"Racialism" allows capitalism to exist and pro-
by Michael Schoenwald

Tuition to Increase

The Board of Trustees increased tuition and room and board fees for the 1985-1986 academic year. Total fee costs will include $10,800 for tuition and $2,930 for room and board.

President Ames stated that the eight percent increase over this year's fees of $12,590 was due to the college's anticipated plans for improvements. The increased fees will include an increase in funds for financial aid, faculty and staff salary increases, new faculty appointment, and improvements in extra-curricular life. Ames said that Connecticut College's fees are still comparable to those of other colleges.

Apartheid

'South Africa has never been my country because I am black'

by Michael Schoenwald

Fikile Bam once spent ten years in a South African prison for publishing a pamphlet called "How to Rage Guerrilla Warfare." In explaining "Apartheid and the Law in South Africa," Bam called apartheid "as great an evil as Nazism was to Germany and the rest of the world not so long ago."

Now a visiting fellow in Yale's South Africa Research Project and Yale School, Bam is a practicing attorney in the Transkei, one of the all-black "homelands" created by the South African government. He admitted from the outset that "South Africa has never been my country because I am black."

Bam explained that unlike the United States, where "racialism" is not honored by the law, in South Africa "racialism" derives from the law, the constitution and acts of Parliament. "Racialism" allows capitalism to exist and provide South Africa with cheap black labor for exploitation of mineral resources. South African law has been used to legitimize a system of government by force.

One listener described Bam, of medium height with curly hair and a short, curly beard, as "shy, unassuming, a South African black man trying to adapt the mannerisms of a white man in order to communicate in a white man's world."

In a soft but intense voice that showed sadness as well as dignity, Bam spoke of a South Africa as a country that spends $9.5 billion a year to determine purity of race in individuals. If race cannot be categorized from birth then a series of tests consisting of length of the head, eye color, shape of the eyebrows and jaw size may be used.

In South Africa, according to Bam, one is classified as either colored (mixed blood), Asiatic or Indigenous. The government goes further and subdivides the Indigenous peoples into ten tribal groups. A consciousness of differences exists among whites "but there are no political penalties attached to this."

Bam stated simply that "you could never talk about a democratic country" in a situation such as South Africa's, where four and a half million whites rule 36 million blacks with no voting privileges.

In terms of self-rule, Bam said, cultural differences made blacks "not ready for it, unfit for it."

"They would be prey to all kinds of agitators and the more by-law changes than they would soon become communists," he continued. "This has long been a favorite weapon with the government of South Africa in getting countries like the United States and other western countries on its side, to toe down whatever criticism they might have against South Africa."

Last year the government gave voting rights to colored and Asiatic peoples but in numbers. Bam said that "some of the ideas that were discussed were kept."

"Blacks can't claim political rights in greater South Africa," Bam said. "The mini-states are popularly and actively referred to as 'puppet governments' or 'village tyrannies,' centrally and economically controlled by South Africa."

Segregation also carries over into schools. White schools receive ten times more funding than black schools. The syllabus of white students, according to Bam, is prepared for them by a supervisory and superior role in society, to carry out or serve the interests of the..." see Apartheid on page 4
Routing Rowdiness

by Debbie Carr

"Every weekend our bathroom is totally trashed," said a female junior. "The stereo would always be blasting. I don't know how some people can be so inconsiderate—it's just a drag," a senior male comments.

Living on a dorm floor where unruly behavior can be an uncontrollable noise level, unnecessary physical damage, and inconsiderate neighbors is a problem which many Conn students encounter. They do not, however, tolerate these infractions upon their rights a policy is presently in effect which holds the students responsible for organizing their housing privileges to students who are repeatedly reported for "unsocial behavior." Although nearly all complaints refer to noise, there have been some of minor vandalism.

Last year Marji Lipshez, coordinator of the residential life, and the SGA residential life committee found it necessary to introduce a policy which would deter rowdiness. Until last year, most offenses were dealt with by a warning letter from the J-Board. Due to the inefficiencies in the system, Warner and Linda Hughes, members of the residential life committee, drafted a policy which would ultimately separate problem makers by institution, though those then be dealt with differently in different dorms. According to Warner, this "is not meant to deal with problem makers." Lipshez elaborates that "live on campus community which can be taken away." Rowdy students must "wake up to consequences of their residential life are serious. There are consequences to their [the dorm's] life style.

In order to activate this procedure, however, students must take the initiative to report nuisances to their housefellow, house council, or the RA. Thus, cases, to campus security. Lipshez recognizes that "it is very hard to enforce policies with peers," and as a result, disturbances persist. Dave Fleishman, Larrabee housefellow, says that "situations can become more and more effective as it is more and more enforced," yet it "often that a few on each floor speak up," or better yet, the "victims confront their peers." Although this problem of a non-willings to "turn in" a peer is prohibiting the necessary suspension privilege suspensions from reaching its maximum effectiveness, David Fleishman recognizes that the policy about the policy is also hindering its success.

The 1984-1985 housing contract states that "the J-Board will introduce a policy which only necessary to suspend you... residentially for violation suspension starts at the first offense on that constitues in any way a threat," but as a "way to remove the peer from the college." You will be notified in writing if residental suspensions are going to be given an opportunity to appeal.

Despite the fact that students sign this agreement, many students are "unaware" of the policy. Because the suspension of lottery privileges was introduced last year, public knowledge of the possibility is still very low. Lipshez concludes that despite your ability to appeal. The senior male's opinion to control a disturbing noise level is that "it made a picture to get the guys [the nuisances] sent up to go in front of the J-Board and split them up." One stated that he "did not know" about the policy, and that the students who were creating the disturbance "did not know either." Both the J-Board and the residential life committee offer information on the "sequences of action for unaccepted residential social behavior in dorms," stating that "the penalty is more certain and it is necessary to make it [the policy] better known," and "to inform and encourage people to use the system." The policy has worked "to some extent, but has to be enforced more strongly.

Last year ten men who persistently create disturbances were subject to lottery privilege suspension, and each was sent a letter from their fellow offender(s). Each received a letter from either their dorm council, Marji Lipshez, or Dean Watson.

