

VOTE

APRIL 17, 18, 24, 25
10 AM to 2 PM

S A C R E D H E A R T U N I V E R S I T Y

the SPECTRUM

Volume 2, Number 15

Fairfield, Connecticut

April 17, 1985



Shown above, running for student government president are: John Kelly (top left) and Fred Knopf (lower left). Vying for vice-president are Tom Farrelly (top right) and Richard Hyde (lower right).

Vote today and tomorrow

By Eric Le Strange

From 10 a.m. until 2 p.m. today and tomorrow, full-time students will be voting for the candidates of their choice for student government president and vice president. Voting will take place in the Auditorium and all students are eligible to exercise their right to vote.

A new feature of the elections this year are voting booths, the same type used in local, state and national government elections. The booths, obtained from the League of Women Voters, will be located on the stage during the voting.

The candidates for SG president are John Kelly and Fred Knopf. The two vice-presidential candidates are Tom Farrelly and Richard Hyde.

Since 3 p.m. on Wed., April 10, hundreds of posters have been taped up in nearly every SHU

building, each promoting the candidates and their platforms. All president and vice-president posters are to be removed by 3 p.m. on Thurs., April 18 (tomorrow) when the election results are scheduled to be announced.

At the same time as presidential posters will be coming down, new posters for candidates running for SG representative class officer and the Senate will be going up. These elections may appear anticlimactic at first, compared to the presidential race, but the importance of voting for those students who will be representing you and your class ('86, '87 or '88) cannot be emphasized enough. Get to know all the candidates for SG rep. on Tues., April 23 at 11 a.m. in the cafeteria and "Meet the Candidates." The elections will be by paper ballot in the Activities office from 10 a.m. until 2 p.m. on April 24 and 25. Participate in the future of your college!

SHU Forum: The probate system of Connecticut

The Sacred Heart University Center for Policy Issues in cooperation with the Legal Assistant Program of the Division of Business Administration will conduct a forum titled "An Examination of the Probate System of Connecticut" on Thurs., April 18 at 2 p.m. in the Community room of the Campus Center.

The Honorable John H. Shannon of Fairfield, judge of probate for the district of Fairfield, is coordinator of the forum and retired Judge of Probate Aram H. Tellalian of Trumbull is program chairman. The panelists will be the Honorable Glenn E. Knierim of Simsbury, probate judge and court administrator; James W. Venman of Trumbull, attorney with Pullman, Comley, Bradley & Reeves in Bridgeport; Walter T. Sullivan of Fairfield, senior vice president and trust officer of The Fidelity Trust Company in Stamford; and Stuyvesant K. Bearns of Salisbury, attorney with Shipman and Goodwin, counselors at law in Lakeville.

Judge Shannon is a graduate of Georgetown University and the University of Connecticut School of Law. He is a member of the American, Connecticut and local bar associations and has been a counselor at law in the Bridgeport metropolitan area since 1953. He served as a state senator from the 21st District, now active in Fairfield community activities.

Judge Tellalian was judge of probate in the Trumbull District from 1959 until his retirement in 1979 and a partner in the law firm of Tellalian & Tellalian of Bridgeport. A graduate of Yale College and Yale Law School, Judge Tellalian served in the Armed Forces

from 1941 to 1946 and participated as legal counsel of the Office of Strategic Services in the Nuremberg Trials.

Judge Glenn E. Knierim has been probate judge of Simsbury since 1966 and probate court administrator since 1973. Active in the probate field in the state of Connecticut, he is a past president of the Connecticut Probate Assembly. A former partner in a Hartford law firm, Judge Knierim received a bachelor of science degree from Cornell University and a doctor of jurisprudence from the University of Connecticut School of Law.

James W. Venman, attorney, holds a bachelors degree from Dartmouth College and a bachelor of law from Harvard Law School. He has been a member of the Executive Committee of the Estates and Probate Section of the Connecticut Bar Association since 1971 and a member of the Real Property, Probate and Trust Law Section of the American Bar Association.

Walter T. Sullivan is senior vice president and trust officer as head of the Trust Department of The Fidelity Trust Company. He is a member of the state of Connecticut's Probate Bench-Bank Liaison Committee and Probate Court Advisory Committee. Mr. Sullivan holds a bachelors degree from Trinity College and attended the University of Connecticut School of Law.

Stuyvesant K. Bearns, attorney and specialist in the field of probate, is a member of Shipman and Goodwin, counselors at law in Lakeville. He received a bachelor of arts degree from Yale and a

bachelor of laws from the University of Virginia. At present, Mr. Bearns is vice chairman of the Executive Committee of the Probate

Section of the Connecticut Bar Association and a Fellow of the American College of Probate Counsel.

The forum has been underwritten in part by People's Bank. The program is free and open to the public. A reception will follow.

SHU President asks U.N. investigation

The United Nations General Assembly should appoint a Board of Inquiry to carry out a full public investigation of the attempted assassination of the Pope, says former U.S. Ambassador Thomas P. Melady, President of Sacred Heart University.

In an article in ORBIS, a prominent foreign policy journal, Melady cites "the remarkable evidence of Bulgarian state involvement" with strong indications of KGB knowledge.

Piecing together bits of Mehmet Ali Agca's confession and the findings of the Italian State Prosecutor Antonio Albano, former U.S. Ambassador to Uganda Thomas P. Melady and his co-author John F. Kikoski, an associate professor of history and political science at Sacred Heart University, conclude that Agca could not have acted alone. The authors believe that he was aided by the "Turkish Mafia," the Gray Wolf terrorist network, and the Bulgarian secret service. Stressing the strong ties between the Bulgarian secret service and the KGB, they infer that the ultimate authority behind the attempted assassination was the Soviet Union.

Melady and Kikoski cite John Paul II's strong anti-communism and his support for the Polish Solidarity movement as Soviet motives. They note that John Paul

II's accession to the Papacy changed the Vatican's stance toward the East. Further, his anti-communist message transcended borders. The Pope appealed to Europe's shared Christian heritage while denouncing Soviet domination of a divided Europe. The authors believe that, for Moscow, "John Paul II was and continues to be much more than a narrow Polish problem."

Despite the fact that further revelations concerning a conspiracy "could serve to complicate the already sensitive relationships between the major powers," Melady and Kikoski insist on a UN General Assembly inquiry. According to the authors, the Pope's unique status for people of all

backgrounds demands "that an international body with a universal constituency investigate the attempted assassination."

Melady, who served as U.S. Ambassador to Burundi and Uganda from 1969-1973, has written numerous articles in the Catholic press, as well as other newspapers.

ORBIS is published by the Foreign Policy Research Institute, an independent, nonprofit organization which conducts research on issues in American foreign and defense policy. In addition to publishing ORBIS, a quarterly journal of world affairs, the Institute publishes the Philadelphia Policy Papers, and Foreign Policy Issues, a book series with Praeger Publishers.

Spring concert set

The University Chorale will be joined by members of the Community Chamber Orchestra and members of the Samuel Comstock Fife and Drum Corps in their annual spring concert on Sunday, April 21.

The first half of the concert, a 300th-anniversary tribute to Bach and Handel, will feature Bach's Orchestral Suite in B minor and Handel's Chandos Anthem No. 4. The concert's second part focuses upon American music, opening with a selection of 20th-century works both sacred and secular. A special fife and drum corps performance introduces the chorale's final selection of music of the revolutionary period.

The concert will be held at 8:00 p.m. in Room A of the main building. Admission is free and all are welcome.

Editorial

To those who read and think

By Mike Galaburri,
young philosopher

Looking back over the school year, I would say it has been a time of unrest for many. A series of events has rippled through the student body. From the emergence of radical organizations to squabbles among personalities, we have seen this unrest rise to a level which may obscure the great end we all seek at SHU. This end I speak of is the freedom and courage to bring better ideas to our campus life. Our greatest resources are the expressions of our fellow students through words and actions. More attention should be placed on encouraging

students to express their ideas.

