

Connecticut Daily Campus

PERSPECTIVE



TUITION

The Campus
Perspective
March 25, 1971



if not here

where?

uconn prof hits meskill's economics

By MILTON R. STERN
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Special to The Campus

Fundamentally all arguments for free public education must define the social perspectives within which higher education is viewed; something like "of the people, by the people, for the people." But there is little time left at this point for formulations of social philosophy and besides, the "hardheaded, practical, fiscally responsible" citizens are only interested in arguments of dollars and cents. Okay.

Proponents of a tuition fee argue that a user's tax makes sense: those who benefit from a social institution should pay for it more than those who don't. First of all, users do pay--and pay and pay and pay. Precisely because college graduates do benefit from their education and as a group earn higher incomes than non-graduates, they are exactly the ones who pay the taxes that support the public institutions. This argument can be explored from various viewpoints, and the more one pushes the point, the more evident it becomes that it is insupportable to assume that the people who use the higher educational system don't already pay for and support it. But let's turn the argument around. Do the good citizens REALLY want a user's tax? We support state and local police with tax money. Few of us ever use the police. When we do, should we be billed for our experience? Few of us use the tax supported fire department. When we do, should we pay a special "tuition" assessment? Every street and road in this state is supported by tax money of one kind or another; should we install "tuition" turnstiles at the head of each street so that the users can pay more than other taxpayers? Obviously, when one advances such arguments, the concept of a user tax for public services becomes either too foolish or too complex to be useful.

What one finally comes to is the redefinition of what we want in a civilized society. We all use streets, schools, policemen; we all cooperate in building civilization that will provide human necessities. True, policemen and firemen protect property, but are we to say that our priorities are so narrowly and selfishly conceived that our education, the quality of our individual lives, are less important than the ownership of things? True, policemen and firemen save lives, but are we to say that the consequences of education (in medicine alone, for instance) do not save and preserve more lives than all the policemen and firemen put together? If one conceives of the social use of our public institutions and the quality of the society he lives in, then in the broadest sense all citizens are users of the public institutions. All benefit from higher education.

If income differentials are to be the standard for tuitions, then consider this: high school graduates make more money than those who do not graduate from high school: are we then to say that our public high schools should impose a tuition fee? And an eighth grade education will open jobs that would be closed to an illiterate who cannot add

or subtract. Should our junior high schools impose tuition? Where does one stop? Wherein is the higher education different from the lower education in the concept of social and individual benefits accruing from a PUBLIC educational system?

Furthermore, because the median income of the families of University students is now \$12,800, what will happen to that median if tuition is imposed? It must go up. We have no way of knowing how many qualified and potentially constructive students are now being denied an education because the costs of attendance at the University are ALREADY too high.

And consider this: the very people who argue that because students will earn a higher income they should pay higher fees never once say that in hard times, when people can find no jobs, that graduates should be reimbursed by the state because as students they had invested more in the possibilities of a higher income than had non-users of the public higher educational system. You can bet the cost of your education you won't hear them saying any such thing.

"no compromise on this issue . . . no little bit of pregnancy"

Those who argue that tuition fees will separate out the students who really want an education from those who merely play are probably quite wrong in actual fact. The higher income suburban home tends to be the home in which a college education is a status necessity, an expectation. It is the home in which daddy and mom tend to coerce the child into "being good" and going to school and are willing to foot the bill to have the child become a college graduate, whether the child really wants to go to college or not. That is, the more costly education becomes, at best, poor players are forced out and rich players are allowed in. At worst poor STUDENTS are forced out and rich players are allowed in.

There are many basic arguments to confront, most of which have been advanced at Finance Committee hearings. There is no space here to meet all fronts. But as a citizen and parent I oppose the narrowness of social vision and selfishness of social priority that wishes to turn students into a revenue source (for the General Fund!). As a teacher I oppose the closing out of financially poor students, many of whom have been the best I've had in class. And there is no compromise in this issue, just as there is no "little bit" of pregnancy. If the principle of tuition is admitted, sooner or later this baby will come full term and it won't be long before students will be asked to deliver in a big way. No one should be under any illusions about that.

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ecsc prof takes survey

poll shows most legislators anti-tuition

By FRANK J. CONNELLY

ECSC Federation of Teachers

Returns from an Eastern Connecticut State College (ECSC) poll show that the majority of state legislators oppose the proposed tuition for the state colleges, according to Frank J. Connelly, President of the Eastern Connecticut Federation of Teachers and assistant professor of philosophy at ECSC. Only 60 of the 213 members of the General Assembly responded to the poll, however.

Connelly wrote to each member of the state legislature asking in their position regarding a tuition at the state colleges and UConn. Among those indicating a "strong opposition to any hike" are Rep. John Blake of Willimantic, Sen. Robert Houley of Vernon, Rep. Tom Sweeney of Norwich, Rep. Audrey Beck of Mansfield, and Rep. Richard Gosselin of Plainfield.

One legislator who wrote a letter in favor of the Meskill proposal was Rep. James B. Lowell of the 38th District. "In the 1969 legislature, I introduced legislation to increase the tuition to \$600 in the state colleges," Lowell wrote. "It was the intent to use at least half of the increased revenue for scholarships for 'needy students'."

Lowell stated that "if a capable student's family does not need his income, then his inability to raise \$2,500 to \$4000 per year to maintain himself in college leaves me with the impression that after obtaining a

college education, he will be unable to effectively utilize it for his benefit and society's benefit."

He said that Gov. Meskill's proposal would be more effective in helping needy students than the present system. Lowell also favors a substantial stipend for medical students, but not for the "general college student" who, he feels, does not have anywhere near as demanding a schedule.

Criticizing the letter, Connelly said that Lowell had overlooked that "whether there be a crippling sales tax, or a graduated income tax with all of its loopholes for the wealthy to exploit, the low and moderate income families and students will be paying the overwhelming bulk of the state revenues, and that means they will be paying for

"The raise in tuition would violate the philosophies underlying the existence of State colleges."

higher education whether they attend or not," Connelly claimed that the tuition would prevent many people from receiving a college education.

He also argued that Lowell gives the impression that the purpose of education is to prepare students for high paying executive position. Connelly pointed out that many state college students are preparing to be teachers and will have a starting salary of \$7900 to \$8500. Connelly expressed skepticism

as to how the proposed funds would be spent. "An increase in tuition will be simply a tax on education, any increase will go not to education but to a general fund which may be used to purchase anything, including political patronage which as tripled in Connecticut in the past five years."

He also claimed that state college graduates generally remain in Connecticut after graduation, and "enrich the culture, civilization and economy of our state." He said that the present low cost of education is responsible for enabling a good cross-section of students to attend.

Connelly was critical of legislators who look first to education system to cut costs in times of fiscal need. "If it's a question of money or education we sacrifice our sons and daughters first," he remarked.

The following is the text of Connelly's letter included with the poll:

Governor Meskill wants the students attending our State Colleges and The University of Connecticut to raise 36 millions of dollars in revenue. Since there are about 30,000 students attending both the State Colleges and the University, the average cost to each student would be about \$1200 a year.

Gov. Meskill indicates that half of these 36 millions of dollars would go for scholarships for "needy" students. Since it wouldn't make sense to charge such a huge sum for tuition and then give it back to the students, it would seem that the "needy"

students are those attending our private institutions of higher learning. The Connecticut Conference of Independent Colleges has requested that each student attending a private school be granted a flat sum of \$1,000.

A raise in tuition at the State Colleges, and the granting of public funds to private institutions of higher learning would violate the philosophies underlying the existence of State Colleges and of private colleges and universities.

The needy students of the State of Connecticut are already acquiring an education at the State Colleges. Over 90% of the students attending State Colleges and the University of Connecticut are working at least part-time to help pay their way. The needy students are already being helped at the State Colleges. They will be the first to be turned away with the application of financial criterion for attendance. Their places will be taken by students from upper income families.

The raising of tuition at the State Colleges and the University amounts to this: attendance by students primarily from upper income families at our State Colleges, the finances of which will be paid primarily by families of the lower and moderate income groups through taxation; A tuition hike will mean the subsidizing by students at our State Colleges of the educations of others attending private colleges and Universities.



university poll analyzes tuition effects

concludes most will be hit adversely

By STEPHEN P. MORIN

A 10 per cent random sample survey of all University of Connecticut students conducted in the spring of 1970 has concluded that most UConn students would be adversely affected by an increase in university costs.

The survey, entitled the "Impact of Alternative Tuition Proposals for the University of Connecticut on Student Requirements for Subsidy and on Revenues," was conducted by Dorothy Goodwin, Assistant to the Provost and Director of the Bureau of Institutional Research here.

Questions asked some 1,623 students (1,174 usable replies) focused on family income, sources of funds available to students for the financing of their education, family composition, race, and the education and occupation of family members.

Students were classified into four groups, undergraduate, full time and part time, and graduate full time and part time. Also considered were three types of family situation: 1) Those still considering their parent's home their home; 2) those living away from home permanently but partly dependent on parents; and 3) those financially independent of parents and living permanently away from them.

Fulltime Undergraduates Who Still Consider Their Parent's Home Their Home.

These students are characterized in the Goodwin survey as being "young, unmarried, with a median age of less than 20."

These students receive about 55 per cent of the funds they need for school from their parents. They usually earn another 25 per cent of their college costs, and some 8.4 per cent of these students receive no cash support from their families.

University costs for these students were estimated by the Goodwin poll to include incidental expenses of \$2,000 and forgone earnings of about \$4,000 per year. Costs to the individual amount to about \$24,000 over four years.

"For the relatively affluent students," the survey indicated, "earnings forgone do not constitute a major sacrifice. But for low-income students this loss may be a very heavy burden on their families." 2.5 per cent of the students in this group not only don't get financial assistance from their families, but actually must contribute some money to the home.

The median income for families of UConn students is \$13,240, the report said, with 4 per cent of the families earning less than \$12,000, and 2.5 per cent earning less than \$4,500.

"If costs were lower, the median would be lower... and the University of Connecticut would be reaching a larger proportion of the relatively low-income constituency that it should be reaching."

The survey further concludes that if costs increase, and the University's service to low income crease, "The median will rise, and the University's service to low income constituents would be reduced."

Part Time Undergraduates Who Still Consider Their Parent's Home Their Home.

This group consists of students who "cannot afford to forgo earnings in order to attend the University fulltime."

Summary Table II - Composition of 10 percent random sample of students surveyed, median family incomes by group, and summary data on income distribution by group.

Undergraduates	Still considering their parents home their home		% of total 10% sample	Median family income 1/	% under \$12,000 1/	% under \$7,500	% under \$4,500
		Fulltime	57.4	\$13,240	41.0	12.8	2.5
		Parttime	2.2	11,058	46.2	19.2	2.9
	Still partly dependent on their parents but living permanently away from home.	Fulltime	2.6	14,167	35.5	19.4	12.9
		Parttime	0.2	12,500	50.0	---	---
	Financially independent of parents and living away from home	Fulltime	7.4	6,438	80.5	59.8	12.1
		Parttime	4.3	12,143	50.0	20.0	6.5
Graduate students	Still considering their parents' home their home	Fulltime	0.8	12,500	45.8	16.7	7.3
		Parttime	0.2	22,500	27.3	18.2	7.3
	Still partly dependent on their parents but living permanently away from home	Fulltime	0.8	16,250	33.3	22.2	6.3
		Parttime	0.2	12,500	50.0	33.3	---
		All students	100.0	12,807	45.1	18.3	7.0
		Fulltime	78.1	12,643	45.7	18.8	7.0
		Parttime	21.9	13,433	42.8	16.7	6.0

1/ Refers to parents' income for students considering their parents' home to be their home, and still partly dependent on their families but living permanently away from home; refers to the income of the student and / or his spouse for financially independent students.

