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THE COLLEGE VOICE

VOLUME VIII, NO. 11

CONNECTICUT COLLEGE, NEW LONDON, CT.

MARCH 5, 1985



President Ames.

Photo by: Voice File.

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 \$10,300 for tuition and \$2,930 for room and board.

President Ames stated that the eight percent increase over this year's fees of \$12,500 was due to the college's anticipated plans for improvement. Those improvements will include an increase in funds for financial aid, faculty and staff salary increases, new faculty appointments, 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 Guerilla 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 to the Untata Supreme Court 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 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 dif-

ferences exists among whites "but there are no political penalties attached to this."

Bam stated simply that "you could never talk of 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 country would soon become communist," 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 tone down whatever criticism they might have against South Africa."

Last year the government gave voting rights to colored and Asiatic peoples but in numbers they still held minority status. Colored and Indian peoples were also given separate houses of Parliament. In both cases, Bam said, "white power effectively remained."

Bam explained that the South African government decided blacks are of many different and do not constitute a majority. Consequently blacks have been given their own sovereign and independent territories. What the system does not give them is equality.

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

Segregation also carries over into schools. White schools receive ten times more allowances than black schools. The syllabus of white students, according to Bam "prepares them for a supervisory and superior role in society," while those of black students "prepare them for a subordinate role in society, to carry out or serve the interests of the

see **Apartheid** on page 4

SGA: Proposal Update

by Sally Jones

"That was never a proposal. Just ideas being discussed," said Ann Babcock, President of SGA, in reference to the article, "SGA in Review" which appeared last week in *The College Voice*. Just ideas being discussed," said Ann Babcock, President of S.G.A. "On February 20th the idea was discussed and reconsidered. The idea of a class/region representation was abandoned," she said.

Brian Crawford, House President of Windham commented, "We didn't think the problems that were occurring with SGA were going to be solved by restructuring SGA. I felt that by removing representatives from dorms would further cause a buffer with SGA, students and members of the dorms."

Randall Lucas, a student at large and member of the SGA review Committee said, "The original ideas described in *The Voice* I believe were felt by many of the committee too radical a change or perhaps unsound."

Fernando Espuelas, *The College Voice* representative on the committee and the only member who did not agree on abandoning the "idea" said, "Certain members of the committee who are against any form of meaningful change, prevailed on the committee and thereby torpedoed any chance of increasing SGA's effectiveness."

This year, "I felt the new changes, although good inten-

tioned, would not alter the effectiveness of SGA as it is now."

While the questionnaire revealed problems with S.G.A., Ann felt that rather than a complete reconstruction. I think it came when people thought out why the committee was formed and seriously questioned whether the huge sweeping changes actually guaranteed a better student government.

In the new proposal that was presented to the assembly on February 27th, there are "more by-law changes than charter changes. The charter is the base of SGA which is changed through an all-campus vote. The by-laws can be changed by just the assembly," Babcock said. "One change that I am particularly happy about is that we added a procedure and process that would have to be followed before they could cut funding on any club."

It states in the proposal:

After the initial allocation of funding to a club, the Student Assembly must pass four-fifths vote to stop funding. An all-quorum of 50 percent plus one of the campus must then pass by simple majority to stop an organization's fund.

Although, Espuelas said, "There are no major changes that will make the slightest bit of difference," Babcock said that "some of the ideas that were discussed were kept." Lucas said, "The current pro-

see SGA on page 4



Dr. King spoke to a capacity crowd in Dana, last Thursday February 28. See *Reactions*, inside, page 4.

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Routing Rowdiness

by Debby Carr

"Every weekend our bathroom and floor are 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 really a drag," a senior male comments.

Living on a dorm floor which is ridden by an uncontrollable noise level, unnecessary physical damage, and inconsiderate neighbors is a problem which many Conn students encounter. They do not, however, have to tolerate these infringements upon their rights; a policy is presently in effect which will deny housing lottery privileges to students who are repeatedly reported for "anti-social behavior." Although nearly all complaints refer to noise, there have been some of minor vandalism.

Last year Marji Lipshez, coordinator of Residential Life, and the SGA residential life committee found it necessary to devise a policy which would deter rowdiness. Until last year, most offenses were simply reprimanded by a warning letter from the J-Board. Due to the ineffectiveness of this system, David Warner and Linda Hughes, members of the residential life committee, drafted a policy which would ultimately separate problem makers by intentionally hand placing them in different dorms. According to Warner, this "is not meant as a threat," but as a "way to deal with problem makers."

Lipshez elaborates that "to live on campus is a privilege which can be taken away." Rowdy students must "wake up and realize that we [residential life] are serious. There are consequences to their [the offenders] actions."

In order to activate this procedure, however, students

must take the initiative to report nuisances to their housefellow, house council, or in extreme cases, to campus security. Lipshez recognizes that it "is very hard to enforce policy with peers," and as a result, disturbances persist. Dave Fleishman, Larrabee housefellow, believes that the policy can become "more and more effective as it is more and more enforced," "yet it is necessary that 'a few on each floor speak up,' or better yet, the victims 'confront the [rowdy] person himself.'" Although this problem of a non-willingness to "turn in" a peer is prohibiting the lottery suspension policy from reaching its maximum effectiveness, the students lack of knowledge about the policy is also hindering its success.

The 1984-1985 housing contract states that "the Judiciary Board or the Coordinator of Residential Life deems it necessary to suspend you... residentially for violation of... regulations or conduct that constitutes in any way a risk to... the general well-being of the college community. You will be notified in writing if residential suspension is being considered... and will 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, publicity of the program has since subsided, and upperclassmen as well as freshmen are ignorant of the policy.

Two senior males, in an attempt to control a disturbing noise level on their floor, "made a petition to get the guys [the nuisances] sent up to go in front of J-Board in order to 'split them up.'" One stated that he "didn't know"

about the policy, and that the students who were creating the disturbance "didn't know either."

Both the J-Board and the residential life committee offer information on the "sequence of action for unaccepted life social behavior in dorms." Lipshez admits that 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 created social disorder were subject to lottery privilege suspension, and each was separated from his fellow offender(s). Each received a letter from either their dorm council, Marji Lipshez, or Dean Watson.

This letter warned them of the penalties for repeated anti-social behavior. Because their behavior continued, they were then deprived of their right to participate in the housing lottery. The rare penalty which exceeds the loss of lottery privileges, is the complete loss of residential privileges. This semester, however, the situation appears to be "much improved" according to Dave Fleishman, because more students are 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 can still stand improvement; the residential life staff and the SGA must inform students of the consequences of their behavior. Furthermore, students should assert themselves if they are disturbed. According to David Warner, "it's not right" that some students disregard the rights of others. The intent of the policy "is to look out for all people."