I would like to express my wishes to all the candidates for student government that they gain the most out of this campaign experience. This year's elections seem charged with energy. I've also become involved in the excitement, but I find much of the energy a result of tension and grievances between isolated factions.

This kind of friction is invigorating for some, for others it is an annoyance. Friction or tension are necessary spices of life, but alone they are inadequate for growth. Most will agree that friction or tension are elements of change and must be tempered with direction

and progress, without which change is for the sake of change and not growth.

The unrest and tension of the past year suggests changes are inevitable for next year. The unrest and tension are present with us, so I say it's time we direct this energy toward listening with open minds. Welcome fresh ideas from new faces, embrace the collective minds of our fellow students. Let us unite and not lose sight of our common goals.

The reason for writing this editorial is one of a personal desire to express in words my observations, and also to appeal to sensible, concerned students, bridging the gaps in communication.



Patricia Stein receiving a Presidential Purchase Award for \$150 from SHU President Thomas P. Melady for her piece of art done in her three-dimensional graphics class.

Insurance Claims

Following are actual statements found on insurance forms where car drivers attempted to summarize the details of an accident in the fewest words possible. These instances of faulty writing serve to confirm that even incompetent writing may be highly entertaining.

Coming home I drove into the wrong house and collided with a tree I don't have.
The other car collided with mine without giving warning of its intentions.
I collided with a stationary truck coming the other way.
A truck backed through my windshield into my wife's face.
A pedestrian hit me and went under my car.
The guy was all over the road. I had to swerve a number of times before I hit him.
I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment.
In my attempt to kill a fly, I drove into a telephone pole.
I had been shopping for plants all day and was on my way home. As I reached an intersection, a hedge sprang up, obscuring my vision and I did not see the other car.
I had been driving for almost 40 years when I fell asleep at the wheel and had an accident.
I was on my way to the doctor with rear end trouble when my universal joint gave way causing me to have an accident.
As I approached the intersection a sign suddenly appeared in a place where no stop sign had ever appeared before. I was unable to stop in time to avoid the accident.
To avoid hitting the bumper of the car in front, I struck the pedestrian.
My car was legally parked as it backed into the other vehicle.
An invisible car came out of nowhere, struck my car and vanished.
I told the police that I was not injured, but on removing my hat, found that I had a fractured skull.
I was sure the old fellow would never make it to the other side of the road when I struck him.
The pedestrian had no idea which direction to run, so I ran over him.
I saw a slow-moving, sad faced old gentleman as he bounced off the hood of my car.
The indirect cause of the accident was a little guy in a small car with a big mouth.
I was thrown from my car as it left the road. I was later found in a ditch by some stray cows.
The telephone pole was approaching, I was attempting to swerve out of its way, when it struck my front end.

WANTEDWANTEDNEEDEDNEEDED

Writers, photographers, typists, copy readers, graphic artists and advertising representatives to work on the *Spectrum*. Meetings held every Tuesday at 11 a.m. in the *Spectrum* office, S219. No experience necessary.

Also available: three credit internships for qualified students during the fall semester. Call the *Spectrum* or Dr. Ralph Corrigan at 371-7963.

Health Fair

Students, faculty and staff of Sacred Heart University will be able to participate in a Health Fair this spring. On April 23, 1985 from 10:00 to 3:00 p.m. in the Center Lounge, registered nurses enrolled in the Sacred Heart University Bachelor of Science in Nursing program, will provide free health screening and health education. The purpose of a health fair is to increase the consumer's awareness of health risks, identify personal risks, and then the consumer assumes the responsibility of adapting health promoting behaviors that maintain a healthy lifestyle.

Announcements

Flea market on April 28, 1985 in the Library parking lot. Sponsored by the class of 1985. For more info., call 371-7969

An open Challenge-The English dept. "Staplers" challenges the Psychology dept. "Malincontents" to a game of softball. (Recruitment of ringers from other depts. encouraged.)

UJammaa is offering three \$100.00 grants to university students. For further details contact Al Clinkscales in Financial Aid or Valerie Hughes, vice president of UJammaa.

Philosophy club will meet April 18th at 7:30 p.m. in the Jefferson House to discuss the topic: "Are moral values objective?" All are welcome to listen or participate.

THE SPECTRUM STAFF

Associate Editor Fred Knopf	Editor-in-Chief Marty McPadden	Associate Editor Eric LeStrange
News Editor Eric LeStrange	Features Editor Joyce Maher	Arts Editors Suzanne Keiser Nancy Kuba
Continuing Ed. Editor Rosalie C. Popick	Assistant Features Editor Anne Grant Rice	Production Editor Fred Knopf
Assistant Cont. Ed. Editor Gary Rudis	Photo Editor Catherine Fiehn	Layout Editor Lisa Ricci
Business Manager Fred Knopf	Faculty Advisor Ralph Corrigan	Layout Assistant Diane Simpson
	Assistant Business Manager Daryl Saracino	Artist Mike Patrick

The *Spectrum* is a bi-weekly publication, funded by the Student Activity Fee. The Editorial Board assumes the responsibility of the content and production of The *Spectrum*, however, the opinion and views contained herein do not necessarily reflect those of the faculty, staff, or administration of Sacred Heart University. Please send typed letters, comments and information to the *Spectrum* Office in S 219. Telephone 371-7963. (Note: Letters may be edited for reasons of space or clarity.)

Letters to the Editor

To the Editor:

I wish to commend you and your staff for the fine quality publication *The Spectrum* has become over the past year. The most recent issue, April 4, 1984, was especially enjoyable to me because of the variety of articles covering the gamut of university activities from Student Government controversies, to feature articles, to articles emphasizing the value of the Liberal Arts.

Debby Kiefer's article on "Liberal Arts and the core curriculum" was well written and certainly provided a focus which puts the liberal arts in perspective for students of any major. I do wish to take issue, however, with the notion that at Sacred Heart "The number of philosophy or liberal arts majors has steadily decreased." On the contrary, statistics obtained from the Registrar's office show that the total number of students majoring in disciplines in the Division of Humanities and Social Sciences (Liberal Arts) has steadily increased. The number of majors, based on spring semester enrollments, for the past three academic years are: 1982-83, 539 majors; 1983-84, 569 majors; 1984-85, 585 majors.

The above figures reflect a local situation which is somewhat better than national statistics compiled by the Division of Policy Analysis and Research of the American Council on Education. Their studies indicate that the proportion of freshmen planning to major in the humanities and social sciences has remained stable over the past five years.

I think it is safe to say that the liberal arts are continuing to capture the interests of undergraduates nationally and here on the SHU campus. The courses in our core curriculum, along with those that follow in the liberal arts disciplines, will provide the foundation for the knowledge, reflection and experiences which are the hallmarks of a college education.

Donald W. Brodner, Ph.D.

Dean, Division of Humanities and Social Sciences

Yearbook rebuttal

To the Editor:

ATTENTION: CONCERNED STUDENTS,

The April 4th edition of the *Spectrum* newspaper contained a certain letter to the editor which revealed that several members of the Sacred Heart athletic teams do not agree with the way we, the editors of the Prologue, are organizing the sports section of the yearbook. As editors, we try to accommodate all students and student organizations whenever possible. The Prologue made every effort to include all sports organizations in the 1984-85 yearbook, by contacting the Director of Activities and getting schedules of all sports on campus. Upon receiving these schedules, Golf and Cross Country were not included. If those concerned students who wrote the editorial had brought this unfortunate information about the deletion of Golf and Cross Country from the yearbook to us directly, we could have corrected the situation. At this time it is too late to correct it. It would cost the students who pay the activities fee hundreds of dollars to correct the situation. We are sorry for the deletion and will be more than happy to put both groups in the yearbook next year.

