South Africa’s Troubled Past

By Charles Macksey

While there is worldwide concern and condemnation of the South African government and its policies of apartheid, many are unfamiliar with the past history of the country and how apartheid began.

Presented here is the first of two parts at a historical overview of South Africa. It will be printed in full in the spring issue of The College Voice.

The only thing modern about apartheid is its name. It was not invented in 1948, as some may believe. The institution evolved over centuries of leaders and philosophies, and there has been an ongoing struggle ever since the Dutch East India Company landed at what is now Cape Town.

From this inconstant beginning, the description is known as apartheid began.

In 1652, Jan van Riebeeck landed at Cape Town. Very soon, a port for Dutch ships traveling to the Orient. Eight years later, the Dutch complained to begin a policy of segregation between the white settlers and the Hottentots, the Dutch name given to collective African tribes established around Cape town.

The Hottentots were required to stay on their side of the fence, and they were allowed only on the white side if they obtained a pass from a white person. Without such a pass, a Hottentot was automatically assumed to be a criminal.

The Dutch imposed the segregationist policy for their own personal safety, but they also expected the races on the basis of religious grounds. In their interpretation of the Bible, whites were the superior race, and blacks were created for the sole purpose of serving the white man.

Later, in 1806, Great Britain seized the Cape of Good Hope from the Netherlands in order to secure their trade route to the Orient. Eight years later, the Dutch signed a treaty, which gave ownership of that entire region to the British. England was suffering through an economic depression, so its government encouraged citizens to migrate to South Africa.

The two European powers were constantly at odds with each other, especially on the issue of slavery. The English gave the blacks more freedom through a series of degrees and proclamation. Blacks could buy land, as well as their freedom. Families could no longer be split up, and farmers would have to pay their slaves.

All these reforms culminated in an eventual collapse of slavery in South Africa. The catalyst for the collapse was Dr. John Phillip, who was sent to the Cape of Good Hope in 1838 to supervise the missionary work being done in the Cape at the time. He criticized the Boer farmers and the British government for their cruelty and treatment of the Hottentots.

Philippe eventually brought his case to the House of Commons. The English government ordered Governor Bourke, the head of the Cape government, to resign in the din which made null and void all laws restricting the movement of the Hottentots.

South Africa Proposals & Debates on pages 5, 6 & 7.
**Viewpoint**

**Correction**

The article on the Minority Affairs Office, appearing in the February 5 issue, was incorrectly printed. Dianna Okoki, Assistant to the Dean for Minority Affairs, along with her student assistants, has organized the activities for Black History Month. The Office for Minority Affairs has presented Dean Atherton with a packet of long term programming which focuses on educational needs of minority students.

**Apathy**

During the 1960's student awareness and concern in national and international issues, such as the Vietnam War, peaked at Connecticut College, as well as at other Colleges and Universities. It was a time when important ideas were questioned and debated. Of course all of us were too young to really remember clearly the events of the Chicago Democratic Convention, race riots, Cambodia, the War, and Woodstock.

Today's events are just as serious and life threatening as they were twenty years ago, maybe they're more serious. Students at Connecticut College and students everywhere have a moral responsibility to be concerned and aware of what is happening around them, whether they choose to be concerned about their campus, their hometown, or the world. We have this responsibility because we are intellectuals who have been taught by some of the most brilliant minds on this earth. It is selfish to just sit back and be ignorant of what we are taught and not use it to better our lives. Having a concern for the affairs around you and supporting movements that you personally feel will benefit all mankind makes us different.

Apathy at Connecticut College has reached epidemic proportions. How can we stand idly by while the world is on the average of tremendous crises? While other campuses have always seemed to take a genuine concern in today's issues, such as Apartheid, we protested lunch last September by blacking out our meal stickers. Surely, with such an intelligent group of students like ourselves gathered in one place, we can do something more that this. The sixties have long been dead and there's no reason to try and emulate them in any way, but we learned some valuable lessons. The problem may be caused by a lack of information about the world around us. In the coming weeks, the College Voice will strive to bring to students' attention important issues in national and international news. Also, a column on news from other college campuses made its debut in last week's issue. It is hoped that this will give us all a better understanding of where we should strive to bring to students' attention important issues in national and international news. Also, a column on news from other college campuses made its debut in last week's issue. It is hoped that this will give us all a better understanding of where we should stand on certain issues and enable us to make more contributions to the welfare of our society on all levels.

**THE COLLEGE VOICE**

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Fallacies of SDI Debate
One Viewpoint

To the Editor:
Recently, there has been an explosion of interest in Strategic Defense Initiative (SDI) debates. SDI is a war in general and the space based Strategic Defense Initiative (also called SDI) is the topic of much public discussion. While undoubtedly many all those who have expressed an opinion have been sincere, many of these opinions have been based on confusion or assumptions. Some of the fallacies that have been voiced are as follows.

Fallacy #1: SDI will neutralize the effects of nuclear weapons, and would therefore enhance US security.

Reason: SDI would only effect exoatmospheric delivery systems, or delivery systems that travel outside of the atmosphere. Thus, it was thought that Exoatmospheric Ballistic Missiles (EICBM) and Submarine Launched Ballistic Missiles (SLBMs) would have four flight phases: Boost, Post-Boost, Glide, and Terminal. The two middle phases take place outside of the atmosphere, thus leaving these weapons vulnerable to space based defensive weapons of the type envisioned by SDI planners.

What many do not realize is that SDI would have no effect on endoatmospheric weapons (those that remain inside the atmosphere) or those types of nuclear weapons that do not utilize exoatmospheric ballistic trajectories. For example, Intercontinental Range Ballistic Missiles (ICBMs), Short Range Attack Missiles (SRAMs), and the remaining munitions would be unaffected by any space based system. Strategic bombers, which can deliver all three of these weapon systems, would also remain immune to space based defensive systems.