"Increases in the cost of attending college," the Goodwin survey stated, "might either raise or lower the median income of this group, depending on how many previously fulltime students were forced into part time status, and how many part time students were unable to attend at all."

Fulltime Graduate Students Who Still Consider Their Parent's Home Their Home

54.2 per cent of this group report no financial help from their parents. The median family income is \$740 lower among these students than for full-time undergrads.

The survey concludes that "many of these students would probably move to part time status if costs increased."

Part Time Graduate Students Who Still Consider Their Parent's Home Their Home

This group (only 0.2 per cent of the sample) the survey indicates, could afford increased costs.

Financially Independent Fulltime Undergraduates Who Are Living Away From Home.

These students have the lowest median income of any other group, at \$6,438, with 80.5 per cent of the sample earning less than \$12,000, 59.8 per cent less than \$7,500 and 35.7 per cent less than \$5,800.

"They rely more heavily on miscellaneous sources of income than any other group, the Goodwin report states, with 41.4 per cent receiving some

support from these sources (which include veterans benefits and social security payments)... it is likely that a substantial proportion of these students are veterans, who would be adversely affected by tuition increases."

This group would be "virtually eliminated by any significant tuition increases," the Goodwin report stated.

Part Time Undergraduates Who Are Financially Independent

Most of the students are married, and nearly half of them receive some support from their spouse.

Two types of situations are likely to account for most of the cases, the Goodwin survey concludes: "wives and husbands both working to put husbands through college and non-working or part time working wives of men employed full time at fairly good jobs."

Fulltime Graduate Students Who Are Financially Independent

"This group would be among the hardest hit by tuition increases," the survey states. 76 per cent of these students are married and 47.6 per cent of them have at least one child.

"For a very large proportion of this very important category of students, any increases in cost not offset by increases in subsidy would create severe hardship," the survey concluded.

Part Time Graduate Students Who Are Financially Independent

Some 78 per cent of these students are married and 56.4 per cent have at least one child. Less than 25 per cent receive any scholarship aid... and only 15 per cent have loans.

"Dependence on their own and/or their spouse's earnings is heavy," the survey states.

Survey Summary

The Goodwin survey summary discussed the impact of tuition charges on median incomes saying that if student deficits created by tuition by tuition changes are not adequately balanced by off setting funds, any significant increase in college costs will "clearly force some students to withdraw, and others not to attempt college."

"The question to be answered," the survey said, "is not, how many of our present students are rich enough to pay tuition charges, but how many potential students are now, with existing fees or will be, with tuition changes, denied educational opportunity."

The Goodwin survey summary indicated that education is the primary prerequisite to upward mobility in our society, and that future stability will be based on society's ability to demonstrate that poor people have a chance in education.

Evidence of faith in the importance of education to individual aspirations, the summary said, includes the fact that "nearly half of all our undergraduates already have more education than their fathers... and that 60.8 per cent of all full time undergraduates already have more education than their mothers."

Students such as the above expect a "personal payoff" from their education, the summary said.

"From society's point of view, the question to be answered is: what will be the result if they are denied the chance?"

Summary Table I - Highest level of education attained by fathers and mothers of students attending the University of Connecticut in the Spring of 1969-70.

Highest Level of education of parents -	Undergraduates			Graduate students			All Students		
	No. of respond-ents	%	Cum. %	No. of respond-ents	%	Cum. %	No. of respond-ents	%	Cum. %
Father									
No formal education	7	0.8	0.8	3	1.0	1.0	10	0.9	0.9
Elementary school	104	12.0	12.8	72	23.7	24.7	176	15.0	15.9
Some high school	104	12.0	24.8	48	15.8	40.5	152	13.0	28.9
Finished high school	206	23.7	48.5	60	19.7	60.2	266	22.7	51.6
Some post high school	216	24.8	73.3	51	16.8	77.0	267	22.7	74.3
Baccalaureate degree	133		88.6	29	9.5	86.5	162	13.8	88.1
Beyond baccalaureate	80	9.2	97.8	33	10.9	97.4	113	9.6	97.7
No answer	20	2.2	100.0	8	2.6	100.0	28	2.3	100.0
Total	870	100.0		304	100.0		1,174	100.0	
Mother									
No formal education 1	7	0.8	0.8	3	1.0	1.0	10	0.9	0.9
Elementary school	75	8.6	9.4	57	18.8	19.8	132	11.2	12.1
Some high school	107	12.3	21.7	42	13	33.6	149	12.7	24.8
Finished high school	340	39.1	60.8	105	34.5	68.1	445	37.9	62.7
Some post high school	216	24.8	85.6	53	17.4	85.5	269	22.9	85.6
Baccalaureate degree	71	8.2	93.8	27	8.9	94.4	98	8.4	94.0
Beyond baccalaureate	46	5.3	99.1	12	4.0	98.4	58	4.9	98.9
No answer	8	0.9	100.0	5	1.6	100.0	13	1.1	100.0
Total	870	100.0		304	100.0		1,174	100.0	

1 May include some cases when the answer is unknown, or where the parents live in underdeveloped countries

'lukewarm' statewide reaction to tuition

By DIANE BROZEK
Campus Staff Writer

The Connecticut students' "fight against tuition" is in deep trouble.

When Governor Thomas J. Meskill proposed a tuition of \$1000 at the University of Connecticut, \$600 at the four state colleges and \$200 at the community colleges in his budget presented last November, some students realized that they have never been closer to losing the concept of free education.

Although various bills of legislators recommending a tuition for the state schools have been introduced in previous years, never in the history of Connecticut has a state revenue task force or a governor formally proposed a tuition.

College students concerned with Gov. Meskill's tuition proposal have been accused by similarly-concerned legislators of "spending all their time organizing and reorganizing to talk to themselves," while Connecticut taxpayers, who will eventually determine the outcome of this issue, are generally mute. The Hartford Courant, Connecticut's largest daily newspaper reported "about 40 letters, mostly from students against the tuition proposal and about 4 from taxpayers in favor of it." A state senator from Middletown received two letters and one telephone call concerning the tuition proposal while a state senator from Hartford reports no public reaction at all.

Legislators actively opposing the tuition are wondering if anyone really cares either way. And time is running out.

State Senator Thomas P. Mondani (D) of Moodus blames the state's "lukewarm" reaction to the proposal on the apathy of the

average student. The inability of those students working against the tuition, to formulate an intelligent and rational philosophical argument against the concept of tuition also contributes to the growing lack of understanding between the opponents and supporters of the hike. Most of these students "scream the tuition will hurt my pocketbook and I will not pay it, and the taxpayers are thinking, 'neither will I,'" according to a UConn professor.

There are approximately 50,000 students in the state system of education, who would be affected by the tuition imposition. Student participation in anti-tuition activities has not been impressive. Opposition groups have cropped up throughout the state and have encouraged students to

"Taxpayers are given no other reason to oppose tuition than 'the students can't afford it'."

join the "fight". They include the Keep Tuition Down Committee (KTD) consisting of a representative from each of the four state colleges, and the community colleges. A spokesman from the group explained that there is no UConn representative because no one from the student government ever expressed any interest. He also reported that Eastern Connecticut State College (ECSC) was not very responsive either.

At ECSC, a faculty member claimed that more than 1000 handwritten letters were written by students there to their state representatives "when the students were stopped in the hall and not allowed to pass until they did so."

"We even had a sample letter enlarged up on the wall," he said.

At UConn, a student group called Students Against Tuition attracts, on the average, about 40 students to its meetings. There are about 15,000 students at the Storrs campus.

The majority of students do not feel threatened by the proposal because "apparently everyone is against it anyway," and few participate in anti-tuition activities within the campus community. "The whole budget's going to get screwed by the legislature and so will the tuition issue," a UConn student commented. State Senator Roger Eddy, who has vigorously worked against the proposal, explains that the mood of the General Assembly favors an acceptance of the proposal "in a less drastic form, however."

Students working against the proposal have not only failed to reach the "power structure," as one representative defined the taxpayers but have also failed to formulate a rational argument against the tuition.

The concept of tuition is a principle which goes well beyond the question of who pays, according to UConn President Homer D. Babbidge. "The public must make up its mind if it will continue to provide higher education at public expense or whether it will introduce a user's tax on his service," he said.

College today is what high school represented to the nation 50 years ago. In 1920, only 20 per cent of the nation's youth attended high school, while today almost 50 per cent of America's young people attend college. Yet 50 years ago, no one considered charging tuition in the high schools.

A compromise on the tuition issue would be the first step in the wrong direction, an "irreversible departure from the con-

viction that public education is an investment in public progress," according to Babbidge. "Once the tuition is imposed, there is no ceiling to stop it from increasing steadily in the future," he said. Babbidge also expressed regret at what he termed a lack of concern over the tuition proposal among UConn seniors.

"I'm greatly concerned that students will be worried only by the effects of tuition on themselves," he said.

State Senator Eddy is also disturbed by the student who overlooks the potential threat to retaining free education in the State by focusing solely on his own financial difficulties. "Will I be opposed to a tuition increase 25 years from now?" is the question the student should be asking himself, according to Eddy.

"I don't feel the sense of urgency on the part of anyone," Mondani said.

"Students aren't reaching the taxpayer at all," Mondani explained. "They aren't even getting their parents to write to their representatives." Hardly anyone discusses the tuition issue with his comrades at the Capitol, he said, because there is "virtually no public pressure" to consider.

Meanwhile Meskill's tuition proposal offers Connecticut taxpayers a partial solution which would help pay off the state's \$250 million deficit. The proposal to charge students tuition would raise \$18 million dollars for scholarship aid for "needy" students, and \$18 million for Connecticut's General Fund to remedy the debt.

Considering the financial crisis of the state and the effects of a recession on the taxpayer, many residents are expected to accept a state school tuition, since 33 percent of Connecticut's budget is for education. Many residents would like to see par-

'in reality, it isn't very nice'

By JIM DYER
State Chairman, Keep Tuition Down

Editor's Note: James Dyer a member of the Board of Trustees for Connecticut State Colleges and a member of the Keep Tuition Down Committee, issued the following statement in reply to Governor Meskill's defense of his proposal to raise tuition charges in the State colleges. (The governor defended his budget proposal before the 24th annual session of the Connecticut Intercollegiate Student Legislature held in Hartford March 5.)

The governor said that he wanted the students to hear "the other side" of his proposal and that "many young people of the state only heard half" of what he said. This is absolutely not so. Because of the fact that the students of the state college system did hear what the governor said they are organizing in large numbers against his proposal to boost fees over 600%.

The governor in his speech on Friday stated flatly that the main reason for an increase in tuition is to raise state revenue. He said his proposal would raise 36 million dollars, half of which would go back to the colleges in a "special scholarship fund."

The other half would go into the state's general fund and the colleges, and the students who paid the fees, would never receive anything back for improvement in the colleges.

The scholarship fund sounds nice but in reality it isn't very nice. If the tuition isn't raised there isn't a need for 18 million in scholarships. Furthermore the amount of 18 million dollars will be hardly enough to fulfill the financial needs of some 30,000 students of the over 50,000 in the state system of education who will be confronted with a 600%, or more, increase in fees.

The governor doesn't seem to realize that public education is serving the needs of the families who could afford no other form of education for their children.

Over 50% of the families of the state college students earn below \$10,000 a year income and could not possibly afford a tuition that would be on the level of a private school fee.

I do not understand how the governor can say no one will be excluded from state colleges because of tuition. He wanted to bridge the "gap between private and public" institutions. Private and public institutions were never meant to be the same and shouldn't be. Private institutions are on an entirely different level than are the public colleges, meant to provide education to those who cannot afford the extreme cost of private colleges.