(Continued on page 14)

Eric Emory questions tenure decision

This letter is addressed to the editor of *The Spectrum* but is written for the students here. It has been my pleasure for six years to teach a great many of your predecessors and they rewarded me with quite satisfactory evaluation grades and memories that could never be duplicated. Consequently, I believe that, since it is you who pay all the bills around here, you should understand how one aspect of university administration functions. That aspect is how tenure is or is not conferred upon a teacher. I will only explain the circumstances that concern my having been denied that reward. Conditions regarding tenure that do not relate to me will not herein be discussed.

A teacher must have served seven years in order to be granted tenure. The Rank & Tenure Committee (consisting of elected tenured teachers) meets during the teacher's sixth year to determine his or her fate. The teacher has been asked, if he or she wishes tenure, to submit a "kit" consisting of self-written background material including professional accomplishments, University committee service and educational degrees. In addition, the candidate must obtain recommendations which double as evaluations from peers and from students. This material is examined by the Rank & Tenure Committee. Other evaluations are also received. They are from the teacher's department chief and from the division dean. The Academic Vice President sits on the Rank & Tenure Committee in a non-voting capacity only.

While the Rank & Tenure Committee may deal with all of the aforementioned material, if the candidate's own department chief does not recommend tenure, the candidate will not obtain tenure. There is no known case of the conferring of tenure upon someone who has been disapproved by his or her department chief. Even when the division dean has approved the candidate but the department chief has not, the candidate does not receive tenure. When the candidate has been notified of his rejection, he or she is granted one additional year of employment and may, under some conditions, be given addi-

tional years of teaching employment under contract. But the academic freedom and security of the job are denied to the candidate regardless of how many years of additional teaching work are offered.

I have submitted my resignation to the Scholarship Committee as their chairman after having been selected by the academic vice president to serve in that capacity for the three years the committee has been in existence. I have been offered additional teaching opportunities here for one year, at least, but I have rejected them in reflection of my objection to the methods employed by the Rank & Tenure Committee, my department chief and the academic vice president in their consideration of my candidacy. And these methods represent the motivation for this letter.

When I was notified that I may submit my application for tenure I believed that the appropriate time had not yet elapsed, and I sought advice from the academic vice president. He informed me that the appropriate amount of time had indeed elapsed and that I should submit my application. I completed the required application forms and arranged for all of the evaluations and recommendations to be performed and delivered.

In the interim while awaiting the verdict of the Rank & Tenure Committee, my department chief pleaded with me to teach during the forthcoming summer and to work out with him my teaching schedule for next fall. Within the last few weeks he came to my office to tell me that the Rank & Tenure Committee had rejected my application for tenure. He stated that the only reason he could think of was because I did not possess a doctoral degree. He did not state that he had voted that I not be granted tenure although this is what he had done. The academic vice president told me that my application had been rejected because of three considerations:

1. My teaching skills were below those required.
2. The manner in which I stated my professional accomplishments was not acceptable.
3. The absence of a doctoral degree, while last in its con-

siderations was, nevertheless, of some weight to the committee. This, I have learned, was not the case at all.

The average of my student evaluation scores works out to be about 5.3 or more on the basis of a maximum of 7. Indeed, I had been complemented throughout my six years at the university. I had been hired by Dr. Charles Ford in 1979 when he was academic vice president and he had urged me to accept the rank of associate professor. In light of my three decades of work in the world

of finance, my having an MBA and my having had a book and articles published, he contended that a doctoral degree was not necessary. This, it turns out is actually the case, regardless of what my department chief has said. The Rank & Tenure Committee considered my MBA as all that was required in academic achievement.

I gave my background in business, including many years of work with Morgan Guaranty Trust Company, even more with American Express Company leaving that company as a vice president in the international banking

subsidiary. Nevertheless, with no instruction as to how that background should be presented, I presented it. It was the manner in which it was presented that was cause for rejection, not the background itself.

Throughout my half-dozen years at SHU, I have taught in excess of the usual twelve hours of classroom work. Fifteen hours in all that a teacher can be expected to be assigned and then only on occasion. One semester in recent years I was assigned eighteen hours of classroom work. This

(Continued on page 14)

SSC SECURITY SERVICES OF CONNECTICUT

We are a security company with a reputation for reliability, integrity and dedication for service. We are looking for men and women who possess these qualities.

We have both part-time and full-time openings from Stamford to Bridgeport, working in professional and corporate work environments.

We are a rapidly growing company that welcomes you to grow with us. We provide paid training, regular pay increases, incentive programs and many other extras.

We are an Equal Opportunity Employer.

Qualifications:

- Home Phone
- Clean Police Record
- Good Communication Skills
- Reliable Transportation

We invite you to interview with us Monday through Friday at our main office in Bridgeport.

For Interview Call 334-1387

To the Editor:

If Richard Hyde is elected to the office of Student Government vice president, my only consolation is that he will probably be too busy to write any more Speak Out columns for the *Spectrum*. If John Kelly and Tom Farrelly are as bad as you say, then I can only see the upcoming election as a choice between bad and worse, with Richard Hyde and his conservative claptrap as the worse.

Chris Condon

National essay contest offers scholarships

A national essay contest offering a \$10,000 scholarship and three \$2,500 honorable mentions has been announced by the Institute of Financial Education.

The contest, based on the theme "You Can Save Your Country," is open to all full-time students at four-year colleges and universities, community college, and vocational and technical schools. Full-time high school seniors also are eligible.

Essays are limited to 1,500 words. They will be judged on the basis of documentation, originality, clarity, logic and persuasive-

ness in their presentation of how federal deficit spending affects the country's and the writer's future. Entry deadline is Tuesday, April 23, 1985.

IFE President Dale Bottom said The Institute is conducting the essay contest "to help alert our young people to the problems they will face because the federal government is building up the national debt—and to generate some thinking that could help lead to possible solutions."

Bottom noted that the federal government has amassed \$1.6 trillion in debt and currently spends

\$4.00 for every \$3.00 it collects from taxes and other revenues.

"We must tell our elected officials in Washington, D.C., that we don't want to saddle ourselves and future generations with a crushing debt burden," said Bottom in a letter to college presidents.

Essays entered in the IFE contest will be forwarded to Congress.

The contest is being run in conjunction with a nationwide "You Can Save Your Country" campaign backed by the United States League of Savings Institutions.

Essays should be sent to "You Can Save Your Country" national essay contest, Institute of Financial Education, 111 East Wacker Drive, Chicago, IL 60601. The essays must be typed, doubled-spaced on plain white letter-size paper and include the home address and home telephone number of the contestant—plus the name and address of the school. The writer's name must appear on each page of the essay.

Entries must be postmarked no later than April 23, 1985 and received no later than the close of business April 29, 1985.

Professor Elizabeth Pelton Fenton honored

Elizabeth Pelton Fenn of Clinton, adjunct assistant professor of education at Sacred Heart, has been honored with the Certificate of Award for the *Gifted Child Quarterly* "Research Paper of the Year, 1983."

Titled "Improving the Writing Skills of Talent Pool Students" and co-authored by Joseph S. Renzulli, the paper was published in the 1983 winter edition of *Gifted Child Quarterly*, a publication of the National Association for the Gifted Children.

Dr. Fenn says, "In many cases, we encourage gifted and talented youngsters to develop unusually high levels of creative thinking; however, we have not given equal attention to proficiency in the expression of creative ideas via the written word. Beyond mastering basic grammar and spelling rules, these young writers must be able to ex-

press their ideas creatively and maturely.

"The purpose of research," she adds, "was to examine whether or not specific training experience in selected writing skills could result in products that achieve higher levels of quality. The results of the study," she indicates, "add significantly to the current body of knowledge in offering materials and instructional techniques that successfully address these critical writing skills."