Back L-R: Kathy Boyd, Tom Padd, Jim Crowley, Yaw Gyebi, Gary Bliss. Front L-R: Margaret Webb, Russell Anderson, Priscilla Geiger, Brian Jones. Missing: Karen Quint.
Photo by: B. Cottrell

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."

To reiterate J-Board offences and regulations, an Honor Code Packet was sent to every student through campus mail, early first semester.

The following log is printed in random order in effort to maintain J-Board confidentiality standards.

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

1. Plagiarism without intent: guilty.
Recommendation: resubmit paper after fixing; subject to full grade drop.
2. Cheating and collaborating on final exam: guilty.
Recommendation: receive "F" on exam; academic probation, two semesters.
3. Plagiarism without intent: guilty.
Recommendation: resubmit paper after properly documenting sources; subject to 1/3 grade penalty.
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 class; 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. Assisting an individual to cheat: guilty.
Recommendation: "D" on exam; academic probation, one semester
9. Cheating and collaborating on final exam: guilty.
Recommendation: receive "F" on exam; suspension, one semester.

continued on page 4

Learning Through Traveling

by Paula McDonald

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

At that point in my college career I had not given much thought about a semester away, I just knew that most people "went abroad" their Junior year. I did not know what to think after that meeting except that this had to be an 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. What is unique and exceptional about the program is that course work taken on the ship while at sea is integrated with actual in-port experience covering 9 countries around the world all in 100 days.

My voyage took a southerly route, which had not been taken in seven years, to Brazil, South Africa and Kenya. The northerly route goes through the Mediterranean stopping in Spain, Greece, Egypt, and Turkey. Both routes continue through Asia and the Orient. Ship-organized tours took me to the Amazon for a crocodile hunt, on a 5-day safari looking for lions and rhinos, as well as into the People's Republic of China where arrangements with friends can be an experience in itself and took

me through the tropical Sri Lankan countryside, the crowded streets of India and Taiwan, cosmopolitan Hong Kong, politically troubled South Africa, and Tokyo Disneyland.

Those are a few of the places I was fortunate enough to see. But there is a lot more to SAS than just travelling to exotic places and saying you have been there. The entire trip was an intense lesson on life. Being exposed to so many different cultures is a broadening enough experience in itself. One has to always remember that he or she is a representative of one of the most esteemed nations in the world. One must also be able to adapt to foreign customs and attempt to surmount various language barriers—bartering of course is universal.

Living as an isolated floating community adds a whole different dimension to the experience. Everyone—students, faculty, adults, and crew all share the same traveling excitement, anxieties, expectations, and sometimes sadness. SAS is much more than a "booklearning" educational experience. Most of the learning goes on in ports—places visited, people met, and friends traveled with. Much is learned on the ship in class and from interacting with people in close quarters, and the process continues upon returning home and long after that. Semester at Sea is 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.

Immerse Yourself Spend a semester or a year in Latin America:

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Beyond War

Advocating an Evolutionary Enlightenment



by E. Riesenman

A group called Beyond War, originally called Creative Initiative, began in Palo Alto, California in 1962. The Beyond War ideology is: "War is Obsolete. We are one." Technology has moved beyond War and what this movement aims to do is move the Einstein who said in 1945, "The unleashed power of the atom has changed everything save our modes of thinking, and we must thus drift toward unparalleled 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 interrelated system upon which we are all dependent. All forms of life are somehow interdependent.

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 integrated system. What is called for here is a leap into the notion of wholeness, oneness and the idea that we are all participants in the common destiny of mankind.

Beyond War holds introductory meetings which attempt to educate people on nuclear war. The sessions address three illusions many people operate under. The first is what "We can survive a nuclear war." However, the

probability of a nuclear winter is so great that all forms of life will be destroyed. The second illusion is "They won't let it happen," they referring to national leaders.

To shatter this misconception it can be said that every president since Truman, with the exception of Ford, has threatened directly or indirectly to use nuclear weapons. Statistics show that if there is a chance in one of something happening, it will eventually occur. We, therefore, seem to be participants in a game of Russian Roulette which will ultimately lead to worldwide catastrophe.

The last illusion is "I can't do anything about it." Beyond War is advocating an evolutionary enlightenment of the population. They focus their attention on educating individuals who will grow in number and help sway public opinion.

The goal is to embed their new mode of thinking in the United States. Numerous studies show that once 5% of a society accepts a new idea, it is embedded in society. If 20% affirm the idea, it is unstoppable and will have an impact throughout the hierarchical structure of the system.

Some examples of this procedure are the abolition of slavery, women's suffrage and the group Mothers Against Drunk Driving. All these groups began on account of individual efforts which even-

tually grew and gained a degree of political importance.

Fundamentally, decisive action can be taken upon the agreement and understanding of a world beyond war. Action through which agreement is based on is education. When asked about his reaction to Ronald Reagan's views on the nuclear issue, Bill Mayers, a student at Conn., said, "Reagan is not an enemy. He's not enlightened, but one more person who can know about Beyond War. He's just

the group stems from his concern about the gradual progression towards nuclear war. The Gurney's, in the session, used an effective parable to illustrate our relation to the nuclear issue.

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 up. The frog even-

the nuclear issue. The Beyond War objective is to make people aware of reality. Bill admits that the Beyond War objectives "will take a long time to happen. It can't take too long."

Therefore the initiative must be taken by someone. The Beyond War group has taken the first step to educate the American population with the ultimate goal of reaching all world communities.

The Beyond War movement requires unprecedented cooperation and commitment in order for change to occur. Bill Mayers stated, "Beyond War in catching on quickly, mainly because it's not political."

At this point it is apt to end with a quote from Thomas Jefferson, who in 1820 said, "I know of no safe repository of the ultimate power of society but the people. And if we think them not enlightened enough, the remedy is not to take the power for them, but to inform them by education."

"I know of no safe repository of the ultimate power of society but the people."

a late adopter." Bill along with Pat and Steve Gurney organized an introductory session earlier this month which summarized the principles of the Beyond War movement.

Bill's active participation in

tually boiled to death since it became accustomed to the gradual temperature change until it was too late.

The parallel is that the world has slowly progressed and not realized the urgency of

Palmer Memorial Room Open

by Tara Kilbane

The interior consists of a long oak table and several velvet chairs. An oriental rug covers a portion of the parquet floor and the oil painting, "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 Owaneco dated October 14, 1693 for the land where Connecticut College was built. 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. It has 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 use of 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 catalogue cards earmarked with "Gildersleeve," "C.C." (for Connecticut College Collection), or "P.M.R." (Palmer Memorial Room) are also part of the Special Collections.