The governor said that he is concerned about the empty seats in the private colleges. It would appear that he wants to fill those seats at the expense of the Connecticut tax payer. The reason that the public institutions are overflowing is because of the fact that the majority of this state's residents do not earn income large enough to pay for their children to attend a private college and now the governor proposes to deny the people of the state entrance to higher education at all levels.

I am shocked that the governor would even consider putting public education on the same level as private education. He said that he is interested in the "disproportionate situation" between the public and private colleges and that by increasing the tuition rates the problem will be solved. The only thing that I believe the governor should be interested in is not the business of filling the empty private college seats but the task of providing more public college ones.

He seems to forget that the reason that the private college seats are empty is because of the cost. Now he thinks he can solve the situation by boosting public college costs.

I see absolutely no logic in the proposal. In reality it will solve nothing and will only create more empty seats in both public and private institutions, and create a greater number of uneducated people who will be unable to advance because they lack a college degree in a society that demands one in greater numbers than a high school degree 15 years ago.

Everyone knows that private institutions are in financial difficulty and that they are turning toward the state for financial assistance. They are getting a sympathetic ear from a governor who will sacrifice the concept of public education.

Again I say to the governor: Students cannot be expected to pay the state deficit and the deficit of sixteen years can not be paid in one year. The only solution to the problem lies with the implementation of a graduated state income tax based on the ability to pay.



uconn alumni pass re

THE University of Connecticut Alumni Association President Carroll A. Caffrey, released the Association's position on the proposed tuition in a resolution passed without opposition by the Board of Directors of the Alumni Association at its regularly scheduled meeting in Storrs on March 17.

The text of the resolution follows: "The University of Connecticut Alumni Association reiterates its previous position on this matter as expressed in March of 1969 when it declared its opposition to the imposition of a tuition at the University of Connecticut."

In commenting on the resolution, Caffrey said the Board members directed him to communicate their position to elected officials and the people of the State of Connecticut in the strongest possible terms.

Board member Edric Bates, expressed the major sentiment of the Board: "the imposition of a tuition at the University is contrary to the concept of an open-ended opportunity for Connecticut youth to participate directly in the educational experience, if qualified, beyond the high school level without extra encumbrance of a tuition."

Several members of the Board indicated that if a tuition had been in effect when they attended the University they would not have been able to go to UConn. They expressed the certainty that many students

Connecticut Daily Campus

Serving Storrs Since 1896

VOL. LXVIII NO. 91

STORRS, CONNECTICUT

Thursday, March 25, 1971

senate votes 51-46 to end sst financing

UNITED PRESS INTERNATIONAL

WASHINGTON -- The Senate ordered an end to federal financing of America's supersonic transport plane (SST) by a 51-46 vote Wednesday. President Nixon denounced the move, and government experts said the project appeared doomed.

To Sen. Henry M. Jackson's cry that "the know-nothings are taking over," the Senate upheld the House decision last week to deny the \$134 million Nixon had requested to keep the controversial SST development program alive for the last three months of the current fiscal year, ending June 30.

The one-two punch delivered by Congress in the past week thus means that after spending \$854 million toward construction and test flights of two SST prototypes, the government will run out of money for the plane next Tuesday, March 30.

Two hours after the tense Senate roll call vote, the President issued a brief statement saying the project cancellation "represents a severe blow not only to the tens of thousands of workers affected and to their families, but also to the United States' continued leadership position in the aerospace industry."

Both Jackson and Sen. Warren G. Magnuson, Democrats from Washington state where the Boeing Co. is building the SST prototypes, were grim and silent when Vice President Spiro T. Agnew read the results of the showdown vote before a hushed, crowded chamber.

The defeat of the program was stunning rebuff for industry, the powerful AFL-CIO and for Nixon personally. All had lobbied intensively in behalf of the 1,800 mile-per-hour craft as a boon to the sluggish economy and a means of preserving American predominance in worldwide commercial aviation.

professional legal aid for ecology is advocated by nader associate

By BARBARA KOROLKIEWICZ

Industry usually wins local fights over ecology, James D. Welch, an associate to consumer rights advocate Ralph Nader, told 40 students here Monday night.

Welch is currently trying to raise support for the Connecticut Earth Action Group (CEAG), which he said would offer "a whole new way of influencing government by establishing a center for public interest with twenty or more professionals dedicated to removing the causes of environmental degradation and corporate irresponsibility."

Welch said that the hiring of a professional staff was necessary since volunteer help was unreliable. "Now a lawyer works two hours on a case dealing with some aspect of ecology, and he thinks he has done his bit for society, but he goes to court against an industrial lawyer who has spent weeks researching the case," Welch said.

While Nixon called the vote "a setback" in general terms, other government experts were plainly pessimistic.

"Unless a workable alternative financing plan is presented - and I have heard of none at this time - we appear to have no alternative but to disband the team of experts which have been carrying on the program and shut down the entire operation," said Transportation Secretary John A. Volpe.

William Magruder, project manager for the SST in Volpe's department, told newsmen at the White House he had sounded out a number of banking institutions about the possibility of private financing of the SST.

"I do not see at this time, in the face of the action of Congress, any response by the private sector to keep the SST alive," Magruder said. He

noted he had only six days to come up with an alternative to the loss of federal funds.

Nixon said he was determined that "this vote on the SST will not be a shift in basic direction" and that the United States would retain its role of "staying in the vanguard of scientific and technological advance."

Even if Congress reverses itself later and approves Nixon's new request for a \$235 million installment on the SST in the next fiscal year starting July 1, Magruder said it would take at least a decade to get an American craft into the air.

The prime SST contractor, the Boeing Co. of Seattle, Wash., said it would have to lay off 5,000 workers by mid-April, and it foresaw an irrevocable loss of the SST engineering team no matter

what Congress might do later.

Without further funds from the government, said Boeing Vice President H.W. Withington, general manager of the SST program, the company "simply can't afford to maintain any semblance of an SST program."

He added: "All you have to do is look at our financial report to see that." Only some new form of private financing, yet unannounced by the government or the aerospace industry, seemed likely to provide a way out.

On the final showdown, with every seat filled on the Senate floor, in the galleries and around the edges of the chamber, 34 Democrats and 17 Republicans voted against the SST. For continued financing were 19 Democrats and 27 Republicans.

Continued on Page 3

dean discusses long-range planning

By MARGARET BAIN

"Where is the university academically?" "How did it get there?" and "Where is it going?" are three questions deserving "hard-headed reflection" according to Dr. Thomas F. Malone, UConn's graduate school dean.

In an interview here Tuesday, Dean Malone, talked about a task force on long-range planning. The force, started about two months ago, consists of discussion groups exploring topics such as; open admissions; women, ethnic and racial minorities and the university; an associate of arts degree; the university role in recreation, athletics and physical education, and 'cluster colleges'.

(Traditionally, 'cluster college' means a group of institutions interacting, Malone said.)

Faculty and administration now comprise most of the task force. However, the discussion meetings are open, and Malone, chairman of the force's coordinating committee, said he would like more student and alumni participation.

UConn president Homer D. Babbidge received recommendations from the University Senate Executive committee, and appointed the task force coordinating committee members.

Currently, society places "too much emphasis on the college degree"; higher education measures knowledge by credits and has a rigid Ph.D program, Malone said.

Some possible new approaches to higher education being discussed currently are more two-year associate of arts degrees; deferred admissions enabling older people to enter college, and more interaction between different colleges and high schools, while each school retains its identity, he continued.

Malone said he hopes the result of the discussions will be a group of people "whose minds have been stretched". The task force will probably also make a report on their activities, possibly suggesting goals and specific action

programs.

To increase awareness of university problems and activities, Malone said, possibly a day will be devoted to the problems on campus, and later, perhaps, there will be a "wider dialogue" between campus and the whole state.

Malone stressed that the task force's study is not directed to making the university only "utilitarian." The university is a "custodian of culture"; it serves society; and passes on and extends knowledge, he said.

While admitting the university is affected by society's changing goals (such as educating highly skilled scientists or the goal of "putting a man on the moon"), Malone said the university should help shape society, not be simply a passive responder.

In a short review of higher education's history in the U.S.A., Malone said it grew in the 1950's and 60's without much self-scrutiny. Now, in a time of "unrest", financial trouble, and "disenchantment" according to Malone, the university should re-examine its position and purposes.

The task force, while not in a state of "chaos", is "groping" now and has no "frozen" plans. The long-range planning fixes 1981, UConn's centennial year, as its target date.

uconn veterans organize to plan better conditions for student vets

By MARK FISHER

"This isn't for re-entry, is it?" asked the unidentified veteran as he entered S.U. 306 last night and put his name address, and phone number on a slip of paper. "Better not be; gonna be some AWOL troops," replied one of the seated vets as the meeting came to order.

There were about a dozen people mostly veterans of the U.S. Armed Forces, present at the meeting of UConn Vets which started at 8:00. Paul Flaherty and Ray Desmonde, who co-chaired the meeting, led discussion of the organization's plans for improving conditions for student veterans here.

"We are probably the largest collection of veterans in one place on this campus," said Flaherty. "There are roughly 1000 vets up here on the G.I. Bill."

Representatives of the group have already been to see Dean Manning and other Administration officials, according to Desmonde, and were received "very open armedly (sic)". He said that although the vets were unable to obtain a list of all veterans on campus, because of regulations governing the privacy of those receiving State aid, the Adminis-

tration has agreed to send a registration form and information letter to all UConn vets at its expense. The group's budget comes before the ASG Finance Committee this Thursday at 6:30 p.m.

Talks are planned with the Administration about the possibility of billing student veterans in installments coinciding with G.I. Bill payments, "instead of one huge bill," according to Flaherty. He talked about the Veteran's Administration office here on campus, stating that it was "about run by one girl" who is soon to be leaving to get married. The resulting "changeover" would be a good time to expand the services of this office, he said.

Opposition to Governor Meskill's proposed tuition was discussed and future action planned. The group will be sponsoring a table in the Student Union lobby early next week and will hold its next meeting a week from today.

The vets stressed the urgent need for more and more active members. "Talk to the guys you know that are vets," said one member. "The possibilities of such an organization are endless" said Desmonde. "Talk to your buddies, tell them what's going on, tell them we need their help."

doneiko denies rumor of challenge to results of election yesterday

Judy Doneiko, president of the Associated Student Government, denied last night that she had plans to contest results of yesterday's elections on the grounds that write-in ballots were discounted. Earlier Joseph Franek had reported that Doneiko intended to challenge the validity of the results in the Student Court.

Election Results on P. 3

"I never said that" Doneiko answered when contacted last night. "I'm not planning to contest these election results."

Franek said that he thought Doneiko would attempt to have the election procedures halted and the ballots declared null. He said the ballots would be counted and the results released, but if additional objections were voiced the Student Court would determine their validity.

Doneiko categorically denied this when informed of it by The Campus.

the business of marriage

There is a honeymoon resort in the Poconos that operates on the philosophy that newly married couples are afraid of one another and should be kept busy playing volleyball, swimming, etc., lest they should have to face one another as people.

There is another resort in Tennessee that caters especially to young married couples. They feature round beds, red velvet walls, gold brocade, and heart shaped bathtubs surrounded by mirrored walls. There are other places who are less subtle and offer the bride and groom camera equipment to preserve the splendor of the wedding night.

All this along with catered affairs, silk dresses, silver patterns, china, and the wedding photographer make up the art of selling the institution of marriage.

Marriage today is an idyllic dream. The American woman from birth has been nurtured on the idea of being a virginal bride in white. Marriage has become the major goal in life for many women. A woman lives to catch a man and when she does she is subjected to the rites of marriage as performed by the American businessman.

