2-27-1990

College Voice Vol. 13 No. 18

Connecticut College

Follow this and additional works at: https://digitalcommons.conncoll.edu/ccnews_1989_1990

Recommended Citation
https://digitalcommons.conncoll.edu/ccnews_1989_1990/21

This Newspaper is brought to you for free and open access by the Student Newspapers at Digital Commons @ Connecticut College. It has been accepted for inclusion in 1989-1990 by an authorized administrator of Digital Commons @ Connecticut College. For more information, please contact bpancier@conncoll.edu. The views expressed in this paper are solely those of the author.
College Takes Steps Toward Total Divestment

Rally Attracts Hundreds

by Sarah Hunley
Associate News Editor

Culminating a week of poster warfare, organizational sessions and informative discussions, participants of Friday's pro-divestment rally outside of Blaustein demanded the college's adoption of a complete divestment policy.

Student organizers of the rally launched the demonstration's activities by declaring in unison, "Immensify the struggle! Free South Africa! We, as students of color and leaders of Unity organizations, call for this now!" When Zangi, '93, then spoke to the crowd. He cautioned students to be aware that the current changes in South Africa are merely cosmetic, not fundamental. "[F.W.] deKlerk's attempts to polish South Africa's image have been successful...yet nothing in the country's legislation has changed," he said. Zangi is a student from South Africa.

The question of whether investments have an effect on the lives of black South Africans currently invested in South Africa.

SGA Passes Impeachment Proposal

by Chris Simo
The College Voice

As students rallied for total divestment Friday, the Student Body's Responsibility Committee took the first steps towards enacting the protesters' demands.

The Committee voted 9-1 in favor of the SGA's successful proposal outlining a procedure for the impeachment and removal of student officials at Thursday night's meeting.

After two hours of discussion, the assembly passed an amendment introduced by Carla Munroe, '90, SGA president, and then unanimously passed the amended proposal.

The original legislation was introduced two weeks ago by Jamie Fife, '90, house senator of the Campus Safety report, Officer Miller of the New London Police Department said, "a warrant would be sworn out Sunday morning" for the arrest of Charles "Tim" Pratt, '92, of Noank, Connecticut.

According to Isabel Thompson, '88, who answered a knock on her door around 9:20 p.m. and saw Pratt, she tried to close the door, but he forced his way into her room and grabbed me."

"He'd asked me out once and I said no," she recalled.

According to Thompson, Pratt came to her room the day he fired the gun, but she "made him leave." Thompson did not tell Campus Safety at the time because a domestic reported his strange behavior.

"In November I felt like he just ran into me...[this time] once he was on campus he started to look me up," she said.

Security Alerts posted around campus state Pratt has been observed to be unstable.

Pratt forced his way into my room and grabbed me. - Isabel Thompson, '90, Victim of Assault

"Help, help me," Pratt pushed her further into her room and shook her by the shoulders.

After they struggled for several seconds, Thompson pushed him away and ran out to call Campus Safety. Kevin Dodge, '92, witnessed Pratt leaving her room.

Police arrested and charged Pratt on November 17 after he fired a small firearm in the air several times. Thompson recognized Pratt from a class they both took two years ago.

"He'd asked me out once and I said no," she recalled.

Back in her room, the woman said "there must be something wrong with him."

"He doesn't get around me and campus a lot." Pratt is approximately 5'7" and weighs 150 to 160 pounds with blond straight hair. He wore tan pants, a dark blue windbreaker, white sneakers, and "aviator" eyeglasses.

In November, he drove a late model Toyota Tercel.

"He's not aggressive looking at all," Thompson said.

"He looks like a student and knows his way around," Thompson warned. "I would encourage students to be careful."
The editorial and several articles in last week's "Voice" addressed the issue of divestment. The editorial and signs on campus have called for "serious thought to the various elements of this issue" and to "know the facts." Those of us who support divestment call for the very same thing. We do not want to pressure any students to rally or sign petitions. We want each student to take an educated stand.

It is for this reason that the Trustees directed the Shareholder Responsibility Committee to study the issue and to educate the community. The Committee and the South African Study Group have done just that: educate us. The Shareholder Responsibility sub-committee's recommendation to totally divest considers the recent developments in South Africa.

A few constituencies on the campus feel that the petition to not donate any funds to the College unless the College totally divests is extreme. It is extreme if one does not consider the events which have led up to this action. The issue of divestment is one which has been addressed on this campus on several levels for many years. There have been forums, information sessions, resolutions, rallies and vigils in the past and little progress has been made. The issue of divestment is one which we could continuously study from various angles. We can also intellectualize about recent changes in South Africa and the intentions of the government. We can also hold a conference on the Federalist Papers but these pursuits, while being an important part of our ongoing process of personal growth, are not proactive and do nothing to change the situation in South Africa or to make a public stand.

The College is sending a message to all students, not just students of color, that limited economic benefits and the influence which may come with that are more important than taking a moral stand. This message is inconsistent with the "Statement of Principles and Values for Student Life Outside the Classroom" and with the "Mission Statement" which calls for the total development, on all levels, of its students and to "promote the entire college's awareness and understanding of local, regional, national and international communities." As students we are being limited by the College's investments in companies in South Africa. We are unable to turn our full energies to consider the events in South Africa on national and international levels because we are concentrating primarily on the College's interests in South Africa. Students who support total divestment should, considering the economic, social, moral and personal aspects involved in the issue. The Trustees will not be voting on divestment until their May meeting. We will have additional opportunities to educate ourselves between now and when the vote is taken and after the vote in May. The Trustees have the opportunity to educate themselves between now and May. Let them know how you feel - either way. No matter what the decision, the College should seek to be consistent in its policies, programs and its practices and to lead by example.

James H. Gellert
Publisher

A Student Speaks Out for Divestment
Letter to the Voice:

Sincerely,
Michelle de la Uz,
La Unidad Executive Board
MSSC member
A Side Order of Apathy
by James Fistl
House Senator of Lambdin

The trend may go back as far as the American Revolution. My high school history teachers always made a point of reminding the students that one third of the colonists actively supported the Revolution. Another third supported the monarchy, while the remaining third were apathetic. Apathy, one must wonder. How does anyone remain apathetic during a revolution? While it is recognized that there must be some measure of apathy and neutrality in everyone, what, if not a revolution, does it take for Americans to volunteer their thoughts on a social issue, or any issue for that matter?

When plummets voter turnout is coupled with a real sense of a growing public concern among other people’s private behavior, (flag-burning, abortion, etc.) one is forced to conclude that the time is ripe for a lot of political action in the United States today. It seems that the simple task of voting would make the difference between legitimate frustration and childish tantrums, and in it a task which is eminent to every American. It fails to do. Of course, it is their right not to vote.