This letter warned them of the policy regarding anti-social behavior. Because their behavior continued, they were then deprived of their right to draw lottery privileges. The penalty which executed was the loss of lottery privileges, is the complete loss of residential privileges. This semester, however, administrators believe it to be "much improved" according to Dave Fleishman, because more students are coming forward and becoming aware of their impact on those around them, and this is a step in the right direction.

The effectiveness of the anti-rowdiness policy will all the residential life staff and the SGA must inform students of the consequences of their behavior. Furthermore, students must assert themselves if they are disturbed. According to David Warner, "it's not right that some students accept what their peers do to them. The intent of the policy is to look out for all people." Learning Through Traveling

by Paula McDonald

As I was walking out of my one night early my sophomore year, I saw a poster advertising a summer away. So that night I found myself at a show and presentation about Semester at Sea. Little did I know what I was getting myself into.

At that point in my college career I had not given any thought to a summer away, I just knew that most people "went abroad" their Junior year. I did not know what to think about what or how, but that this had to be a opportunity of a lifetime.

Semester at Sea is an accredited program run through the University of Pittsburgh. About 400 students from across the country, 50 "adult passengers," and 125 Taiwanese crew members form the community aboard the S.S. Universe. The program is what is unique and exceptional about the program is that course work taken on the ship will be counted towards credits. Participants gain experience of the world ranging from being in the middle of the Pacific Ocean to sitting guns on in front of a S.A.S. screen while you are watching an action packed movie. Everyone-students, faculty, adults, and crew all share the same traveling excitement with surprises, expectations, and sometimes sadness. SAS is much more than a "booklearning" educational experience. Most of the learning environment is in places—places visited, people met, and friends traveled with. Much is learned on the ship in class and from interacting with others. The whole experience continues upon returning home and long after that.

In the summer of 95, I was more than just learning while traveling, it is learning through traveling. A slide show and informational meeting will be held Tuesday, March 5 at 4:00 p.m. in Fanning 302 for all students interested in the Semester at Sea program.

Honorably Aware

by Fernando Espuelas

"This year the Board's goal is to increase awareness of the Honor Code," read the opening line of the Judiciary Board's case log cover letter to the Voice. As part of this awareness plan, J-Board conducted "a series of intensive awareness sessions about the role the Honor Code and the Judiciary Board play at Connecticut College." The sessions were mandatory for all freshmen.

The reason behind these meetings was "to saturate each student with knowledge of the Honor Code before he or she signed the matriculation card." Further, a final informational reception was held with the freshmen. "... The students had a final opportunity to mingle with the SGA, Executive and Judiciary Boards to answer further questions." The freshmen awareness program was perceived as having worked well, "Throughout this year the Board has heard only three cases involving freshmen, a record low, which proves the success of our ambitious efforts." The Board then went on to discuss the rules and regulations, an Honor Code Packet was sent to every student through campus mail, early first semester.

ACADEMIC: The Board's decision in an academic case is recommended to the professor for consideration before he/she makes final decision.

1. Plagiarism without intent: guilty. Recommendation: resubmit paper after fixing subject to final grade drop.
2. Cheating and collaborating on final exam: guilty. Recommendation: receive "F" on exam; academic probation, two semesters.
4. Plagiarism with intent: guilty. Recommendation: receive "F" for assignment; academic probation, one semester.
5. Cheating: guilty. Recommendation: receive "F" on exam; academic probation, one semester.

6. Plagiarism with intent: guilty. Recommendation: receive "F" for assignment; academic probation, one semester.
7. Plagiarism without intent: guilty. Recommendation: receive "F" for paper; rewrite paper on different topic; the average of two grades cannot exceed "C-".
8. Attending an individual to cheat: guilty. Recommendation: receive "D" on exam; academic probation, one semester.
9. Cheating and collaborating on final exams: guilty. Recommendation: receive "F" on exam; suspension, one semester.

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Beyond War
Advocating an Evolutionary Enlightenment

by E. Rieseman

A group called Beyond War, organized a Creative Initiative, began in Palo Alto, California in 1962. Beyond War ideology is: "War is Obsolete. We are one." This movement has made progress and what this movement aims to do is move the initiative which was said in 1945, "The unleashed power of the atom has changed everything save our modes of thinking, and we must thus drift toward unparalled catastrophe."

The Beyond War movement is a cooperative effort whose goal is to communicate three basic ideas:

1) Nuclear weapons have made all war obsolete. There can be no limited nuclear war. Detonation of a small percentage of the world's nuclear arsenal could trigger a nuclear winter which threatens all forms of life.

2) The planet we live on is one interconnected system which we are all dependent. All forms of life are interconnected and will be affected by any change.

3) In order to survive, we must learn to work together to build a world beyond war. The two prior points provide the basis for a new mode of thinking. Traditionally, the world has not been viewed as an interconnected system by which we are all participating in the common destiny of mankind. Students, in order to succeed, must learn to work together to build a world beyond war. The initiative must be taken to communicate three ideas.

Beyond War ideology is: "The unleashed power of the atom has changed everything save our modes of thinking, and we must thus drift toward unparalled catastrophe."

The goal is to embed their new mode of thinking in the United States. Numerous studies show that since 1954 of a society accepts a new idea, it is embedded in society. If 20% of the population affirms the idea, it is unstoppable and will have an impact throughout the hierarchical structure of the system.

Some examples of this program are the abolishment of slavery, women's suffrage and the group Mothers Against Drunk Driving. These movements all began on account of individual efforts which eventually grew and gained a degree of political importance.

Paradoxically, decisive action can be taken only during an agreement and understanding of a world beyond war. Action through influence is based on education. When asked about his reaction to Ronald Reagan's speech, Bill Mayers, a student at Conn., said, "Reagan does not want to think they're not enlightened, but one more person who can know about Beyond War. He's just not all that interested in the group stems from his concern about the general progress toward nuclear war. The Gurney's, in the session, used an effective parable to illustrate our relation to the nuclear danger.

A frog was once placed in a pot of cool water and transferred to a pot of boiling water. The frog sensed the drastic temperature change and immediately jumped out. Later the frog was placed in a pot of cold water which was gradually heated. The frog eventually became too weak to jump out of the boiling water. This is a late adaptation. Bill along with Pat and Steve Gurney organized an introductory session which summarized the principles of the Beyond War movement. Bill's active participation in the course of the week.