Marriage is passed off as a state of eternal bliss. There is nothing more satisfying than marriage and there is no better proof than when one starts to plan a wedding. There are the caterers to consider, then the invitations, the seating plan, the bridesmaids dresses, the silver, the china, where to honeymoon, and what to wear. American marriage is based on love, the love of the idea of marriage.

Unfortunately too many find it out too late. They realize it when they stare at another person across the table and have nothing to say, and further realize that they are to live with this person the rest of their lives. They realize it when they have lived with this person for a year or more and begin wondering why life is dull and neither of you seem to have anything left in common. They realize it when they see marriage as a chain holding each other down rather than a bond which keeps them satisfied.

The obvious problem with marriage as an institution is that somewhere it forgot about the people involved. It forgot that marriage is made up of people, two people who will have to share their lives with one another. Not just sharing what you did today but sharing fears, hurts, and what makes the other person act the way she or he does. It is a deep sharing of yourself with someone who can understand you and you them.

The American dream of marriage leaves out people in the whirl of the preparations for marriage. It substitutes seating charts and bridal gowns for what is really going on inside of the two people involved. There is nothing wrong with the institution of marriage for it is a natural thing for a man to care about his mate but the trappings, gilt and myth that surround the institution of marriage have obscured the simplicity and natural reason for its need.

and the war goes on . . .

"our victory in laos"

Editor's Note: The purpose of this column is to bring before this community the reality of the war in South East Asia and its impact upon our national life. An effort will be made to bring as much hard data as is available and to keep people informed about coming peace movement events.

Bombing of North Vietnam is a "protective reaction". The invasion of Laos is an incursion and a de-escalation of the war. "Defense," as I.F. Stone has said, "is a euphemism for an endless minor war 9,000 miles away and for an arms race we started and we maintain." "The Free World" is a collection of client states composed mostly of military dictatorships whom we through military aid or direct CIA manipulations put in power. Those examples of what people are now calling "Nixon-speak" are a small part of the total lie of America.

Two things, however, are changing. First, Americans are withdrawing their loyalty to the system. When Laird calls the fiasco in Laos a success, Americans, even fairly conservative people, take it with disbelief. When Agnew says C.B.S. distorts the news by telling facts as they see them rather than as Agnew wants them told, people get worried. When active G.I.'s refuse an order to move forward and the generals refuse to discipline them we know things are changing and changing fast. Being isolated in Storrs we loose sight of incredible things which are happening. In historical terms a year is very little. In a year faith in Nixon, in the war, in the American way of death has reached a new low. Much more can happen in the next few months if we get ourselves together. The American consciousness is changing, perhaps in profound ways.

Second, the defeat in Southeast Asia is harder and harder to conceal. The invasion of Laos took place because in spite of the heaviest bombardment in history. U.S. airpower could not cut the Ho Chi Minh Trail. It involved the "biggest concentration of helicopters in the history of warfare" with gunships to protect fire bases while other helicopters dropped supplies to the South Vietnamese invaders. "The plan failed incredibly," as I. F. Stone has written (I. F. Stone's Bi-Weekly March 8, 1971; available in your library: easy reading, accurate news). The consequences of this can be far reaching. The Pathet Lao and NFL claim 66 helicopters and 22 fixed wing aircraft downed in Southern Laos in the first 4 days of the invasion (Burchett in Guardian Feb. 20). Though the helicopter was supposed to be technology's answer to insurgency, the anti-aircraft guns have been doing well against the invasion and the ARVN troops and some of their best battalions have been mauled. The U.S. of course consistently lies about helicopter losses as it does about body counts. Michael Parks, writing in the "Baltimore Sun" Feb. 25 from Khe Sahn, reported "Some of the heaviest anti-aircraft fire in the war is downing an average of 10 American helicopters a day pilots here report... (But) to date the U.S. command in Saigon has announced the loss of 29 helicopters in combat since the invasion began Feb. 18." If the U.S. recovers helicopters they don't count them as shot down. The March 1 issue of "Newsweek" quotes an American Colonel as saying, "If they can cut the tail

pollution solution

Dear PS,

Are any plans being made for Earth Week activities on campus?

Signed,
Interested in helping

Dear Interested,

UConn Environmental Concern will be meeting every Thursday at 7:30 in SS 221 to plan for Earth Week. Anyone interested in helping is welcome.

number off the wreckage and glue a new chopper to it, they'll never admit the aircraft was lost." And of course most of the helicopters lost are piloted by South Vietnamese and so the U.S. doesn't even report their loss. In recalling My Lai Calley talks about the pressure on him for a body count - that's what the generals wanted. This led to the lies and murder. Calley reported, "At the time, anything went into a body count - buffalo, pigs, cows, anything dead, you put into your body count." And of course the distinction between enemy soldiers and unarmed crying children and their mothers didn't matter either. The point is that the U.S. command lies. Laird lies and murders, Nixon lies and murders and Calley, poor Calley, takes the rap. The failure of American military power in Vietnam and Laos and Cambodia is increasingly evident and as the government lies to us this heightens awareness of the corruption of those who lead America.

Nixon's Vietnamization is just Dulles' "Asians fight Asians" policy all over again. And it is equally a failure.

Rather than the Laos "incursion" depriving the Peoples' Liberation Armies of supplies the Laos fiasco has supplied them with more guns and equipment left by the fleeing ARVN army than then could have brought down the Ho Chi Minh Trail.

The Laos invasion, however, also tells us that Nixon is still looking for a military victory in Vietnam. Ky and Thieu's talk of invading North Vietnam at the beginning of the Laos misadventure was ominous because Saigon's claims denied by Washington at the time, have consistently been official U.S. policy six months later. The defeat in Laos may have set that plan back, hopefully.

As Burchett wrote in the March 6th issue of the "Guardian", "The real question at the moment is not when the invaders will accomplish any of their tasks but how many will every make it back to South Vietnam". Since then the ARVN troops have been pulled out of Laos after a loss of over 200 helicopters - about half the number assigned to the invasion at the start of the operation. The ARVN Troop losses are harder to estimate but they are estimated at over a third of the original invading force. While not in the headlines, losses in Cambodia in the Parrots Beak and Fishhook areas have also been extremely heavy for "our" side.

In a Feb. 4th speech in the House, William Ryan, N.Y. Congressman, disclosed that one-fourth of the population of Laos are now refugees, thanks largely to the bombing of Laos over the 1966-1969 period, heaviest per square mile bombing in world history. The tragedy and the suffering of thousands, hundreds of thousands of people is what Nixon will pay for his honorable peace - it's not his suffering.

In January 70% of the U.S. people declared to Calley's pollers that they wanted complete withdrawal. Chances are you're part of that 70%. Organize buses for Washington. On April 24 there will be a massive rally in Washington. Civil rights people, grass roots union groups and community groups, students and others are going. End your isolation from those who are struggling for a better world. Join in trying to rebuild. It's a great cure for your depressions and pessimism. Stay in Washington for civil disobedience in May. Power comes from people willing to work for change.

Second Class Postage paid at Storrs, Conn. 06268. Published daily except Saturdays and Sundays in the spring and fall semesters at the University of Connecticut. Not published during summer school, the month of January nor when the University is not in regular session. Editorial and business offices located in the Student Union Building, University of Connecticut, Storrs. Accepted for national advertising by The National Educational Advertising Service. Subscriber: United Press International. Subscription rates, \$6.00 per year, \$4.00 per semester. Return notification of unclaimed deliveries to Connecticut Daily Campus, University of Connecticut, Storrs, 06268.

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ssst vote . . .

Continued from Page 1

After days of political pressure to change their votes, four senators previously believed to be opposed to the SST switched positions at the last minute and voted for continued financing.

They were Sens. Gale McGee, D-Wyo.; Marlow W. Cook, R-Ky.; Hiram L. Fong, R-Hawaii, and Stuart Symington, D-Mo. Another senator Clinton P. Anderson, D-N.M., switched from supporter to opponent on the final balloting.

Sen. Hubert H. Humphrey, D-Minn., who received substantial support from organized labor during his unsuccessful bid for the presidency against Nixon in 1968, voted against the SST which labor strongly backed this year.

"I have concluded despite my concern for the loss of present jobs that the SST is economically technically and environmentally neither a good buy nor a good risk when compared to our urgent national needs and

priorities," Humphrey announced an hour before the vote.

Nixon sent Sen. Margaret Chase Smith, R-Maine, a letter dated Wednesday rescinding the federal order closing the Portsmouth naval shipyard. Mrs. Smith, noted for her independent mind, made a copy of the letter public and voted against the SST anyway.

The President also had summoned to the White House for separate chats four senators believed to have opposed the SST this year, Peter Dominick, R-Colo.; Clifford P. Hansen, R-Wyo.; Harry F. Byrd Jr., D-Va., and Jack Miller, R-Iowa. All but Dominick voted against Nixon a few hours later.

When it was all over, the Senate then approved, 94 to 1, the full bill appropriating \$2.4 billion for the Transportation Department for the current fiscal year - minus the SST funds Nixon had sought.

nixon terms defeat of sst blow to aerospace industry

UNITED PRESS INTERNATIONAL

WASHINGTON -- President Nixon said Wednesday Senate defeat of the SST program represents a severe blow to the nation's "continued leadership position in the aerospace industry."

In a three paragraph statement handed to newsmen, Nixon said the vote "could be taken as a reversal of America's tradition of staying in the vanguard of scientific and technological advance."

William Magruder, federal project manager for the proposed jetliner, told reporters at the White House that he has asked a group of banks if it would be possible to acquire private financing for the project but they have already tentatively told him it would not.

Magruder said he would recommend continuation of the project if other financing could be arranged, but he made it plain that he considers this chance to be extremely remote, probably impossible.

"I am determined that this vote on the SST will not be a shift in basic direction. It is a setback, but we will remain on a continuing course of exploration and development in those areas in which America tradition-

ally has taken the leading role, and from which so much has flowed to the benefit of mankind," Nixon said.

He added that the cancellation of the SST project "represents a severe blow not only to the tens of thousands of workers affected and to their families, but also to the United States' continued leadership position in the aerospace industry."

Magruder said defeat of the SST might prove to be a disaster for the environment because of pollution caused by British-French Concord and a supersonic plane being developed by the Russians.

"The others will be out there polluting - we have no control over that," he said. "Our best method was to build one bigger and better and get the others out of the sky."

He said the U.S. industry was far ahead of the British-French and the Russians in solving the environmental problems of the SST.

Magruder said he has already asked an advisory committee made up of Wall Street and West Coast banks, which he declined to name, to determine if private funding was available. He said their tentative conclusion was that it was not.

whus-'newest in soul sounds'

By NORMAN OSBORNE

There's a kinetic, vibrant, sound emanating from WHUS these days--the sound of soul. From Sunday night with "Bruce of the Jungle" (soul & r.b.) and Phil to Thursday night with Sugar Bear, Sokie, and Bubba, you are treated to the newest and best in soul sounds. The soul sounds transmit the feeling of vitality and pride as well as meaning, and this is what makes it intrinsic to the educational experience.

Soul music should not merely be relegated to the realm of just entertainment or party sounds for they are rooted in an entity deeper than that. It has a turgid meaning for when Glen and Ken, the D.J.'s on the Wednesday night "My Kind of Jazz" show, play jazz and its related forms they are projecting the black experience in America. The sound of expressiveness, i.e., jazz, blues, soul, etc., over and against repressiveness, the actual environment of racism and discrimination in American society. Thus, black musical expression as all black art form are vital aspects of the black liberation struggle.

