademarks last year.

As has been apparent in past victories, newcomers figured greatly in Hartford's victory. Steve Goldsmith, only a freshman and a relative newcomer to the mats, gave an impressive performance as he out-wrestled his man to a 3-0 score. Tom Getler, who anchored the freshman squad last year, has been coming on strong all season and did it again Friday night as he dumped his opponent 10 to 3. Ted Wethje, a transfer student, is taking his place as one of the best wrestlers in Hartford's history. Against his Maine opponent Wethje collected his third pin in five matches sending his opponent to the mats in a time of 4:28. Rick Gerwitz, another newcomer to the Hawk grapplers, is im-

proving with every match. Gerwitz has a world of strength and if he can refine some moves he will be a great asset to the team in coming matches. The last of the new faces is Jeff Glickman. At 300 pounds he anchors the team at heavyweight. Glickman is strong as shown by his impressive nine to one decision over his opponent.

Along with the new faces figuring into the Hawks resurgence there are also the old ones. Scott Sanderson, the veteran of the team, is a smooth performer. A grappler with a bag full of moves, Sanderson is beginning to show the form expected of him. Against his Maine opponent, Sanderson stunned him with moves and then came in for the kill putting his adversary into the mats in 3:20. Another fine veteran is Chuck Beers. Using deceptive speed and brute strength, Beers has compiled an identical record as Wethje. He collected his third pin of the season against Maine wasting no time sending his opponent to the mats in the fantastic time of 57 seconds.

Dick Argus, the greatest wrestler in Hartford's history, and now assistant coach said, "This victory means more to the team than just evening their record, they came off a long layoff and did quite a job. They showed a lot of spirit. If they continue to do what they did against Maine there is no reason why this season cannot end as a winning one for Hartford."



Winner Scott Sanderson receives congratulations from wrestling teammates.

A I C	B F Pts	HARTFORD	B F Pts
Hill	15 9 39	Brunelle	3 4 10
White	17 5 39	Meade	7 2 16
Jackson	0 1 1	Augustine	13 0 26
Doyle	3 0 6	Berger	0 1 1
Rutherford	9 0 18	Franciose	11 1 23
Bush	3 5 11	Dunn	2 0 4
Maloney	2 0 4	Kuhlbaas	4 2 10
		Dufault	4 1 9
		Beale	0 2 2
<b>Totals</b>	<b>49 29 118</b>	<b>Totals</b>	<b>44 14 101</b>

HARTFORD U.	CCNY
Augustine	6 0 12
Berger	2 1 5
Brunelle	3 6 12
Dunn	1 0 2
Franciose	9 2 20
Kuhlbaas	1 0 2
Meade	7 5 19
Tyson	1 0 9
<b>TOTALS</b>	<b>30 14 74</b>
Halftime score: 39-29 CCNY	

HARTFORD	BROOKLYN COL.
10 3 23 Augustine	Ozer 9 1 19
5 5 15 Brunelle	Cronin 2 1 5
3 0 6 Dunn	Sherman 1 0 2
11 0 22 Franciose	Price 0 1 1
6 0 12 Meade	Benson 5 2 12
1 0 2 Burger	Dym 1 0 2
1 0 2 Gwozd	Mishaan 5 0 10
3 2 8 Kuhlbaas	Steinback 5 1 11
1 2 4 Beale	Pickman 1 0 2
1 0 2 Dufault	Perry 2 0 4
1 3 5 Tyson	
0 2 2 Holmes	
<b>43 17 103</b>	<b>TOTALS 31 6 43</b>

## Coach McCollough On Hawk Basketball

by Russ Pottle

In a two part interview this past week, Coach McCullough discussed his basketball team's past performance this season and the prospects for the future. The first segment of the interview took place last Thursday and the conversation naturally gravitated to the Hawks' heartbreaking hard fought 118-101 set-back to A.I.C. the night before.

"We hustled all night," said the congenial basketball mentor, "But they seemed to put it all together against us. This was the best A.I.C. club we've ever faced. They were really ready for us."