Throughout her professional career, Dr. Fenn has been closely associated with programs for the gifted student. At present, she is director of Gifted Education in the public school system of Norwich, CT. At Sacred Heart University, Dr. Fenn has taught "Apple Logo" and "Education of the Gifted," both graduate courses.

SHU offers cultural tour program

By Stephen Clifford

SHU's art and education departments are offering an opportunity to earn three credits while touring Europe. France, Germany, Holland and Belgium will be visited by students interested in examining architectural wonders and art museums there. On-site lectures will take place on the tour which is slated to run from July 8 to July 22, this summer.

Participants will travel on KLM Airlines to Amsterdam. Plans call for visits to the Rijks and Van Gogh museums and Ann Frank's House. Then on to the other Flemish cities Alkmaar, Bolsward and Heerenveen. From there the group will head to Aachen and Cologne, West Germany. Following that the tour will head southward via Luxembourg to Metz and Paris.

The fee for participating is \$1119 which includes round-trip transportation, accommodations, English speaking guides, escort and tipping. Also a continental breakfast will be served daily and dinner six of the fifteen days.

Interested students are urged to contact Tom Anastasio in the art department or call 371-7737.

CAREER PLANNING AND PLACEMENT ON-CAMPUS RECRUITMENT SCHEDULE THROUGH MAY 3

- 4/19 COMPUTER LAND
Recruiting for: Phone Systems Sales
Qualifying Requirements: Open to all majors
- 4/23 U.S. MARINE CORPS
Recruiting for: 2nd Lieutenants/OCS
Qualifying Requirements: Open to all majors
- 4/24 FIRST INVESTORS
Recruiting for: Sales Management Trainees
Qualifying Requirements: Open to all majors
- 4/26 IBM
Qualifying Requirements: Secretarial majors
Positions in Connecticut and Westchester County
- 4/29 AETNA LIFE INSURANCE
Sales/Marketing
Multi-line agents
- 5/3 BOOZ, ALLEN & HAMILTON, INC.
Qualifying Requirements: Secretarial majors
Positions in New York City

Candidates must call the Career Planning and Placement Office at 371-7975 to sign up, and cannot be interviewed unless a completed copy of the student's resume is on file. We are available to assist students with their resumes by appointment.

CAREER PLANNING & PLACEMENT WORKSHOP SCHEDULE

Interviewing Skills Tuesday, April 23 11:00-12:00 S113
For more information regarding INTERNSHIP OPPORTUNITIES, please see the bulletin board by the full time and part-time job boards, Main Academic building.

U.S. Senate resolution condemns South Africa

The Senate overwhelmingly passed a resolution sponsored by Sen. Lowell Weicker Jr., R-CT, condemning the government of South Africa for the recent killings in the Eastern Cape region of that country and calling on the Secretary of State to submit a report on this incident which has brought the death toll in South Africa over the past year to 244.

"For the United States, there can be no ambiguity with respect to apartheid," stated Sen. Weicker in a speech on the floor of the Senate. "It is particularly repugnant as it elevates to the level of law the dehumanization of 23 million black South Africans. It crushes human life with violence, such as occurred in Eastern Cape, and snuffs out life with oppressions of poverty, starvation and disease."

Senate Joint Resolution 96, which Sen. Weicker sponsored

with Sen. Edward M. Kennedy, D-MA, and others and which passed by a vote of 89-4, relates to an incident in the Eastern Cape town of Uitenhage on March 21 in which at least 19 people were killed while participating in a funeral march for another group of individuals killed ten days earlier. The killings were completely unprovoked, but the South African government has claimed that those killed intended to demonstrate at a white township. This conflicts with several eyewitness accounts. Further, it has been reported that the death toll was much greater than the 19 killed that the government has determined. Opponents of the government believe that there may have been efforts made to cover up the occurrences at Eastern Cape.

In damning the action of the South African government, the first part of the resolution declares the Senate's reaffirmation of statements made by Secretary of State George P. Shultz on the day of the shootings that apartheid is "totally repugnant to the people of the United States" and that the most recent killings "underline how evil and unacceptable apartheid is." The remainder of the measure requests that the Secretary prepare a report for the Senate on the killings of March 21 and the following three days. Among the information to be contained in the study is the circumstances of the killings, actual casualty totals, and

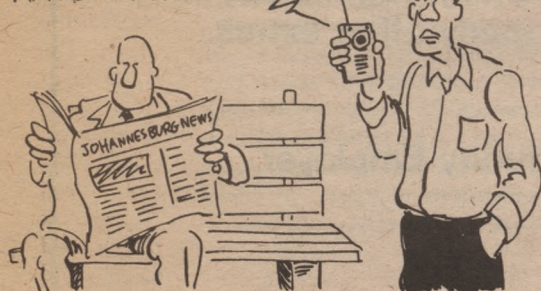
the actions of the government in response to the incident. The document is to be delivered to the Senate by June 15, 1985.

"Throughout my career in Congress, the government of the United States—and that includes both Congress and successive administrations—has been the silent ally of apartheid by our inaction," continued Sen. Weicker, who is also a key sponsor of the Anti-Apartheid Act of 1985. "I am proud that we are beginning to find our tongue on this matter. I hope that the days ahead will find us using our voice in support of peaceful change and acting to back up our words."

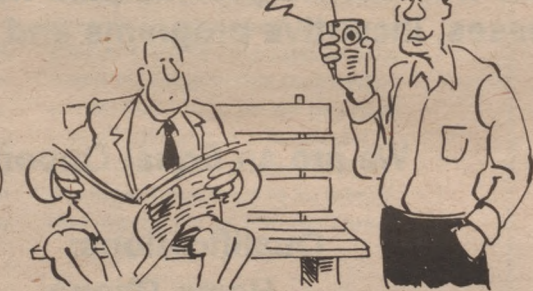
The Anti-Apartheid Act, S. 635, would ban new bank loans and the sale of computers to the government of South Africa as well as impose conditional restrictions on economic dealings with non-public entities in South Africa. Introduced on March 7 by a bipartisan group of Senators and Congressmen that included Sen. Kennedy, the legislation has been referred to the Senate Committee on Banking for hearings.

On January 14, Sen. Weicker became the only United States Senator to be arrested outside the South African embassy in Washington as part of the continuing protests against apartheid. After a brief appearance in District of Columbia Superior Court two days later, all charges against him were dropped.

THE PRESIDENT OF THE UNITED STATES SPOKE OUT TODAY ON SOUTH AFRICAN APARTHEID



RONALD REAGAN SAID THAT QUIET DIPLOMACY WAS NOT ALWAYS ENOUGH...



AND HE DIRECTED THE FOLLOWING MESSAGE TO WHITE SOUTH AFRICANS—



TSK, TSK



© 1985 LOS ANGELES TIMES SYNDICATE

CPR Training

Cardiopulmonary resuscitation (CPR) training is available to all interested students, faculty, staff and administration. The twelve hour course will instruct and certify participants in the American Heart Association's "Basic Life Support 2," which includes adult CPR, infant CPR, and the obstructed airway. The course will be held from 6:00 p.m. to 10:00 p.m. on April 25, May 2, and May 9 at S.H.U. The cost is \$20.00 per person. If interested, contact Nancy Cusick in the Health Services Office or call ext. 7838.

Alcoholism: colleges can help combat this disease

By Joyce L. Maher

Experts agree that despite alcoholism having been declared a disease, our society often tends to glamorize the use of alcohol and term alcohol abuse "partying" with a tolerance which mitigates its potential danger, and seriously underplays the reality of alcohol being a very addictive drug.

The fact that alcohol is a drug that is well-known—at worst a killer of people of diverse ages and lifestyles, and at least a destroyer of families and relationships—is common knowledge, yet it remains legal and accessible to citizens over a certain age.