One can't go further without giving a run down of the brothers on WHUS. First, there's Bruce and Phil on Sunday starting at 7:00. They present some of everything. Bruce offers r.b. and, at times, they come an hour at a time uninterrupted. The sounds are heavy; they conjure up reflective moments and the old sounds bring about pleasant memories. Phil gets into jazz that's out of sight. On Monday you can tune in June alias "The Funky Man" at 7:00. His music grooves and his rap is effervescent.

A little later at 11:00, Double Barreled Soul comes at you--loaded. Juan and myself take pleasure in bringing you the best in jazz and its related forms. At times, we move to Brown--H. Rapp that is--along with Dick Gregory, and black poetry. On Tuesday, there's the "Freak" alias Cincinnati who brings forth a combination of jazz, soul, light and hard rock, and on and on--it's quite an excursion in soul. On Wednesday at 7:00, the "MIGHTY POOPIE" comes forth with woul that percolates the senses. At 11:00 there's "My Kind of Jazz" with Ken and Glen wherein

you'll hear the best in Jazz and it's related forms. The sound is heavy; it's soulful and challenging. On Thursday on AM, you can hear Sookie, Sugar Bear and Bubba. These three in combination are aesthetic and far reaching in the sphere of soul. Jazz, blues or rhythm and blues, they have it. This is what I'm talking about when I talk about soul on WHUS.

We feel that woul music is more than a different sound, a different musical form. It signifies presence--Black Presence. The realm of soul music constitutes the only original music artform in American culture, if not the only original form. (Check it out). Thus, its ubiquitous quality is something that should not be relegated to the periphery of life, but rather brought to the forefront. Marshall Stearns attests to the potency of soul when he writes:

"There is a persistent rumor that sale of Bessie Smith's records kept the early Columbia Company from bankruptcy, for in the first half of

the 'twenties,' record sales were off about 85 per cent, due perhaps to fast-growing popularity of radio."

Hence, soul music wasn't something "discovered" or created by the Black Liberation Struggle; it is indeed a part of it.

The impact of the campus is multifarious. Ranging from a diverse selection of sounds at the local record shop to the presence and electrifying sounds of The Black Experience as performed by Roy Ayers, Miles Davis, Junior Mance, and others have had a profound impact on the campus, and it's not coincidental that you hear the Brothers on WHUS playing these sounds... Yes, Billy Holiday, John Coltrane, Yardbird, Art Yatum, Tammi Terrell, Lead Belly and others speak to you of experience and relevance.

If you have time for music that stimulates, revitalizes and challenges your innovative faculties, check us out. We'd like to have you along as we take you on an excursion into Blackness. Take a stroll through OUR minds!

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asg election results

The results of yesterday's ASG Election are as follows:
FOR PRESIDENT: Mr. Graziani, 662; Mr. Devine 658.
FOR VICE PRESIDENT: Mr. Winkler.

SENIOR SENATORS: Steve Rogers, Jeanne Erickson, Robert Sohns, Eileen Pons, Thomas Anton, Paul EDevine, Mike Gerling, Tony Discepolo.

JUNIOR SENATORS: Howard Teig, Brenda Bean, Ann Orlitzki, Betsy Perkoski, Alan Barth, Dave Kaplan, Melanie Deitch. SOPHOMORE SENATORS: Linda Gauthier, Bob Wiener, Bob Eber, Monica Schofield, Bob Levine, Richard Toussant, Bill Shingleton, Frank Shor.

AT LARGE: Mike Runowitz.

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weather

Cloudy, windy and cold today with a chance of scattered snow flurries; highs in the 30s.

Counselors: Male and Female needed to teach water-skiing or drive motorboat at summer camp in Western Massachusetts. Swimming ability required. Training program held prior to the opening of camp in June. For more information write or call: Quirk's Marine Rentals Inc., 259 Gilsun Street, Keene, New Hampshire -3431

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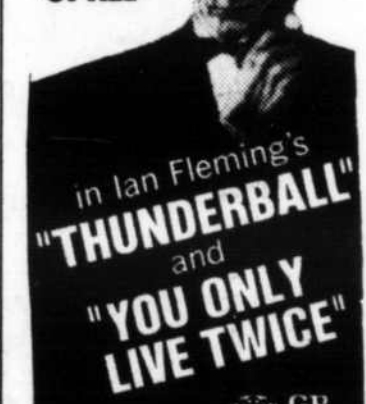
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TOMMY

A NEW MULTI-MEDIA ROCK PRODUCTION
AT THE BUSHNELL MEMORIAL

Rock Opera Electrifying

— Hartford Times

Hit rock opera 'Tommy'
will be staged at Bushnell

— UConn Chronicle



rock opera review

'tommy' is 'a pure celebration of life'

— Connecticut Daily Campus

POP SCENE

'Tommy' Triumphs At UConn

— New Haven Register

Cold and Rainy
Sunday High in 40's
Complete weather Page 2
CXXIII No. 65

The Hartford Times

A MEMBER OF THE GANNETT GROUP
Hartford, Connecticut - Saturday, March 6, 1971

'Tommy'

UConn Rock Production
Is Outstanding Effort

— Bristol Press

UConn's Rock Opera
Has Electric Opening
Page 22
TEN CEN

THE CRITICS RAVE. . . .

Page 6/THE PACE COLLEGE PRESS/March 10, 1971

The Pace College Press



Storrs, Conn.—An extremely ambitious feat for any drama department was performed this past weekend. The Department of Dramatic Arts and the School of Fine Arts of the University of Connecticut got together and presented one of the first stage productions of Tommy, by the Who.

What makes UCONN's production of TOMMY so extraordinary is its sheer size, the people involved, and a drama department that is unafraid to try something adventurous. They wanted to dive into the world of the multi-media production, and their production is a triumph just for getting it all together.

David Heilweil and his department are to be applauded for their chutzpah. The true testament to their adventurousness was the jam-packed 3,000 people crowd which warmly received the show. Their spirit and zeal in doing something different is what matters. For that alone is what good theatre is all about.

Hartford Times

Rock Opera Electrifying

By RUTHANNE DEVLIN
Times Staff Writer

STORRS — The Who's rock opera "Tommy" has been around for over two years now, but nowhere — absolutely nowhere — has it been given a performance comparable to that at Jorgensen Auditorium, University of Connecticut, last night. It was a bold, nerve-shredding, mind-boggling, ear-splitting 100 per cent turned-on multi media morality play scorched by acid rock music.

If those adjectives are totally incomprehensible to you, and if you're accustomed

only to music of gentler persuasion, the gap many be unbridgable. There's no doubt, however, that for the students packing the hall, something electric was happening.

What the Department of Dramatic Arts did was take "Tommy," which has only been given in concert performances, and expand it by adding a large orchestra, actors, dancers, singers, mime, film and transparencies.

The intended goal was, as the notes explained, to create "a continuous barrage of images and sounds, designed to complement, contrast, and con-

front one another, all with the end of conveying the theme of the fable, "Tommy."

Live performances always run a risk of drowned-out voices, but it wasn't until last night that I realized the potential of sheer sound to

First Nighter

deafen. With all respect to the band's great playing, the opera became more contest between voices and instruments than contemporary fable.

Weave around that the despair of isolation, the agonies in reaching out, lost innocence, a bacchanal, an emasculated Uncle Sam and war protest, and you've got a pretty full evening in "Tommy."

Choreography by Ron Davis was specially evocative, and William Bixby's projections on the three giant screens behind the dancers added much to the impact of Tommy's allegory. All performances were solidly given under David Heilweil's direction.

Especially fine vocal performances came from Lois Henrickson, Wayne Efron, Ron Morriset, and Steve Evans, who was also music director.

If "Tommy" or new experiences are your bag, this is one performance you shouldn't miss.

rock opera review

'tommy' is 'a pure celebration of life'

By PETER ROCHELEAU

A pure celebration of life, disguised as a performance of the rock opera "Tommy" drew two capacity audiences to UConn's Jorgensen Auditorium this weekend. Those who attended did not go home disappointed.

For those who don't know the opera's plot, it is the story of a male child born into a belligerent world. At a young age he sees his father kill his mother's lover which results in his becoming deaf, dumb, and blind. Lost in himself, Tommy becomes possessed by fear...fear of the viciousness that surrounds him, fear of the chaos of misunderstanding. His father a murderer, his mother an adulteress his cousin Kevin a sadist, his uncle Ernie a homosexual, all substantiate Tommy's mental and physical confusion.

Finally Tommy devotes himself to becoming a wizard at the pinball machine. His parents then take him to a team of medical specialists who find that his illness is completely psychological. The doctors tell him to stare into a mirror which Tommy shatters, destroying his fears and recreating himself as a demagogue. He then preaches gentleness in a world of war and therefore, must be destroyed. He becomes a martyr to youthful idealism. The theme of universal compassion strongly unites the parable. The truth he finds is a Christ-like peace founded in the brotherhood of man.

Connecticut Daily Campus

Serving Storrs Since 1896

Monday, March 8, 1971



Bristol Press

"Tommy" spawned other "rock operas", notably "Jesus Christ, Superstar" and "The Survival of St. Joan", but most recently, and probably most adventurously, it inspired a full-scale production devised by the University of Connecticut's Department of Dramatic Arts.

The production, Brainstormed by David Heilweil, dramatics Art head, Jerry Rojo, and Eva Wolas, appeared last weekend on the Albert N. Jorgensen stage to a packed and enthusiastic house. They witnessed a show they won't soon forget.

40 Dancers
Performed on a uniquely devised multi-level stage, 40 dancers mimed the action narrated by 12 singers as Music Director Steve Evans and Music Arranger Ron Ancrum led their eleven band members through the smashing, non-stop, 26 song score that framed the entire show.

Using the multi-media approach, "Tommy" was a

**BUSHNELL
MARCH
28th!**

constant bombardment of action that left one vibrating with excitement from start to finish. Aside from the gutty rock music, the vocals, and the terpsichorian mimes, three huge rear-projection screens provided, according to Director Heilweil, "a continuous barrage of images and sounds, designed to complement, contrast, and confront one another, all with the end of conveying the theme of the fable "Tommy."

Raphael Blanco dances a sensitive interpretation of Tommy, deriving assistance from Anne Winston as the "Acid Queen", who tries to shock Tommy out of his numbness, and Danny Gacek, who, as his fairy Uncle Ernie, takes advantage of Tommy's helplessness to feed his own pleasures.

Variety of Numbers
The vocal cast provided some outstanding renditions as well, led by Russ Walden and Ron Morriset in a variety of numbers and Isabel Wessler voicing the "Acid Queen's" method of cure. the Department of Dramatic Arts at UConn will have a show worthy of production on any level it chooses to present it, Broadway included.

Skip LeMonnier

"The films created a great sensation of power in emotions. They seemed to be saying something more complex than at face value."

"Captivating, active, intense and expressive aptly summarize the dancying."

"The 'Underture' was excellent, a perfect example of the combined, 'together' sound experience."

THE STUDENTS RAVE!

"The use of films on the three screens in unison was a tremendous idea on which to carry over the rather intricate plot."

"The tight fitting costumes of the dancers provided free movements and nakedness that reveals the true beauty of the human body in motion."

"The band was unbelievably good. Their sound was full, the performance was technically perfect, and the musicians were totally together at all times."

"There was no jagged separation between the performance of the dancers, musicians, and vocalists. Everything blended together. The dancing in the aisles brought the audience even more into the action and mood of the performance."

"The lighting and coloring added to the overwhelming force of TOMMY."

"The silent flashing of the characters' faces on the screens at the beginning of the opera was an interesting and unusual way to commence. I liked this technique!"

"It was a unique, wonderfully exuberant, exciting and unforgettable experience."