To shatter this misconception it can be said that every president since Truman, with the exception of Ford, has seen the danger of nuclear war. If the president of an ally has seen the danger of nuclear war, then it is likely to be a similar situation. The probability of a nuclear winter is so great that all forms of life would be destroyed. The second illusion is "They won't let it happen," referring to national leaders.

The interior consists of a long oak table and several bookshelves on one wall cover a portion of the parquet floor and the oil paint- ing, "La Lettre d'Amour" by the Belgian artist Portielje hangs on the wall in a gilt frame. In a glass case there is the original parchment receipt of the Indian Owancisco dated October 14, 1693 for the land where Connecticut College is located. There are also several books on the shelves that comprise the Palmer Collection as well as the Wyman Ballod Collection. This room is The Palmer Memorial Room situated on the second floor of the library. The collection has been used for twenty years. The material here be used during the Palmer Memorial Room is now open for viewing.

The collection, Mrs. Kent predicted the room to be used for twenty years. The collection, Mrs. Kent predicted the room to be used for twenty years. The collection, Mrs. Kent predicted the room to be used for twenty years. The collection, Mrs. Kent predicted the room to be used for twenty years.

George S. Palmer, who gave the funds for Palmer Library, as well as Eliahu Palmer and Elisha Palmer, remained locked for the past nine years. At the start of the semester this was changed. The Palmer Memorial Room is now open from one to five Monday through Friday. The room is for viewing books in the Special Collections. The Special Collections include rare books, the archives of the college and several manuscripts.

Books listed in the card catalogue with an "S" or the word "Special" are found in the Special Collections area. Other catalogues are marked with "Gildersleeve," "L.C." (for Connecticut College Collection), or "P.M.R." (Palmer Memorial Room) are also part of the Special Collections. The Gildersleeve indicates the Gildersleeve Children's Book Collection which are for numbers of books which comprise the Gildersleeve Collection.

Numerous books are acid free and we are constantly circulating the collection. The college owns "half a dozen" Special Collections and the Palmer Memorial Room is that the material here be used during the Palmer Memorial Room is now open for viewing books in the Special Collections. The Special Collections include rare books, the archives of the college and several manuscripts.

Mrs. Kent has held the position of Special Collections Librarian for a little over one year. Before that he was in position as a librarian in the acquisition, serial, and cataloging for twenty years. Brian Raymond, a student, said that in the past students could always get to the material but had to request it at the circulation desk. "A student would return the book and it would be read in the librarians office," he continued.

For the past nine years the Palmer Memorial Room has been used for meetings only. "It was a great meeting room with a very nice setting," Mr. Rogers reminisced with a smile. Sobbing quickly he said, "we are very glad, finally after nine years, that the Palmer Room is now being used for the purpose to the end of the full building of stacks of materials in Special Collections. The third floor there are more materials in a cage.

Mrs. Kent prides the department on the care of the rare and special materials. Although, we do do several things to preserve the materials and prevent deterioration, she said, "The markers we put in the books are acid free and we are constantly circling the collection, Mrs. Kent predicted the collection. We are also some works from the 16th and 17th centuries. There are also some works from the 16th and 17th centuries.

Many first editions of Eugene O'Neill's works will be written in the black room because the area was from this area, as well as several of his handwritten letters and Christmas cards.

The collection in the collection, Mrs. Kent predicted the Kelmscott Chaucer manuscript, "The Canterbury Tales" in 1899, she said, "We have several pieces by William Morris," said Mr. Rogers. The "Associated Press" is the most interesting piece in the collection. It was a "revival of Medieval aesthetic ways at the time of an industrial point," he said. The Kelmscott Chaucer is found at between 5,000 and 10,000 dollars.

"My main concern as far as the future of Special Collections is that the Palmer Memorial Room is that the material here be used in the education and the curriculum of the college. I want the room to be used by individuals on a spontaneous basis however it would be ideal if the faculty incorporated the materials in their classes, bringing to light the special interest and privilege of such a facility and access system we now have," Mrs. Kent summarized.
Responses to King Workshop

by Sally Jones

"Don't let them control me! I don't want to debate or argue. I refuse to intellectualize. I am in control," said Dr. Charles King, Jr. On February 26th King conducted his Racism Sensitivity Workshop before 700 students and for almost 3 hours ruled in Dana as a supreme authority. He was abusive and hostile in his approach. He angrily and emotionally presented "the truths" about racism and humiliated participants responding to his abrasive behavior. But, by the end of the evening many loved him and with hugs thanked him for putting them through the "encounter" experience.

The following are circle member's responses to King and his workshop.

"In the beginning, I was turned off. I felt that he was very abrasive, overpowering and arrogant in his approach to the audience. I was lured by the whole lecture feeling indifferent and confused because he turned around and said that 'we are all good people.' When I left I felt better about myself and I felt better about others." Yew Gyebi.

"In the beginning I didn't like him at all. He was a 'bastard' like he said. But when he got calmer and let his emotions show I began to respect him." Leslie Graham.

"My reactions varied in the beginning. In the unity circle I got the impression that it was him against us, almost like a competition. Later on, my feelings switched to King's side. I debated back and forth. I felt guilty," said Deron Wood.

"It was very moving and it made you think. Seeing him on stage and seeing how he deals with things, you can see that he loves people and that he wants to help." Gini Vencil.

"It was very worthwhile and very educational especially to someone who doesn't really think about racism. I see now, how I, indirectly, with all white people, encourage racism and do nothing to stop it." Brian Rosenburg.

"The workshop was tremendously effective. It enlightened a largely naive audience on the subject of racism. He just told reality and some people don't want to hear it. The most important thing that he said was the fact that it is not individuals, it is American white society that is the cause of the problem." David Flitkutman.

"I think he is really effective and has a grasp on what the problem is. To this day, it is the best articulation of the problem that I have heard. His approach enlightened me to things I just didn't realize." Brian Crawford.

"The points he, (King) was making were so poignant and straight to the heart that he couldn't help but be effective. I was shaken up. I've been intellectualizing racism all this time and in reality he realized that this is incorrect. It actually causes the problem. You have to feel the emotion." Bill Walter.