Likewise, Sea and Ground Launched Cruise Missiles (SLCMs, and SLCMs respectively) would remain unaffected by SDI. Tactical nuclear weapons would also be immune to SDI, due to their endoatmospheric trajectories. The American Lance and Honest John, and the Soviet FROG and Scud are examples of such SDI immune delivery systems. Nuclear artillery would remain a viable delivery system.

This would include the controversial Enhanced Maneuvering Reentry Vehicles (EAMRVs, or "EAVMs, or "EAMRVs") and Precision Guided Re Entry Vehicles (PGRVs). These would remain unaffected by any space based system. Strategic bombers, which can deliver all three of these weapon systems, would also remain immune to space based defensive systems.

Fallacy #2: SDI will make war obsolete.

Reason: No weapon system can ever make war obsolete, for the simple reason that wars can not be gained at acceptable cost, which is the reason why Denmark surrendered to quell the British. Also, if violence is not considered to be a viable recourse to politics, then war is averted. An example of this was the Cold War, where the United States and the Soviet Union were at a dangerous point in 1962 with the Cuban missile crisis. Finally, if the cost of going to war is determined to be greater than the costs of staying at peace, then war will not break out.

This was stated at Munich in 1938.

Clayworth said that "If bloody slaughter is a horrible spectacle, then it should only be a reason for treating war with more respect." War or the threat of war will be with us for a long time to come. A space-based defensive system will certainly affect a state's perception of war, but to claim that it will make war obsolete is totally unfounded optimism. Emotional, illogical, and uninformed arguments will not change this grim fact.

Fallacy #3: Third World nations can acquire "nuclear missiles," and clean therefore threaten the US with destruction. Therefore, SDI is needed to negate this threat.

Reason: The People's Republic of China has attempted to develop nuclear weapons for years, and they have found it to be a long and tedious process. It is plainly impossible for any small state, with far fewer resources than Red China, to acquire or develop long range missiles which could threaten the U.S.A. However, it may be possible for a small state to attack a nuclear device and deliver it against an American target by utilizing a short range rocket, a bomber, or a clandestine delivery device. Yet a space based defensive system would have no effect on the so-called "Third World Threat," since any of these weapons would be endoatmospheric.

This "Third World Threat" calls for a strengthened CIA, and an end to nuclear proliferation, but does not call for space based defense as envisaged by SDI.

A crucial component of nuclear strategy deals with preemption, which is the probability of a state's forces being destroyed by an attacker. Even if a small state could miniscusely have an ICBM or two, the fact is that they would be vulnerable to preemption. These small powers could not possibly obtain or develop an efficient "C" (Command, Control, Communication, and Intelligence) network, which is crucial for avoiding preemption. Therefore, a small power threat to use a long range nuclear delivery system against the US would lead to the instant obliteration of the threat forces via a US preemptive strike. The vast plethora of offensive systems presently in the US inventory would threaten a small power's nuclear forces many times over with preemption.

The only exception to this would be a clandestinely delivered nuclear device. But no one, even the most astute SDI proponents, have ever asserted that a defensive system could prevent a clandestine delivery device reached US soil. It is precisely the kind of weapons that a Third World state (or a terrorist organization) would use against the US, and it is the only real methodology by which SDI is being affected.

Fallacy #4: SDI will not fuel a new arms race.

Reason: Historically, whenever a technological innovation has occurred, countries have always sought to develop and use it. For the bomber there was the fighter and anti-aircraft gun. The development of the tank also brought on the anti-tank gun and various tank hunting aircraft. The U-boat threat brought on the convoy system and various kinds of anti-submarine warfare (ASW) developments. A space based defensive system would be no different. The national interests of the superpowers would dictate the development of ways to neutralize or negate the defensive systems.

For example, AMARVs (Advanced Maneuvering Recce Vehicles) and FGRVs (Precision Guided Recce Vehicles) are being developed right now, and could be used to make SDI obsolete on the day it is deployed. Decoys, radar suppression, and jamming techniques, and ASAT (Anti-Satellite) technology would all be developed as improved to counter a space based defensive system. A space based defensive system would not even end the usefulness of exoatmospheric weapons, because they could still be used if the defensive system were degraded by an attack directed against the defenders.

Decreased deterrence could be fully tested and used. If a space based defensive system is ever deployed, the arms race would not end. It would only be channeled into a new and much more expensive real arms race.

Sincerely, Greg Wals

To the Editor:
For several years now the college administration has been obsessed with change and competition. Buildings have been constructed and renovated, more professors tenured, budgets increased and departments upgraded. But the Dance Department seems to have been left out and forgotten amidst this whirlwind of development and is still living off a reputation which lived and died several years ago.

We have found that many of the department's students habitually assumed a cold, distant and unapproachable manner in which the student is indeed almost shuntled. To us this seems contradictory, because dance is a field in which an intimate and constructive relationship must be established in order to ensure the student's growth.

An example of the Dance Department's pretentious and exploitive behavior is evident in the inane and ludicrous "Production Assignment." The production assignment demands, over a one week period, 20-30 hours of an individual's time to help prepare for a two hour dance concert. To demand such an extraordinary amount of time and effort is absurd and is detrimental to a student's other academic responsibilities.

A professor's primary concern in the classroom, we have been led to believe, is to educate the student. In the Dance Department, however, the average student is under the impression what or not the learns, the professor does not care either way. Due to the professor's inattention to the needs of the students, there is a marked lack of control and discipline in the class.

It is our understanding that we attend an institution which is intended to promote open-mindedness and learning. The Dance Department, however, is reminiscent of an exclusive social club, in which the membership, and the majors maintain the "virus" qua keeping their distance the common dance students.

What is the solution? Place the emphasis and focus of the department where the emphasis belongs: on the students, all of them.