"Gildersleeve" indicates the Gildersleeve Childrens Book Collection in which there are approximately 3,000 childrens books. The Connecticut College Collection includes theses, honors papers and publications by faculty. "P.M.R." indicates the collections of books of George S. Palmer, who gave the funds for Palmer Library, as well as Elisha Palmer and Loraine Wyman.

Mrs. Kent has held the position of Special Collections Librarian for a little over one year. Before this position she had been working in the library in acquisition, serials and cataloguing for twenty years.

Brian Rogers, College Librarian, said that in the past students could always get to the material but had to request it at the circulation desk. "A staff member would retrieve 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. Sobering quickly he stated, "we are very glad, finally after nine years, that the Palmer Room is now

being used for the purpose to the end of the building full of stacks of materials in Special Collections. On the third floor there are more materials in a cage.

Mrs. Kent prides the department on the care of the rare and antique materials. Although we are not on a separate heating and cooling unit, which is unfortunate, 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 circulating and moving the books," she said. Pencils, not pens, are used by those who visit the Palmer Memorial Room.

One interesting part of Special Collections is the archives of the college. These include the Koines and course catalogues from the beginning of the college as well as pictures and even gym uniforms. Gertrude E. Noyes is the main source of information and held the position of archivist after her retirement of Dean of the College in 1969.

There are many rare and valuable books in the collection. The college owns "half a dozen" incunabulas, books printed by Gutenberg who invented printing in the fifteenth century. There are also some works from the 16th and 17th centuries.

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

When asked the most valuable publication in the collection, Mrs. Kent predicted the Kelmscott Chaucer manuscript. "The Kelmscott Press was started by William Morris in 1890," she said. "We have several pieces by William Morris," said Mr. Rogers. "The Kelmscott Press was Morris's last artistic venture: a revival of Medieval aesthetic ways at the time of an industrial point," he said. The Kelmscott Chaucer is valued at auction between 5,000 and 10,000 dollars.

"My main concern as far as the future of Special Collections and 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.

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Responses to King Workshop

by Sally Jones



Photo by: C. Waehrer

"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 28th 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." *Yaw 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 *Derron 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 Vancil.*

"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 Fleishman.*

"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 one night realized that this is ineffective. 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

posal of the committee has some solid advantages and these should be utilized.

The position of parliamentarian is still being eliminated and its powers given to the President. There is a change in "the orientation process of house presidents" added Crawford. House President "elected at different times." "Perhaps the most important

thing that will come about" said Lucas, "is the retraining of the house president."

The provision allowing for special interest groups to elect a member to the assembly was also kept. However, this member will not have a vote now.

Babcock said, "I am pretty sure that the changes being proposed now are im-

provements over what SGA is now. I don't think the early ideas promised a better student government. I still think they look good on paper but with the time constraint, it didn't have time to be thought of, formulated and studied to ensure improvement." As Espuelas said, "The democratization of SGA will have to wait."

Apartheid

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whites."

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 pass laws which regulate their movement from one area to another and must carry a pass book stating the circumstances of any visit.

Bam added that blacks must use separate parks and other recreational facilities, receive reduced old age pensions and accept burial in separate graveyards.

"All this taken together has given rise to tremendous poverty on the part of the [black] areas," Bam concluded. "The poverty has brought about imprisonment, lack of opportunity and inability to sell one's labor or exploit one's talents whatever they may be. Congestion in rural areas has made cultivation impossible. The reaction of the black people has come in the form of demonstrations, rioting, peasant revolts and student revolts."

The lecture was sponsored by the government department, Unity House and the Chapel Board.

J-Board Log

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10. Cheating on final exam: not guilty.
11. Plagiarism without intent: guilty.
Recommendation: 3 point grade drop for assignment; Writing Center.
12. Plagiarism with intent: guilty.
Recommendation: receive "F" for class; Writing Center; Academic probation, one semester.
13. Plagiarism without intent: guilty.
Recommendation: resubmit properly documented paper; 10 point drop in grade; Writing Center.

SOCIAL

1. Unwillingness to cooperate with Security in performance of duty: guilty.
Decision: Letter of Censure.
2. Anti-Social behavior with potential to endanger others and blatant misuse of college property: guilty.
Decision: privilege to move with someone in lottery revoked; social probation, two semesters.
3. Tampering with fire equipment: guilty.
Decision: \$150.00 fine (automatic).
4. Falsifying I.D. and eating on campus illegally: guilty.
Decision: (automatic) \$25.00 fine for falsifying I.D.; \$198.00 to be paid to residence (the Board calculated the total number of meals eaten during the time period in question).
5. Forgery and unauthorized use of official stationery: guilty.
Decision: Letter of Censure; write apologies to parties involved.
6. Repeated disruptive behavior, possession and use of illegal fireworks and failure to comply with House Council warnings: guilty.
Decision: 2-page typed paper on responsibility of Connecticut College student with regard to fireworks and fire safety; social probation, two semesters.
7. Failure to show I.D.: not guilty.
Disrespectful behavior to security guard: guilty.
Decision: Letter of Censure.
8. Falsifying I.D.: guilty.
Decision: \$25.00 fine (automatic); Letter to Censure.
9. Invasion of privacy: guilty.
Decision: Letter of Censure.
10. Tampering with fire equipment: not guilty.
11. Use of fireworks with potential danger to College Community: guilty.
Decision: Social probation, one semester.
12. Vandalism: not guilty.
Taking responsibility for guest's actions: guilty.
Decision: Pay for damage incurred by guest.
13. Taking club property without permission and deliberately violating club rules: guilty.
Decision: Board upheld decision made by club officers: club membership revoked; never be allowed to join club again during college career; not be allowed in club facilities for any reason.
14. Tampering with fire equipment: not guilty.
Illegal use of fireworks: guilty.
Decision: 5 work hours; social probation, two semesters.
15. Assuming responsibility for guest who tampered with fire equipment: guilty.
Decision: \$150.00 fine (automatic).
16. Invasion of privacy: guilty.
Decision: Letter of Censure.
17. Non-compliance with previous J.B. decisions.
Decision: 2 semesters, social probation; 3 additional hours to ones previously assigned making a total of 15 hours.

Coke 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, 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 30 to 60 minutes, there is a period of depression and marked discomfort, leading to the desire to repeat the dose, so as to relieve the depression.

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.

million current users, and 200,000 to one million persons being dependent on the drug.

Hospital emergency rooms are seeing increased numbers of individuals suffering from cocaine psychosis, indistinguishable from paranoid schizophrenia, with confusion, hallucinations and delusions, attributable to chronic cocaine use.

Cocaine-related deaths are estimated at about 360 per year, but many violent crimes and suicides are directly related to the mental state of cocaine addicts.