"Successful cannot describe this production. It was more than successful; it was a smash. . . The band continued to play after the conclusion to an audience that had gotten into this right from the beginning. TOMMY got the audience involved in every phase of its performance. . . The lighting was really amazing. . ."

"The band, Ron Ancrum-arranger and Steve Evans-director were nothing short of perfect."

"... the 'We're Not Gonna Take It' segment was fantastic. Here was a good example of the co-ordination involved with the dancers' arms flailing and the spotlight on Tommy and the projection of the obscene gesture."

"The choreography was fantastic. It fit perfectly with the music, and the actual story. The singers did an equally terrific job..."

"I was so impressed by the performance that I felt insignificant sitting there watching it."

"TOMMY will have to go down as one of the most exciting productions yet put on by the Department of Dramatic Arts. From the very first burst of music, the fantastic pace never slowed down."

"It seems that this 'new dimension' in theatre will be successful as long as every show is as well done as TOMMY."

"The lighting was really amazing, utilizing red, white and pink hues."

"TOMMY was one of the best live performances I've ever seen."

"The band was utterly fantastic. In comparison with the album, they were as good as, if not better than, The Who. . . TOMMY as performed here is the kind of production through which it is impossible to sit still. . ."

"... a simply fantastic display of co-ordination, concentration, and co-operation. TOMMY comes across in all its glory. . . I was excited and elated with the fineness of this program. Those in the audience were swept away by TOMMY - and as I did, begged for more. TOMMY was superb!"

"TOMMY, a truly unique experience, was without a doubt one of the most extraordinary productions I have ever witnessed. This new 'multi-media' type creation has great potential to become the theatre of the future. . . All I can say is the people who devised this show did one hell of a job."

"The University of Connecticut can be proud to have been the first to do this type of multi-media arrangement of this top rock opera and if it doesn't spread I'll be greatly surprised and disappointed because it certainly was a success thanks to a bunch of very talented people."

"The use of the projection screen as a medium of expression was ingeniously done."

"The music was fantastic, vibrating, dynamic. Each musician in the band seemed to be striving for perfection. . . The energy and zeal of all the performers kept one's foot going while sitting on the edge of the chair trying to capture, almost inhale by the senses, the action that was unfolding."

"Looking back I can honestly say that the show was great. The mood came across well. Almost every aspect of it had no problems. It certainly deserved the standing ovation that it got."

"When the show was over I could hardly believe that I had been there for two hours but walked away completely gratified with more than an evening's worth of entertainment."

"Steve Evan, music director, must be praised for his organization and his singing of the tough refrain, 'See Me, Feel Me'. Enough cannot be said of the group. . ."

"Uncle Ernie was hilarious."

"Comparing this type of production to others I have seen in the past is not fair. I put this production in a class of its own. . . I only wish these were more of these plays being done! It is a new breath to theatre."

"The musicians deserve all the praise in the world."

"The dancing was a spectacle in itself."

"I believe TOMMY was more than just a success for the Department of Dramatic Arts. I feel it was a success for the entire University, drawing together the many values, emotions, loves and hates and developing them into one feeling of unity."

"There's not enough one can say about Raphael Blanco dancing the part of Tommy. His eyes were a story in themselves."

"... particular recognition should go to Robert Gottfried, the drummer, who actually became a small show himself because of his great ability."



**A NEW MULTI-MEDIA
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\$5.00, \$4.00, \$3.00.**

blamed on apathy on part of students

ents of students assume a larger responsibility to the educational system, according to Eddy.

The ineffectiveness of the anti-tuition campaigns on the taxpayers is evident when examining the insignificant number of letters to their representatives. Many people feel there is too wide a disparity between costs at public and private institutions in the state and therefore a tuition should be imposed. Others believe that college is a luxury and a privilege rather than a necessity and again, the student should pay for it.

Legislators who oppose tuition feel that the recent unrest on the nation's campuses has harmed the student's causes. Taxpayers watch students protesting tuition, Eddy explained, rather than looking closely at why they're protesting.

"It's written off as another protest" he said. "I've heard people say that maybe if the

'damn' students paid more, they'd appreciate college more."

The majority of legislators in the state are apparently undecided or are reserving their opinions until May or June when the proposal is to be introduced in the General Assembly. The proposal will have to be considered before the end of this legislative session on June 30.

In a poll recently conducted by Frank J. Connelly, President of the Eastern Connecticut Federation of Teachers only 60 of the 213 members of the Connecticut General Assembly answered. Of those legislators who responded, a clear majority opposed the tuition imposition.

"I suspect those who did not answer are still undecided or for the tuition proposal," Connelly said.

Mondani who had publically announced that he is opposed to the tuition is puzzled by the lack of response from his con-

stituents. He received one telephone call and two letters backing him in two months.

"I don't know whether it's because my constituents don't understand what I've said, or that

"Legislators actively opposing the tuition are wondering if anyone really cares either way."

they don't care," he said. He fears many people see "no cost" when they hear "no tuition" and "of course, we know going to college now is far from free." This misconception should be corrected by the student, according to Mondani.

Meskill's proposed tuition fee would be in addition to fees now paid by the student to cover room board, cultural activities, athletic activities, etc.

"It's the people who are silent who frighten me most" Mondani said.

Eddy said he received heavy mail in favor of the proposed tuition after he publicly opposed it. The majority of those who wrote felt students should bear a greater percentage of higher education costs. Eddy believes the sentiments expressed in these letters will be reflected in the General Assembly. Already 13

members of the 16 member Commission for Higher Education are in favor of some tuition.

State Speaker of the House William Ratchford explained that he has received letters from students, student organizations, campus groups and an occasional parent. "I have yet to hear from a taxpayer" he said.

State Senator Wilbur Smith of Hartford said he has not received any reaction at all concerning the tuition proposal although he has already decided to oppose it.

Only five state legislators have openly protested the tuition proposal and are working against it. Most of these legislators have stated, however, that their hopes of defeating the tuition threat altogether have been practically extinguished. Organized tuition opposition in Connecticut may not block the "concept of tuition" which has become increasingly difficult to argue, with each legislative session, but it may check the level at which it imposed. Mondani believes the State schools may still have a 50-50 chance of "winning the fight." Ratchford suggests that students organize a state-wide speakers'

bureau to channel anti-tuition information from the colleges and students to the public.

"When students begin to appear at local clubs and organization meetings" Ratchford explained, "then the base of opposition will begin to grow."

"Students who persuade people from the community to write legislators are going right to the source" Eddy said.

"If we could only get every student to persuade his parents to write to their representatives Mondani explained, "that would be 24,000 letters in one shot."

Most other state legislators aren't that optimistic.

Rep. James B. Lowell of Canton, who introduced similar tuition legislation in 1969, said "If the capable student's family does not need his income, then his ability to raise \$2500 to \$4000 per year to maintain himself in college leads me with the impression that after obtaining a college education, he will be unable to effectively utilize it for his benefit and society's benefit."

Many taxpayers are expected to think the same way given, no other reason to oppose tuition than "the student can't afford it". At this point neither can the taxpayer.

Fight? What Fight?

meriden morning record

'it's fairer than free'

A secondary result of the trend has been heavier enrollment at the state's colleges, less room for qualified students who can't afford to pay, as more affluent students who could go elsewhere crowd to attend.

Moderate tuition charges such as those the governor recommends would help equalize this situation, sending some who would prefer it to private schools at moderately more cost and thus opening up more places for qualified students in the public colleges. At the same time, tuition funds would underwrite sound education.

The scheme is only good if it is coupled with a comprehensive, intelligently administered system of scholarships and tuition abatements for students who need help and can qualify, or who show outstanding scholastic achievement. This would make certain that no qualified student is denied an education because of lack of money.

Gov. Meskill's plan would hold a full half of the expected revenue -- \$18 million out of \$36 million -- for scholarship and tuition grants. This should do the job; if it proves too high or too low, it can be adjusted.

We're for it. It's fairer than free.

One section of the governor's budget recommendations with which we agree heartily is the

plan for charging tuition at state colleges, community colleges, and the University of Connecticut. "The Morning Record" has been advocating this for years.

Such a plan would plug a loop-hole in the present system of educational costs that works a real injustice on the state's poorer people and those with larger families. The present no-tuition system allows any family, no matter how prosperous, to send its sons and daughters through college virtually for free. A family with the means to pay for a college education can choose to send a child to a private college for \$4,000 or so a year -- or it can allow that child to secure an education that may be just as good, at the taxpayers' expense.

Increasingly -- and understandably -- even well-to-do families have chosen that public college route. The trend has increased as UConn has raised its standards to match or surpass those of the better private colleges, and as Connecticut taxpayers have willingly subsidized better buildings, better equipment, better pay scales and educational standards for all the state's institutions of higher learning.

-Reprinted from the Morning Record

the hartford times

'the cart before the horse'

The question of tuition for students in public university or college in Connecticut has been debated, so far, primarily on pragmatic grounds: Will tuition raise enough money to be worth while, and will it impose an undue burden on students?

Those are important questions. But other issues are involved, too.

Tuition at a state university is a form of user tax. And while user taxes are eminently fair in many cases, there is a philosophical question that deserves airing if user taxes are to be applied to education.

ON PRAGMATIC grounds alone, there is something to be said for Connecticut's present no-tuition policy at UConn.

Taxpayers underwrite all the cost of classrooms, teaching equipment, and instructional costs at the state university.

But students themselves, through fees, underwrite all the costs of dormitories, cafeterias, sports facilities, and virtually all non-instructional programs. Dormitories are built with state bonds, but student fees retire the bonds, both principal and interest.

Fees at UConn, for the resident student, run about \$1,100 a year; total cost, including books, weekend meals, clothes and other incidentals bring the UConn student's annual cost to about \$2,200.

Although Connecticut is the last state to have a "tuition-free" state university, that statement is somewhat a distortion; many other states absorb, through tuition, costs that UConn carries through student fees.

THE STATE could clearly use the money tuition might bring in. The proposal to charge

\$1,000 a year tuition is obviously prompted by the urgent fiscal needs of the state.

Both Governor Meskill, who put tuition in his budget proposal, and the State Revenue Task Force which first proposed tuitions, made clear their intent to use an important part of the tuition income as scholarships.

That would, of course, limit the real income to the state. Governor Meskill estimates that about \$36 million would be collected in tuition at all state institutions, and about half of it would be paid out in scholarships. If that estimate of need is correct, there would be \$18 million in new income for the state's general fund.

IS IT WORTH a change of philosophy?

That is the question that has not yet been explored, at least publicly -- and a question that should not be brushed aside.

Most of us would be shocked if it were suggested high school students should pay tuition, with generous scholarships for those who could not afford to pay.

We would find it strange to suggest that public libraries should be supported by a "user tax."

Public high schools, and libraries, and many other public institutions exist because we believe them important to the entire society -- both those who use them, and those don't.

Is college different in this day and age? Perhaps, on balance, we will decide it is. But before making that decision, we should weigh it carefully. To decide the question primarily in terms of needed revenue may be putting the cart before the horse.

-Reprinted from the Hartford Times

lutution against tuition

are in the same position today.

Other Board members expressed concern that, once tuition is instituted at the University, it will continue to escalate as it has in private institutions, and as "all government imposed tariffs have a tendency to do."

Caffrey also said the tuition proposal would be ill-advised at any time, but it is particularly untimely now "when the state and nation need all of their citizens developed to their full potential to serve as leaders in a society that is rapidly losing its cohesiveness and direction."

Finally, Caffrey stated many students attending the Storrs campus and their families are already burdened with the cost of room and board, books and activity fees, totaling an average of \$2200 per year -- and yet they face a lack of adequate facilities as a result of current building construction and personnel hiring freezes in effect at the University. "Attempting to have these students and their families help to underwrite the budget deficit of the State of Connecticut is, in the opinion of The University of Connecticut Alumni Association, unfair," the statement said.