Surely office walls in Fanning, Berry’s and Joe Carbe’s professors once he shows an interest in me. My experience has shown me that, upsets me. My professor has recognized this interest in you by registering for class, how could I refuse to reciprocate his interest? Consequently, my performance in his class would improve as my desire to pour more effort into it increased. Support, whatever it may be encouraged this generation to explore and flourish, and it did. Unfortunately, the Reagan administration’s policy of reducing domestic spending while increasing military outlays, has contributed to the large number of young people who have succumbed to the lure of Wall Street with men wearing paisley suspenders, women addicted to drugs, the one in seven Americans who live below the poverty line.

The above reference to voter turnout was meant to encourage Americans to take that step towards active participation in the reivewing social responsibility in this country. It was not intended to imply that we should use elections to change the moral fiber of the United States. Rather, we should elect those with an appreciation for the sovereignty of the individual and his rights. Once these leaders are in place, each individual is responsible for voicing their opinions, whatever they may be, so that all may benefit from the insightful potential in all of us as rational human beings.

Athletic Support, Please
by Tracy Leavensworth
Class of 1991

“Write an article,” he said. This advice, given to me by Professor Wertheimer after I praised him for his support of Conn’s women’s basketball team, pushed me to voice my opinion on something that had bothered me since freshman year: lack of faculty interest in Conn’s athletics.

Now that I am finally speaking up, I am afraid I may come across as uninterested towards students. As an alumnus, faculty members of interest in their students, and it is to ask that they show favoritism to the athletes in their classes. However, this does not make professors aware that they are missing both the excitement generated during games at Conn and improved relationships with their students.

Surely office walls in Fanning, Berry’s and Joe Carbe’s professors are not impregntable to screams and cheers blasting from Hardness Green. Is there no curiosity aroused by this excitement? Does it ever cross a professor’s mind that, hey, maybe one of my students is in there competing? Do they realize what it might mean to that student should they watch for a few minutes and congratulate him later? How many of Ann Carberry’s and Joe Carbe’s professors this fall were aware that two outstanding soccer players were awarded All-American honors?

My experience has shown me that, supporting a question, my interest in a professor and his course grows once he shows an interest in me. Part of the glory of being a college athlete is earning this interest. If my professor has recognized this huge part of my life outside of class, how could I refuse to reciprocate his interest? Consequently, my performance in his class would improve as my desire to pour more effort into it increased. Just so, I have not experienced this sort of symbiotic relationship here to the same degree that I did in high school.

It is already an issue at Connecticut College that student/faculty relations outside the classroom are lacking. Students have expressed their concern and have made efforts to reconcile this problem. By supporting athletics not only could professors improve their relations with the competitors, but with the student spectator as well. Student-athletes supporting the teams would appreciate professors spending valuable time supporting their friends. And just think of the opportunity for informal conversation.

My apologies to those of you faculty members who do not have your career choice. In your chosen career you will find a responsibility for infor-mation active expression of opinions than through the avenues of a community...mutual concern which has not quite found its way into our daily lives, to improve their moral character, and to thereby create a moral climate which unites people in their concern for others. His inaugural speech made it clear that living in a Democratic community requires the Czech people’s dedication and effort. For the sake of principle, Czechs must resist the lure of easy solutions and not do inherit, along with the McDonald’s fast food, the American mechanism for deep-fried moral improvement legislation.

For that is often what is done in the United States. Take two all-beef steaks, stack ‘em between the three branches of government, and garnish them with a side of pro-life, a dash of patriotism, and a 32-oz. cup of school prayer. Nutsating...

Ask him what your country can do for you, and...it is not a bunch of fluff. It is a code for living in a community where one of your primary duties towards your fellow citizen is to do him choose FOR himself, but not necessarily BY himself. Perhaps it is time that Americans find “that Common Ground”, as Jesse Jackson termed it, where generosity and concern, for one another lubricate social and economic tensions in the United States. This will be more lastingly done through the expression of opinions than through iron-handed legislation.

The reference to voter turnout was meant to encourage Americans to take that step towards active participation in the reivewing social responsibility in this country. It was not intended to imply that we should use elections to change the moral fiber of the United States. Rather, we should elect those with an appreciation for the sovereignty of the individual and his rights. Once these leaders are in place, each individual is responsible for voicing their opinions, whatever they may be, so that all may benefit from the insightful potential in all of us as rational human beings.
FEATURES

The Young Alumni Trustee:

A Chance To Make a Difference

by Ellen Calo
Features Editor

With the election of the 1990 Young Alumni Trustee coming up, the current Y A T s, Eddie Castell, '87, Paul Hyde, '88, and Larry Friedman, '89, spoke Thursday about the responsibilities and requirements of the position.

The Young Alumni Trustee is a full voting member of the Connecticut College Board of Trustees. He/She serves a three-year term, attends meetings five times per year and sits on various committees of the Board. One of the most important facets of the position of Young Alumni Trustee is membership on the Trustee-Stu
dents Liaison Committee, according to Castell. "It provides a direct link between those on campus and the trustees," he said.

The committees, Castell explained, give students a way to present problems or concerns to the Board of Trustees, but only after proper channels on campus have been exhausted, he cautioned.

The three current Y A T s maintained that students are often more comfortable dealing with the Young Alumni Trustees than with other members of the Board. Castell explained, "As a student you might wonder, 'Are they [the Board] really listening?' or 'Do they really care?' But the Y A T is someone you elected — someone you already know. You're less skeptical of the Y A T s if you already trust them."

Castell added that about two-thirds of the Board of Trustees are alumni, a "high ratio" compared with other schools, he said. "The board cares a lot about the school — it's really in tune with the students," Hyde agreed. "It's like a family," he said.

So who is qualified to be a Young Alumni Trustee? "Anybody can run," said Hyde, who is in the second year of her term. Friedman, the newest Young Alumni Trustee, agreed. "There's no 'Y A T Track,'" he said, and explained that there is no prototype for the Young Alumni Trustee — the graduating senior does not have to come from any particular major field, and does not even need prior leadership experience.

What is needed is a willingness to serve the college and a com-mitment to the three-year term. The Young Alumni Trustee does not have to live in New London after graduation. Castell, a legislative assistant to Representative Ted Weiss, lives in Washington, D.C., while Hyde attends law school at Northeastern and Friedman works for SUNY at Stonybrook on Long Island, New York. All three seem happy with their decisions to be come Young Alumni Trustees.

"As a Y A T you bring a different perspective to the board, so you can educate the board about students," Castell said. "But you also learn," added Hyde. "You incorporate a new perspective as a trustee."

He explained that while students may complain about problems at the school, the Young Alumni Trustee learns why they are that way, the issues extend, and how to fix them.

The Young Alumni Trustee is a challenging position, he said, and it is also a chance to make a difference at Connecticut College after graduation. Self-nominations begin in March, and the election conducted among seniors, will take place in April.