Addiction can develop rapidly, sometimes within a few weeks, and the results can be devastating, with symptoms ranging from nasal irritation from "snorting," the usual first method of administration, to marked depression, insomnia, severe hyperthermia (fever), convulsions, coma,

"Cocaine-related deaths are estimated at about 360 per year."

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 new, strong warnings about the dangers of cocaine usage.

A Time magazine poll in 1983 reported that about 20 million Americans have tried cocaine, with four or five

and cardiovascular collapse. The risks are increased by "free-basing," the inhalation of distilled cocaine fumes, or intravenous use, often resorted to 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 or your desire to show your "sophistication" get you started down a very dangerous road.

It's a lot easier to get off a train before it starts down the tracks.

Report: Critical of Colleges

by Bryan Abas

(CPS)—Last week, the Association of American Colleges (AAC) released a report criticising higher education.

Three weeks earlier, the Carnegie Foundation did the same thing.

The National Endowment for the Humanities published its study last November, a month after the National Institute of Education released one.

In the coming months, two more national reports on the condition of American higher education are due.

It seems, in short, to be an open rhetorical season or anything and everything that's wrong with colleges.

And many observers say the parade of reports has created a climate of reform that may change the way students go to school, whether the higher education community likes it or not.

"College's don't respond well to outside meddling, and I expect there will be substantial resistance to changes," says Charles Finn, director of the Center for Education and Human Development at Vanderbilt University.

"But if the higher education community doesn't take action, someone from the outside will."

"We in higher education have been smug in our little cottages," says Frank Newman, president of the Education Commission of the States.

"But now the spotlight of reform is beginning to turn to higher education."

Seemingly everyone is trying to get in the spotlight, too.

"Colleges are not delivering on their promises," 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 most university curricula "almost anything goes," the AAC pronounced a day earlier.

"For the most part, these reports are right on the mark," Vanderbilt's Finn says. "If anything, they are a bit mild."

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

"This is not a focused reaction," Nielson 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 and teachers.

"It's like being on a basketball team," Nielson 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 McClure of the National Education Association, the largest teachers' union.

"The action seems to be more: more standards, more time, more teachers, more units for graduation," McClure says.

"But not much attention is being paid to content."

Some reports only stirred up counter reports.

The widespread calls for more emphasis on core subjects, for example, prompted the National Commission of

Secondary Vocational Education to issue its own report last year.

It found students need a mix of vocational and academic training.

But for several reasons, educators expect the college reports may actually lead to change. They point out that:

- Substantial changes were enacted quickly after similar reports during the late 1950's, when math and science curricula were overhauled in 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. "Parents and students can ask tough questions and they can vote with their feet," Bradford College President Arthur Levine says.

But nothing will change unless the reports also show how to raise more money, says Ernest Benjamin of the American Association of University Professors.

Bradford's Levine disagrees. Innovative programs, not more resources, are the key, he says.

"What will stop the flow of these reports is that the money for them will dry up, and more schools will start following 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 prominent collegiate football player this past season)," Levine says.

Off-Campus News Notes

Students Say Private Dorms Rooms Worth The Extra Housing Fee

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 worry about drunk or dishonest roommates.

Civil Liberties Union Says Yale Violated First Amendment Rights

Yale banned students from posting strike-related messages on an electronic bulletin board and ordered protest banners removed from dorms during the recent workers' strike, the Connecticut Civil Liberties Union claims.

U. Arizona Christians Form "Sanctuary" For Refugees

More than 300 faculty, staff and students, risking federal charges of harboring illegal aliens, declared the Campus Christian Center a "sanctuary" for Central American refugees.

The members house refugees, provide transportation, food, job and other services.

Texas Exams Could Create Minority Teacher Shortage

Results show only 52 percent of all students who took Texas' new teacher education

entrance exam passed, compared to 62 percent of the Anglo students.

Educators worry the test will keep large numbers of minorities from teaching.

Temple U. Ordered To Ban On-Campus Army Recruitment

Responding to complaints the Army discriminates against homosexuals, the Philadelphia Human Relations Commission told Temple officials to keep army recruiters off campus, or risk violating the city's Fair Practice Ordinance which protects gay rights.

Recruiter Apologizes For "Offensive" Questions

Goldman, Sachs and Co. apologized to Stanford for its recruiter's inappropriate behavior during undergraduate interviews.

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

Former Law Student Blames University for His Failure

Thomas Councill Jr. says he flunked out of the U. of Maryland in 1983 because the school didn't give him promised financial assistance and minority counseling.

Council seeks \$500,000 in compensation and \$200,000 for emotional distress.

It's Only Money

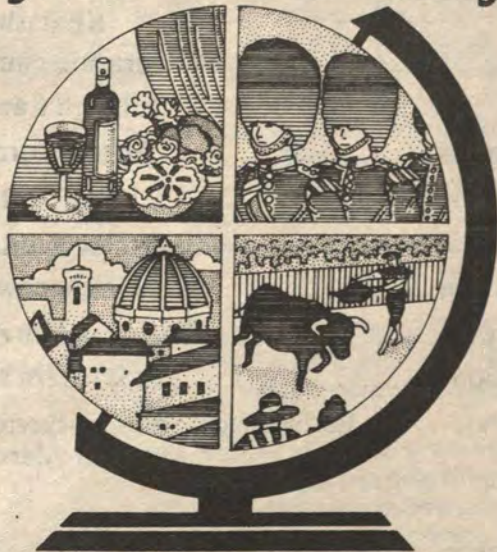
The American Management Association says 81 percent of college grad job hunters look first at a company's reputation.

In deciding which jobs to take, students ranked salary last, behind advancement opportunities, company growth potential, fringe benefits and job security.

Notes From All Over

The San Francisco Examiner reports 95 percent of the members of Berkeley's Free Speech Movement of 1964 recall the issues of the time, and 75 percent still believe in them. Unfortunately, no one's saying just what those issues were... Downers are out, says a U. of Michigan study. Use of LSD, PCP, cigarettes, booze, sedatives and tranquilizers is down while cocaine use is up, even among conservative students... Police and paramilitary troops are standing by at a New Delhi college fearing angry women students will retaliate against male students who staged a panty raid.

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Viewpoint

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 in South Africa are discriminated against 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 race-determining and 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 international law and they 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 Reagan administration has a policy of bringing about racial changes through diplomatic persuasion confrontation. 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 harsh tactics reflect the uncertain-

ties 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.