"He articulated the message of American Pictures, making it absolutely clear, stating in no uncertain terms that the white people are to blame. The most important thing is to listen and to feel. Once you listen and feel then you can act," said Dave Tyler.

There will be a series of articles in The College Voice dealing with Dr. King and the issue of racism.

SGA Update continued from page 1

posial of the committee has
some thing that will come about" said Lucas, "is the retraining
of the house president." The provision allowing for the President. There is a change in "the orientation process of special interest groups to elect" house presidents," added Crawford. House President "elected at different times." "Perhaps the most important

Apartheid continued from page 1

white's.

Bam was lucky enough to receive his education from a missionary school "where they taught us more than they needed to teach us." After school, Bam said blacks may only obtain certain types of jobs. They can hold property only in the homelands. They are subject to the most important thing that he said was the fact that it is not individuals, it is American white society that is the cause of the problem." David Flitkutman.

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J-Board Log continued from page 2

social probation, two semesters.

6. Tampering with fire equipment: guilty.

7. Failure to show I.D.: not guilty.

6. Tampering with fire equipment: guilty.

5. Tampering with fire equipment: guilty.


3. Tampering with fire equipment: guilty.

2. Anti-Social behavior with potential to endanger others and blatant misuse of college property: guilty.


Decision: social probation; 2 additional hours to ones previously assigned making a total of 15 hours.

10. Cheating on final exam: not guilty.

9. Invasion of privacy: guilty.


7. Failure to show I.D.: not guilty.

6. Tampering with fire equipment: guilty.

5. Tampering with fire equipment: guilty.


3. Tampering with fire equipment: guilty.

2. Anti-Social behavior with potential to endanger others and blatant misuse of college property: guilty.


Decision: Letter of Censure.

Decision: $25.00 fine (automatic); Letter to Censure.

Decision: 2 semesters, social probation; 3 additional hours to ones previously assigned making a total of 15 hours.

Decision: $150.00 fine (automatic).

Decision: 5 work hours; social probation, two semesters.

Decision: Board upheld decision made by club officers: club violating club rules: guilty.

Decision: Pay for damage incurred by guest.

Decision: Letter of Censure.

Decision: $150.00 fine (automatic).

Decision: Letter to Censure.

Decision: $25.00 fine (automatic); Letter to Censure.

Decision: $198.00 fine (automatic).
Coca Is It
by Fred McKeehan, M.D.
If you promise to read beyond the first paragraph, I'll tell you how appealing cocaine is. By increasing the level of dopamine in a neurotransmitter, in one of the brain's "pleasure centers," cocaine is able to produce feelings of elation, euphoria, energy and a sense of increased physical, mental and sexual ability. Doesn't that sound great?

Unfortunately, following this experience of intense pleasure, which generally lasts for 20 to 60 minutes, there is a period of depression and marked discomfort, leading to the desire to repeat the dose, so as to relieve this discomfort. This property, leading to repeated use of the drug, has recently moved the National Institute of Drug Abuse to brand cocaine as one of the most "powerfully addictive" substances known to man.

Animal experiments have demonstrated that administration of cocaine leads to a powerful self-stimulating or reward-seeking behavior, in which the animals would seek it compulsively, more so than to other addictive drugs, or even to eating or sleeping.

The same pattern in human beings has prompted the government to issue strong warnings about the potential risks, to say nothing of the discomfort, leading to the mental state of depression and cardiovascular collapse.

Addiction can develop rapidly, sometimes within a few weeks, and the results can be devastating, with symptoms ranging from nasal irritation to "snorting," the usual first method of administration, to marked depression, in somnia, severe hyperthermia (fever), convulsions, coma, and cardiovascular collapse. The risks are increased by "free-based," the inhalation of distilled cocaine fumes, or intravenous use, often reasoned to obtain a quicker and more stimulating "high."

Think about these potential risks, to say nothing of the tremendous financial burden, before you let your curiosity take action, someone from the outside will.

"We have higher education been smug in our little cottages," says Frank Colby, director of the Education Commission of the States. "But now the spotlight of reform is beginning to turn to higher education."

"College is not a prison anyone is trying to get in the spotlight, too. Colleges are not delivering on this promise," newly named education secretary William Bennett said at his swearing-in last week, adding colleges are "ripping students off" by not delivering good educations.

In a recent university curricula "almost anything goes," the AAC announced a day earlier.

"For the most part, these reports are right on the mark," Bennett said. "If anything, they are a bit mild."

But some critics are using too broad a brush, says Robert Nielsen of the American Federation of Teachers.

"This is not a focused reaction," Nielsen says. "There are some world-class institutions out there, and you don't have to shop hard to find a good education."

"Moreover, 36 percent of students go to community colleges and nobody's bashing community colleges." The "bashing" can depress students to leave.

"It's like being on a basketball team," Nielsen says. "You work hard, you face tough competition, and then the paper says it's a rotten team."

Elementary and secondary education weathered a flurry of reports in 1983 and 1984, but it's hard to say just what changes they've caused, says Robert Clure, the National Education Association, the largest teachers' union.

"The action seems to be more: more standards, more time, more teachers, more and more education," Clure says. "But not much attention is being paid to counter reports. Some reports only stirred up counter reports. The administration calls for more emphasis on core subjects, for example, prompted the National Commission of Secondary Vocational Education to issue its own report last year."

But students need a mix of vocational and academic training. For several reasons, educators expect the college reports may actually lead to change. They point out that:

- Substantial changes were enforced by government reports during the late 1950's, when math and science curricula were restructured, because of the wake of the successes of the Soviet space program.
- Higher education reforms do not always have to be approved by state legislatures, where elementary and secondary school reforms sometimes bog down.
- Competition among colleges for students could force campuses to act quickly. "Students and parents can ask tough questions and they can vote with their feet," Bradford's Levine says.
- But nothing will change unless colleges learn how to raise more money, says Ernest Benjamin of the American Association of University Professors.
- Bradford's Levine disagrees that more teachers, or more resources, are the key, he says.
- But no stop the flow of these reports is that the money for them will dry up, and more serious reformers will stop complying with their recommendations," he says.