In a widespread attempt to combat some problems of alcohol abuse, organizations like MADD (Mothers Against Drunken Drivers), and SADD (Students Against Drunken Drivers), are at-

tracting growing numbers to their membership.

In a population where only one third of the adults are total abstainers, anti-alcoholism programs often have an uphill battle. However colleges can establish programs with some chance of modifying student's drinking behavior. Crucial to the success of a college intervention program is facing the problem and not pretending it doesn't exist at your school. One goal of education is to teach people to think rationally and make decisions based on facts and consequences of actions. A successful alcohol abuse program must address itself to limiting and controlling the results of that behavior.

In an article by Jack C. Buckle, dean of student services at Lycoming College titled, "There's a Better Way to Combat Alcohol Abuse

on Campus," Buckle states, "The college should state as forthrightly as possible that it no longer expects its employees to act as agents of the state in enforcing the law. At the same time, the college must make it clear that the campus is not a sanctuary from the law."

Buckle continues, "concentrating on the abusive behavior that results from the misuse of alcohol should be the centerpiece of such a program. Misuse of alcohol by students usually results in drunkenness, which in turn results in disturbances and damage. A program that focuses on these three areas misuse and disruptive and destructive behavior—and holds students accountable when the standards are breached can provide an effective

(Continued on page 14)

Scholarship offered for study in Oxford, England

A scholarship fund of \$250,000 has been established by Warnborough College of Oxford, England, to make an "Oxford experience" available to more American students.

Under the new Warnborough College program, scholarships of up to \$2,250 are being offered to qualified undergraduate and graduate students of American colleges and universities to study at Warnborough.

The scholarships will cover study at Warnborough for a semester or for a full academic year, with the amount of the award scaled to the period of study.

Warnborough College is a small, independent international institution offering a wide selection of courses in the humanities, social sciences, business, languages, and communication. It has strong links with many American colleges and universities which send students on a regular basis. Study at Warnborough combines the American approach of lectures and workshops with the traditional British university tutorial system.

Complete details on these scholarships may be obtained from Arthur A. Daitch, U.S. Liaison Officer for Warnborough, P.O. Box 3927, Amity Station, New Haven, CT 06525. Tel. (203) 387-4461.

The Workshop Skills Center: The Resource Source

By Anna Marie Spero

The Workshop Skills Center, located in rooms S201, S200 and S202 of the Academic Center, offers students of all academic levels and from all subject areas a variety of resources designed to broaden and improve their language and communication skills. From textbooks and audio/visual materials to free, individual tutoring, group workshops, and independent learning programs, the Center concentrates on the specific needs of the students.

Dr. Michelle Carbone Loris, director of the Workshop Skills Center, explains, "...it adds up to insuring that the Center provides the best and most comprehensive services it can to the students at SHU." Some workshops gear themselves toward interdisciplinary work for majors in a particular field.

"For example," says Loris, "in collaboration with the faculty who teach the following courses, we have designed workshops on: Writing A Lab Report for Physi-

cal Chemistry/for Biology, Writing A Paper for Experimental Psychology, seven different workshops for courses in Social Work, Learning A Foreign Language, Writing Papers for Philosophy, and Writing Papers for Nursing Courses." Workshops concerning Writing Research Papers, Test-Taking Skills, Study Skills, and Note-Taking Skills, are also offered on a regular basis.

But the resource center also involves personal and individualized attention provided by the faculty and peer tutors.

According to Mrs. Jacqueline Rinaldi, adjunct associate professor of English, each faculty tutor must prepare three workshops per semester. In addition to the workshops, the tutors also write one learning module (specialized paper) per semester. (The module) is an independent learning program for students to use on their own," describes Rinaldi. "We interview different faculty members concerning areas that their students have problems in. The programs are helpful for in-

dividual courses to help them (the students) write more effective papers in their disciplines."

"I enjoy studying here much more than in the library," declares Marisa Nigro, senior. "Being an English major, I can see my professors more frequently...it's very close; almost like a family...a lot of concern, friendly conversation." And Virginia Huillcas, freshman, finds the center and its reading machines beneficial to her. "I like it. It is helping me."

The Center is not only beneficial to those students seeking academic assistance and/or a relaxed atmosphere in which to study, but helpful to the peer tutors as well. Debbie Keifer points out that tutoring has helped her in her own studies. "It constantly keeps writing skills before you and it helps you in your own writing," she says. Perhaps the "reward" is best described by peer tutor, Tricia Dunn. "I enjoy working with students and in turn we're both happy when they improve because of the Workshop Skills Center."

University Center For Women presents Patricia Hannan

By Joyce L. Maher

Where can an alcoholic go for help at reasonable rates to receive confidential and caring help? One place is the Guenster Center, located in Bridgeport. The Center, originally conceived as a residential treatment program for male alcoholics has been a highly successful rehabilitation facility for the past ten years. This year the Center has begun to treat female alcoholics; Patricia Hannan, M.S., is a counselor at Guenster.

Hannan describes some of the program, "The Guenster Program's daily schedule includes an education discussion group, an Alcoholics Anonymous meeting, lunch, recreation or group therapy, another education period and a relaxation exercise." Speaking softly Hannan continues, "Particular patients the Center would like to reach are those termed 'middle stage alcoholics.' These are described as 'a type of drinker who doesn't have serious medical difficulties, but is physically and emotionally somewhat unstable."

"This program is uniquely accessible to women, because day care is provided for clients' children, so women don't have the excuse that they must stay home with their family" she states. It has been traditionally difficult for women to attend these programs because their family and home often insulated them from the outside world. But with more women in the work force, Hannan believes that female alcoholics will be referred by their employers.

Once a week the Center holds a "family night" which enables other family members to cope with the recovered alcoholic. Often recovery of a family member causes everyone a need to reassess their role within the family structure. How to find better ways to interact is an important concern.

On Monday, April 22, at 7:00 p.m. in the Community Room of the Campus Center at SHU the University Center for Women will present a talk and open question forum with Patricia Hannan. See you there.

SAFE to fight famine

Students Against Famine in Ethiopia/Africa or S.A.F.E., an organization that has existed for only three months, has already achieved great success. Our goal is to unite all the colleges and universities across the country in order to raise a large sum of money for the starving people of Africa.

We propose that, on April 25, 1985, every student across America give up a lunch or the monetary equivalent (approximately one dollar). Although you have the option to have each student give up a dollar in cash, the preferred method is sacrificing a lunch through the meal plan system. S.A.F.E. has found out that

many schools have done similar programs and have been very successful. This shows the concern of students across the country and deals a blow to the "students are apathetic" argument, but the situation in Africa calls for increased efforts. The important point concerning our proposal is that we are trying to unify all of the students in a common goal and if we all pull together, we can raise a very large sum of money and make an impact in Africa that could save millions of lives. If everyone donates at least a dollar, we will raise 10 million dollars

Write Brett Matthews and David Steinberg of Dartmouth College, Hanover, NH, 03755.

Assignment: the president

(Continued from page 15)

"Can my children stand in front of you? I want them to see the president," a gnarly faced woman with a nasty voice bellowed from behind. "I didn't get up at 4:30 to let three lanky teenage 'children' stand in my way," I had to spend the next two hours pressed against this lady. Finally after waiting for five hours a helicopter passed over the crowd as small American flags were distributed among the crowd. The mass of people started cheering as it was announced over the speaker that "Air Force One has landed." Minutes later, a parade of squad cars passed by leading the presidential limousine toward the platform.

Moments later President Ronald Reagan appeared from a yellow and white striped tent some twenty feet from me. He looked radiant in the September sunlight. His face did not reflect the years of hard work and the preceding months of traveling and campaigning. Flags raised and waved as I raised my Konica and pointed it at the president and then I shot him 120 times.