Members of:
Dance 103
Dance 105
Dance 200

Sexless Beds

To the Editor,
Regarding the letter of the Misses Holland and Resnik of Dec. 11 on the subject of sleeping accommodations, it might be worth noting the words of an ancient philosopher: "Man is a bed animal,"--born in bed, dies in bed, and spends his happiest moments in bed. So by all means let them have beds, double beds with Simmons mattresses and posturepedic pillows. Nothing is too good for Connecticut College students. But there must be a New England boarding crowd, or better yet a word of Triton down the middle. Let us have no lanky panyak at Connecticut College.

R. Birchall

The Far Side

By Gary Larson
Abraham Lincoln: The Man

Abraham Lincoln had a strong ego but lacked egotism, and he demonstrated an understanding of his relevance for us all. As President he found himself surrounded by generals, admirals, Cabinet members, Senators, Congressmen, governors, editors, and office seekers—all of whom he dealt with patiently but firmly.

He bore no grudges, quarreled with no one, took nothing personally, engaged in no vendettas, harbored no vanity. His "utter forgiveness of self," as two contemporaries called his leading characteristic, enabled him to keep united his party and the North as a whole. Without such unity, the Union may well have been unable to focus its superiority in manpower and economic resources well enough to win the war. Lincoln's psychological wholeness, his truly remarkable consciousness, was the North's secret weapon. If he had been a more normally egotistical man, like Jefferson Davis, the Confederacy might well have won its bid for independence.

Such consciousness as Lincoln displayed is rare in anyone, much less a President. We all face the challenge of becoming whole—becoming conscious—but few attain that feat, requiring us to acknowledge and own our dark side (or "shadow") and not project it onto others (ascribing faults of jealousy, neighbors, children, roommates, and various others all the things we dislike about ourselves): not to dispose onto others our repressed feelings, our negative ones like rage, spite, bitterness, envy, etc.), not to allow our vanity and quibels: not to assume that everyone is just like ourselves and thus to be able to see with psychological types different from our own: not to allow power to corrupt us and lead us to tyrannize over subordinates; not to think that we are the center of the universe and that everyone in our lives must play roles we assign them. Such consciousness allows us to become our true selves, to be capable of working, living, and playing to our fullest potential, to treat others as real people rather than as screens for disembodied projection or as actors in our own unconscious psychodramas.

How Lincoln achieved his high level of consciousness is a mystery. He was not easy, for he long struggled with debilitating depressions, suffered a blow from his childhood (his mother died when he was seven and his father was a noted, uncoventional and unsympathetic soul), and endured marriage to a notoriously disagreeable (and woefully unconscious) wife, survived the death of two of his children, and overcame several failures in his political career.

The ordinance could only be passed with the consent of the British government to the dismay of the Boers who bitterly opposed it.

Lord Charles Somerset, the Governor, started a program of Anglicization which came to fruition by 1827. The official language of Cape Town became English and the monetary system changed from Dutch to English. The British judicial system was also adopted.

When the House of Commons passed an act which abolished slavery in the entire British empire, the Boers had their fill of British rule. The Boers were angry and fearful of the natives' hostility towards them.

Thousands of Boers started out on the Great Trek, one of the most important events in South African history. The Boers moved inward, up the Vaal river, to what is now northern South Africa, and they founded new republics. Great Britain recognized the independence of the republics of the Orange Free State and the South African Republic of Transvaal.

The two peoples concerned lived in relative peacefulness until 1886, when a Boer family discovered diamonds in an area of the Orange Free State. Great Britain seized this area and annexed the Orange Free State. The First Boer War commenced between the infuriated Dutch and the British in 1880.

The Dutch managed to regain the captured land, after both sides had suffered much bloodshed and losses.

The two sides lived in a relatively peaceful existence until 1886. When gold was discovered in Transvaal, growing tensions over the gold led to the Boer War (1899-1902). The Boers were soundly defeated early in 1900, but they carried out guerrilla warfare until they finally surrendered in May 1902.

Great Britain granted self-government to the colonies of the Orange Free State and Transvaal in 1906. The two Boer states agreed to unite the Cape of Good Hope and the Natal Republic, both British colonies, in 1909. These four colonies formed the Union of South Africa in 1910.

The Boers now called themselves Afrikaners—the people of Africa, because they wanted to be their own separate entity. A new language, Afrikaans, which developed from 17th century Dutch, was also adopted as the official language of South Africa. The British in South Africa, however, wanted nothing to do with this because they had kept close ties with Europe.

Next week, the Historical overview of South Africa will continue from the creation of an independent state to the present.

Yet throughout his life—especially in the seemingly barren years between his 40th and 45th birthdays—he strove mightily to bring terms with his inner life, to find out what he was truly meant to do, as well as to reach the inner resources of his psyche. That he did so successfully, we would all, I think, conclude, become conscious and whole. This, for me, is the great psychological legacy that Lincoln bequeathed to us, one that we might profitably ponder as we celebrate his 177th birthday.

The most pithy summary of Lincoln's guiding principles in dealing with others is contained in advice he gave to a Union captain named James Madison Cutts, whose contentiousness with fellow officers threatened to end his military career: "Although what I am now to say is to be, in form, a repro- mand, it is not intended to add a pang to what you have already suffered upon the subject to which it relates. You have too much of it yet before you, and have shown too much of promise as an officer, for which future to be lightly surrendered..."

The advice of a father to his son, "Bare your head with no quarell, but being in, bear it that the opposed may beware that the best Quarrel not at all. No man resolved to make the best of it, for will future be to have to be in much as I could have in my own profession. I should have done more so I feel it is not merited. Nevertheless, I am flattered..."

Senior Andrew Rosensweig has described Lincoln's work in the Mid-Virginia medium. There is no one more qualified to receive this honor. Franklin P. Collof, stated, "Professor Macklin's class interested me in anthropology, and because of her enthusiasm I plan to take more courses in anthropology."

Ms. Macklin has taught at the college since 1956. She originally started teaching in the sociology department when anthropology and sociology were one discipline.