"The best thing you can do to rejuvenate interest in a school if you don't have a Doug Flutie (the most promi-

nant collegiate football player this past season)," Levine says.

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Students Say Private Dorms Room Worth The Extra Housing
About 520 Louisiana State students paid extra to live alone this semester, saying they have more space and privacy, and I don't have to work with drunk or dishonest roommates.

Civil Liberties Union Says New Constitution Amendment Rights
Yale banned students from posting strike-related messages on an electronic bulletin board and ordered protest banners removed from the campus. Among the recent students' strike, the Connecticut Civil Liberties Union issued a statement.

U. Arizona Christians Form "Sanctuary" For Refugees
Temple U. Ordered To Ban On-Campus Army Recruitment
Responding to complaints the Army discriminates against homosexuals, the Philadelphia Human Relations Commission told Temple University officials to keep army recruiters off campus, or risk violating the city's Fair Practice Ordinance which protects gay rights.

Recruiter Apologies For "Offensive" Questions
Goldsmith, Stanford Co-apologized to Stanford for its recruiter's inappropriate behavior among undergraduates.

Students say the recruiter asked questions about abortion, sex, religion and drug use.

Former Law Student Blames University For Career Failure
Thomas Council Jr. says he flunked out of the U. of Mary- land in 1983 because the school didn't give him promised financial assistance and minority counseling.

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It's Only Money
The American Management Association says 81 percent of college students say the money they have is not enough to cover their recommendations, they need more resources, are the key, he says.

But no stop the flow of these reports is that the money for them will dry up, and more serious reformers will stop complying with their recommendations," he says. It's the best thing you can do to rejuvenate interest in a school if you don't have a Doug Flutie (the most promi-

Diplo Student in view of 17 academic programs conducted in Europe, Asi a, the Americas and Australia. Programs are available for a semester, a year, or a summer of study abroad.
Striking at the Heart of Apartheid

by Seth Singer

Apartheid is a system of racial discrimination against blacks and non-whites, and it is the governmental policy in effect in South Africa. Blacks are not afforded the same protection as other citizens. The government discriminates against blacks through law, society, separation, and the constitution of South Africa. Apartheid is structured through extreme inequality in cultural, racial, social, political, economic, and legal terms.

Black persons in South Africa account for 36 million of the population, yet only four and a half million whites are in power and rule the country. Blacks born in South Africa are by law not citizens of that country! A statute in South Africa law states that infants must have their race determined at birth. In fact, the government of S.A. spent $9.8 billion on research in this area last year. Since blacks are not citizens, they are not afforded the right to vote or any other fundamental legal and human rights. The racist policies of South Africa are opposed to the fundamental rights and principles of the U.N. charter and therefore are a violation of human rights.

The recent and persistent victimization of apartheid-controlled black Africans has led to talks between various governments (including the U.S.) and South African officials. The Roadmap administration has a policy of bringing about racial changes through diplomatic persuasion. Talks of racial reform however, have only led to more violence and no conclusions which isn't surprising. The U.S. policy makers are left concerned about whether the government's hands tactics reflect the uncertainties and anxieties that have historically surrounded efforts at easing the state's racial policy.

One area of human rights in which there is strong consensus in the U.N. is racial discrimination and especially the practice of apartheid. The U.S., however, has shown caution in supporting even mandatory economic sanctions against South Africa through the security council. Apartheid is illegal according to U.N. resolutions and the U.N. charter itself. Although Apartheid has been attacked by the U.N. and the International Court of Justice in the past, these efforts have unfortunately ended in failure. Despite the near-universal condemnation of South Africa's racial policies, there was argument that nations may be reluctant to pursue an apartheid norm at the cost of attributing a legislative character to the general assembly or other international organizations. This rationalization is attacking this problem of paramount importance.

If South Africa can claim that no anti-apartheid norm can be created by the U.N. or resolutions, might another country which practices racial segregation argue that it also is not bound by an alleged norm? Doesn't apartheid deny the blacks of South Africa the right to self-determination and the right to control their own affairs? Without apartheid, basic human rights of citizens are under International law.

If we are to strike at the heart of apartheid we must create and actively enforce stricter sanctions against the government of South Africa.

What's Wrong With America?

What's wrong with America? It's a question many people ponder everyday. They read the papers and discuss our government's policies. They study political figures and political rhetoric. Too often they associate the government and American politics with the country. They are wrong to do so. What makes America great is not only her institutions but her people do well.

We are the most generous people in the world. According to the Internal Revenue Service, Americans give to charity at a rate of over $1 billion a day. In one year Americans donate more money than all but nine of the world's 160 national budgets. In 1981 America spent $9.8 billion on blood transfusions against the government of South Africa. The United States is a nation which through law, society, separation, and the constitution of South Africa has led to talks between various governments (including the U.S.) and South African officials. The Roadmap administration has a policy of bringing about racial changes through diplomatic persuasion. Talks of racial reform however, have only led to more violence and no conclusions which isn't surprising.

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THE COLLEGE VOICE

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To the Editor:
I attended the open Trustee-Student Liaison meeting of 22 February 1985. I noted from that meeting that there was a conspicuous lack of students attending the meeting.

The apathy reflected by this attendance is, perhaps at this juncture a deadend issue. The Trustees asked the students present why a fuller representation of the student body did not attend.

The consensus was that 4:00 p.m. on a Friday might not be the best time for students. Indeed, it was decided that a time slot of 6:00 p.m. on a Thursday might draw a greater number of students in the future. (It is a number the equal of the number of members in the S.G.A. Executive Board along with those few additional students who did attend.)

I did notice that the Chairperson of the Board of Trustees at Connecticut College, the Dean of the College of Student Affairs, as well as several other notable trustees and students aside from those members of the Liaison were present.

One of the more relevant topics discussed was the food situation or lack there of. Other topics discussed were student trustees and students' personal first impressions of our new Dean of the College (before he arrived) to the selection process for nextPhi Beta Kappas.

Many topics raised at the meeting were irrelevant only to the point that they reflected a general mutual lack of knowledge as to what the functions and memberships of all campus organizations/committees comprised. That all that is currently available are various booklets and catalogues containing partial memberships and functions.