Thomas J. Meskill

'... tell it like it is.'

'... the beginning of the end of a principle ...'



Homer D. Babbidge, Jr.

meskill defends tuition plan

By THOMAS J. MESKILL
Governor, State of Connecticut
Special to The Campus

One of the rallying cries of the younger generation, and one that I endorse wholeheartedly is "Tell it like it is."

I appreciate the opportunity to do just that, with regard to my tuition proposal. I hope UConn students, particularly those who have rejected my proposal out of hand, without ever really studying or understanding it will take the few minutes to read this explanation through to its conclusion.

Essentially, my proposal is based on the con-

'...taxpayers should not be forced to pay the cost of college educations for those who can comfortably afford to meet such costs...'

viction that Connecticut's already overburdened taxpayers should not be forced to pay the cost of college educations for those who can comfortably afford to meet such costs themselves.

Connecticut is presently in the throes of its worst financial crisis. The state is leaving a

\$250 million trail of red ink as it drags itself from the current budget period.

This deficit situation will obviously have a tremendous effect on every state endeavor, including education efforts.

In order to insure that quality education continues in all of our institutions of higher learning, I have found it necessary to propose increases in tuition at the state colleges, community colleges, technical colleges, and for the first time, tuition at the University of Connecticut.

I was faced with the question -- should we cut back on new enrollments and new programs at these institutions, or should we raise or begin a new tuition so that present and new services can be offered? I chose the latter because of my personal commitment to quality education in this state.

The tuitions which I propose would generate approximately \$36 million in additional revenue for Connecticut. A total of \$18 million, or half of this revenue, would be used to finance and develop an entirely new scholarship fund for needy students. Any student who claims that my proposal will force him to leave school just doesn't understand my proposal. No student would be denied the right to attend an institution of higher education because he could not afford the cost.

Again, thank you for giving me the opportunity to discuss my tuition proposals.

babbidge: need for revenue should not mask principles

By HOMER D. BABBIDGE, JR.
President, UConn
Special to The Campus

Quite apart from the immediate impact a tuition would have on the pocketbooks and the fates of current students, the decision to adopt a tuition would be profoundly important and I believe dangerous to the future of a free society. So important and dangerous, that I do not believe the need for and the prospect of ready revenue should blind us to the consequences.

Tuition is, in a sense, a user's tax, and is based on the assumption that the student is the principal beneficiary of his education. Individuals do, of course, benefit from education. But they already make a considerable personal sacrifice to become educated and will, if their education results in higher earnings, more than repay society through their incurred taxes. And their intangible contributions to society are greater yet.

Historically, we have thought of public higher education as being in a class with certain other forms of social investment--such as schools and libraries--so important to the general welfare of an open society that their cost should be borne by society at large. The thesis is simple:

since we all benefit from the education of our citizens, we all should share in the investment costs.

A decision in Connecticut, after 90 years of tuition-free higher education at Storrs, to abandon this principle, would amount to a confession that we no longer believe in the social benefits of public education.

Thus, the imposition of a tuition must be viewed as more than raising the economic (and psychological) thresholds of learning. It would constitute an irreversible departure from the conviction that public education is an investment in public progress. It would do irreparable harm to the very genius of American education.

The people of Connecticut must decide whether there will be tuition or not. They have an obligation to consider its immediate and its long-term implications. In my judgment, they should consider that a decision to impose a tuition would do more than raise revenues, more than hurt students and their families; it would mark the beginning of the end of a principle on which our public educational system is built.

'students against tuition' direct campus opposition

By ED BECKER
Publicity Committee, SAT
Special to The Campus

In an effort to coordinate student activities designed to kill the tuition question before it reaches the floor of the General Assembly, a University of Connecticut group has been organized called Students Against Tuition.

Soon after a special "State Revenue Task Force" recommended to the Governor and Legislature that tuitions be increased at the state colleges and instituted at the University, SAT formed a skeleton group to meet with representatives from state colleges and community colleges.

Originally, as part of a state program called Keep Tuition Down, UConn representatives spoke before the Joint House-Senate Committee on Education concerning tuition. Keep Tuition Down culminated its efforts during a target week, March 7-13. Since then, student responsibility has fallen in the hands of campus organizations across the state.

In its efforts this year, SAT has taken a no tuition stand, believing that once a tuition is initiated it could easily be raised in the future. Co-operating with the activities of other state colleges in stopping their tuition increases adds to the influence of a broader state support.

SAT's objective is to reach the state representatives and senators both directly and through their constituencies. To do this, a necessary goal is to educate the students as to background of the tuition proposal and its possible effects, not only on returning students and their families but also on prospective students applying to the state schools.

At the same time, SAT realizes the importance of reaching the people of the state. Many in fact may be effected indirectly by the tuition proposal and related state finance measures.

In this area, an active campaign has been started to contact radio stations throughout the state to express student concern on this issue. Newspapers are also being contacted for editorial space and coverage on the tuition effort. If through contributions, sufficient funds are made available, an ad will be placed in a Hartford paper to illustrate the magnitude of the student concern.

Personal contact with the public has not been overlooked. An educated student can serve in this way. Through workshops, SAT hopes to prepare speakers to appear before parent-teacher organizations and similar groups. Organizational efforts in this area are lagging, however, because student support is not yet in full swing. The old standby, used in most every political effort, that of letter writing, cannot be overstressed by the coordinators of SAT. Student letters to senators and representatives, student letters to parents urging them to write to their respective legislators, and letters from parents are all important.

The effort necessary to successfully defeat tuition is much greater than present resources can sustain. Student participation is the most important resource of an educational community, and, it must be organized and used. The tuition question is not yet at the stage where a bill is pending before the General Assembly and thus true student concern has not yet developed. Concern must be generated and effective action must be taken to keep the problem from reaching the form of legislation.

meskill's budget proposals anger social work students

By KATHERINE HESSE
Member, Fair Tax Committee
Special to The Campus

The University of Connecticut School of Social Work is angered by the thought of higher tuition. Most of the students are receiving some kind of stipend or grant or are working to pay for their education. But even stipends, grants, and jobs are becoming hard to find and next year looks bleak even without a tuition. With a tuition, many students at the school will have to drop out.

School of Social Work students support the philosophy behind a low or no tuition. If the social work student has worked as a case worker before starting school, they have not been doing it for the money. And they certainly are not looking for monetary reward after they graduate. Social workers are not high on the economic pay scale.

Beside the proposed tuition, other portions of the governor's budget have angered the students at the School of Social Work. They are concerned about the effects of the 7% sales tax on their clients, the poor, the disabled, and the elderly.

Not only would food, domestic fuels, clothing and medicine be taxed under Meskill's tax proposal, but gasoline and cigarettes taxes would be boosted. Almost everything saleable would be taxed. In other words, most of the basic necessities of life will cost 7% more.

This is not too much of a sacrifice if you have that extra 7%, but think of the great numbers of poor and elderly or semi-skilled or just plain middle class workers who are barely getting along now.

With the rising inflation and the tightening job market, many of these same people will be in a double squeeze.

Is this 7% sales tax a fair way to obtain state revenue if it causes so many people to suffer both economically and psychologically? The Connecticut Fair Tax Committee does not think so. The Committee, a very broad coalition of organizations representing such diverse groups as unions, social workers, consumers, senior citizens and students, has united to educate other citizens and to lobby against the 7% sales tax.

In its place, the Fair Tax Committee advocates a state tax structure which will meet the needs of both the state and the cities and towns, based on a budget which is adequate but also economical and efficient.

In developing such a budget and tax structure, the committee believes the General Assembly must act on the principles that:

1. The present tax structure relies too much on regressive taxes.
2. A graduated progressive state income tax should be a major source of revenue.
3. The income tax revenue should be high enough to permit much greater aid to the cities, in order to provide essential services and to keep property taxes from skyrocketing further.

four undergraduates react

By MARY JANE MUSSELMAN
Campus Staff Writer

In an attempt to find out how the proposed tuition increase would affect individual students, The Campus contacted four students we feel are representative of the undergraduate student body. These were some of the responses:

JIM...

Jim M., a 6th semester biology major from Waterbury. He goes to school full time and is under the GI Bill, which gives him about \$1,800 per year. His wife works full time as a registered nurse to help pay expenses. A substantial increase in tuition would force him to take out a personal loan to complete his education, he told The Campus.

Jim said that "public education is supposed to be for the entire public, not just for those who can pay to go to a private school. Money should not be any barrier to a college education."

He said he would support a graduated income tax rather than a piggy-back income tax or a sales tax which he terms "ridiculous."

CINDY...

Cindy L., a second semester freshman from Schenectady, New York, is majoring in pre-vet. She has a \$1000 student loan from N.Y. state and works summers to help pay for college. Her father is also putting her two brothers through medical school now.

In the case of a tuition increase, she said she would definitely leave UConn. She would try to get

into a New York state school or else work for a year. However, if she works she said she would be obligated to start paying back the loan after six months.

"I don't think that UConn offers that much to make it worth the increased cost," she commented. "You could probably go to a private school for that kind of money."

KAREN and BILL...

Karen and Bill H. are seniors planning to graduate in January. Both work about 30 hours a week to help pay expenses.

Karen, a Child Development and Family Relations major, holds a part time job as a secretary. Her husband, who is majoring in Political

... my parents could probably pay for one more semester by digging into their retirement savings ...

Science, works in a package store and in the Wilbur Cross library. He also receives about \$200 a month in GI benefits.

Since the opportunities for summer jobs look bleak, a substantial increase in tuition costs would force one of them to drop out and work full time to support the other through graduation.

"UConn would be like a private institution if tuition were imposed," Karen said. She said she feels that it is important to have a public education system that makes it possible for all qualified students to go to college.

students comment on tuition in the daily campus survey

The following statements are from a poll taken by the Campus in which students were invited to list any comments they had on Gov. Meskill's proposed tuition plan:

A Sophomore

I earn all my own expenses--am totally independent. I work 35 hours a week during the school term and I am a full time student. Obviously, I cannot afford any increase. (As my parents live abroad I must pay out-of-state fees as well.)

A Sophomore

Gov. Meskill's Proposed tuition increase is theoretically possible. But as in all bureaucratic systems, the monies collected from such an increase will not go to scholarships. 18 million dollars will not reach the needy. You can't run a state on pure idealism.

A Freshman

College education should be considered no different than primary and secondary education in respect to cost. Education is a service to governmental functions and should not be discriminatory against those not able to afford higher education.

-Raise the money through a sales tax

-Raise the money through a race-track system

-Raise the money through a lottery

-Don't raise the money at the expense of depriving someone equal chance for an education.

A Junior

I am on financial aid entirely. My parents are not able to help me or my brother to continue our education. I am dependent only on what the University of Connecticut Financial Aid can allow to give me and what the Federal and State Government can also give me. As to whether or not I will be able to continue on in school is entirely dependent on whether UConn can make up the additional raise in cost. Also my father is unemployed due to the job shortage and repression. Also my mother is entering the hospital which means there is no money income what-so-ever.

I now owe \$3,500 which is going to be rough to pay back and loans and work study are getting harder to get.

Please don't add to my expenses and headaches-I'm hurtin' already.

the case against tuition

As Argued by the University of Connecticut in Relation to Proposals Before the 1971 Session of the General Assembly

ARGUMENT

The student gets the benefit, so the student should pay for his education.

ANSWER

The student benefits BECAUSE society benefits. Education makes the student's skills worth more because the market needs those skills. Society calls for the production of surgeons because society needs surgeons. The benefit to the individual surgeon is, in society's view, incidental. Education provides a 50-50 trade-off between society and the individual, like any other transaction freely entered into.

