Escuela Drive Ends

by Peter Falconer

The "School to Escuela" program concluded yesterday with the dismantling of the escuela next to the library.

Sponsored by a student group, Solidaridad, the program was designed to give the money to an elementary school in Solidaridad, the program was sponsored by a student group, Chase supplies. Students at the school building and purchased supplies. Students at the school building and purchased supplies.

people, and it is hoped that enough pencils will be collected so each student can have a pencil.

"School to Escuela" began on April 13, with the construction of the escuela near the library amphitheater. The wooden shack was built to symbolize the poor condition of many elementary schools in Nicaragua. Student reaction to the shack was one of curiosity. On seeing the shack for the first time, many students were unsure of its purpose. Some even suggested it might be the beginning of an anti-apartheid shantytown. However, the true message of the building soon became apparent as it was the location for several events for "School to Escuela."

Reverend Samuel Baez, recently returned from Nicaragua, presented a slide show and talked on the Nicaraguan people on April 16. He said that the country did not resemble an armed camp as he had feared before the trip. Actually, many areas of the country are rather peaceful despite the ongoing rebellion.

Most of the people were very friendly to the group. Reverend Baez traveled with the fact that they were Americans. The Nicaraguans hold the United States government, rather than the American people, as responsible for funding the contra rebels who are fighting to topple Nicaragua's Marxist government.

Reverend Baez, however, was quick to point out that Nicaragua still has many problems. A major problem is censorship. The government controls the news media and strictly regulates the information that gets to the people. Reverend Baez presented students with a good picture of everyday life in Nicaragua behind the mask of international politics.

During the weekend of April 19 and 20, there were Spanish and English readings of Latin American poetry at the escuela as well as an open house with music and crafts. On April 23, Professor Devlin of the Psychology Department spoke on the ability of school building to make a difference in the lives for the people of Nicaragua. Sociology Professor Boudreau spoke about poverty education in America. On April 25, Congresswoman Sam Gejdenson spoke at the escuela and legislation on hunger programs.

Russia In the Minds of Americans

by Heidi Sweeney

The nuclear problems of today are the result of two hundred years of Soviet and American diplomatic relations. By understanding the history and culture of the Soviet Union, we, as Americans, can better understand why the Soviet act as they do.

Russia in the Mind of the Americans: The US in the Mind of the Russians" was the third lecture in a series sponsored by the New London Day and Connecticut College Community Project: Avoiding Nuclear War. Lecturer, B. Tom Gleeson is a professor of history at Brown University. Gleeson illustrated how different the two societies are and why, if we are going to talk seriously about anything (nuclear arms), we must know the differences and prepare for them.

Americans have been predisposed to view the Union of Soviet Socialist Republics (USSR) negatively. Our first view of Soviet society was through the eyes of Russian immigrants, ethnic minorities, and political prisoners, who palmed a bleak picture of their homeland.

"We are a nation of immigrants, we have a sense of somewhere else. Russia appears to be a nightmare of the old country," explained Gleeson.

Russia in the United States was a treated as a third world country by Europeans, and Russia's history of a trade treaty caused a greater breach between the two countries.

To comprehend the Russian view of America must involve understanding the country's past relations with Europe. Russia was treated as a third world country by Europeans, and Russia's history of a trade treaty caused a greater breach between the two countries.

As the Russian view of America must involve understanding the country's past relations with Europe. Russia was treated as a third world country by Europeans, and Russia's history of a trade treaty caused a greater breach between the two countries.

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 begins around 1800, and the Russians were told to become Russian, and not to imitate the cultures of other countries. "The Russians felt pressure to become Russian because they had an idea of what it was to be Russian. In the Russian national reaction that followed, Russia began to devise a Russian national character that was anti-Western. Russians as Slavophiles viewed the West as a threat to Russian culture. This view people viewed their society as a "religious collective civilization" out of a traditional universal Russian peasant masses. "The peasant experience is central to understanding Russian life. The early peasant farms and a subsistence agriculture in harsh conditions taught the Russians the importance of group survival. They were a utopian family. From this communal culture developed the notion of who was an insider and who is an outsider.

Russians exalted the community as the most authoritarian country in the world, everything revolved around the traditional life. The political and the general culture are extremely authoritarian and extremely intolerant of dissent. Interviewed the ended the lecture by saying, "The American myth is one of individualism, whereas Russian myth is one of collective effort for the benefit of the group. The Russian is a people with a history of patriotism, verging on religious iconography."
As you might have noticed, The College Voice has a new motto printed beneath the front page flag. The Latin inscription reads: Ad Fontes. It means “back to the sources”.