From this point we would be able to progress towards efficiently and effectively dealing with problems that could be solved.
For the first time in four years, the Hartford ballet will revive its acclaimed full-length production of "Romeo and Juliet" (March 8, 9, and 10 in Hartford's Bushnell Memorial Hall).

With choreography by company artistic Director Michael Uthoff, Hartford Ballet's "Romeo and Juliet" is recognized across the country as one of the most original and striking landmark productions of this Shakespeare classic tale of star-crossed lovers. This reputation is due in part to the scenic, costume and lighting design work of two of America's best theatrical designers. John Conklin, whose work for London's Royal Ballet and the New York Shakespeare Festival has won him an international reputation, designed the lavish sets and costumes. Jennifer Tipton, best known for her work for the American Ballet Theatre, New York City Ballet and the Jeffrey Ballet, is the lighting designer.

"Romeo and Juliet" was originally produced in 1938 as a Ballet in three acts set to the well-known music by Sergei Prokofieff and commissioned for the ballet. In the 30 years it has been known to western audiences, "Romeo and Juliet" has been set by many of the world's greatest choreographers, among them John Cranko, Frederick Ashton and Kenneth MacMillan.

Hartford's "Romeo and Juliet" was premiered in 1980, and is set as a two-act ballet rather than the more traditional three. The Hartford Courant hailed the ballet's first performance, describing it as "...Beautifully absorbing, every step of the way." The role of Juliet will be danced by Jeanne Teairs Giroir (3/8 and 3/9) and Judith Gosnell (3/9). Romeo will be danced by Ted Hershey (3/8 and 3/9). Former company member Brian Adams who now dances with the American Ballet Theatre, will return to Hartford in the role of Mercutio. Roland Roux will give another of his noted character performances in the role of Romeo's trusted friend, Tybalt. Balletmistress Robyne Watkin will be the nurse, and Friar Laurence will be danced by Rudy D'Angona. All performances will be conducted by Thor Piatrai whose credits include conducting the orchestras of major ballet companies in Europe, as well as the American Ballet Theatre in this country.
Personalos

O.A.—Let's do it again but this time in the chapel. Are you sure L.A. doesn't know?

J.B.

K.C. & A.L.—(Watch Hill Rabbit Day Society) Cupo wants his rocks back. He knows you have them. C.T.—(WHIRE Co-Prev.)

Juanito: Don't chew on the little people. They have not been fully sautéd—CT

B.C.—Is our credit “Solid? Solid as an American rock?” —CT, KC, GB

Miss Price and Prof. Emelius Browne, head of the Correspondence College of Witchcraft are off, flying on a magical brass bed to the carrot land of Naboombu in search of the ultimate spell to destroy witchcraft.

Miss Lansbury is thoroughly appealing as the kooky but always well-meaning witch. The focus of the movie however, is definitely the technical wizardry. The loveliest part of the movie is definitely the technical wizardry.

Disney Time in Oliva

by Elizabeth Curran

The Film Society will present its first Walt Disney movie on Wednesday, March 6, “Bedknobs and Broomsticks,” made in 1971, will be shown in Oliva Hall at 8:00 p.m.

Starring Angela Lansbury, “Bedknobs and Broomsticks” is the story of an apprentice witch dedicated to helping Winston Churchill save England from the Nazi invasion and the friendship she makes with three refugee children from the London blitz.

The children come to stay with Miss Eglantine Price, who seems at first to be just another eccentric spinster. When they spy on her and find her practicing to ride a broom, they soon learn otherwise.

Eventually the children, Miss Price and Prof. Emelius Browne, head of the Correspondence College of Witchcraft are off, flying on a magical brass bed to the carrot land of Naboombu in search of the ultimate spell to destroy witchcraft.

Miss Lansbury is thoroughly appealing as the kooky but always well-meaning witch. The focus of the movie however, is definitely the technical wizardry. The loveliest part of the movie is definitely the technical wizardry.
by Anne-Marie Theriault

"Let me win, and if I may
not win, let me try..."

Convenient Departure Points.

Limited Hotel Space in Ft. Lauderdale and Daytona Beach

Tom Bowering came down the hill. Each athlete on as he came
downhill skiing and cheered at the finish line for Sunday morning I was a Hugger...meet some very special
love and to be loved, and to personal best. PICS helped them achieve their
athletes believe that the Olympics receive the gold medal. All
carries as much meaning as courage and self-confidence.

In the Special games, the "real" Olympics is the achievement of all involved,

The two hundred Special Olympians shouted this oat

together, then turned their heads upward and watched balloons of myriad colors

float into the sky.

The second annual Connecticut Winter Special Olympics had officially begun, and I was lucky enough to be there.

This year, the Winter Games -- which are the Olympics for mentally handicapped -- were held on February ninth and tenth, with outdoor events at Mohawk Mountain, in Cornwall, Connecticut.

Indoor events were held at nearby Hotchkiss High School. Each morning, time trials were held for the afternoon events, in which each designated participant, regardless of his time, was allowed to race.

Basically, the trials were just for practice, and to boost self-confidence.

In many ways, the Special Olympics is just like the "real" Olympics. At the opening ceremonies, in which the athletes shout the oath, a torch is

Events include nordic and downhill skiing, as well as skating. However, in other ways, the Special Olympics are different.

Everyone participates and every athlete gets an award. The Special Olympics exist as a vehicle for promoting a sense of self.

The Biggest difference between the Special Olympics and the "real" Olympics is the love.

In the Special games, the athletes are not really competing against each other -- in

stead, each one is competing against himself. In the process, he learns about inner courage and self-confidence.

Getting a six square place ribbon carries as much meaning as receiving the gold medal. All athletes believe that the Olympics helped them achieve their personal best.

As a volunteer at the Special Olympics I had the chance to love and to be loved, and to meet some very special athletes.

On Saturday afternoon and Sunday morning I was a Hugger, which meant that I stopped at the Finish Line for downhill skiing and cheered each athlete on as he came down the hill.

Winter Special Olympics

After he had completed his run, I would jump up and congratulate and hug each Olympian. This position required a great deal of the courage. Often, a skier would say, "I did great! Tell my brother, he'll be proud of me."