Today Ms. Macklin is continuing research on Mexican-Americans in the mid-western part of the United States to add to her two already published books on Mexican-Americans. Also, a book on manuscripting and the study of Mexican folk medicine in its historical and cultural context. Today Ms. Macklin's research is an important part of her teaching. She stated, "I believe a professor's research activities are reciprocally related to one's teaching: in discussing publication affect one's teaching positively. Student's questions and ideas make a teacher's research more effective."

Professor June Macklin Honored

by Mary Haffenburg

The Board of Trustees announced that June Macklin has been named the Rosemary Park Professor of Anthropology. In honor of the college's fifth president, Rosemary Park, the award recognizes a worthy senior faculty member in the liberal arts. "I do feel humbled by it," Ms. Macklin, chairperson of the Anthropology Department.

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Questions on Apartheid
by Bill Walter
Editor-In-Chief

Apartheid in South Africa, over the past several years, has been the subject of much controversy and has presented probing moral and ethical dilemmas which nations and industries have attempted to answer or have attempted to ignore. Unfortunately, ignoring the situation has proven to be a much simpler solution than discovering answers to the myriad questions which have arisen from the South African situation.

For Connecticut College, these questions are no less real simply because they are concerned with a country thousands of miles away. The school's Liaison Committee for Shareholder Responsibility has been attempting to educate the community as to the different questions and possible answers which the school, as an investor in industries with South African holdings, must face.

According to a packet recently released by the committee, "the objective of any action by the College," faces two major possibilities: 1) the "moral imperative" position and 2) the "free market" approach. "The moral imperative" position attempts to establish the moral obligations which the college, as a liberal arts institution, must confront and what action should or should not be taken in order to be consistent with the college's goals. The committee's statement reads, "The moral imperative position: it is incumbent upon an educational institution, as part of its commitment to the basic principles of a liberal education and as part of its educational mission to make moral statements with respect to ethical issues of overriding importance and, at the very least, to dissociate itself from actions which are manifestly unethical or otherwise harmful to the community which it serves; that this imperative is not inconsistent with a college's or university's commitment to the unfettered pursuit of truth or its respect for diversity opinion.

The committee has also established an "effecting change" approach which examines the actual political and economic impact which action by the school might have upon South Africa. The committee's release states, "The pragmatic or effecting change argument: that a college or university may through a particular action become the instrument of change, for example as the result of political/moral/psychological economic/social pressures. Counterargument: doubtful that any one institution can by its actions have such an effect. And if it does have an effect, can it always anticipate or control the nature of that effect (i.e. prevent immoral consequences)?"

These are some key questions of which the college as a community, must become aware. The Liaison Committee has presented several more issues which look at the South African situation in a broader, international light. Some of the questions is as follows,

"If the objective is effecting change, will any policy of divestment or other corporate activity achieve the desired effect? What are the realities of American investments in South Africa, their impact on the economy, the ability of outside agencies to monitor corporate activities, etc.? What untoward consequences might there be to any action, e.g., increased unemployment, violence, etc."

By analyzing the "pros and cons" of the different methods of bringing apartheid to an end, the Liaison Committee has to concern itself with a vast range of potential actions and their results. According to the statement, the potential positions which the school might take ranges from increased investment ("economic growth leads to progress") to a more direct and "clean-handled" attitude in which the school should totally divest from South Africa.

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The issue of apartheid in South Africa has for many Americans, no doubt, remained an issue of little concern or interest, simply because thousands of miles separate the two countries. In recent years, however, a number of questions which we cannot ignore. In order to make the Connecticut College community more aware of the South African situation, the Liason Committee for Shareholder Responsibility has released a packet of position papers which attempt to address both the practical and theoretical dimensions of the question, and to build a foundation towards holding companies that are involved in South Africa.

The Liason Committee produced a set of four papers which address and elaborate upon the social and political dimensions. The papers are: "A Case for Total Divestment," "A Case for Selective Divestment" and "The Case Against Sullivan Principles." The following are summaries of the position papers which the Liason Committee and can also be found in Shain Library on reserve.

A Case for Total Divestment

This paper states a case for divestment of the stock of all companies doing business in South Africa and for not holding any debt issued by or to any company doing business in South Africa. There is no attempt to include all arguments in support of this position, nor is there any attempt to make a strong case for divestment.

Wherever it does, the College should transform fundamental social values. This must be done for the College to be effective and to make moral statements with respect to ethical issues. These are not mutually exclusive goals, although the latter is probably more easily achieved. The former will force us to base our actions on the same criteria that we base our decisions on the moral basis.

The propositions support the argument for divestment: (1) Whether or not shareholder resolutions in general are effective ways to influence corporate behavior within the United States, the same is not necessarily the case for similar pressures on South Africa. (2) The College should refrain from attempting to exert economic pressure on outside organizations that are not in the College's control. If the College continues in its present course, it will have only a minimal effect on the situation, the Liaison Committee for Shareholder Responsibility

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This paper states a case for divestment of the stock of all companies doing business in South Africa and for not holding any debt issued by or to any company doing business in South Africa. There is no attempt to include all arguments in support of this position, nor is there any attempt to make a strong case for divestment.

Wherever it does, the College should transform fundamental social values. This must be done for the College to be effective and to make moral statements with respect to ethical issues. These are not mutually exclusive goals, although the latter is probably more easily achieved. The former will force us to base our actions on the same criteria that we base our decisions on the moral basis.

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The effects of more violence on the policy of a succeeding government is more difficult to predict. A more reactionary government, which finds its support in a constituency that was strongly against the apartheid regime, would probably react violently. A more liberal government, which would be more willing to make conces-
sions to achieve a political settlement, would be less likely to engage in this type of violence.