Why this motto? First, a little background. Ad Fontes is a phrase dating back to the latter Middle Ages, when scholars rediscovered the ancient world’s manuscripts. It called upon them to go back to the sources, to seek the original fountains of knowledge, and base their studies upon these works. It disavowed intermediary sources of information; the truth lies with the sources, not their derivatives, the scholars asserted.

To us, Ad Fontes symbolizes the need to research our stories, to sift the facts from the hearsay, and present balanced, accurate accounts. It also represents a commitment to serve the source, the College Community.

It is with this idea in mind, the service ideal, that I invite you to participate in The College Voice. This invitation is extended to all students, faculty, staff, and administrators. By participating, whether be it writing articles, letters to the editors, or just being an avid reader, will allow us to serve you better. A newspaper is only as good as the source of its news. And you, of course, are that source.

Sincerely yours,
Fernando Espuelas-Asenjo,
Publisher
Letter To Oakes Ames

It would seem, in the light of recent events, that the administration of this institution does not believe in, or follow, the basic principles of fair government and democratic decision making which it attempts to instill upon its students. The event to which I refer is the decision made by yourself to deny Professor Gary Giachiino tenure. As a chemistry minor I have been involved with the Chemistry Department for the past three years and as a dual Economics/Government major I have had the opportunity of being exposed to a large number of professors as an undergraduate. If there is one criticism that can be made concerning Dr. "G" teaching, it is that he holds his students to a much higher degree of responsibility than most other professors. He is one of the few professors who actually has his students tie beyond the limits of their intellect. He demands more of his students because he truly believes the students here are of a higher intellectual caliber than those at other institutions and that anything less would be hypocritical— in terms of his own beliefs and (I hope) the Educational Standards espoused by his colleagues' administration. Another criticism was the lack of undergraduate research. If you reviewed the department's recent history in this subject you would soon realize that almost all research undertaken was started and administered by Dr. "G." The man attempted to institute a viable program with an extremely limited budget and obsolete or non-existent equipment. If you should research outputs granted at comparable institutions you would soon see that this is clearly a viable program with productive priorities and not the least informed student. How many teachers could explain "White material so well that the most complex Chinese philosophy is tangible to the body."

So who benefits from Chu's tenure denial? It's not the College at all, large, it's not the College's prestige and it certainly isn't the student body, so who benefits, if tenure is supposed to be giving for the College's benefit? There's a foul smell in the air, who's been playing the role of Machiavelli?

Respectfully,
Scott E. Giles '86

Exec Board Priority Dissatisfaction

To the Editor,

We would like to express our dissatisfaction with the SGA Executive Board regarding the privileges they have bestowed upon themselves—priority in dormitory and room placement. There are many other committees and organizations on campus with members who, in fact, work more hours. The goal of such organizations is to contribute to and build the college community, and yet they do not get paid for their hard work. The Exec. Board does not deserve compensation, beyond the privileges they already enjoy. It is indeed ironic that the people who are responsible for promoting justice are capable of behaving in such an unfair and self-serving manner.

Sincerely,

George Breon
House President, Blackstone

Exam Noise Level is High

To the Editor,

As a student during the upcoming exam week, I'd like to voice my opinion of the exam room's environment. Last year's exams were held in Thanes and Fanning. The noise level in the buildings during exams was shocking. There were constant distractions...latecomers talking in the hallways en route to picking up their exams, maintenance crews trying to finish their day's work, members of the administration conversing outside their offices. I felt cheated by the time three hours' worth was up. The only way to be changed in the future, so that everyone will have a fair chance. Please take these factors into account when planning the upcoming exam week. Oh, I almost forgot...Have you ever tried to take an exam, when the person sitting across from you is wearing a Walkman?

Anne Roesser
News

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Divestment Debated In Haines

by Peter Milburn
The Debate Club sponsored a lively debate bet-
 tween Melissa Shlikman '89 and Fernando Espuelas-
 Asenjo '88 on the topic of divestment from South
Africa on April 15.

Taking a position against divestment did not mean
support for apartheid, Shlikman stated opening the
debate. Her position, accordingly, was that not
divesting would help abolish apartheid and improve
the condition of blacks in South Africa.