On Sunday afternoon I worked as a one-on-one, which meant that I stayed with a single athlete all afternoon. Some of the athletes would not let go of the Huggers at the finish, mainly because they were a little scared. Yet once these frightened athletes did let go, they would smile and were proud of what they had accomplished.

My friend was twenty-five -- his name was Brad. He was a novice downhill skier who placed fourth in his heat of six.

Brad was great -- he was always hugging and kissing everyone, and he was almost always happy. After his event, we spent the afternoon dancing and singing with all of the other Olympians and Volunteers.

I will continue to volunteer at the games, probably for the rest of my life, for they contribute to the sense of self and achievement of all involved, athletes and volunteers alike.

As the banner of one group of Olympians read, "We are somebody."

Sprotting Epidemic

(CCPS) -- "It's new, it's wild, and it's funky, It's the latest fad on college campuses -- sprotting! And now it's hit Conn, replacing Trivial Pursuit, Cocaine, and stealing Coastie hats as the in thing to do. Students are just falling out of their windows and sprotting.

"It's wonderful," breathed Sylvia Sevenporesches, 99 dreamily, the sun glinting off her short, perfectly-waved, golden hair. "It's just so much fulfilling than the men on this campus. And that part with the Cornish Game hens. Ohhahh!" she gurgled, "it just makes me quiver all over thinking about it." Biff Blikemore, 85, stated, man-like, "It lets me be a man again. Trivial Pursuit is so wumpy. Sprotting lets me show off my incredibly gorgeous biceps. It drives the girls wild with desire."

Why the sudden appeal of this admittedly bizarre craze? Sociologists nationwide are bashed by this question. According to sociology professor Duane Toddleberry, "Today's materialistic, upwardly-mobile, career-oriented college students aren't into the kind of frivolous self-destructive ego-gratifying escapism which typified the 'me' generation of the seventies. They want a fad which is marketable, something they can make their first million with. Look for sprotting in the Fortune 500 list next year."

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Convenient Departure Points.
Rebekah Kowal’s breaststroke swimmer slowly dove into the tiny warm-up pool, five feet from the Camel bench. She had just finished her leg of the 400 yard freestyle relay, the last event of the New England Division III Swimming Championship. “I suppose it’s time to dry out,” said coach Cliff Larabee. “Maybe I won’t take a shower for another two weeks.” His khaki pants were soaked from his knee down to his New Balance running shoes. They had not evaporated for three days, ever since the meet had begun. With a final score of 148 1/2, the woman’s team finished 14th out of 23 teams, squeaking into the top 15. “Terri’s a great leader; one who I could ask to do anything,” said Larabee.

According to Parsons, the top teams in New England—William Tufts, Bowdoin, Trinity and Amherst—were the dominant forces in the meet, while the next ten teams were within 30 points of each other. “A lot of the places between 19 and 25 could have gone either way,” said Parsons. “Overall the meet went well, we couldn’t have asked for anything more.”

Top individual medal winners were Dougan and Pitt who placed third and fifth respectively in the 50 butterfly with times of 28.39 and 28.82. The top 16 finishers in each event earned team points while the top six received medals.

Other individuals who placed included Peterson, who took an 8th and a 13th respectively in the 1650 and 500 freestyle. The junior broke her personal record of 19:45.38 in the 1650, bringing the time down to 19:29.38. She also shattered Pitt’s previous mark of 5:44.37 in the 500, swimming a 5:39.22.

Dougan took two 9th place finishes in the 100 butterfly (1:00.67) and the 100 IM (1:06.91), breaking her previous personal record of 1:07.27 in the latter.

Pitt placed 9th and 13th in the 200 (2:24.64) and 100 backstroke (1:04.54) events, while Walsh and Bork placed 14th and tied for 16th in the 100 IM and 50 backstroke with times of 1:09.83 and 31.56.00.

The Camel relay teams also fared well. The 200 free relay of Dougan, Julie Morton, Walsh and Pitt placed 8th with a time of 1:48.22.

Bork, Pitt, Dougan and Peterson swam the 400 and 200 medley relays placing 10th and 11th respectively with times of 4:26.25 and 2:01:45; new college records.

Members of the 400 relay team—Pitt, Walsh, Peterson and Dougan swam the 400 and 200 medley relays placing 10th and 11th respectively with times of 4:26.25 and 2:01:45; new college records.

“A lot of swimmers who qualified contributed in some way to the total tally but the majority of points were scored by members of the class of 1986. Co-captaint Margaret Dougan, Donna Peterson and Pitt stood out from the rest as far as individual titles.”

After practicing all year on her 50 yard butterfly sprint, Dougan knew it was time to put her strength to the test. Behind two New England Division III qualifiers at the turn, she managed to power ahead of the other three swimmers in her heat to pick up third place. In the Individual Medley, the last solo event of the contest, Dougan, doing the backstroke leg, surged to a ninth place finish. She placed ninth in the 100 yard butterfly as well. “Shear guts and determination,” said Larabee are the qualities that enabled Peterson to finish the 1650 yard freestyle. Injured since January, Peterson completed the 66 length race knowing there would be a heating pool before the main event. Elbow injury and all, she went on to place eighth. She also scored in the 500 yard freestyle finishing in the thirteenth spot.

Sarah Pitt, scored for the Camels, taking fifth in the 50 yard butterfly, ninth in the 200 fly and thirteenth in the 100 fly. Working to develop endurance, Pitt had waited all season to compete in the 200 yard event, not having encountered much competition during the regular schedule. Sophomore Sarah Bork, and junior Patty Walsh rounded out the list of those team members who qualified for the finals. Walsh finished in fourteenth place in the 100 yard individual medall with Bork scored with her seventh place tie in the 50 yard backstroke.

Scoring is doubled for relays and the Camels relied on the strength of their own relay. Achieving a school record, the 400 yard Medley team comprised of Bork, Dougan, Pitt and Peterson came in tenth place overall. In fact, the five relay teams competing, finished within the top twelve. Although the Camels did not dominate the meet, each woman equaled or bettered her best time. That is one of the main goals each individuals makes for herself during the season. It is one way the swimmers keep themselves from becoming discouraged about the strength of the entire team compared to such national powers as Williams College and Tufts University, the two teams who placed first and second respectively.