The Young Alumni Trustee:

by Maria Garriga
The College Voice

The makeup room for "Macbeth" was crowded and busy opening night. That's because on February 22, Director Doren Wood '88, agreed to be interviewed while he searched for purple drap, that essential shade of makeup, without which a cast member's look was incomplete.

"I started doing sets in junior high school," he said. "I kept on doing it through high school." Wood majored in theater at Connecticut College. After graduating in December '88 he spent a semester at the National Theatre Institute (NTI). Wood attended the National Playwrights Conference and the National Music Theatre through his time there.

He spent the summer in the Soviet Union studying the Stanislavsky system of acting.

"They've got a lot of concentration and focus over there. I watched five hour play, Gorki's 'Lower Depths,'" and completely enthralled although I didn't understand the language. Their theatrical discipline is five times better than anything I've experienced in the U.S." Wood, the resident full alumni, brought his experiences back to his alma mater. "I initiated the idea to use the theatre alumni, to set up an intern-

ship because the department is a small one, we have a small faculty. They work like dogs," Wood emphasized that the interest in the college exceeds the department's resources.

"Macbeth" is the first play Wood has directed as an alumnus of the college. It is an absurdist play that fits within the college. "I think that more truth can be found in absurdism rather than in naturalism," said Wood. "I love dadaism and all the absurdism in absurdist. In dadaism, anything is and everything is art. In "Macbeth," characters come in out of nowhere. They argue and you never know what they about."

Wood chose to present the play because "in the years that I was here we never really dealt with absurdism. It's an interesting theatrical and intellectual style." He was impressed by the recent performances of Best Pictures plays. He knew both playwrights worked with absurdism they had different approaches and ideas. "Beckett deals with absence; his plays and screenplays are full of nothing whereas Lonesome uses the absurdity of language... he uses the elliptics to point out the absurdity of what we say," he said.

But he may sound confusing, but Wood argues the audience to heed the advice of "Macbeth's" creator, Innessco. "Go with the flow, you don't fight it." He added, "It's also a fun show. It's something we put a lot of work into."

1990 Phi Beta Kappa Lecture:

Brooks Discusses Shelley's "Frankenstein"

by Susan Feuer
The College Voice

On Wednesday, February 21 at 7:30 p.m. the 1990 Phi Beta Kappa Lecture was presented by Peter Brooks, the Chester D. Trigg Professor of Humanities and the Director of the Whitney Humanities Center at Yale University. He gave a lecture entitled "What is a Monster?" (According to Mary Shelley's "Frankenstein").

The lecture was sponsored by the Delta Chapter of the Phi Beta Kappa Society at Connecticut College, the Phi Beta Kappa Associates, the Connecticut College and the Department of English. The Associate Lectureship was founded in 1948, in order to bring esteemed scholars of comparative studies to colleges.

Among his many accomplishments, Brooks is the former chair of French at Yale University and has worked at both the University of Toronto at Amherst, and Washington University. He has authored two books, including "Worldliness," published in 1969, and "Melodrama in 17th Century," published in 1976.

Brooks spoke for about an hour and then opened the lecture to questions from the audience. He began the lecture by talking about the book he is working on, that deals with the importance of the body in narratives of stories. He then said that "Frankenstein" is a novel narrative — a tale within a tale, within a tale. He explained that there is the presence of a listener for each narrative and that the storytelling in "Frankenstein" is not an innocent one.

Brooks went on to say that the monster in "Frankenstein" is both of the natural and supernatural. He explained that the language problems give the monster a chance. "I'm struck by the fact that Shelley gives the monster a richer character than any other." Brooks said that the monster has a "hiding body but an elegant tongue. He speaks with reason and logic." He emphasized the contradiction between the visual and verbal portrayal of the monster. After Brooks had made his point about the monster's mastery of language, he went on to try to answer the question of what a monster is.

Since he came up with is that a monster is a product of nature, which is both post-natu-
al and pre-cultural. "It is what we see and express that are not taxonomic systems," said Brooks. He also feels a monster is an imaginary being which comes to life in lan-

guage and cannot be destroyed. "Once you've created a monster, you can never get rid of it."

At the end of the lecture everyone was very interested in the idea that Brooks had presented. One woman asked Brooks if he thought the in-
vocation of film had changed the perception of monsters. Brooks re-
plied that although there had been films which tried to portray "pathetic" monsters, such as "Star Wars," there was a great difference between books and film. He noted that "Frankenstein" was born of the natural and supernatural, and explained that the language gives the monster a chance. "I'm struck by the fact that Shelley gave the monster a richer character than any other." Brooks said that the monster has a "hiding body but an elegant tongue. He speaks with reason and logic." He emphasized the contra-

dicted between the visual and verbal portrayal of the monster. After
NEWS

Alumni and Career Services Join Forces to Aid Students

by Hadden K. Grant
The College Voice

The Office of Career Services is currently conducting a widespread survey of alumni asking them to affiliate themselves in a particular "professional society," in order to increase the data base of alumni available to students. The available categories are Corporate Business, Media/Communications/Advertising, Education, Banking/Finance, Medicine/Health, Government, Science/Engineering, Social/Human Services, Law, and the Arts.

Although a similar survey was conducted last year, this one is on a much larger scale, with the goal of contacting all alumni.

According to John Loge, Office of Career Services director, this system of "professional societies" is a new concept for organizing alumni. Most colleges categorize their alumni by geographical location, which makes it difficult to find an alumnus in one's specific career interest group.

At Connecticut College, however, the situation is different. For example, a student interested in permanent jobs. From last year's opportunities that our alumni can score are: Corporate Business, Social/Human Services, Science/Engineering, Education, Banking/Finance, Medicine/Health, Government, Science/Engineering, Social/Human Services, Law, and the Arts. The available categories are Corporate Business, Media/Communications/Advertising, Education, Banking/Finance, Medicine/Health, Government, Science/Engineering, Social/Human Services, Law, and the Arts.

John Loge, Office of Career Services Director

The alumni are here ready to assist the college as much as they are able...Career Services is here to help them gain that access to the vast information and opportunities that our alumni can provide.

- John Loge, Office of Career Services Director

Blood Drive donor Stanley Wertheimer, professor of mathematics

115 pints of blood were collected at Connecticut College's second Blood Drive of the year on Thursday, February 22.
All blood went to the Connecticut Red Cross Blood Bank. Full pints are typed and crossmatched. They will be used in surgery and for emergencies.

Campus Suffers Pox Outbreak

by Cathy Barney
The College Voice

Since the beginning of second semester, chicken pox has infected scores of Connecticut College students.

According to Health Services, an outbreak of this type is typical for a close-knit population during the winter months.

The incubation period of the virus is an average of twenty-one days with possible slight cold symptoms, such as a low-grade fever, reported nurses Judy Edwards.

After the incubation period, pox, small open sores, appear on the skin.

The length and severity of the pox stage varies individually but the average length is two weeks for the pox to scab.