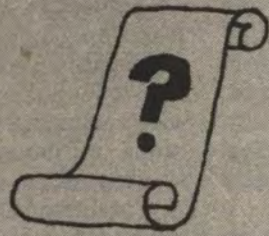
Although Apartheid has been attacked by the U.N. and the International Court of Justice in the past, these efforts have unfortunately ended in failure. Despite the near-universal condemnation of South Africa's racial policies, there was argument that nations may be reluctant to pursue an anti-apartheid 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 has been created by the U.N. charter of resolutions, might another country which practices racial segregation argue that it also is not bound by such an alleged norm?

Doesn't apartheid deny the blacks of South Africa the right to self-determination and the basic right of citizenry as well as violate basic fundamental human rights 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.

SGA



Lost opportunity. These are the only words which can accurately describe the SGA Review Committee's proposal to the Student Assembly, this past Wednesday 27.

As we reported last week, the committee had envisioned a different, more efficient SGA. It sought to rectify the many and obvious problems with our student government.

Certain members of the committee, who previously whole heartedly supported the original proposal, now call it "radical." [See page 1].

This about-face is embarrassing to see. It would seem that people's personal interests and fears played a bigger role than a concern for the student government.

Whether the original, more "radical" proposal, would have worked, we will never know. The committee did not even bother to offer it to the students in a campus wide referendum. The committee killed it before the students could even agree or disagree with it.

In the end, another attempt at reform and efficiency has failed.

THE COLLEGE VOICE

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 our 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 \$100 million a day. In one year Americans donate more money than all but nine of the worlds 160 national budgets. In 1981 Americans gave \$53.62 billion to charity (in 1979 Canada's national budget was \$44.75 billion).

According to the American Association of Fundraising counsel, Americans gave a total of

more than I do with many of the paid professional services.

Finally, I am fortunate enough to be associated with the greatest human relief organization in the United States, the American National Red Cross. We all know how the Red Cross provides, at its own expense, aid to victims of disasters. Many of us are aware that the Red Cross provides instruction in such areas as C.P.R., First Aid and Water Safety.

This instruction saves the lives of thousands of Americans each year. But perhaps their greatest contribution to humanity lies in their collection and donation of blood. A recent New York Times article stated that doctors (in the U.S.) prescribe about 12 million transfusions for about 3.5 million patients each year. One doctor stated in the article that "Blood transfusions has had an impact on the practice of medicine beyond any other single antibiotic." Later in the

"Be ashamed to die until you have won some victory for humanity."

\$328.37 billion to charity during the 1970's. Finally, and I believe more importantly, Foundations such as Rockefeller and Miller are not the major donors in America. In fact individuals donate over 80% of the total given to charity. They give approximately \$180 per capita each year (compared to the Canadians \$35 and the Britishers \$20). But what is perhaps a greater indication of the American spirit is the amount of time Americans give to better our society.

The United States is a nation which through out its history has depended on the volunteer to aid our people. I have in recent years been fortunate enough to come into close contact with many of the Connecticut residents who freely give their time to provide a service to the state. I have met volunteer firemen, volunteer Ambulance Personnel and volunteer Auxiliary police officers. These men and women, rich and poor, work hard and competently to assure that every American is provided with basic social services. Let me interject that I feel more protected and better served by those volunteer ser-

vice than I do with many of the paid professional services. article she stated, "the whole health care system could not have developed without blood." (New York Times 2/19/85). In the State of Connecticut it is the American Red Cross that gathers and distributes all the blood for the hospitals.

But what makes the whole process truly fantastic is that every pint of blood is collected from a donor who voluntarily gave his time and blood to perhaps save the life of a man, woman or child that he has never met. Further, the Red Cross personnel at the blood drives are primarily volunteers. They are men and women who donate hours every month to ensure that the hospitals receive the blood that they need.

The great American Horace Mann said in his last public statement, "Be ashamed to die until you have won some victory for humanity." Americans need not be ashamed, for individual Americans are winning small victories for humanity every day.

What's wrong with America? Certainly not the people!

John Kelley '85

THE COLLEGE VOICE

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Publication Policy: All articles and letters submitted for publication must be typed, double spaced, have a word count, and be signed. Neither solicited nor unsolicited articles and letters can be returned to the author. The deadline for all submissions is 5:00 Monday evenings, Room 212 in Crozier-Williams.

Letters to the Editor

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 dead-end 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 8:00 p.m. on a Thursday might draw a greater number of students in the future (or at least 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, the Dean 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 thereof. Other topics discussed ranged from trustees' and students' personal first impressions of our new Dean of the College (before he arrived,) to the selection process of Housefellows.

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 Trustees, Administration, and Students might be

up to.

Some of the questions raised at the meeting showed a lack of knowledge as to the parameters of any of the concerned groups' responsibilities to and activities on this campus. This was my major concern leaving the meeting.

That there are people among all the above mentioned groups who care is beyond question. The concern on all sides is heartening. The lack of knowledge mentioned earlier is, at worst, frightening, and at best, frustrating.

Ideally, one solution might be an informal weekend of programs for Trustees, Administration, Faculty, Students, and Staff some time in the near or not so distant future. With realistic goals set for a weekend such as this, the weekend would be a success.

Something like this weekend, eased by the advantage of our relatively small campus, would provide us with a starting place for further important communication. Trustees, Administration, Faculty, Students and Staff could do nothing but benefit from opening the lines of communication.

Finally, at least some type of book explaining functions and memberships of all campus committees and organizations might be appropriate. All that is currently available are various booklets and catalogues containing partial memberships and lists of committees.

From this point we would be able to progress towards efficiently and effectively dealing with problems that concern us all.

Sincerely yours,
George E. Newman '85

To the Editor:

A **Misunderstood Minority** is an article which attempts to expose the phenomenon of homosexuality on the Connecticut College campus. However, there seemed to exist no focus on any one matter/drawback related to the topic. Perhaps "coming out," (the stating of one's sexual preference to both one's self and his/her peers/family/society), ought to have been addressed.

We strongly believe that with the understanding of the difficulties related to "coming out," more people would be able to sympathize with those who experience difficulty in this area. "Coming out" is an all-encompassing problem that faces every homosexual man and woman. From the onset of puberty, one is bombarded with societal ignorance and resultant hostility concerning the matter. It is only through the educating of the misinformed that this ignorance may be alleviated and/or eased.

Although the journalist possessed good intentions in trying to expose homosexuality as being existent on the Connecticut College campus, the article was lacking in order and consistency. In fact, we found it to be so fragmented and disorganized that the piece subjected us to ridicule and criticism. It did nothing to inform anyone about the issue.

We feel no shame concerning our homosexuality. As a result, we allowed our names to be used in this article in order to maintain its credibility. However, we were both shocked and appalled to discover that ours were the only names that were not contrived. Employing these fabricated names demonstrated the lack of acceptability of homosexuality in the eyes of the people who requested their use.