Is the Black community in South Africa a problem or a solution? The Black community is a problem because they are not part of the white-dominated society and are thus a constant reminder of the injustice of the system. The Black community is a solution because they can be the catalyst for change, as they hold the keys to the future of the country. If the Black community is perceived as a problem, the government will continue to repress them and maintain the status quo. If the Black community is perceived as a solution, the government will be more likely to engage in dialogue and make concessions to achieve a political settlement.

The conflict between the government and the Black community is at a stalemate. The government has not been able to address the root causes of the conflict, and the Black community is not satisfied with the current state of affairs. The conflict is likely to continue until a political settlement is reached.

Sective Divestment

The authors of the articles are pessimistic. They think that the government will not change their policy of apartheid. The authors believe that the government will continue to use force to maintain the status quo.

Advantages Over Complete Divestment

Complete divestment would have some disadvantages. One disadvantage is that it would be more difficult to achieve. Another disadvantage is that it would be more costly. A third disadvantage is that it would be more difficult to enforce.

The authors of the articles are pessimistic. They think that the government will not change their policy of apartheid. The authors believe that the government will continue to use force to maintain the status quo.

I. Divestment would serve to bring a speedier end to apartheid. If multinational corporations are willing to follow the Sullivan Principles, then they can bring a speedier end to apartheid. The government of South Africa is likely to bring a speedier end to apartheid if they follow the Sullivan Principles. This is a positive change in their policy of apartheid. This is a positive change in the Sullivan Principles but as it is not effective it is not consistent with the aims of the Sullivan Principles. This is a negative change in the Sullivan Principles but as it is not effective it is not consistent with the aims of the Sullivan Principles.

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Features

Our Social Life Reexamined

by Heidi Sweeney

"It's a tough job keeping a campus of 1600 people entertained all the time," claims Matt Charde '87, S.A.C. chairman, especially in light of the reduced S.A.C. budget and the current alcohol policy. Due to the increase in the drinking age (21), S.A.C. has had to offer alcohol de-emphasized activities, which would appeal to the entire campus. Since S.A.C.'s funds were cut in an across the board budget cut, their job has become twice as difficult. Extravagant activities, alcohol-centered is referred to as alternative social programming.

To provide alternative social programming, last semester S.A.C. sponsored four bands, a comedy show, "Sex with Love" (a social awareness forum), two coffee houses and an Evening of Magic and Mysticism. All of which were quite "successful" according to Charde.

To aid in their search for varied entertainment, Charde, with three other S.A.C. members attended the National Association of Campus Activities in Boston to see and meet entertainers who travelled the campus circuit.

This semester S.A.C. plans many varied events that will climax in what Charde calls a "very different" and exciting Florida. During the spring semester, S.A.C. will help sponsor the dance troop, "Solidaridad Dancers," and will completely fund the Human Factor (a band), Mrs. Carol Elowe (concert pianist), a Comedy night, a Video party, a Hypnotist, and other events that have not been finalized as of yet.

Although Charde admits alternative social programming costs so much more" he is determined that the student body will not have to pay for S.A.C. sponsored events, especially since there is a student activities fee of $100 in addition to tuition. S.A.C. is also responsible for the low admission price to campus parties; the prices (for Conn. Cave weekend parties) were reduced to $1.50 from $2.50-$3. To accommodate those who can drink, cash bars are used.

Although at one point there was a possibility that the campus would go dry, Charde explains removing alcohol would create more problems than we have now." Charde added, "The current alcohol policy was drawn up by the student and staff Alcohol Policy and Recreation Committee."

Creating an atmosphere where students feel comfortable and have immediate access to varied recreational facilities is at the crux of S.A.C.'s quest for a happy campus. Charde, a member of the Long Range Planning and Development Committee, feels that when Cro is improved, the environment on campus will improve. As Charde explains, "Cro was designed for a college of 900 women, we have outgrown it." As to when changes will take place in Cro, Charde says, "I'm very optimistic about changes being made quickly.

Elections

Recognizing that it is still early in the semester, the Student Government Association would like to remind the campus that elections for next year's student assembly are fast approaching (right after spring break). Now is the time to start thinking—DO I WANT TO MAKE A DIFFERENCE—DO I HAVE WHAT IT TAKES TO BE A LEADER? If you believe in Connecticut College and want to see positive things happen, then consider getting involved.

Do not decide at the last minute that an SGA position might be nice. SGA requires responsibility and commitment. Now is the time to begin thinking about it.

Elections for SGA Director of Public Relations, will take place Wednesday in Bill Hall where three speakers discussed the question, "Is the dream dead?"

The speakers had different approaches. Jerushia V. Wrighten, a New London public school teacher, said that as long as we needed quotas to gain an equal proportion of minorities in schools and workplace, we had not achieved the end of the dream.

Yaw Gyebi, chairman of the Connecticut College Judiciary Board, ended by saying that the dream is not dead, but it is in an endangered species. "I'm Jackson, a New London City counselor and the first black mayor in New England, talked about his struggles for the dream before the start of the King era.

The following evening there was a showing of the film "MLK: the man and the movement," which chronicles the life of Dr. King. Yet outside of these events the college community played relatively little attention to the Dr. King holiday. At Brown University, students protested because the University was planning to remain open on King Holiday. The administration reacted by agreeing to close the University in observance of the holiday. Similar student protest over divestment and minority issues has occurred at schools such as Dartmouth, Wesleyan and Middlebury.

Student awareness at Connecticut College, however, has been limited and the opportunity to use the King holiday to raise important issues concerning minorities here at Connecticut College seems to have passed unused.

When asked about the King holiday, Jane Brederston, the assistant to President Ames, notes that Mr. Ames gave a speech for a memorial service honoring Dr. on January 19 at the Congregation Beth El. In response to a question about why the school was not closed for the King holiday she said that the school did not close for any other national holiday between Labor Day and Memorial Day. As for the reason that the school ended Christmas vacation on Jan. 21, the King holiday, as opposed to Jan. 21, Mrs. Brederston's secretary, said that the school calendar was planned a long time ago and that the end of Christmas vacation just happened to coincide with the holiday.