The contagious period virus begins once the person has been infected with the virus and lasts until scabs cover the open pox.

The length and severity of the pox stage varies individually but the average length is two weeks for the pox to scab.

The contagious period virus begins once the person has been infected with the virus and lasts until scabs cover the open pox.

Since slight cold symptoms are often the only indication of the virus during the incubation period, people do not realize the virus is contagious and often spread the disease in this stage.

The virus is spread through contact with a contagious person, such as through saliva, for the virus cannot survive in the air.

Health Services reports six patients currently in the infirmary. Each patient stays in the infirmary for seven to ten days.

"We have had impatient nonoxynol-9 condom during winter break," Edwards said.

There have also been people leaving campus upon being infected with the virus, reported Health Services.

One fortunate aspect of the virus is that the chances for contracting the virus are slim if a person contracted the disease as a child. The person develops an immunity toward the virus from the antibodies created upon the contraction of the virus.

The Office of Career Services has been working hard to utilize such enthusiasm from the alumni. In October the center held a "Career Day" with discussion panels composed entirely of alumni. The Office has organized a set of four discussion groups to be run this semester entitled: "What Can I Do With a Career...?" The four topics for this year are to be music, anthropology, foreign languages and mathematics, and each group will have alumni discussing how they did or did not make use of their respective major.

As the Office of Career Services continues such efforts, students, and particularly seniors, must learn to make use of an extensive resource, said Loge.

He added, "The alumni are here ready to assist the college as much as they are able. All students are invited and welcome to have access to these alumni. Career Services is here to help them gain that access to the vast information and opportunities that our alumni can provide."

Clarification

In the February 20 issue of The College Voice, an article entitled "College Counts Condom Sales," reported that condoms with nonoxynol-9 kill the AIDS virus.

Health Services clarified this week that condoms lubricated with nonoxynol-9 fight against the AIDS virus by decreasing the virility of the virus. The condoms do not kill the AIDS virus but are advertised as an aid in preventing the virus.

However, as with all other types of condoms, if a nonoxynol-9 condom breaks during intercourse with a person infected with the AIDS virus, the noninfected person is at a high risk of being infected with the virus.

Robert Baldwin, associate professor of art history, spoke on a job placement panel and also chaired a session on "The Social Fabric of Northern Renaissance Art" at the College Art Association meeting in New York, February 13 and 17.

Reservee Empirico, language specialist in Hispanic studies, exhibited her photographic and oral history research project on Hispanic women at the National Puerto-Rican Coalition in Boston last November. The project, entitled "Pioneers," was exhibited in conjunction with Centro de la Comunidad in New London. The exhibit is on permanent display at Centro de la Comunidad, and is available in book form at the campus bookstore.

Robert Gay, visiting assistant professor of sociology, will have his article "Populace Incorporation and Prospects for Democracy: Some Implications of the Brazilian Case," published in an upcoming issue of "Theory and Society."

Robert L. Hampton, dean of the college, has been invited to participate in a small working conference to be held May 2-4 at the University of St. Thomas, St. Paul, Minnesota. The conference is being convened by the Erikson Institute for Advanced Study in Child Development and will be held at the Johnson Foundation's Wingpread Conference Center in Racine, Wisconsin.

Nancy Rash, professor of art history, will present "Of Swags and Whips: Bingham and the River" at a symposium on George Caleb Bingham at the St. Louis Art Museum on February 23.

THE CAMEL HEARD...
Students Post Signs of Opposition

by Sarah Hamley
Associate News Editor
Jacqueline Kenegoshop
News Editor

In an attempt to raise the college's awareness about the controversy of divestment from South Africa, four students posted signs calling for "No Divestment" this week.

The students were prompted to this action when signs reading, "The trustees think you don't care about South Africa. Prove them wrong. Rally for divestment," surfaced on campus. "A group of my friends and I were opposed to divestment, and we felt it was wrong to assume that if you cared about South Africa, you have to be for divestment," said Emmet Day, '93.

Explaining their view that divestment would not be a positive step against South Africa, Woody Couch mentioned, "We weren't always against divestment, and I don't think we will always be against divestment, we just think that it is the wrong time for divestment right now."

The students advocate a more cautious approach to follow F.W. de Klerk an opportunity to show whether he is sincere in his efforts of reform. "We think he [de Klerk] is honestly trying to make reforms. He has only been in power for three months...we should give him at least a year before we decide that his reforms are showpieces," added Couch.

Mike Lynch, '93, agreed, saying, "Who are we to lob grenades at this guy [de Klerk] in South Africa who is trying to do some good down there? Why don't we just give him a chance?"

Andrew Robb, '92, expressed concern about attacks that the signs were motivated by racism. "We're just as against apartheid as the next person," he said.

Robb was born in South Africa and lived in Johannesburg until 1982. He said, however, that he was ecstatic from the realism of the system. "I didn't know anything about apartheid when I lived there. Whites are secluded...and I was young," said Robb. He added, "I learned everything about South Africa in this country."

Answering the accusations that the facts presented by the posters were inaccurate, Lynch cited newspapers, "The Wall Street Journal" and "The New York Times," as the sources of information. "The facts are correct so far as the sources are correct," he said.

Some divestment supporters have questioned the students' motivation, calling it an "anti-communist" measure. Day said, "I think communism has been proven not to work. I don't think that we, as Americans, should be promoting communism." He stressed that the South Africans have the right to determine their own governance system, but opposes what he considers an active role in the promotion of communism.

The students were concerned about the crippling effects that divestment could cause on the economy. "I'm not sure we want to hand the blacks a destroyed economy," said Day.

The four students are confident that they have fulfilled their goal of illustrating the other side of the divestment issue and at this time are not planning additional campus-wide efforts at this time.

Supervisor: Richard G. Dorr

Australia Study Abroad

One or two semesters. Apply now for summer or fall 1990. Internships available.

For information on BEST semester abroad program in the world, call 1-800-245-2275.

WHIPPLE TYPING SERVICE

in Mystic

572-9159

WIN A HAWAIIAN VACATION OR A SCREEN TV PLUS RAISE UP TO $1,400 IN JUST 10 DAYS!

Objective: Fundraiser: Commitment: Minimal Money: Rate: $1,400 Cost: Zero Investment

Campus organizations, clubs, frats, sororities call OCMC at 1 (800) 932-0528/1 (800) 950-8472 ext. 10

The Collage Voice: Thursday, February 2, 1990 

News

A 1988 anti-apartheid shanty at Indiana University

Activists Urged to Continue Pressure

(CPS)—Anti-apartheid activists on U.S. campuses say they've been rallied by South African President F.W. de Klerk's sweeping reforms, but students should keep the pressure on their schools to avoid any indirect economic support of the South African government for now.

"This," said Richard Knight of the Africa Fund, a New York-based group that has coordinated much of the anti-apartheid activity on American campuses for 20 years, "is a very big victory for the people of South Africa and the international anti-apartheid movement."