ARGUMENT

Then why shouldn't the student pay half the cost?

ANSWER

The student is ALREADY paying nearly four-fifths of the cost, in the following manner:

Required fees, excluding room and board	\$ 305	4%
Incidental expenses, including room and board at the University of Connecticut, or elsewhere	1,695	22
Foregone earnings (full time students)	4,000	53
TOTAL cost to student	\$6,000	79%

Operating costs of University of Connecticut, per full time equivalent undergraduate, excluding costs of graduate students, research, service, and overhead costs related to excluded costs	1,600	21
TOTAL costs per undergraduate per year	\$7,600	100%

ARGUMENT

The median income for all University students, \$12,800, is surely high enough to indicate ability to pay a larger share of instructional costs.

ANSWER

The median reflects those able to afford college, given PRESENT costs. It says nothing of those frozen out by present costs. If costs increase, the median will RISE. Are we then to argue that this shows that students are so affluent that they can afford to pay even more?

No. We argue that even with present costs the median is TOO HIGH. It means we are not reaching the clientele we were designed to reach.

ARGUMENT

Still, those above the median can afford to pay, and should be asked to pay.

ANSWER

We do not make them pay in direct tuition for elementary or secondary school. Why should they pay for the 13th grade, when we don't make them pay for the 12th? Why do we provide free education to prison inmates? Why do we charge no fees for admission to public libraries?

Because we have known almost since the beginning of our history that education PAYS, not just the individual, but society as a whole. Education is an investment by society in its own future--in its future capacity for economic growth, in its social and political stability, in its capacity to cope with its ever-growing problems.

ARGUMENT

But it is not fair for the general taxpayer to carry so much of the burden.

ANSWER

If the tax system is sufficiently progressive, the largest share of the tax burden will fall on precisely those who have benefited most from education. Throughout his life, the educated person will be returning to society annual dividends on his educational benefits received from society. Income taxes on earnings, property, sales and excise taxes on consumption, all will relate to some extent to higher earnings made possible through education.

ARGUMENT

A much closer correspondence between benefit and payment could be achieved if the student borrowed to finance education.

ANSWER

Reliance on conventional loans implies that identical educations are of equal value to all recipients. In fact, of course, the payoff on education varies widely with ability, luck, opportunity, skills, contacts, even personal appearance. Moreover, they constitute a "negative dowry" for young women.

ARGUMENT

Actuarial plans, such as the Yale scheme whereby a student pays a fixed percentage of his earnings over 35 years of his working life answer most of those objections.

ANSWER

For the relatively affluent student, perhaps. But for the student who must borrow, not for tuition alone, but for his own support during college, heavy reliance on loans is extremely objectionable. Such debts will be incurred in addition to debts normally incurred by young adults during the years of family formation. If loans tend to replace scholarship funds, educational debts will tend to be undertaken by those least appropriate to this route -- the economically marginal student without other resources, the academically marginal student who cannot earn competitive scholarships, the disadvantaged student who will enter his after-college career with some strikes still against him in spite of his education, the young woman whose parents see no need to educate their

daughters.

Remember, we are talking about out-of-pocket costs of \$2,000 per year given present costs, or \$8,000 over four years. If we add a tuition of \$1,000 to this, out-of-pocket costs will rise to \$12,000 over four years. If any substantial portion of this amount must be borrowed, the student enters his working life with a severe disadvantage.

ARGUMENT

If students had to pay for their education, those who really don't want college will not be cluttering up our campuses.

ANSWER

The limited evidence we have suggests that those most likely to "clutter up our campuses" as unwilling attendants are relatively affluent. Parental pressures will keep most of them on campus even with tuition. Those who already have to make major sacrifices to attend, and who would be hurt the most by tuition, want their education and want it desperately.

ARGUMENT

These people could just as easily go into skilled trades. Why should they receive so much help to attend the University?

ANSWER

Why, indeed, should they not? There is very little evidence to support the proposition that the affluence of one generation guarantees the ability of the next. One of the greatest strengths of our society is that virtually everyone has to keep on trying. Safety and success are no one's divine right. And ability exists everywhere if we have the sense to tap it.

We have evidence that a significant proportion of the student body of the University of Connecticut are not only first generation college students, but first generation high school students. In responses to a recent questionnaire sent to a random 10 per cent sample of all students at all levels and all campuses, 7.7 per cent reported that neither parent had gone beyond elementary school. Respondents in this group included one West Indian Black, and a handful of Orientals and white Europeans, but most of them were U.S. citizens.

This statistic suggests two things -- that we have not done as well as we ought to have in the past to make education equally available to all; and that as long as costs shut out any student able to take advantage of an education, we are not making it equally available to all now. Lack of education in parents does not necessarily mean that their children will be better mechanics than scholars. If the society is to derive the greatest benefit from its members, it will let each one capitalize on the abilities that he has. It will not channel him in foreordained directions simply because of accidents of birth.

We have, over the past two decades, made a major commitment to increasing the accessibility of education to all. The tremendous growth in higher education tells us that more and more of the young from every level have wanted to take advantage of this opportunity. This is no time to slam the door in their faces.

tuition here may force 27% drop out

daily campus survey polls 1156 students

By STEPHEN P. MORIN
Associate Managing Editor

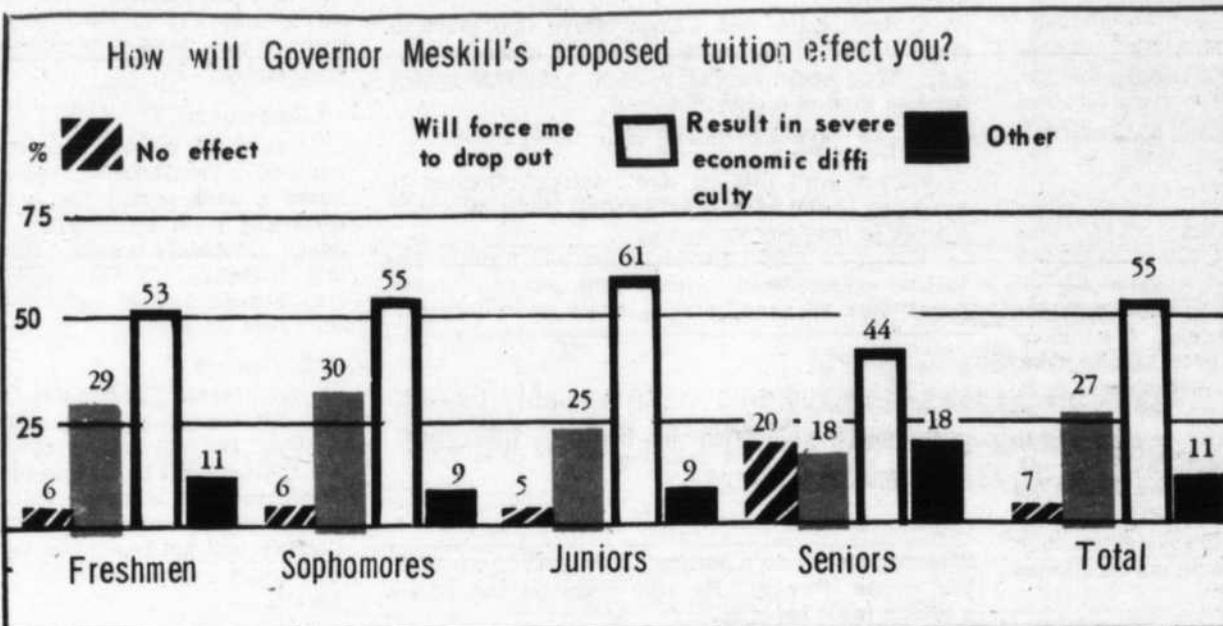
A Connecticut Daily Campus survey of 1156 students at the University of Connecticut has shown that 27 per cent of the student body here might be forced to drop-out if Governor Meskill's proposed tuition is approved by the State legislature and alternate financing were not provided.

Another 55 per cent of the students polled indicated Meskill's proposal calling for the establishment of a \$1,000 resident and \$1500 out-of-state tuition fee would result in "severe" economic difficulty for them.

The Campus survey seems to indicate that unless substantial financial aid is provided, 82 per cent of the UConn student body will either be forced out or will face economic hardship resulting from higher costs.

The 11 question survey was distributed at 23 selected dormitories on the Storrs campus by members of the Alpha Phi Omega service fraternity March 10. Commuters were invited to fill out questionnaires at the Daily Campus office March 10 and 11.

The survey included questions on university costs, the effects of Governor Meskill's tuition proposal and two questions of the so-called "Yale Plan" of tuition.



Some 76 per cent of the students polled said they were financially dependent on a person other than themselves to pay for their college education.

In addition, 52 percent said their family couldn't afford to provide any more funds to help meet university costs. 28 percent said their families could give less than \$600 per year more, families could provide all the ad-

ditional funds necessary to meet educational expenses.

The percentages for families not able to give more money shifted upward with year standing. For example 47 percent of the freshmen replying said their families couldn't provide any more money. 48 percent of the sophomores, 50 percent of juniors and 55 percent of seniors said their families were at the limits

of their financial resources.

An overwhelming 89 percent of the undergraduates polled said they earned part of their college costs. Again these figures shifted upward with year standing with 84 percent of the freshman, 86 percent of the sophomores, 93 percent of the juniors and 94 percent of the seniors, working to help put themselves through college.

These figures suggest that students become increasingly independent of their parent's support as they progress through school. They may also indicate that students are expected to make a greater contribution toward educational costs as they approach graduation.

It seems fair to contend that upperclassmen would be most affected by the institution of a tuition at UConn.

This assumption is further supported by replies in which 43 percent of the seniors surveyed said they couldn't raise any more money for college, while 37 percent of the freshmen said they couldn't. (Sophomore figures were 36 percent and junior's were 40 percent.)

Seniors and juniors also earn more money to help pay for college than sophomores and freshmen. 32 percent of the seniors and 22 percent of the juniors polled said they earn more than \$1000 a year toward their education, while only 14 percent of the freshmen and sophomores replying said they earned as much as \$1000 per year.

"Upperclassmen would be most effected by the institution of a tuition . . ."

48 percent of the freshmen and sophomores said they earn less than \$500 a year toward college costs. The percentage decreases to 33 percent for juniors and to 29 percent for seniors.

Seniors, the Daily Campus poll indicates work more than freshmen with 42 percent saying they work both in the summer and parttime during the school year to pay for college. Only 17 percent of freshmen say they work both fulltime during the summer and part-time during the school year and the figure decreases according to year standing. (Juniors 37 percent and sophomores at 25 percent).

Thus it seems evident tuition would affect students more and more as they progressed through school. The progressive independence from parents is matched with increased responsibility for students to pay a larger part of their education.

A significant tuition increase could seriously effect the educational pursuits of these students.

The "Yale Plan" of tuition got a mixed reaction from UConn undergraduates. The Yale plan, as presented by President Kingman Brewster recommends that students pay their college education by giving the university a fixed percentage of their income (0.4) for a certain number of years (35).

"Many students expressed opposition to tuition on philosophical grounds

31 percent thought the plan good but with drawbacks, while 26 percent thought the plan "terrible". 7 percent said the plan excellent, 8 percent good, 8 percent worse than the present system and 16 percent had no opinion.

As to the desirability of instituting the Yale plan at UConn, 40 percent said no, 15 percent yes and 27 percent yes only with modifications.

Many students expressed opposition to tuition on philosophical grounds. Writing on the reverse sides of questionnaires, many students said public education should be for everyone, regardless of wealth.