From the standpoint of Frank Tuitt, president of the black cultural organization Umowa said the lack of activities concerning national issues, such as divestiture, originating from minority issues is due in part to their concentration on minority issues here at Connecticut College. As for the low level of activity from students outside the minority groups, Mr. Tuitt says that the atmosphere at Connecticut College is conservative and hinders greater student awareness. Despite this, however, Mr. Tuitt says the minority community might be willing to organize more active protest in the future.

MLK Day Celebrated

by Peter Milborn

The United States, for the first time, officially recognized the birthday of Martin Luther King Jr. on January 20. After initially opposing the bill to make the slain civil rights leader's birthday a national holiday, President Reagan helped support a series of events to commemorate the late Dr. King. During the week leading up to the King holiday there were memorial services, sermons, concerts and Radio shows in many communities around the country.

Here, at Connecticut College, there were two events planned by the Office of Minority Affairs. The first took place Wednesday in Bill Hall where three speakers discussed the question, "Is the dream dead?"

The speakers had different approaches. Jerushia V. Wrighten, a New London public school teacher, said that as long as we needed quotas to gain an equal proportion of minorities in schools and workplace, we had not achieved the end of the dream.

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Reactions to Shuttle Tragedy

In the wake of the explosion of the space shuttle Challenger in what direction should the U.S. space program go?

"It should go forward at its current level in order to further the cause of mankind." — Neal Brandies '89

"Until they do research and fully examine what happened to the Challenger, they should put the program on hold for a while. When something as tragic as this happens it should not continue unless all safety precautions are taken." — Debby Carr '88

"They should find out what the major problem was, and go up again." — Aaron Rice '88

"The way we learn is by trial and error, I think the program should continue." — Sonia Dort '88

Compiled by Beth Ladwig and Peter Falconer
Conn. Alumni Exhibit Works

by Joanne Rich

For the first time an all Alumni Art Exhibition is on display in Cummings Art Center. Part of the College's 75th anniversary celebration, the exhibition features works by alumni from various years. Ranging from craftwork to mixed media collages to sculpture, the exhibition will be open until February 12th. Mixed media collages by Mark Milloff and Brian O'Grady both feature vivid colors. O'Grady's more flashy black and white collage and raw painting style seem more abstract in comparison with Milloff's works, which portray a conflict between man and nature.

Elizabeth Hees' striking textual studies in shades of black, white, and gray present a sharp contrast to abstracts by Charles Moser, the works by Elizabeth McCrum, Cathy Halstead, and Joan Ross Bloedel. Both abstracts by Bloedel and Halstead feature bright, colorful geometrics, while McCrum's show tendency to placement and shape.

Among the sculptures are Potier Van Etten's brightly colored wooden geometric and Frances G. Pratt's diverse mediums that all exhibit sexual elegant lines. A past featured artist, Charles Moser displays representational landscapes that portray quiet country scenes and interesting perspectives.

There is an interesting headress/mask among the craftwork by Ellen Leech Moon, but the highlight of the show seems to be the beautiful painted earthenware pottery by Lori Lapin. Their colors and lines are geometric but can be interpreted in many fascinating ways. In all it is an exhibition worth the effort of checking out.

Old Times at the Theatre

by Christine Hardi

The Theater Department and Theater One are pleased to announce that the first workshop production of the semester has been cast. The play, Harold Pinter's Old Times, will be directed by James R. Lee, Co-chairman of the Dept. of Theater. The cast is as follows:

Anna: Andrea Bianchi

Derek: Tony Ward

Kate: Alison Crowley

Old Times will be performed on Feb. 26, 27, 28, 1986 in Palmer Auditorium. Curtain time is 8:00 p.m. Tickets will go on sale Wednesday Feb. 19, 1986, at $2.00 for students and $3.00 general admission. Seating will be limited.

Short Story Contest

Do you like short stories? Do you write short stories? If so, send them to The Voice.

The College Voice and Professor Richard Birdsell of the History Department are sponsoring a short, short story contest. Submissions must be no more than 850 words and must be typed, doublespaced and in the Voice Office, Cro 212, no later than February 23.

The Voice Staff will judge the contest. The winner will receive a prize. Short Story Contest entries will appear in the next issue of The Voice.

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ONE DOLLAR OFF LARGE PIZZA
by Jennifer Scheuffer
Mankind declared itself the most intelligent form of life on earth, justified by the fact that only man rationalizes for himself, rather than existing on instinct alone. With this in mind, select an evening to attend aerobics and then ask yourself if what you are participating in is rational. It is almost like a scene from "Wild, Wild World of Animals." But instead of Marlin Perkins would be proud of his animal habits of the aardvark, while you lounge on the couch, snickering, "Oh, yuck," you are in front of the camera, forced to perform, distinctly more unintelligent than any aardvark.

Most of us explain our participation in aerobics as "I'm staying in shape" or more often "I'm trying to get in shape." However, it is ironic that we imitate our forefathers, returning to the primal movements of the forest and jungle animals, kempt for a new body, a fours, engaging in "Rover's Revenge," lifting ricotta cheese legs and industrial-sized inner tube waistlines.

During the warm up we are birds. Owls, turning the head from side to side or pigeons bobbing the head back and forth, as if searching for seed. Our arms are naked clipped wings, flapping unable to lift our torsos, shattering dreams of flying around Crop gym.

"Now bend at the waist. Lean over and lift your arms," instructed the head from side to side or pigeons bobbings, "O.K. Lay on your backs, legs open and pulse..." Pathetic frogs, immobile amphibians, destined to dry out on our backs, dehydrated from the fluorescent lights.

"Last thing everybody. Stomachs!!! Crunch it up and suck it in!!!" By this time, exhausted from the aerobic another metamorphoses, many chose the orangutanesque pose, slouched rocking, simply letting it all comfortably hang out. The majority of aerobic partakers are women, seeing that the males are a bit shy and awkward when it comes down to the real test of the Darwinian Theory: aerobics. Is it the survival of the fittest.