De Klerk legalized the long-outlawed African National Congress, partially lifted the 43-month-old "state of emergency" and called for negotiations to end apartheid and give the voiceless black majority a voice in South Africa's government.

The segregationist apartheid system that de Klerk helped to reestablish has beenImageViews oppose apartheid. (CPS)

led by black South Africans. In all their programs the students have always provoked passionate opposition on U.S. campuses. "Almost all those students who sat in

buildings and in shanties," Knight said, "is this is their victory too."

Knight hoped students would continue to pressure their schools and communities to divest from black South African win all their rights. "This is not the end of apartheid by any means. There are more changes coming, but it's important we continue pushing."

South African Archbishop Desmond Tutu also called for a continued divestment campaign at Harvard University.
Supporters Rally for Total Divestment

Continued from p.1

was addressed by Bashi Gartland, '93. He explained that, historically, increased investments have not created better conditions.

Gartland said, “Between 1960 and 1981, the level of United States investments in South Africa increased ninefold. Yet during the same period, the South African government expanded and entrenched the oppressive Apartheid system. For example, in the same period, the white regime forcibly removed 3.5 million Africans from so-called white areas to inhospitable, barren areas designated for blacks.”

Opposing concerns that divestment could intensely black South Africans’ struggles, Wells exclaimed, “How can you say that they’re [black South Africans] going to suffer? They are already suffering, plus they have already said that they are willing to suffer more if it brings about changes.” Wells questioned the inconsistency of the United States’ role as “world policeman.” “How can we as part of American society...say ‘We are for the South Africans,’ while at the same time we are helping to finance the killing and rigid oppression of the people who live there.”

Warren Wells, '92, expressed the frustration of many concerning the release of Nelson Mandela last week, saying “Is he free? He is not free. He’s transferred from one prison to another.”

Recalling his childhood in South Africa, Zungu urged the participants to sing the South African National Anthem, saying, “[Before and after class] we would sing this song hoping and praying for freedom in South Africa.” As the song was sung, many demonstrators raised their right arms in a symbolic fist.

It was then announced that Claire Gaudiani, ‘66, president of the college, was granted the permission to speak to the participants. She said, “I came to tell you that I am proud of you...You are carrying on a great tradition at this college.” Gaudiani acknowledged the controversy of divestment, saying, “This is an issue on which the Board has struggled for years.”

Gaudiani’s speech was short and she questioned students’ commitment beyond divestment. Crow members shouted that divestment was the first step and drove out the president’s words. In response, Gaudiani stated, “I’m glad that I had the chance to congratulate you. Thank you for being here,” and returned to the Board meeting.

Dorel Larrier, ’90, led the crowd in chants saying, “What do we want? Divestment! When do we want it? Now!” and “We care about lives, you should too!”

Sherywyn Smith, ’90, chairman of the board of trustees, was of the opinion that the college should support the people of South Africa. She explained, “We are proud of the fact that even divestment is under consideration.”

Another student, Monique Anto- nie, ’93, expressed the differences between demonstrations in America and South Africa. “It was wonderful that a group of students were able to demonstrate peacefully. Yet we feel free, because if we were a group of South African students peacefully demonstrating in South Africa, I know we would have faced police brutality and oppression.”

Don Pippard, professor of economics, attended the rally and was generally pleased. He characterized it as “the best one yet.” He praised the standard of the speeches, saying “the student leaders set the quality of the speeches made.”

Joseph Toller, dean of Student Life, commended the participants. “I’m glad to see Connecticut College students active,” said Toller, who wore a red armband.

The Trustees’ vote is scheduled for May. The rally organizers encouraged debate and alluded to another rally. A debate of divestment is also under consideration.

Students Hold Vigil

by Lauren Khudkin, Associated Features Editor

Students filled corridors of Blaustein, held candles, and softly sang in support of South Africans as they were pwessing the campus about apartheid. “Ignorance is the root of all evils,” said Mills.

Eben Heasley, ’93, called the rally “absolutely marvelous, moving and a form was able to ‘learn a lot and make a wonderful that a group of students that we believe in freedom cannot rest, We who believe in freedom cannot rest until we rise. We who believe in freedom must divest. If you believe in freedom just divest, that’s all we ask.”

When the singing stopped, Kevin Dodge, ’92, announced to the group that the full Shareholder’s Responsibility Committee had upheld 9-1 the subcommittee’s proposal, recommending that the college totally divest from South Africa. The trustees received the proposal and will vote on it in May.

Despite the crowd’s enthusiastic reception of the news, the organizers of the event were wary of succumbing to overconfidence.

Anticipating their final vote in May, Dorel Larrier, ’90, house senator of Unity, said, “This does not mean that we...have to stop sending messages to the trustees.” Sue Howson, ’90, president of S.O.A.R., continued, “They could be testing us to see if we will fall into complacency.” She urged students “to take this as a challenge, a test.”

Larrier added that even “if they divest in May, we will not let this die.” She explained, “there are still hundreds of colleges and universities, so-called ‘institutions of higher learning,’ that are still invested.”

The crowd held a moment of silence in honor of those blacks still oppressed in South Africa. The students ended the vigil by giving the black power salute and marching out of Blaustein singing “We Shall Overcome.”

Challenge yourself to make a difference

Union’s Master of Arts in Teaching

Earned full- or part-time, the Union M.A.T. is a unique program that combines pedagogy with advanced study, leading to secondary certification (grades 7-12) in:

- Biology
- German
- Chemistry
- Latin
- Earth Science
- Mathematics
- English
- Physics
- French
- Social Sciences
- General Science
- Spanish

If you want to make a difference in young lives, prepare to teach at the college known for academic excellence. With a Master of Arts in Teaching—from Union. Call or write for brochure. Application deadline April 15.

Union School of Arts in Teaching

Graduate and Continuing Studies

Wells House, 1 Union Ave., Schenectady, N.Y. 12308

(518) 370-6598

For the continuing pursuit of excellence.
To further abuse a much-overused cliché, these girls just want to have fun. One would undoubtedly need a sense of humor to perform songs as blatantly silly and just plain stupid as “Pink Sunshine” and “I’m For ward Futurama.” The vocals, which range from dismally cute to hilariously bland, seem to contain suppressed giggles. Every track has a laughable mood-stirring intro and makes transitions with an annoying bridge, during which lead singer Maggie yaps on with mindless abandon. Surely these “10 Explosive Hits On One Mottown!” as is stated on the cover, are not the product of performers who take themselves or their art seriously.

Fuzzbox, however, are actually quite serious about what they are doing. They clearly want to become successful, but they want to maintain a certain level of control. Fuzzbox comes out on top by both embracing and mocking the conventions of manufactured pop music. From the sheer absurdity of the posed video rock-goddess photos that appear on the record jacket, to the fake copyright small print (“Loads and loads of Warner Bros. and the Raincoats, Fuzzbox, at their best, create wild and buoyant party music. “Big Bang” is available at all big record stores.