Structuring her argument around two central
points, Shlikman said that divestment would not have
the desired effect of pressuring the South
African government to end its minority rule. No
change would occur, she argued, because there are
many foreign companies which are willing to replace
any American firms that move out. She added that
Prime Minister Margaret Thatcher was not only op-
posed to a boycott, but the Prime Minister did not
think sanctions would work.

Shlikman's second point was that blacks would be
helped more by maintaining an economic foothold in
South Africa. She cited a poll in which South
African blacks said they favored more foreign invest-
ment. She added that companies operating under the
Sullivan principles provided education and job train-
ing for 50,000 blacks. To conclude, she said "by sup-
porting black education and organizations, we can af-
flect change in South Africa."

During the following cross-examination, Espuelas-
Asenjo questioned the legitimacy of the poll that
Shlikman had cited. Dramatizing the plight of South
African blacks, Espuelas-Asenjo said, "There are
twenty million non-whites oppressed by four million
whites. This is slavery in 1986."

He then turned to the formal presentation of his
argument that divestment will not have any effect on
South Africa, but it is a moral stance Americans
must take. American firms make up only four per-
cent of foreign investments in South Africa, and thus
carry little coercive weight. Furthermore, Espuelas-
Asenjo argued, the Sullivan principles have not been
effective. In the seven years of its existence, no
substantial change has been achieved, yet the com-
panies continue to lend legitimacy to the South
American government. If we divest totally, Espuelas-
Asenjo concluded "we will be judged as having made
the morally correct decision."

In her rebuttal Shlikman defended her position that
continued investment would serve as an avenue to
change. Responding to the point that only one percent
of the black South African population works for
companies guided by the Sullivan principles, she
stated, "One percent is all it takes to start a revolu-
tion."

In his rebuttal, Espuelas-Asenjo reaffirmed his
doubt that the Sullivan principles could lead to the
end of apartheid and told the audience that to sup-
port companies dealing with South Africa was "pul-
ing a dollar sign in front of morality."

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Divestment Debated In Haines

by Melissa O'Neill
Sara Holder, a Connecticut College junior, recently
was selected the winner of the first New
England Japanese Speech Contest, sponsored by the Con-
stable General of Japan.

The contest, held on March 29th in Boston, pinned holder against 17 other finalists: fifteen from Harvard University, one from Wesleyan, and Holder represent-
ing Connecticut College.

The students were chosen from all over New England based upon a written manuscript. The two
only restrictions were that no contes-
tant could be a citizen of Japan, or
speak Japanese as a first language.

"I was competing mostly against
Americans," said Holder, "but there were several Asian
and Chinese students in the compet-
tition."

At the final competition students were asked to recite a five-minute speech based on a
topic related to Japan.

"My subject was the benefits of
learning a foreign language while
actually living in the country itself.
There are so many aspects of the
culture that you can't get through a book," said Holder.

Holder learned the language at
the age of ten when her family
moved to Japan. She and her
father are American citizens by
marriage: her mother is a native
Japanese.

"I had no choice but to learn it
at that point. At first it was hard
to adjust, but after I listened to
what people are saying and watch-
ed their gestures I began to
understand and then mimic their
gestures."

"It was like a baby learning
English," Holder said.

When Holder returned to the United
States at age fifteen she
stopped speaking Japanese except
for an occasional conversation with
Japanese friends of the fami-
ly.

"I didn't pick Japanese up
again until I got to Connecticut
College. It was amazing that I
remembered almost all of it, even
after two to three years without it.
I was surprised when I learned it to
got a good solid grasp, but old enough to re-
tain it," said Holder.

Holder decided not to go to
Japan to study this year or next.
She has been moving around all
her life and is looking forward to
taking in one place for four
years.

"I might go to Japan to study
after I graduate from Conn."

Besides, my father lives in Tokyo so
I can visit him whenever I like," said Holder.

Ms. Keiko Kusumoto and Mr.
Nakayama, instructors of Japanese at Connecticut College,
began both to Boston to see Sara
come.

"I'm so glad they were there.
They gave me moral support and I
think because of them, I did not
fear any other way to Boston to see me, I
fear more than the disapproach," said Holder.

"Sara has been my student for about two years. I'm so proud of
her," said Kusumoto.

Mr. Tom Havens, professor of
History and Director of Asian
Studies, also praised Sara. "She is
arguably the best undergraduate
student of Japanese in New
England. To get this degree should be
very proud of her accom-
plishment."