We feel that it is impossible to develop a cohesive statement concerning homosexuality based upon the opinions of six people. The article clearly demonstrated the differing opinions/perspectives of each interviewee. The only commonality between these people is that of their sexual preference.

The title was a parody of the article which followed it. A misunderstood minority is exactly what we remain after the printing of this article.

Suzanne Lowell '85
Chris Fenton '85

To the Editor:

Why does Ann Babcock conclude that most students care about the Student Government Association? 83% of the student body did not even return the review committee's questionnaire.

Jennifer Price

To the Editor:

My reaction to the article, "SGA in Review" (**The College Voice**, February 26), is mixed: I am happy to see SGA covered in a prominent section of the paper and disappointed that the article is both outdated and misleading.

I know that the **Voice** works within a strict deadline schedule and articles are written almost a week prior to actual publication. In this case, however, I feel strongly that the problem could have been prevented.

On Tuesday, February 19, I was interviewed by Sally Jones about the S.G.A. Review Committee. Miss Jones and I discussed the ideas the committee was currently debating. At several times during the interview I reiterated that the committee's proposal had not been written; these were only ideas being considered. Unfortunately, this important point was not made in the article.

The S.G.A. Review Committee met again on Wednesday, February 20. The structure described in the **Voice** was reconsidered and abandoned for a lesser alteration. Although the committee realized that changes are necessary, there was no indication that a reconstruction would create a more ideal Student Government.

After the committee's meeting, I spoke to Bill Walter, editor of **The College Voice**, and requested that the article be altered as to make it more accurate. Mr. Walter said that the matter would be explored. No change was made.

I can appreciate the **Voice's** desire to share the committee's ideas with the campus. However, while informing the campus is as worthy goal, it will not be met through misinformation. Studying the article, I found that altering two sentences would correct the article and better enable it to achieve the task of sharing the committee's ideas.

The phrase in the fourth paragraph reads "...the committee has come up with a proposal to..."; the article would be more accurate had it been written "...the committee is discussing ideas to..." In the last paragraph I suggest that "a proposal," rather than "the proposal" would be presented to the Assembly. No further changes would be necessary to make the article accurate.

In closing, I find it unfortunate that the reluctance to alter a few sentences can undermine the effectiveness and credibility of an entire article.

Sincerely,
Ann Babcock
Chairman, S.G.A. Review Committee

Dear Seth Singer:

Your essay on Reagan's State of Union Address seemed more like a White House press release rather than a statement of your opinion. Most of its reasoning was based on dated McCarthy era propaganda.

You seemed quite impressed, Seth, with Reagan's doublespeak, such as his "Golden promise of human freedom in a world at peace." The only promises Reagan has made have been to his two chief constituencies; the military-industrial complex and big business. He has made no effort to curb American corporate racist policies in South Africa. Domestically, he has been firmly against legislation promoting economic equality for women and minorities. His demagogic vision of global politics, blinded by naive ideology, is leading us into war in Central America and brewing tensions between the U.S. and U.S.S.R.

Reagan's basic positions are hypocritical and unjust. His appointment of Edwin Meese as Attorney General reveals political favoritism is more valued than merit in his administration. By fleeing the World Court over his illegal mining of Nicaragua's ports, he made a mockery of International Law. In at least one of the last three years of his first term, more than half of the 250 largest and more profitable corporations paid no income tax. While those companies have reaped enormous profits, Reagan has cut social programs to "trim waste." Anyone who saw "American Pictures" knows that welfare and medicare exploitation by the "lazy" poor is a myth.

The black poverty and poverty rate, disposable income and standard of living have all declined during the Reagan reign. His policies cross color lines, as he hopes to shrink the education budget significantly. His cuts in financial aid for students and universities will return us to the era when college was a luxury of the wealthy. All the while Reagan grins a smile exuding heavenly morality, yet solely to a appease special interest groups such as the Moral Majority and the anti-abortionists.

Why does Reagan make cuts in 8 of 12 government departments while he increases the military budget? I assure you Seth, that it is not because, "he feels that the US is a beacon of hope for all the oppressed peoples." The oppressed peoples who have lived under the US established dictatorships of Marcos, Pinochet and Samoja might have some difficulty

swallowing your reasoning. The reason is obviously to feed the military industrial complex. Citizens for Tax Justice recently studied 11 of the top military contractors. Their findings showed 6 companies recorded huge profits and paid no taxes, while 4 others received tax refunds between 1981-1983.

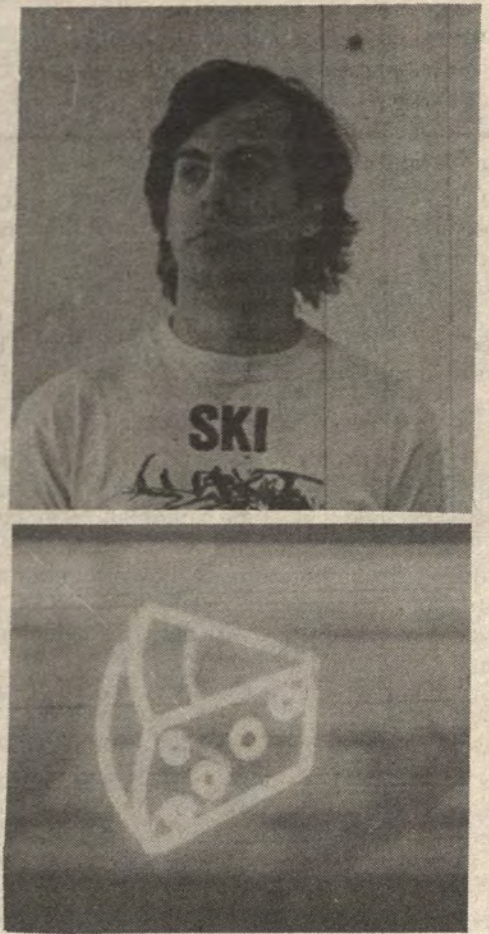
You may find it interesting Seth, that even our friendly neighbors at General Dynamics are currently being investigated for financial corruption. Your one relevant reason for the mammoth defense budget is, "to continue our influence at the international level." Sounds like you are suggesting the military is needed to support imperialism. You are in good company, since recently The New York Times stated in an editorial that "the age of the imperial presidency" has returned. Ironically, Reagan's "new and improved" military has only demonstrated failures. The disastrous ordeal in Lebanon and the invasion of Grenada were described by the Joint Chiefs of Staff as incompetent and inefficient campaigns. I only hope he does a better job killing Godless commies in Nicaragua in his next invasion.