“Our team is made up of Connecticut College students who like to swim,” said Larabee, “we survive by trying to make the best out of those that we’ve got and trying to hang in there.” There is no recruiting done for the swim team.

Larabee also thinks the team will fare just as well next year as they did this year in terms of scoring but they will be missing two seniors, Co-capital Anne-Marie Parsons and Lee Statchen. Without Annie, we may lose the soul of the team,” Larabee said, referring to the spirit and vitality that Parsons gave. She has added as well, her share of championship victories and school records during the four years she has swam.

Chris Bucco, Susie Bonner, Kerstie Rice and Rebekah Kowal rounded out the list of those who traveled to the meet. Each contributed their talents to the relay teams and improved on their individual times.

“Trying hard is what makes me feel good,” Larabee said, commenting on the attitude of his team during their season. “I do not fear next year.” None of the team’s members are worried either. They know they will pull through one way or another.

Women’s Basketball

by Leigh Larsen

Establishing 20 point wins is becoming commonplace for the Women’s Basketball Team. The Camels posted landslide victories in their last three meetings versus C.G.A. (83-45), Feb. 19, Bates (86-68), Feb. 23 and Babson (94-69), Feb. 25.

Sophomore Tracey Finer was the standout in Cambridge’s meeting with Bates as she broke her one year record of assists as a rookie last year, Finer had a 148 assist tally which she surpassed with 153:00 left to play, finishing with a total of 152 on the season.

Cam took command from the beginning and took a 21 point half-time lead, which the Bobcats weren’t able to capture. Four of the Camels boarded double figures; Junior captain Laura Brunner led the squad with 24 followed by sophomores Finer, Lynne Quinlal and Jill Zawacki each with 16.

In their match with Babson, the Camels dominated from the start grabbing an early 8-0 lead, which they increased over the game leading by as much as 26 points at the end of the second period. Brunner was again the leading scorer while Quinlal, Zawacki and Finer rounded out the scoring with the 20, 29 and 19 points respectively.

The Camels post a 16-3 overall record as of the Women’s Basketball game and were seeded no. 1 in the New England tournament which they hosted this weekend. Teams that participated included: Bowdoin, Tufts and Mt. Holyoke.
Men's B-ball Bounces Back
by Carlos A. Garcia

The men's varsity basketball team seems to have bounced back from its mid-season slump. With victories against Bates (94-68) and Babson (81-69), Conn has begun a three game winning streak, since they also beat the Coast Guard 39-37 on Tuesday, February 19.

On Saturday, February 23, Bates, a tough opponent than their 7-13 record indicates, lost to the Camels in front of a rowdy Conn crowd at the new athletic center. The 74-67 victory was particularly gratifying for Camel tri-captain seniors John Bartolomei, Brennan Glasgow, and Jeff Wiener who are approaching the end of their careers and would surely like to end things well. In fact the three played vital roles in the much needed victory. Wiener and Glasgow led all rebounders with 10 apiece while Bartolomei had 14 and 19 points respectively. John Bartolomei was high scorer with 22 points on 7-11 shooting from the field and 8-10 from the line. Bates senior co-captain Alex Johnson led his team with 17 points.

Halftime was highlighted with a special thanks from President Oakes Amos to the many contributors who helped to furnish the New Athletic Center. After the naming of the giving alumni, the grateful Conn fans responded with a warm round of applause.

Monday evening the Camels had their first execution victory in quite awhile. Throughout the 81-69 win they played extremely fundamentally sound basketball, they applied good pressure on defense, hit the important shots, and most importantly, they handled the Babson defensive press with ease. Babson (9-15), obviously weaker than Conn, actually kept it very close through the first quarter of the game. As a result of poor first half shooting (31% from the field) by the Camels, Babson's offences appeared to be as weak as it actually is in comparison to Conn's. At intermission, the score stood at Babson 31, Conn 29.

The Camel's offense got it together in the second half by scoring 52 points. Within the first ten minutes of the half, Conn had already put the game away at 56-45. Senior co-captain Rich Egan led Babson with 14 points while teammate Brent Patton-Roark led them with 9 rebounds, and threw in 12 points.

Conn's Jeff Wiener led all scorers with 23 points followed by John Bartolomei with 14. Center Paul Rogers grabbed 9 rebounds. While Wiener took 8. Junior point guard Kevin McGann had a career high 17 points on 6-8 shooting from the field and 5-6 from the foul line. Wiener dished out 6 assists followed by McGann with 5.

Men's Ice Hockey
by Mary Taylor

Sports Information Director
Public Information Office

Looking at an 8-12 season (6-8 ECAC), a stranger to the CONN College Ice hockey team will see a losing effort. But Head Coach Doug Roberts will teach you differently.

"We played our best hockey the last four or five games of the season," he said. "With some luck, we would have been 12-8. We just never got a break." The only breaks that the Camel team saw this season were bad ones.

In more than one ECAC match-up, Conn outplayed the opposition, but came up short in the final tally. "Versus Amherst (Feb. 5), we lost 2-1 but outshot them 38-18," said Roberts. "Against Trinity (Feb. 21) we outshot them 42-27 in regulation and 7-1 in OT, and had a goal disallowed. We just didn't get a break.

We reached a point, at the end of January, where we'd bounced back from a bad tournament (Wesleyan Squirrels) and won three games. Then we turned right around and lost four in a row. "We knew, at that point, that we were out of the play-offs."

Any other team the year would have given up. But this year, the players had pride in what they were doing. They never stopped playing.

The Camels earned a 4-2 record over their last stint of the '84-'85 season. One of the wins came over the ECAC's number two ranked team, Iona, 5-4. "We were 3-7 against teams that had better records than us," explained Roberts, "and 3-4 versus teams below us. We play the toughest schedule we can play.

There are only three of the top ten teams we don't play against."

Conn has toughened its schedule to include Division II teams such as Williams, Colby, UCONN and Middlebury. "They're not out of our reach anymore," Roberts said. "And it's important that we play a strong schedule: we gain credibility with recruits."

Losing only three seniors from this year's squad, Roberts feels that the team can pick up next year where they left off in February. "You keep thinking that next year you'll be a little more mature," he said. "But we'll have ten seniors coming back, and I feel stronger about prospective students applying this year than I ever had."