The UHa club came into the game an underdog, but, led by phenomenal shooting, they kept it close in the fast pace first half and trailed in the locker room by only a 62-57 margin. In the second half, however, the A.I.C. Aces put on a quick twenty point surge to pull the game out of the flame and into the won-loss column.

The loss was the second in a row for Hartford after an 11-game win streak. Coach McCullough attributes the long road trip this team has been on as part of the reason for the losses.

"You've got to give the boys a lot of credit, they've shown real hustle all season. We've been playing away for close to two straight months now and it has taken its toll. In the last two games we were physically beaten," and then he added in a light-hearted note, "I feel as if I own the front seat of that bus."

Looking ahead, Coach McCullough saw this past weekend's two games as the key to the Hawks' post-season tournament hopes.

"In order to stay in contention we've got to take the two games this weekend against Brooklyn and C.C.N.Y. If we lose either then we will have dropped three of our last four games and will probably fall in the standings." The Hawks were and still are fourth ranked among New England small col-

leges. The top four teams at season's end are invited to the N.C.A.A. play-offs.

In citing his various player's contributions this season, Coach McCullough made special mention of some of the team's less sung heroes.

"The play of our bench this season has been exceptional," said the veteran coach. "The team will definitely feel the loss of reserve forward Greg Turek who played so well in the C.C.S.C. tournament (he's out for the season because of a hernia operation). And then there's the fine play of Rich Kuhlbaas and Freddy Tyson. Now there are a couple of guys who would see a lot more playing time if they were on another team."

In answer to the question of "what's the key to winning a basketball game," Coach McCullough looked to the boards.

"Basketball games are won on your rebounding. As I said before, we were beaten in our last two games because Bates and A.I.C. handled us physically. As far as I am concerned, it is the stronger team which is going to win and if anyone is going to beat A.I.C., they will have to do it on their rebounding."

The second part of the interview came last Sunday by telephone after the Hawks returned

(Continued on Page 15)



## Hawks Lose At A.I.C., Take Brooklyn, C.C.N.Y.

by Russ Pottle

In preparation for big games this week against Clark and Bridgeport, the UHa basketball team won two key contests in New York City following a major loss earlier in the week to top ranked A.I.C.

In the New York series the Hartford quintet found it easy going Friday night against weak Brooklyn College, but had their hands full the following night against an upset minded C.C.N.Y. squad.

Against Brooklyn, the Hawks hummed their way to a lopsided 103-65 victory. Hartford sprinted to a 50-35 halftime lead as they controlled the rebounds and spent the rest of the game trying to get every team member into the scoring act (which they succeeded in doing).

In a must game the next night, the Hawks found themselves battling back from an early 10-point deficit to overtake the City club behind some key foul shots by Tom Meade and co-captains Dave Brunelle and Larry Franciose in the closing moments. The surprisingly

tough C.C.N.Y. team (5-12) matched the Hawks' thirty field goals, but the Hawks converted on 14 of 23 free throws to only 10 of 16 for C.C.N.Y.

Earlier in the week the UHa squad lost a fast moving foul ridden contest to New England's top rated small college team, A.I.C., up in Springfield by a 118-101 tally.

The high scoring game, which set four A.I.C. gym records, found the fourth-ranked Hawks getting into foul trouble in the first half (four players had three fouls) and never being able to catch the speedy Aces who were led by 39 point

performers Greg Hill and Mike White.

The Hawks featured another fine all-around team effort headed by guard-playmaker Larry Franciose and Center Wayne Augustine who connected on a remarkable thirteen of fifteen floor shots.

This week's action finds the Hawks doing battle with the Worcester based Clark University squad who possess a very fine record on Wed. night and then a home game, the Hawks' first in two months, next Saturday night against old rival, Bridgeport.

An erratic team all season, the boys from down state boast wins this season against tough Springfield and Amherst squads. Add to this a revenge motive after UHa's 62-61 upset win at Bridgeport last year and you have the makings of a very exciting game. Make note in the change in starting time from 3:00 p.m. the original time, to 8:00 p.m. the correct time.

See you there!