Holder said, "I hadn't
previously encountered
the usefulness of the language. I had
always taken it somewhat for
granted that I could speak
Japanese fluently. It's nice to
know that I can be recognized for
it. The contest proved to me that
people do appreciate the effort in-
volved in speaking a foreign
language.

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Brubeck Charms House
by Peter Falconer

There was not an empty seat in the house at the Dave Brubeck quartet played in Palmer Auditorium on April 21. Brubeck's unique blend of grace, excitement, and style thrilled the audience who shared their appreciation by giving him three standing ovations. For that part, Brubeck and his group made three curtain calls and played two encore pieces, including the masterful "Take Five."

Brubeck has been a jazz institution for almost forty years. Well known for his unorthodox time signature and unusual harmonies, Brubeck began composing and performing in the early 1950's. He has performed for five different presidents, and his famous album, *Time Out,* sold over one million copies, creating the first modern jazz album to go gold.

In 1965, Brubeck toured Asia and Europe and his usual one hundred concerts, as well as two jazz cruises. He also appeared, at the Hollywood Bowl and Avery Fisher Hall in New York, and many jazz festivals.

Brubeck's Connecticut College concert began with several jazz selections including the eerie and brilliant and solicited thunderous applause from the audience. sepia. Brubeck on piano, was, of all Brubeck's compositions, the most exotic, featuring more jazz selections by Brubeck quartet which were featured more jazz selections by the Brubeck quartet which were part of the concert. Together, they performed the following pieces: "New Wine" from *The Voice of the Holy Spirit* (1965); "The Peace of Jerusalem:" "When We Eat This Bread;" and "All My Hope" from *To Hope A Celebration* (1990). The quartet and the choir performed very well together, and all the numbers were done with the religious fervor and intensity demanded by each piece. "New Wine" included a forceful, fast-paced jazz section by the quartet which effectively demonstrated their incredible talent. The inspirational, upbeat rhythms of "All My Hope" had many in the audience rocking in their seats.

The third section of the concert featured more jazz selections by the Brubeck quartet which were highlighted by two excellent trombone solos by Chris Brubeck. The first solo was a go-for-broke, fast, jazz solo while the second was a very smooth, soulful section. Though very different in musical character, both Brubeck exhibited tremendous skill and poise to which the audience reacted with applause.

As expected, the end of the concert on the program was not the actual end of the concert. The Brubeck quartet re-emerged to play the encore demanded by the enthusiastic audience. The second encore piece, "Take Five," is perhaps, Brubeck's most famous composition. The whole piece was played with the same skill, grace, and fire characteristic of the entire concert. In a word, the Dave Brubeck quartet was fabulous. There can be no doubt that Connecticut College will remember *An Evening With Dave Brubeck* for a very long time.

Excerpted from the *Herald* by Melinda Fee

One of the most successful dance performances of the year was held last Thursday and Saturday, April 24 and 26, in the East Studio in Crozier Williams. The concert, a choreographers showcase entitled Dance Attack, was sponsored by the Connecticut College Dance Department. Various styles were exhibited in the concert.

Although the concert as a whole abounded with talent, there were some dances and dancers that were especially notable. The most prevalent dancers who, like Pidge North and Julie Greenberg, actually communicated with the audience, not only with their movements but with their faces. The pieces that were exceptional were outstanding because they displayed unique and imaginative choreography.

Once again Pidge North, in *Collideed*, delighted the audience with his mastery of the art of creating an object that isn't really there. Pidge, carefree and fun, effortlessly distorted his body to unusual extremes. By communicating varying emotions he developed a solid character thereby becoming a real, though unusual, person to the audience.

Megan Steele, in "Jump Start," created a mood of crazed energy that was not able to convey to the audience the meaning of her movements. The movements, although desperately trying to express some抱着leave of emotion, were for the most part quite common.

Another piece with potential was "Tidal Wave," an ambitious work choreographed by Jessica Horrigan. While the opening was strong the dancers captivated the audience, but as they became stoppoy in their movement the intensity was lost. Rather than being dominated by the music the dancers worked with it, frequently establishing the sense of an ocean wave which was wonderful to watch.

Choreographer Elin Clark developed a refreshing change of atmosphere in "TFG 11," in creating a warm and lighthearted mood she let us in on three children at play. At times the dancers failed to synch with their movements which dropped from the fun, flippity, and playful quality. Julie Greenberg charmed the audience with her exuberant and persuasive presence. Lina Smith, who is rapidly gaining a reputation for her distinctly clever works, continued this trend with her latest piece "Take 47," a study of special patterns and musical variations, presented three beautiful ballerinas on pointe which was a rare event. The audience found humor in the hyperfast tempo at which Robs Bazendale danced. She performed with a poise and an elegance which is unique and uncommon.