In your closing paragraph, you inadvertently revealed the purpose of the Star Wars program by incorrectly calling it the "missile defense system," since in actuality it only is meant only to protect our land based missiles. Scientists have already belittled the extravagant satellite-based system as a sci-fi fantasy. Even Paul H. Nitze, Reagan's Arms Control advisor, stated, "the defense themselves would be tempting targets for a first strike," and this would "decrease rather than enhance, stability."

The nature of the system itself is a violation of the 1972 ABM Treaty, but of course that was established by a president with a clearer concept of reality. I seriously doubt Reagan wants to spend 26 billion dollars over the next five years just to, "look down the road" as you suggest. Most importantly, I hope your wrong when you state Reagan is preparing for our eventual "exodus from this planet." No wonder he appoints people like Anne Burford and James Watt to protect our environment, after all, if we are not going to be here much longer—why take it seriously? The irony is that George Bush said during the election that the Democrats are so Left they've left the country. You have proven the Republicans are so out of touch with reality they're leaving the world.

Marc Martin

Arts & Entertainment



Pictures: above - Mundy Hepburn, the sculptor, with two of his neons. Left - Dress to the hilt: Tiffany and Gardner. Below Pidge & Ellen - also David Ruben and Lisa Kray two of the organizers. Opposite - The Beaux Arts Band

The Beaux Arts Ball attracted nearly 800 party goers last Friday, March 1. Unlike last year's homemade decorations, this year sculptor Mundy Hepburn's neons were used. As usual, The entertainment was provided by the Beaux Arts Band who played their 20's style swing music till 2 a.m.



Romeo & Juliet

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 Tears 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 Tibor Puzstai whose credits include conducting the orchestras of major ballet companies in Europe, as well as the American Ballet Theatre in this country.

Arts & Entertainment



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 cartoon land of Naboombu in search of the ultimate spell to destroy the Nazis.

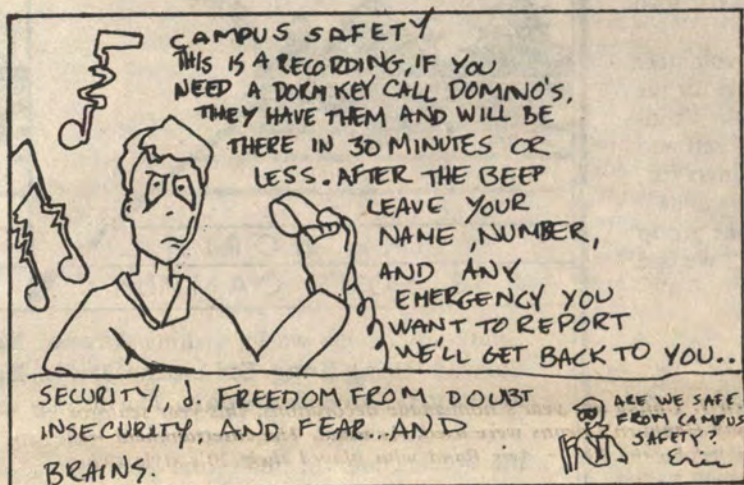
Miss Lansbury is thoroughly appealing as the klutzy but always well-meaning witch. The focus of the movie however, is definitely the technical wizardry. The loveliest part of the film is the live action-plus-cartoon sequence in Naboombu featuring a boisterous soccer game and an underwater ballet. The segment reaffirms the special gift of the Disney studio to visually enchant au-

diences, young and old.

Overall, the movie is a typically cheery and friendly Disney flick, a pleasant diversion in the middle of mid-terms and papers. For some nostalgic escapist fun, this is the movie of the week. Admission is \$1.50.

Department Notes: The German department is now in its fourth week of Rainer Fassbinder's **Berlin Alexanderplatz**. It is presenting double showings in Cummings 306 on Fridays 1-5 p.m. Fassbinder, is perhaps the foremost German director, having directed an enormous number of critically acclaimed films and being one of the most influential directors in the world of cinema. Anyone interested in cinematic style is recommended to catch a few of the showings.

The classic Japanese film, *Woman in the Dunes*, based on the novel of the same name by Kobo Abe will be shown tonight, Tuesday March 5 in Bill 106 at 7:00 p.m. Both the book and the film received great critical applause. The word plot is deceptively simple: a man is tricked into being lowered into a pit, where a woman is digging at the sand. He is left to be the woman's companion and to help her with the constantly shifting sands. Directed by Teshigahara, the imagery of the shifting sands is eerie and moving, the cinematography awing. Both movies are free.



Personals

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

J.B.

K.C. & A.L.—(Watch Hill Rabid Day Society): Cujo wants his rocks back. He knows you have them.

C.T.—(WHRDS Co-Pres.) Juanito: Don't chew on the little people. They have not been fully sauteed.—CT

B.C.—Is our credit "Solid? Solid as a rock?"—CT, KC, GB

Larry and Curly—When it rains it pours. I'm getting drenched—MOE

WARNING: The Surgeon General has determined that spotting could be dangerous to your health.

DENT—you are a musical snob but I like your Executive Slacks.—A Late Night Caller

Row Bean—Remember an erg a day keeps the warts away.—P.S.

Slamming is bad for your health—A Non-Slammer

Wood—Can you float? Happy BIRTHDAY!—Celica

Honey—spotting with you was Heaven. Did the hen move for you too?—your Clandestine Partner

LARRY, CURLY & O'SHORT ONE: Thanks. You'd better have fun over

bleak or my new renowned wrath shall descend upon you. Don't make MOE angry...

Well, steer my tiller!—P.PICKLE O.P.

CURLY:—You were naughty last night! No more preaching...MOE

Tommy Makems Friend: We have forewarned our island about March 17 and hope you have done the same. Palm Beach is notorious for their colony of prechauns and they're waiting to have a point with you. Hint: look for them in short places! Have Fun—AL

To all my friends in the Bureaucracy: Has anybody told you that you have a caca for brains?—CURLY

Reform is great just as long it doesn't change anything.—CACAFORBRAINS

T—All is forgiven.—A

FUNKY—ALO!—G.

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George Shaltuck, Iowa
Philip Clement, California



Winter Special Olympics

by Anne-Marie Theriault
 "Let me win, and if I may not win, let me try to the best of my abilities!"
 The two hundred Special Olympians shouted this oath together, then turned their heads upward to watch 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 Corn-wall, Connecticut.

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 Sevenporches, '89 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. Ohhh!", she gurgled, "It just makes me quiver all over thinking about it." Biff Blakemore, 85, stated, man-like, "It lets me be a man again. Trivial Pursuit is so wimpy. Sprotting lets me show off my incredibly gorgeous biceps. It drives the girls wild with desire."
 Why the sudden appeal of this admittidly bizzare craze? Sociologists nationwide are haunted daily 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."