Marlin Perkins commenting on the mating ritual of more primitive species. "The males are a bit shy and awkward when it comes down to the real test of the Darwinian Theory: aerobics. Is it the survival of the fittest.

We are disabled hawks, or gardeners plagued by millions of weeds or schizohoriculturalists. Rapamically pulling up beans and carrots.

"Take it to a prance." Simultaneously we trit in place, transformed into horses. Some into spirited colts, while others resemble the team of Budweiser Clydesdales. "the full figured women," laboring as if harnessed to three legs. Respectively, most of us refrain from foaming at the mouth.

"On all fours, hands and knees, and kick!!!" We are still in the same family being donkeys, asses, kicking and bucking to the rhythm of Chaka Khan. Diligently, we remain on all fours, engaging in "Rover's Revenge," lifting our leaves for invisible fire hydrants. The gym becomes a kennel.

"O.K. Lay on your backs, legs open and pulse..." Pathetic frogs, immobile amphibians, destined to dry out on our backs, dehydrated from the fluorescent lights.

"Last thing everybody. Stomachs!!! Crunch it up and suck it in!!!"
**Fitness Craze in Conn. Course**

by Joanne Rich

The health and fitness craze that has turned people all over the country into non-smokers and health club members has hit Conn. College. Offered for the first time this semester, Phys. Ed. 124: Health, Fitness, and Lifestyle probably has the highest enrollment of any first time course—over 100 students.

It’s a different type of course; it’s certainly not your typical "gym" class, although the students will occasionally show up in gym clothes. The focus is living patterns and the way they affect health. Topics that will be covered include alcohol and drugs, cardiovascular health, athletic injuries, nutrition, sexuality, mental health, stress management, and environmental health issues.

Health Education Coordinator, David Brailey, who teaches the course, sees it as a way of providing students with the health assessment tools that will allow them to properly analyze the health recommendations that bombard us today. The students themselves had a lot of input into the actual topics that are to be covered, which will ensure their interest and their ability to contribute.

More than just a course in preventative medicine, it uses experimental learning to look at what is a healthy lifestyle and then evaluates those life skills and how they can be applied.

The general excitement about the course, particularly from the students, comes from what seems to be the need to assess our own lifestyles. John Shorrorn, a student in the course says it "is really needed in a college environment where there is partying, poor eating habits, and promiscuity on the sexual level." Does this mean that students are ready to stop drinking, smoking and eating junk food? It may be more accurate to say that they are interested in looking at their options, in thinking about ways to have fun that are not so self-destructive.

"The course is just one example of the health awareness that has taken over Conn. This type of class, along with the more traditional kind of phys. ed. courses are what Brailey refers to as the department's attempts "to reach out, not only to athletes but also to the general student body. Because it's the first time the course is offered, it's hard to say if it will have a concrete effect on the lifestyle of those who take it.

**Men's Basketball**

by Marc Laplace

In front of a capacity crowd of close to 600 at the Connecticut College Athletic Center, the Connecticut College Men's Basketball Team lost a heartbreaker to Trinity last Saturday, in overtime by a score of 81-70. The game was much closer than the score indicated, with Trinity taking the lead 63-61 with less than a minute remaining in the second half and after a Conn time-out, Sophomore Scott Sawyer tipped in Freshman Dave Blair's layup as the buzzer sounded to put the game into overtime.

Trinity came out on fire in the extra period, scoring 13 points to Conn's seven, thus icing the victory for Trinity. "Trinity scored first in overtime," Conn Head Coach Bill Lessig commented, "and in overtime, the first one to knock in two is at a great advantage."

Sophomore Scott Sawyer and Junior Charlie McCaghey led the way for Conn, with Sawyer hitting for 14 points before fouling out in overtime. McCaghey had 12 points, six rebounds, three assists, and three steals. Senior co-captains Kevin McGann and Dave Benjack added 11 and eight points respectively. Freshmen Pat Violette and Dave Blair chipped in eight points each.

"This was a real good effort," Coach Schoepfer said. "I'm hoping that the players realize that with this effort, we can beat a lot of people."

**Lady Camels Win Again**

by Mark LaPlace

The Connecticut College Women's Basketball Team added two more wins last week, defeating Salve Regina, 69-50 on Tuesday, and crushing Trinity on Saturday, 83-56. The Lady Camels are riding a six-game win streak.

At Salve Regina, Freshman Kelly Johnson led a balanced scoring attack with 14 points, while Sophomore Beth McKiernan and Laura Brunner scored 13 and 12 points respectively. Freshmen Pat Violette and Laura Brunner scored 11 and 10 points each.

"Salve hit the first eight shots," Head Coach Lessig explained, "but then the girls dug in and worked real hard. The game was over early in the second half and I substituted rather liberally."

Conn's successes continued on Saturday with another strong game against Trinity. The women led by 10 at halftime, but pulled away in the second half, outscoring Trinity 42-25 to seal an easy victory.

Conn had six players in double figures, with Senior Laura Brunner and Junior Lynne Quintal leading the way with 16 points each. Kelly Johnson and Junior Tracey Finer had 13 and 12 points respectively, while Sophomore Beth McKiernan and Freshman Wendy Merk added 10 points each.

"We had real balanced scoring tonight," Coach Lessig said after the game. "That's what we had last year and it makes a big difference."

**Two for the Camels against MIT**

by David Living

The Connecticut College Women's Basketball Team defeated MIT 84-69 last week, with Sophomore Scott Sawyer and Junior Charlie McCaghey leading the way for Conn, with Sawyer hitting for 14 points before fouling out in overtime. McCaghey had 12 points, six rebounds, three assists, and three steals.