Joining forces with Hannah Trelit, Lisa Smith developed an emotionally powerful work. "Bora, Never Asked" conveyed how society tried to conform an individual to prepared roles and that an individual is only free when she breaks from inflexible social conventions. Choreographer Anne Harris showed flare for the unusual in "Killing Time," polished work that was spontaneous, unpredictable and exciting.

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The Battles Of Men's Lacrosse

by Doug Hobbs

The men's lacrosse team battled against two formidable opponents recently - the University of Hartford on April 17, and Providence College on April 24. The Cardinals are concerned about the ECAC's but knocked five minutes off their season record. The Conn. program will be freshmen during its season. The Conn. program will be freshmen during its season.
The Athletic Center

**Changes In Athletic Dept**

by Dave Gross

Last April, the Student Advisory Committee and the Visiting Committee conducted an in-depth study and evaluation of Conn's Department of Physical Education and Athletics. The committees interviewed captains of all the Varsity teams, intramural commissioners, presidents of sports clubs, and people involved with Conn's recreational facilities.

Between 150 and 200 people were asked how they viewed the Athletic Department, and what they believed were good and not-so-good aspects of it. Some of the major concerns of the respondents were field problems, lack of recreational facilities, and poor organization of the intramural program. Additionally, many other concerns were discussed.

The current sample has only one acceptable playing field. This is Harkness Green. This field is overused, and its playing conditions are rapidly deteriorating.

Mr. Luce, Conn's Athletic Director, commented about the committee's report on the field situation and what was being done to alleviate the problem.

Mr. Luce explained that the original plan, which is stated in the Athletic Department's five-year plan, was for Dawley Field to be made into an all-purpose recreational center. This would include astroturf, lights, and an expansion of the waterfront area to include sailing, canoeing, and improved crew facilities.

The problem with this project occurred when accessibility to the public was discussed. Since there is no parking at Dawley Field, the handicapped would be excluded from all activities. What has tentatively been decided upon is to make the most of the open space by the Athletic Center.

To the right of the Athletic Center, there is an open lot which would be made into an intramural field. Behind the Athletic Center, Mr. Luce hopes to put in a astroturf field with a track around it, and eventually lights for night playing.

This does not mean that Varsity sports would be taken from Harkness Green. These new fields would be used to alleviate the rapid deterioration of Harkness Green due to overuse.

Mr. Luce believes that it is important that the Athletic Center be the start, and not the finish of recreational facilities. There has been a talk of adding more racquetball courts and expanding the night facilities.

The major project for the future is a new swimming pool. The Men's Swim Team must forfeit points at each meet because of overuse and its playing conditions. What has been proposed that Amy Campbell, Conn's volleyball coach, take charge of intramurals beginning at the start of next year. Then in the 1987-88 school year, she would no longer coach volleyball and would concentrate solely on intramurals. It is also proposed that Campbell be given an intern to assist her.

The Mens Swim Team must forfeit points at each meet because of overuse and its playing conditions. What has been proposed that Amy Campbell, Conn's volleyball coach, take charge of intramurals beginning at the start of next year. Then in the 1987-88 school year, she would no longer coach volleyball and would concentrate solely on intramurals. It is also proposed that Campbell be given an intern to assist her.

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**The Athletic Center**

Photo: Jennifer Caulfield.

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**Text**

**Recent Arrivals**


*Medieval Gardens and the Gardens of the Cloisters* by Tania Bayard published by the Metropolitan Museum of Art.

**On Stage**

Seniors Caps and gowns will be available for purchase May 1st on stage in the book store. The cost is $17.95 complete. Art Students: End of the year slow down on ordering supplies. Please give Trudie at least one week notice for anything you will need in large quantity—ie foam cores, board, certain color paints, spray adhesive, etc.

**Textbooks**

Be organizing your used textbooks for buyback beginning May 9th. Books that have been ordered for use first semester will be bought back at 50% of original price, others according to the wholesale buyer's guide price.

Trivia: What is Holden Caulfield's sister's name?

A Free candy bar to the first three people to deliver the correct answer to the bookstore in person.

Answer to last week's trivia question: Originally called Winthrop College, chartered as Thames College.
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