**Director’s Preview:**

Suzanne Delo  
_The College Voice_

Though the 1980’s are over, many of us are still reeling from the blows. One of the big changes during the decade was how people approached relationships. Playwrights Doug Wright and William Mastrosimone have captured the certain blandness, and sometimes the four-some are just a little too cute and obscure in their delivery. While not on par with the B-52’s and the Raincoats, Fuzzbox, at their best, create wild and buoyant party music. “Big Bang” is available at all big record stores.

**ARTS & ENTERTAINMENT**

"Fuzzbox": Blends Bubblegum Pop & Giggles

"The Woolgatherer,

Suzanne Delo  
_The College Voice_

Though the 1980’s are over, many of us are still reeling from the blows. One of the big changes during the decade was how people approached relationships. Playwrights Doug Wright and William Mastrosimone have captured the certain blandness, and sometimes the four-some are just a little too cute and obscure in their delivery. While not on par with the B-52’s and the Raincoats, Fuzzbox, at their best, create wild and buoyant party music. “Big Bang” is available at all big record stores.

**Director’s Preview:**

Suzanne Delo  
_The College Voice_

Though the 1980’s are over, many of us are still reeling from the blows. One of the big changes during the decade was how people approached relationships. Playwrights Doug Wright and William Mastrosimone have captured the certain blandness, and sometimes the four-some are just a little too cute and obscure in their delivery. While not on par with the B-52’s and the Raincoats, Fuzzbox, at their best, create wild and buoyant party music. “Big Bang” is available at all big record stores.

Think twice

and save 20 percent.

Northwestern University Summer Session ’90

Think or swim.

Our multiscourse registration discount saves you 20 percent on two courses, 25 percent on three or more.

Call 1-800-ENDS NU (in Illinois, call 708-491-4111) or mail this coupon.

**A & E TRIVIA**

_sponsored by...

DOMINO’S PIZZA_

1. Don Amacho won a Best Supporting Actor Oscar for what 1985 film?
2. The comedy “His Girl Friday” is based on what play?
3. What actress played the “straight man” in many of the Marx Brothers’ films?
4. Which three actors were “The Good, the Bad and the Ugly”?
5. Who was supposed to play Frank Sinatra’s role in “From Here to Eternity?”

Send all answers to Box 4088
This Week's Movie Rental Review:
"The Stepfather" Teaches Lessons in Discipline

John Yearout
The College Voice

For this week's pick video, we're returning to the most regrading type of movie, the "disaster movie." The latest in the genre, "The Stepfather," starring Terry O'Quinn in the title role and former star of "L.A. Law."

Set in Washington state, "The Stepfather" begins with the Connor family's decision to move to a small town. The film's premise is unique and potentially dangerous, but it evolves into a horror movie that actually works.

In the movie, the father takes on a new identity and raises his family in a new home. But as with the movie itself, the stepfather's actions are rooted in his intelligence. Each time the stepfather gives his family the "gun's treatment," he first quotes his job and then, while his wife thinks he's at work, takes day trips for weeks to a nearby town to establish a new identity in which to escape after the "disciplining."

The most surprising aspect of "The Stepfather" is the sensational performance of previously unknown actor O'Quinn as the menacing murderer. O'Quinn brings a perfect blend of subtlety to the role which makes both the suspicions of the daughter and the lack of suspicion on everyone else's part, more believable. That, combined with the original plot, makes this an exciting, golden find on home video.

And, just for the record, plenty of others might agree the "Stepfather" video has been so popular that a sequel was released last fall. Despite the fact that no one had the kind of film when it was playing in the theaters.

Spring Brings Many New Movies

Simon O'Rourke
The College Voice
Arts & Entertainment Editor

The coming months will bring us several movies of note. The hot topic these days is "GREATER TUNA," a comedy that has been under wraps for some time. For those interested, suffice it to say that it is a comedy set in Texas, with twenty characters and only two actors. The two stars are Peter Simpson and Douglas Stuart. Simpson believes the play is "the perfect opportunity for an actor to expand his/her versatility, due in part to the number of characters and the energy required to bring them to life." Director Sandy Hays, "I believe "GREATER TUNA" will really make an impact on all levels."

If you have a appetite for comedy and an appreciation for character acting, you would be hard pressed to find a better play, "GREATER TUNA" is being performed through Jolly Rogers Productions, an independent student production group. The play is, therefore, not only an opportunity for Simpson and Stuart to perform, but also an example that any student can find an opportunity and perform at Connecticut College.

Tickets for "GREATER TUNA" are available at the box office in Palmer Auditorium. Ticket price is $2.50.

This Week's Film Society Movies:

Thursday, 3/90
Oliva Hall: "THE AFRICAN QUEEN." 8:00 p.m. Starring Humphrey Bogart and Katharine Hepburn. Admission $2.50.

Friday, 3/90
Oliva Hall: "HEATHERS," 7:00 p.m., 9:30 p.m. and Midnight. Admission $2.50.

Sunday, 3/90
Oliva Hall: "M*A*S*H," 2:00 p.m. and 8:00 p.m. Starring Donald Sutherland and Sally Kellerman. Admission $2.50.

This Week's Movie Rental Review:
"The Stepfather" Teaches Lessons in Discipline

John Yearout
The College Voice

For this week's pick video, we're returning to the most regrading type of movie, the "disaster movie." The latest in the genre, "The Stepfather," starring Terry O'Quinn in the title role and former star of "L.A. Law."

Set in Washington state, "The Stepfather" begins with the Connor family's decision to move to a small town. The film's premise is unique and potentially dangerous, but it evolves into a horror movie that actually works.

In the movie, the father takes on a new identity and raises his family in a new home. But as with the movie itself, the stepfather's actions are rooted in his intelligence. Each time the stepfather gives his family the "gun's treatment," he first quotes his job and then, while his wife thinks he's at work, takes day trips for weeks to a nearby town to establish a new identity in which to escape after the "disciplining."

The most surprising aspect of "The Stepfather" is the sensational performance of previously unknown actor O'Quinn as the menacing murderer. O'Quinn brings a perfect blend of subtlety to the role which makes both the suspicions of the daughter and the lack of suspicion on everybody else's part, more believable. That, combined with the original plot, makes this an exciting, golden find on home video.

And, just for the record, plenty of others might agree the "Stepfather" video has been so popular that a sequel was released last fall. Despite the fact that no one had the kind of film when it was playing in the theaters.