"This was a real good effort," Coach Schoepfer said. "I'm hoping that the players realize that with this effort, we can beat a lot of people."
Doug Kirk, and our playmaker, Rich Wolf. Amazingly enough our seniors last year pulled the team together and we surprised a heck of a lot of people in winning two-thirds of our games," said Schoepfer.

Schoepfer also stressed the fact that this year's schedule has been very competitive because many teams have been playing exceptionally well. Thus far the Camels have played one division I school, one national top twenty school, and seven other opponents have at one point been ranked in the top ten in the Northeast. The Babson College team serves a good example of the improvement all around the league. "In the past," said Schoepfer, "Babson has been a walkover, a pretty easy victory." This season, however, Babson is 11-4 and has beaten the always tough Clark University squad. This year, the Camels have won 3 of the last 5 games with wins. Thirteen wins. With only three games remaining on their South Conference schedule (six, overall), the Camels can clinch first place with wins over second-place Trinity and third-place Iona and thus gain home-ice advantage throughout the ECAC playoffs which begin on February 26. To do so would make the Camels favorites to win the conference championships, a first in the college's hockey history. But, then again, it's only business as usual.

South Conference. "The seniors have turned this program around," observed junior defenseman Sean Fagan. "Without their experience and leadership, this team would probably be lost."

The sense of team unity seems to be shared by all members of the most successful hockey team in Conn.'s history. This is a team in the true sense of the word," explained freshman Mike Mocca, who is answering questions about the team's leadership and defensive effort. "When I got here I didn't know what to expect. The team's reputation was not exactly impressive but I think that will change. This has been a dream year."

The depth of this year's team forced Head Coach Doug Roberts and Assistant Coach Fran Shields to make some difficult decisions early in the season. When the time to make cuts came, some very familiar faces from past years suddenly disappeared. "We realized that making these cuts would be very difficult but we had to look at the program in terms of the future," said Shields. Collins commented "It was a tough weekend (after the cuts were made) but we all realized that we had a job to do, to play good hockey and win." Business as usual.

With the team able to dress only 20 players per game a glut of players has replaced shortages seen in the past. This situation puts pressure on players who are not already assured of ice time, such as senior Chris Byrne. Yet Byrne takes his limited role in stride.

"We're number one! Whatever I can contribute to that is fine with me. We're winning—what more could I ask?"

Likewise, many freshmen who had expected ice time before the season started only to find themselves in stiff competition for a spot in the regular lineup display similarly mature attitudes. For example, defensemen Jay Acker- man who said, "After a while I started bumming out because I wasn't getting any ice time in games. But then Garr (Talalnian) and P.J. (O'Sullivan) helped me realize how much talent there is out there and that I'm patient I'll get my chance."

The glue holding the Camels together this year has been the leadership of the captains and the seniors who have so aptly shared their knowledge of the game with the younger players on the team.

This leadership has created an unprecedented positive attitude toward hockey at Conn. The Camels go into games expecting to win. They come out of games with wins. Thirteen wins. With only three games remaining on their South Conference schedule (six, overall), the Camels can clinch first place with wins over second-place Trinity and third-place Iona and thus gain home-ice advantage throughout the ECAC playoffs which begin on February 26. To do so would make the Camels favorites to win the conference championships, a first in the college's hockey history. But, then again, it's only business as usual.

Men's Varsity Hockey Smothers Wesleyan Goalie Tend. Photo by David Ewing.

Decline Examined

by Carlos Garcia
Sports Editor

"Why?" When one is puzzled, one often asks "Why?". Recently I've been puzzled.

Last year the Connecticut Men's Varsity basketball team rolled onto a 16-8 season. However, Coach Martin Schoepfer lost Jon Bartolomei, Brennan Glasgow, Paul Rogers and Jeff Weiner to graduation. The four seniors started along with present starting point guard Kevin McCaig. Anyone will tell you that they had a big hand in the basketball program's success last season. But when I spoke to Coach Schoepfer towards the end of last season he indicated that, although the Camels would have to rebuild, they would continue to play well.

I listened to what Schoepfer had to say. It made some sense. After all, there is a lot of good young talent in the Program (co-captains McGann and Benjack are the only seniors on the team). By the end of last season I was sure that the loss of the 4 seniors would hurt, but I figured that the young guys would pick up some of the slack.

This year however... I am confused. There is lots of slack lying around just waiting to be picked up. Well, I was puzzled. So Wednesday I spoke to Schoepfer and asked him why. "Coach," I said, "Why are the Camels only 5-9, fourteen games into the season?"

After two seasons (83-84, 84-85) of great success many Conn fans have come to expect a lot of the basketball program. Schoepfer explained to me that during the rebuilding process everyone, especially the fans, must be patient.

He was quick to point out that last season's success was relatively surprising. "After the 82-83 season (during which the Camels were 21-6) we found ourselves without the four players who made up the nucleus of our attack. We lost Peter Dorfman, Tom Fleming. Doug Kirk, and our playmaker, Rich Wolf. Amazingly enough our seniors last year pulled the team together and we surprised a heck of a lot of people in winning two-thirds of our games," said Schoepfer.

Schoepfer also stressed the fact that this year's schedule has been very competitive because many teams have been playing exceptionally well. Thus far the Camels have played one division I school, one national top twenty school, and seven other opponents have at one point been ranked in the top ten in the Northeast. The Babson College team serves a good example of the improvement all around the league. "In the past," said Schoepfer, "Babson has been a walkover, a pretty easy victory." This season, however, Babson is 11-4 and has beaten the always tough Clark University squad. The Camels have won 3 of the last 5 games with wins. Thirteen wins. With only three games remaining on their South Conference schedule (six, overall), the Camels can clinch first place with wins over second-place Trinity and third-place Iona and thus gain home-ice advantage throughout the ECAC playoffs which begin on February 26. To do so would make the Camels favorites to win the conference championships, a first in the college's hockey history. But, then again, it's only business as usual.