Audio Lingual Machine

By Lois Johnson

The audio lingual machine available for use in the Workshop Skills Center, has an important function. It offers a highly individual method of helping students who need practice in the pronunciation and spelling of a language. The machine may also be used to help increase vocabulary.

Sound is concentrated on this machine; on a tape, sound is diffused. An attached microphone gives the student instant feedback. The instructor records

words and phrases on a card which is on a magnetic tape. The student may also record without erasing the instructor's work. Students may use book lists of words or may prepare their own list. In addition, the instructor is able to write words on the card so that the student may learn correct spelling.

For students who desire to improve their language skills, the audio lingual machine is a valuable tool. Since cards must be prepared, it is not possible to "drop in" and use the machines. Arrangements must be made with the instructors in advance.

—REMINDER—

Teddy Tea...April 19th
in the new University lounge
at 3:00 p.m.

All teddybears and friends welcome.
Come celebrate spring.

SHU

CENTER

King David enjoyable but lacking



By Suzanne L. Keiser

Hollywood bible stories were drifting away from the silver screen—they're not really "up" with the times. That is, until Bruce Beresford introduced *King David*, starring, surprisingly enough, Richard Gere.

Based on the "Books of Samuel I and II" and the "Psalms of David," *King David* is a story spanning David's life from boyhood to death. A young shepherd boy, David is sought out by the prophet Samuel to be told of his soon-to-be appointment as King of all Israel, after Saul's reign. As the story continues, David faces Goliath and becomes a soldier under Saul. As Saul begins to under-

stand, however, that David is destined to take his throne, he becomes obsessed with "getting rid" of him. David is forced into the wilderness where he spends years playing "cat and mouse" with Saul's army. Eventually a half-crazed Saul realizes God has forsaken him, can't understand why, and marches to self-destruction.

As King, David serves God with reverence and tries desperately to please him. Unfortunately, like a typical human being David's emotions overpower his reasoning. He not only fails to administer God's will, but sins horribly, then takes Bathsheba (Alice Krige) as a wife, which only worsens his

faulty condition.

Quick-paced, the movie is loaded with action, and filled with sometimes-sickening violence. Seeming needless at first glance (as violence usually is), a deeper look suggests the violence depicts the nature of the era.

Even the graphic violence could not strengthen the plot, though. Granted, what was there was good, but too many events were skipped and others were not given time to expand and grow. For example, after his son Absalom's death, David fasted and grieved for days. In the movie he mourned (actually had a temper tantrum) for what seemed like seconds. In the name of creativity, I suppose, "Hollywood" produc-

tion came stumbling into many, many scenes. Like, David's slaying of Goliath. Everyone knew he was going to cream the "giant;" he really only took one shot and the guy was gone. But Beresford wanted to make it suspenseful so he got a cast of "thousands" to watch, mock, and cheer the boy while Goliath hovered over him. At the last second David finally got the monster, WHEW!

Richard Gere played a very good David. He was not monumental, but in comparison to some of his past showings, his was a very seriously performed role in a substantial story.

On the whole, the acting was competent, but certain characters were not allowed expansion. Particularly Bathsheba, David's selfish, wicked wife who seduced, and after marrying him, affected every decision he made—for all the wrong reasons. During *King David* the audience has an inkling that they shouldn't really like Bathsheba, but no solid, concrete reasons are given to promote understanding of that feeling.

The portrayal of Johnathan, by Jack Klaff, was probably the most accurate of any character in the movie. Caught between his respect for Saul, his father, and his friendship with David, Klaff brought meaning and authenticity to the role.

All in all, the movie was entertaining, especially to someone who did not previously know the story. But if you're looking for a documentary, you had better search elsewhere. *King David* is an enjoyable, but intensely typical Hollywood biblical movie.



A Pu

Los Lobos: wicked, just wicked

By Glenn DeLuca

Most everyone following the music scene of today's Rock and Roll are always looking for the "best" new group of artists. There is a new band out of Los Angeles, that is both refreshing and exciting. Los Lobos (meaning the wolves in Spanish), are four Chicano-rockers who blend different aspects of American cultured rock and roll.

Although their second album, *How Will The Wolf Survive?* is getting air-play on FM radio, they still are fairly unknown. Their sound and style is still a bit too wild for majority tastes. However, if you listen to their latest L.P. there is no way you can avoid the pleasure and drive these four men have for Rock and Roll.

From the first song, "Don't Worry Baby," which is the most wicked guitar noise I have heard in a long time, to the sad and realistic sound of "How Will The Wolf Survive?" this band has a huge range. When I first heard the single from the album, "Don't Worry Baby," I was completely knocked out. The sound guitarist Cesar Rosas crushes out of his '68 telecaster is gut wrenching. I thought my speaker was going to blow up when I first played it. I turned up the volume and let my ears soak up the high pitched wailing.

The boys can even pull off other kinds of musical ideas. This album has polkas, country swing, R and B, acoustic ballads and of course stimulating, high energy dance music.

No synthesizers to be found on this record. This is a human record. The musicians play all their instruments with passion and raunchy grace.

The lineup consists of David Hidalgo, guitar; Cesar Rosas, guitar; Conrad Lozano, bass, and Louis Perez, drums. They started playing local colleges and community dances and gradually worked their way to the club circuit.

They made their first record in 1983. The E.P. went nowhere. Then they toured all over the country. They still play smaller venues, yet I think this is where their particular brand of music can be enjoyed and soaked up.

When they come to Connecticut look for them and also pick up their album. You won't be disappointed. Los Lobos deserve the praise of great new band. They're wicked, just wicked.



Happen

Barbara Rothenberg of Westport, adjunct associate professor at the bi-weekly Tuesday Art-For-Lunch-Bunch on Audio 1 of the university art department. The title of her new tapestry "The Resurrection" and Professor Rothenberg will discuss the client, the artist and a tapestry weaver.

On Sunday, April 21 at 8 p.m. the Chorale and Chamber Music Society will give a concert in Room A of the main academic building. at SHU and director of the Chorale and Community combined groups in selections from Bach, Handel and Vivaldi.

The Alumni Association of SHU will hold its annual fund-raising event featuring works by famous name artists on Saturday, April 20, 7-9 p.m.

A complimentary champagne preview reception from 5-7 p.m. will be held at the Klein Memorial Auditorium, 910 Fairfield Avenue. Under the baton of Gustav Meier, an 8:30 p.m. performance will feature the Klein Memorial Auditorium, 910 Fairfield Avenue. Judith Caldwell, mezzo soprano Frances Schopick and the Chorale and the Horace Mann School Chorus, in Mass. No. 2, known as "The Resurrection."

Tickets are \$15, 13, 12, 8.50 and 5.50 and student reductions may be made by calling the symphony office, at 576-0263 or the Klein box office, starting at noon.

Continuing Education Section

the SPECTRUM

Ethics in education

By Rosalie C. Popick

The nature of educational ideas and institutions is a constant concern to specialists in American society. Historians, philosophers, psychologists, political scientists and sociologists have been seeking answers to meet the requirements of a technological society. Recent curriculum changes at universities throughout the country are due to the concern of educators who are striving to define what a college student should be learning.

At the twenty-second annual Founder's Day celebration held on March 28 at the university, the president of Fairfield University stressed values and morality as the institutional purpose of colleges and universities. Reverend Aloysius Kelley, S.J., who was conferred the degree of Doctor of Law by Sacred Heart, cited the words of Israeli journalist and author, Elie Wiesel; Wiesel, survivor of the Nazi holocaust said it was "educated" men, many with college degrees who were responsible for sending to gas chambers thousands of men, women and children.

John Dewey, American philosopher and educator wrote much concerning democracy and education; his theory was that a democratic society could also be a rational society if two unlikely conditions prevailed: a majority of enlightened citizens would govern the society; and, a system of schooling would produce these enlightened leaders generation after generation. According to Harry S. Broudy, in *Truth and Credibility*, "rational" in this use connotes practical reasonableness. To learn how to be reasonable, we must rely on education.