Spring Brings Many New Movies

Simon O'Rourke
The College Voice
Arts & Entertainment Editor

The coming months will bring us several movies of note. The hot topic these days is "GREATER TUNA," a comedy that has been under wraps for some time. For those interested, suffice it to say that it is a comedy set in Texas, with twenty characters and only two actors. The two stars are Peter Simpson and Douglas Stuart. Simpson believes the play is "the perfect opportunity for an actor to expand his/her versatility, due in part to the number of characters and the energy required to bring them to life." Director Sandy Hays, "I believe "GREATER TUNA" will really make an impact on all levels."

If you have a appetite for comedy and an appreciation for character acting, you would be hard pressed to find a better play, "GREATER TUNA" is being performed through Jolly Rogers Productions, an independent student production group. The play is, therefore, not only an opportunity for Simpson and Stuart to perform, but also an example that any student can find an opportunity and perform at Connecticut College.

Tickets for "GREATER TUNA" are available at the box office in Palmer Auditorium. Ticket price is $2.50.
SGA Accepts Impeachment Proposal

Continued from p.1

called for the J-Board to investigate whether the official should be impeached. The removal hearing would be held by the body to which the impeached official belongs. A friendly amendment by Tod Preston, '91, Judicary Board chair, limited the role of the J-Board in determining whether to impeach the official based on information presented to them. The effect of this was to remove J-Board from the investigation process and leave the board merely determine if the official should be impeached.

The process of the actual removal hearing was also a hot topic of discussion. A few assembly members expressed concern over the lack of use of parliamentary procedure by SGA bodies other than the assembly. It was determined that parliamentary procedure was to be used at all removal hearings. Another friendly amendment was added to provide for the parliamentarian to be present at all removal hearings to insure adherence to "Robert's Rules of Order."

After the amendment passed unanimously, discussion on the proposal was closed and a vote on the whole proposal was called. The assembly reacted to their unanimous vote in favor of the legislation with a burst of applause and a feeling of relief. After the meeting, Munroe said she was "extremely pleased with the Assembly's decision to compromise on this issue... and find a workable solution on the floor."

Essentially there are three basic steps to the new policy. First, a member of SGA (with the exception of the Judiciary Board whose method for removal is outlined in the J-Board handbook) is recommended for impeachment either by the J-Board, based on a trial and a hearing, or by a member of the body to which the official in question belongs.

In a confidential hearing the J-Board determines by majority if an official should be impeached. If impeached, the official has a removal hearing before his/her "primary governmental body." The J-Board chair presents the information to the body and the impeached official may give testimony from himself or from witnesses. All testimony is open to the public.

Finally, in a closed session, the members of a body vote whether to remove the official. A tw-thirds majority vote is required for removal and the decision must be made public. A removed official "may not hold any elected SGA position until the first meeting of the following year's assembly."

The issue of impeachment had hampered the assembly since last semester, when the lack of an official procedure for impeaching and removing an official created a controversy when a house governor violated the honor code. "The turnout was disappointing, but the issue of impeachment still needs constant monitoring because it has been tough on students," Munroe stated, "We hope the article in The Voice and the SGA newsletter, this purpose will be achieved."

The process of the actual removal hearing was also a hot topic of discussion. A few assembly members expressed concern over the lack of use of parliamentary procedure by SGA bodies other than the assembly. It was determined that parliamentary procedure was to be used at all removal hearings. Another friendly amendment was added to provide for the parliamentarian to be present at all removal hearings to insure adherence to "Robert's Rules of Order."

After the amendment passed unanimously, discussion on the proposal was closed and a vote on the whole proposal was called. The assembly reacted to their unanimous vote in favor of the legislation with a burst of applause and a feeling of relief. After the meeting, Munroe said she was "extremely pleased with the Assembly's decision to compromise on this issue... and find a workable solution on the floor."

Essentially there are three basic steps to the new policy. First, a member of SGA (with the exception of the Judiciary Board whose method for removal is outlined in the J-Board handbook) is recommended for impeachment either by the J-Board, based on a trial and a hearing, or by a member of the body to which the official in question belongs.

In a confidential hearing the J-Board determines by majority if an official should be impeached. If impeached, the official has a removal hearing before his/her "primary governmental body." The J-Board chair presents the information to the body and the impeached official may give testimony from himself or from witnesses. All testimony is open to the public.

Finally, in a closed session, the members of a body vote whether to remove the official. A tw-thirds majority vote is required for removal and the decision must be made public. A removed official "may not hold any elected SGA position until the first meeting of the following year's assembly."

The issue of impeachment had hampered the assembly since last semester, when the lack of an official procedure for impeaching and removing an official created a controversy when a house governor violated the honor code.

by Wyian Lowe
The College Voice

Despite an initial possibility of cancellation due to low levels of attendance, a CONTACT session between students and faculty was held on Tuesday to discuss the issue of the 3:2 plan.

According to Hsiao Hwang, '91, chair of academic affairs, the purpose of the session was to "open a dialogue between faculty, Dorothy James (dean of faculty), and students about concerns of overcrowding in classes, number of course offerings and whether these concerns relate to 3:2."

One concern about registration material directly to the students was suggested by Elliot Despalatovic, professor of history. Part of the cause for the apparent decrease in number of courses was attributed to the number of faculty on leave, said Edward Brodkin, professor of history and member of 3:2 implementation committee. A new policy for sabbaticals, outlined by James, requires an accompanying note with departmental approval saying that the department can handle the course load without extra resources.

On the issue of incredibly large enrollment size in classes, Brodkin believes that the solution lies in determining which departments will have the problems. Despalatovic pointed out that part of the problem in class sizes was due to an unforeseen sickness of a faculty member. Overall the 3:2 plan seems to be a good idea, according to Wayne Swanson, professor of government. Swanson described the importance of monitoring the implementation of 3:2 and stressed the competitive market in attracting quality faculty.

Brodkin had similar feelings, "If you had faculty teaching more than 3:2, you would have smaller classes but high school teachers. [With more than a 3:2 system, you have a lousy faculty]."

James noted that the two successful searches for faculty would not have been possible without the 3:2 system. Brodkin agreed. "We are competing with other institutions. There are 3:2 systems at other institutions."

When asked what the CONTACT session achieved, Hwang replied, "A number of things. There were expressed opinions on how viable 3:2 is, in terms of hiring new professors. Generally it was to inform students about the complexity of the 3:2 plan and what it is able to be doing alleviates problems with implementation. You can't just blame 3:2. It is more complex. It still needs constant monitoring because it has been tough on students this semester."

Regarding the poor attendance, Hwang stated, "The turnout was somewhat disappointing, but the purpose of the CONTACT session was to inform the general student body. Hopefully, with the article in The Voice and the SGA newsletter, this purpose will be achieved."