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 lit.
 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 -- instead, each one is competing against himself. In the process, he learns about inner courage and self confidence.
 Getting a sixth 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 Huger, which meant that I stopped at the Finish Line for downhill skiing and cheered each athlete on as he came down the hill.

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Women's Swimming

by Leigh Larsen

The women's swim team placed 14th in a field of 23 teams at the New England Championships at S.M.U. on Feb. 22, 23 & 24, earning 148.50 points.

"We went up there and did it; we broke six college records," said Coach Cliff Larabee. Even though Conn improved their individual performances other teams have also excelled. "Everybody has a lot of good swimmers this year and although we improved, it didn't appear that way because everyone improved along with us."

This year's team will be losing only two seniors, co-captain Anne-Marie Parsons and Lee Stachen.

"Stachen has been a great help to the team," Larabee said. "Parsons has been a great leader; one who I could ask to do anything," said Larabee.

With co-captain Margaret Dougan, Donna Peterson, Sarah Pitt, Patricia Walsh and Kristie Rice returning, the swim squad looks forward to an equally successful 1985-86 season.

The Camels posted a 6-3-1 overall record and broke 21 school records throughout the season.

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 50 points of each other.

"A lot of the places between 19 and 25 could have gone either way," said Parsens. "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 (1:03.67) 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 butterfly (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 1:48.02.

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 to an 11th place finish (3:57.43) while the 800-relay including Walsh, Rice, Becky Kowal and Peterson took 15th with a 9:07.67 time.



Rebekah Kowal

A breathless swimmer sloppily 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 148½, the woman's team finished 14th out of 23 teams, squeaking past their two chief rivals, Wesleyan University and Bates College.

All ten 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-captain Margaret Dougan, Donna Peterson and Sarah 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 National 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 waiting at the contest's end. 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 medal and Bork scored with her seventeenth 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 Medaly 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 natorial 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-captain Anne-Marie Parsons and Lee Stachen.

"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 swum.

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.

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Information session Mar. 27,
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Placement interviews Mar 28th.

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 Conn'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 15:30 left to play, finishing with a total of 152 on the season.

Conn 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 Quintal 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 Quintal, Zawacki and Finer rounded out the scoring with 20, 29 and 15 points respectively.

The Camels post a 16-3 overall record as of the Babson game and were seeded no. 1 in the NIAC tournament which they hosted this weekend. Teams that participated included: Bowdoin, Tufts and Mt. Holyoke.

Sports

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 (74-68) 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 tougher 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 100 apiece while scoring 19 and 14 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 Ames 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 well executed 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.

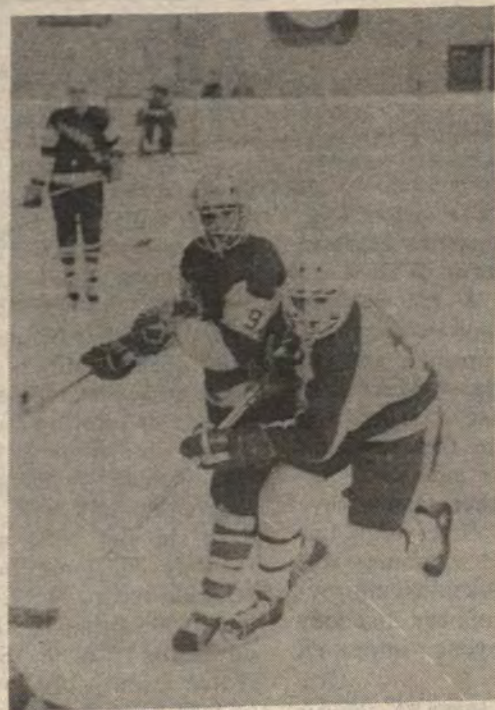
Babson (9-15), obviously weaker than Conn, actually kept it very close through the early part of the game. As a result of poor first half

shooting (31% from the field) by the Camels, Babson's offense did not appear 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 Paton-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 Spurrier) 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 year the team 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 3-1 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."

Gymnasts Ranked No. 1

by Leigh Larsen

The women's gymnastics team, ranked no. 1 in New England in Div III competition, edged rival Salem State College by a mere 25/100 of a point on Saturday, Feb. 23, posting a new team high score of 159.75 to the Viking's 159.50 tally.

"We knew it was going to be a tough meet," said Coach Zimmermann. "And we were going into the meet without freshman Kim Ellsasser." The rookie, who holds three college records, did not compete due to an ankle injury.

"The meet went down to the last event, the floor exercise," said Zimmerman. "We were down by 1.05 points after the beam event and all the gymnasts put on spectacular floor performances."

Frosh Laura Fefee scored an 8.5 on the floor, a new record that she held for only five minutes before teammate Frederika Frey surpassed her with an 8.55, capturing the school record and second place honors. Fefee took third in the event.

"Everyone who competed on the floor scored personal bests," said Zimmermann. Floor competitors included: Maria Leet (8.3), Eliza Ardifff (8.3), Caroline Samsen (8.05) and Vicky Johnson (7.8).

The overall floor team score of 41.70 is also a new school record.

The Camels performed well in the beam and bar events, posting record-breaking tallies of 38.30 and 38.70, respectively.

On the beam sophomore Denise Llewellyn and Frey swept third and fourth with marks of 8.05 and 7.95. Frey and Fefee tied for second place on the bars, each earning a mark of 8.0 while Llewellyn finished in fourth with a 7.9.

Salem took first and second places on the vault while Frey earned an 8.3 for the third place slot. Teammates Frey and Llewellyn followed by 25/100 of a point, tying with an 8.25 to capture fourth place honors.

Salem's Wendy Gobeille not only swept first place finishes in all the events, but captured the all-around honors with a 34.55. Frey placed second overall with a new personal mark of 32.8. Fefee and Leet earned third and fourth respectively, posting 31.90 and 31.70 marks, while Leet broke her personal all-around score of 29.

"This meet sets the tone for the New England Div III Championships this Saturday at R.I.C.," said Zimmerman. According to the 14th-year coach, the Camels have a very good shot at winning the NE title as long as they can keep ahead of Salem.

Conn ended the season with an undefeated Div III record (5-0) and is currently ranked sixth nationally in Div III.

CAMEL SCORE CARD

Conn 74
Conn 81
WPI 58

Conn 86
Conn 94
Conn 80

Conn 159.75

Conn 5
Trinity 5
Colby 6

Men's Basketball 15-7

Bates 68
Babson 69
Conn 55

Women's Basketball 17-3

Bates 68
Babson 69
Wesleyan 47

Gymnastics 6-3, 5-0 DIV III

Salem 159.50

Hockey 8-12, 6-8 ESCAC DIV III

Bently 2
Conn 4 (OT)
Conn 1

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