Broudy emphasized it is Dewey's concept which has had an intellectual influence on American education; he stated: "Value education as differentiated from value training or conditioning, is concerned primarily with arguments as to whether particular behaviors do or do not fill the definitional requirements of a given virtue. The social order re-

lies on the introjection by the individual of the group's current behavioral qualifications for a given virtue. Ethics, religion and moral reflection in general test the consistency of these qualifications."

Therefore, the tradition of teaching the humanities, including history, literature, philosophy and religion in our school system provides a basis for instilling in students a degree of values. According to Broudy, this teaching of traditional classical humanism provides an existential truth for the student.

Henri-Frederic Amiel
(1821-1881)

Truth is the secret of eloquence and of virtue, the basis of moral authority; it is the highest summit of art and of life.

There are those who argue people must be equipped for suitable jobs; scientists and technicians must be trained in order to maintain our economy. This should be the criteria for education. R. S. Peters argues in *Ethics in Education* that the development of intellect and character better defines "education" than does the training of students for jobs. However, he contends, there is no reason why vocational training should not also be "educational."

Peters is saying here that mastering a skill is not "education" until somebody of knowledge and some concept of principles for the organization of the facts pertaining to that skill is learned. On the same basis, a well-informed person is not "educated" either unless he understands the "reason why." Further, it is possible for a person to know much of a subject but if what this person has learned has no effect on the way in which he looks at life, that person is not "educated." Peter's point is that unless the principles of right and wrong are explored, the teaching of right and wrong is inert.

Who is to say what is right or wrong? In *Moral Investigations*, Henry L. Ruf states: "Scientific knowledge has become so complex that we have become a generation of people who no longer believe that we can find out by ourselves what is true or false."

At one time, he continues, we relied on experts such as physicists, psychiatrists and economists. Since these authorities have been proven wrong so many times, Ruf says we have become skeptical of these experts. In moral affairs the problem is even worse.

Religious beliefs once served as the basis of the moral beliefs of many people. Today this is true of only a small number of people. One's society and culture also provided us with dependable moral truths. In this century we have been enlightened that different societies and cultures subscribe to different moral codes; different, not right nor wrong.

Who is to say what is right or wrong? According to Ruf, every person is to answer this question for himself but only after an effort has been made to explore his or her moral judgments. Reasons and arguments must be listened to. He concludes, "The ultimate authority in all moral matters is the individual rational person."

This philosophy contrasts to that of seventeenth century philosopher, Spinoza who denied free-will as well as moral responsibility. Nature, to Spinoza became identified with God and all things, whether in the eyes of men they were good or evil, mean or noble, were integral parts of God.

Three hundred years later, the teaching of morality and ethics is still being debated. One only has to look through the index cards cataloging the extensive collection of literature stored at SHU's library to realize ethics is part of the university's purpose. Once yearly a business ethics course is taught; and headed by Dr. E. Bordeaux, there is a Center for Applied Ethics.



Shown above is a SHU student practicing her music lessons. The Sacred Heart music department is located under the stairs in the south wing.

One of the goals outlined in Sacred Heart University's curricula is that its students "possess a sense of moral responsibility to self, community and nation." Moreover, one of the purposes of the required core's new literature

course, Approaches to Literature, is "to suggest how great literature from all time periods dramatizes and in one way or another gives insight into political, ethical, social and psychological issues of great concern."

What makes the student return

By David Doherty

Year after year more students return to school to further their education. Many state that their motivation to return is career related; they recognize a chance for promotion is possible after they attain a degree.

Professional people return to school because their jobs require constant updating of material. For example, people who work with computers are faced with a rapidly changing field and they must keep abreast of the latest technology to remain competitive.

Some students, however, come back just for the joy of learning. "I'm 68 years old and widowed and felt that coming to school would be a good way to keep active," states Martha Fisher. Martha attends classes under the 17/62 plan, which allows any eligible student to take courses for \$25 per course if he or she is under 17 or over 62.

If you are interested in further information regarding this plan, contact Thomas Calabrese, director of student services at 371-7846.

Reasons may differ, but the fact remains, more people are returning to school than ever before. Higher education is not only for the young in age but also for the young at heart.

Dande Sande and her chocolate decadence

By Anne Grant Rice

The phone rang Tuesday: "Are you still planning to lose five pounds between now and Saturday?" asked my neighbor Sande. (Saturday my daughter gets married and I've been trying to lose weight since last January).

"Why?" I asked cautiously, knowing how swiftly she can whip up a delicious concoction and not wanting to back myself into a corner.

"Oh, she chirped, 'I'm making Chocolate Decadence for dessert tonight and if you're not dieting and would like some I'll share it with you after dinner.'"

Actually I was on a semi-diet but some offers are just too tempting to refuse.

An hour later, electric blender

and recipe in hand, she appeared at my door just as were about to eat.

"Come join us for dinner" I said, quickly setting another place for her at our dining room table.

"No I can't. I have chicken baking in the oven—but what's that you're having?" she demanded, hungrily eyeing my piping-hot shrimp and scallop casserole baked in sherry.

"Well, maybe just a bite or two" she agreed pulling up a chair and sitting down without missing a beat.

After dinner, we filled fat wine goblets with the decadent dessert and slowly savored her sensational chocolate confection.

When she left, empty blender in hand, we pledged to join Weight Watchers. Tomorrow. We do that...often.

Dandy Sande's Chocolate Decadence Dessert

Six Oreo cookies
three scoops vanilla ice cream
½ cup Creme de Coco
Blend all ingredients on high speed in blender for two or three minutes. Serve in large wine goblets.

Anne's Simple Shrimp & Scallop Casserole

½ pound large cooked shrimp
½ pound bay scallops
Spread shrimp and scallops in glass pie plate and cover with sherry (approx. ½ cup). Sprinkle Italian flavored bread crumbs over top and dot with butter. Bake in 350° oven for twenty minutes. Serve over rice.

**CONTINUING
EDUCATION
STUDENTS:
THIS IS YOUR
SECTION!
WRITERS, OPINIONS,
IDEAS AND
CRITICISMS ARE
WELCOME.**

Do you want beautiful trees?

By George Zint

Do the trees in your yard have failing foliage? Are they growing in odd shapes or just not growing at all? The answer, most likely is that your trees are crying out for the nutrients available in tree fertilizers. Dr. P.P. Pirone states, "professional arborists recognize the benefits trees derive from periodic feeding. For this reason they always stress the importance of such a practice."

Deciduous trees shed leaves in the fall, and when leaves are raked, important nutrients are lost. The lawn or sod uses most of the available water and also contributes to poor soil aeration, but the hungry roots of a tree need good soil aeration and water to grow. Concrete and pavement also create problems because roots searching for food will come to a dead end. A tree lacking nutrients shows a steady decline in growth and beauty.

Fertilizing for optimum results should take place in the early spring or late fall when the nutrients are needed most. The feeding roots usually occupy the area just beyond the spread of the outmost branches called The Drip Line."

Again, according to Dr. Pirone, "the radial spread of the roots in feet is equal to the diameter of the tree in inches." For example, a tree whose diameter one foot above the ground is nine inches, will have most of its roots within a nine foot radius and its feeding roots in the outer six-foot-band. The roots that are very small in diameter do most of the work in the absorption of nutrients."

The "Punch Bar" method of fertilizing, serves as the most practical and economical for the homeowner, because it makes spacing easy, leading to equitable distribution of nutrients throughout the root area. An ordinary crowbar is all you need to make and space your holes. Slant the holes towards the trunk of the tree and space them about two feet apart and about eighteen inches deep. Since the holes keep the fertilizer localized it is important to make many holes, about ten to twenty for each inch in diameter of the tree. Then distribute the correct amount of fertilizer evenly in each hole. According to Dr. Pirone, "the range runs from one to eight pounds per inch in diameter of the trunk at breast height."