The College Voice is now accepting applications for the 1990-91 Editorial Staff. Positions include:

- Publisher
- Associate Publisher
- Editor-in-Chief
- Managing Editor
- Executive Director, Fund
- News Editor
- Features Editor
- Sports Editor
- Arts & Entertainment Editor
- Editorial Page Editor
- CONN Thought Editor
- Photography Editor
- Advertising Director
- Operations Director (paid)

APPLYMENT DEADLINE IS WEDNESDAY, MARCH 7

Applications are available in The Voice Office, Cr 212. Please send all completed applications to Box 5851 or leave them in The Voice office. All applicants will be notified prior to Spring Break as to the Executive Board's decision.
**SPORTS**

**Sports Talk:**
Schmoozing with Kev and Dob
by Kevin Cuddihy and Dobby Gibson

The College Voice

**Baseball**

The lockout sucks. Following the Grape... Those fans lucky enough to know... Sixty-eight thefts will allow him to... New London winter... Rickey Henderson's record... He, however, is not a... kids. For those of you who are of legal... The worst trade in New York Knicks history... Bucky Dent took the Boston deep in 1978. Could not have happened without... Olympic Hockey Gold 10th Anniversary: 1980 Miracle On Ice

**Pro Football**

We think the WFLP (World League of American Football) should change its acronym from WFLP to WLAUGH. Watching Europeans try to figure out football is not a... The Charlotte Hornets' record right now is 9-41 with a .180 winning percentage... Olympic Hockey Team's gold medal at Lake Placid. Anniversaries are nice things to celebrate and remember. The anniversary of the U.S. Hockey gold is undoubtedly included with anniversaries like V-E Day, D-Day, the Wedding Anniversary, and the day Lucky Dori took the North deep in 1978.

Who can forget that fortnight in uptown New York when the rosy-cheeked American boys seduced Sweden on a last minute goal by Bill Baker? Who can forget the victory over the favored Czechs, 7-3, and the victory over Norway? Who can forget Mike Eruzione shooting off the wrong foot in the victory over the Russians, yes the Russians? The road to the gold ended with the climactic victory over Finland for all the marbles.

Al Michaels' immortal words still capture the moment, "Do you believe in miracles?" The formal ceremony saw ten of those rosy-cheeked American boys cram themselves on the highest step of the medal platform to the delight of the flag waving crowd. Some names we'll never forget: Broten, Christian, Morrow, Pavelski, Silk, Ramsey, Craig, and O'Calabara.

Bob Brooks was the coach that got all the possibilities out of the team. They did the impossible; they overcame treaumous odds and never took "no" for an answer. Moments like that might never happen again in American sports. Enjoy it for another ten years and tell your kids about Jim Craig draped in the American flag during the greatest sporting event of the 1980's.

**Sports Trivia:**

Kevin's Corner

**Olympic Hockey Gold 10th Anniversary: 1980 Miracle On Ice**

by Kevin Cuddihy and Dobby Gibson

The College Voice

**Last Week's Answers:**
1. 46 games; stopped by the Rangers
2. Joe Frazier vs. Muhammad Ali
3. Calvin Murphy hit .78 straight
4. San Antonio Spurs
5. Rick Pfane, Eddie Sutton, Joe B. Hall, Adolph Rupp

Match the team with the arena in which they play:
1. Denver Nuggets
2. Dallas Mavericks
3. Sacramento Kings
4. Milwaukee Bucks
5. Indiana Pacers
6. Calgary Flames
7. Detroit Red Wings
8. Edmonton Oilers
9. New Jersey Nets
10. St. Louis Blues
11. Buffalo Sabres
12. Detroit Pistons
13. Quebec Nordiques
14. Golden St. Warriors
15. Utah Jazz

- a. Reunion Arena
- b. Brendan Byrne
- c. The Saddle Dome
- d. Joe Louis Arena
- e. Le Colisee
- f. McNichols Arena
- g. The Mecca
- h. Market Square Arena
- i. Oakland Coliseum
- j. ARCO Arena
- k. Northlands Coliseum
- l. Checkerdome
- m. The Aud
- n. The Salt Palace
- o. The Palace
SPORTS

Men's Ice Hockey:

Conn Falls to Trinity in a Heartbreaker

by Tim Armstrong
The College Voice

In a packed Dayton Arena last Tuesday, the Connecticut College Camels (14-8) faced the Trinity Bantams (16-6) in an end of the season grudge match. Last year a similar situation took place. The Camels and the Bantams were both looking for the first place spot. The Camels took the game but later met the Bantams in the playoffs and were defeated.

This year it looked like the Camels were going to pull out another regular season victory. The first period was unusually slow for the high scoring Conn team. Trinity stacked four men at the blue line, hoping to curtail the quicker Camel squad. Conn managed to come out on top of the first period with a 2-1 lead with Mike Moccia,'90, and Geoff Schaefer,'90, tallying the points for Conn.

The second period was a stalemate with both teams having many opportunities but neither team capitalizing on them. The goal tend- ing of Jim Garino,'92, was outstanding. Many times he deprived the Bantams of scoring opportunities.

In the final period Trinity outshot the Camel squad. The Bantams tied the game midway through the period, and with 2:14 left in the game the Bantams struck again and took the lead. Conn was not able to score again and the Bantams went on to win 3-2.

Jeff Legro, '92, commented, "This year we beat Trinity in the regular season but lost to them in the playoffs. This year, hopefully it will be our turn to take them in the playoffs. It was a great game but sometimes the puck doesn't bounce the way you want it."

Sports Profile:

Sheryl Yeary Leads Women's Tennis and Squash

by John Carey
The College Voice

Women's tennis and squash coach Sheryl Yeary, who started coaching at Conn in 1971, has seen a great change in the quality of women and men's athletics at the college. Yeary began as the tennis coach for the co-ed tennis club. At the time of Yeary's arrival there was no varsity tennis for men or women at Conn.

With a B.S. from University of Texas and a Master's Degree from the University of Massachusetts, Yeary came to Conn with teaching experience at the high school level. Besides coaching tennis, Yeary has also coached the Women's Squash Team for five years. Although she has been well-schooled in the game of squash, Yeary said, "Tennis is my specialty."

The women's tennis program grew gradually. In 1975, Charles Luce came to Conn as Athletic Director and began to establish varsity level programs that would be competitive in intercollegiate athletics. "That was naturally a turning point at Conn from an athletic point of view," says Yeary. The result of this was an increase in the growth of all sports here at Conn. Yet it was much like starting a new business: budgets were frugal and progress was at best steady. "Students used to have to bring their own cans of balls because balls weren't in the budget," commented Yeary.

Yeary explained, "Many times I recall being asked how we could afford to have a tennis program. We would always respond that the women's tennis program was possibly the only sport Conn could afford. Women's tennis was the only sport where you could catch up to your competition within a short time. As you get better, so do your adversaries," comments Yeary.

Yeary isn't complaining though. She sees a lot of opportunity ahead and seems to feel very successful overall. A tenured associate professor of physical education, Yeary is also the coordinator of the physical education program at Conn. She has lived through the college's athletic period of infancy and looks to capitalize on the future maturation of the entire sports program.時