Organic fertilizers are recommended because they do not burn the roots. After pouring in the required amount of fertilizer, fill the holes completely with top soil, peat moss, or shredded manure. A push with the heel of a shoe will close the holes tightly. Now water the fertilized area thoroughly.

Tree fertilizer can be purchased at most garden centers. Be sure to describe to the sales person the type and condition of the trees you wish to fertilize. Costs vary from brand to brand. A "Punch Bar" plus: your trees need to be fertilized only every three to four years when you use this method.



COMING SOON

JAMES J. MAPES

presents

A JOURNEY INTO THE IMAGINATION THROUGH
HYPNOSIS

Total Audience Participation Fun!

Saturday, May 4, 1985 — 8:00 p.m.
Staples High School Auditorium, Westport

DONATION: \$9.00 Orchestra \$7.00 Balcony
\$20 Reserved Seating - includes Reception following the performance

In conjunction with the STAPLES PLAYERS to benefit
THE EASTER SEAL REHABILITATION CENTER

Tickets available at Staples High School,
The Rehab Centers in Bridgeport and Fairfield, and the Sheraton Bridgeport Hotel.

DON'T MISS IT!

HEALTH FAIR

TUESDAY, APRIL 23, 1985

11:00 - 3:00

CENTER LOUNGE

HERE'S TO YOUR HEALTH

1. DO YOU FEEL TIRED?
2. THINK YOU DRINK TOO MUCH?
3. HEAR ALL THE PROFESSOR'S LECTURES?
4. WORRIED ABOUT FINALS?
5. DO YOU USE SEAT BELTS IN YOUR CAR?
6. VISION A LITTLE BLURRY?
7. ARE YOU WHAT YOU EAT?
8. DRUG USER?

If you have answered **YES** to any of the above questions, have your health risks assessed by licensed registered professionals and learn how you can maintain your good skills.

SPONSORED BY
SACRED HEART UNIVERSITY
NURSING DEPARTMENT
MEDICAL TECHNOLOGY MAJORS
UNIVERSITY CENTER FOR WOMEN

Tune up: Tune in

The Community Chamber Orchestra of Sacred Heart University is comprised of residents from the surrounding towns who may have played an instrument as a teenager or young adult and want to continue to play for the pleasure of it, not as a profession. Director of the group, Leland Roberts, professor of music at SHU, speaks with great pride of the chamber orchestra members. "They meet in rehearsal every Monday night at the university at 7:30 p.m. all tuned up, ready to go."

The group, sponsored by the university for the past 15 years, had its beginnings in the '50s when a few area residents were trying to form an orchestra of amateur musicians, people who were interested in playing music for the love of it. That organizational effort grew by leaps and bounds. Eventually, a full-size civic

orchestra was formed.

But the size was its undoing—impractical for an amateur group with limited time to rehearse. It was reduced or disappeared. It became a chamber group and started practicing together in the community room of a bank building in Fairfield and later was offered space to rehearse in the Salem Lutheran Church.

Arthur Kaiser of Trumbull, who has been with the ensemble since the early days of the civic orchestra, says, "While we were meeting at the church, we were fortunate to make the acquaintance of Leland Roberts. He was a guest conductor at one of our concerts during a period when we were without a leader, and we members were convinced that he would be the perfect director, temperamentally and musically."

Professor Roberts gears the

music program at SHU to performance. "We shoot for the non-professional," he says. "We can't be all things to all people. We have to have quality, so we focus on what we can do very well. I'd like to do everything I can to help amateurs stay in music performance throughout their lives."

Each person in the Community Chamber Orchestra reflects a love for music and performance. Mr. Kaiser is an electrical engineer by profession but he has been pursuing his hobby and passion for music since his college days when he played the clarinet. He later taught himself the oboe, then flute, which he now plays in the chamber group.

A well-known pediatrician in Trumbull, Dr. Sammi Kassim, is concertmaster of the chamber group. "Mondays can be a heavy day in the office, but in the evening I know we're going to have

music and that brightens up my whole day." He, too, was with the original chamber group that Professor Roberts brought to SHU 15 years ago.

Jean Bradley of Easton, joined the chamber orchestra about the time it moved to SHU. She is a cellist although it wasn't until she was married and had a family that she became acquainted with the instrument. "I decided that I wanted to do something for myself. I took cello lessons and a whole new world opened up for me."

Professor Roberts says, "It's a shame to let marvelous talent go by the wayside. The high schools are turning out tremendous performing musicians. They go off to college and maybe perform there but then—that's about it."

When was the last time you thought about your old fiddle, now in its case tucked away

among relics in the attic?

Or are you a flutist whose playing days ended with graduation from high school—the school spring concert or the march down Main Street eight abreast as your school band, heading the Memorial Day parade, stepped smartly to the stirring beat of the "Stars and Stripes?"

"Amateur, from the Latin word *amator* (lover) describes a person engaged in an activity for the love of it, as a pastime rather than as a profession," explains Roberts. This love for music making is the reason for the long life of the Community Chamber Orchestra.

Members of the Community Chamber Orchestra will be joined by the Sacred Heart University Chorale and members of the Samuel Comstock Fife and Drum Corps in concert on Sunday, April 21 at 8 p.m. in Room A of the main academic building.

Cont. ed. notes

CHANGE OF DATE FOR INTERNATIONAL STUDY TOUR

Dr. Mahar's Eighth Annual Irish Study Tour
June 18 to July 3
Contact Dr. Mahar, 371-7945

NOTICE CONTINUING ED STUDENTS

\$25 per course (non-refundable)
deposit for Pre-Registration

CONTINUING ED BASEBALL TRIPS

METS/DODGERS

May 26—SHU Students, \$10 Others, \$12

YANKEES/TIGERS

June 16—SHU Students, \$10 Others, \$12

Call 371-7846 to reserve tickets
Circle this date — **June 23**

Achievers seek challenges and goals

(Continued from page 10)

cause their main source of positive reinforcement while growing up was from recognition of specific achievements."

Malin added, "This typical reaction isn't only true of achievers, however, people with power seeking needs, affiliative and

deprivation motivation needs, are responding to their value systems. These needs are often formed in response to individual's unique perspectives and reactions to their life experiences. Whether a response is judged accurate by other people's standards is unim-

portant, to the individual it's real. An important element for people to enable them to be comfortable with their goals, be flexible."

Dr. Malin is chairperson of the department of psychology, he also serves as president of the university Senate.



COMMUNITY CHAMBER ORCHESTRA of Sacred Heart University: Flute, Arthur Kaiser, Susan Maxey; French Horn, Jean Taylor; Violin, Sammi Kassim, Marie Kiss, Priscilla Swanson, Anne Sisk, Harry Zigun, Gale Hochgraf, Anthea Brigham, John Mulrone, Myra Jones, Aaron Yu; Viola, Martin Ulmer, Beatrice Asken, Cecilia Pezza; Cello, Jean Bradley, Judy Link, Drago Kuharec; Contrabass, Dennis Hyde; Harpsichord, Barbara Rowe.

Continuing Education News

Your University
Senate Representatives
are

Joyce Maher
Anne Grant Rice

If you wish to bring any issue to the Senate, contact them directly or leave a message in the Office of Continuing Education Student Services.

OFFICE OF CONTINUING EDUCATION STUDENT SERVICES

Director: Thomas Calabrese

371-7846

SERVICES OFFERED

Career Counseling
Career Testing
Resume Writing
Student Advocacy
Student Welfare
I.D. Pictures

Located:
Middle of
Academic Center
(near cafe)

CONTINUING EDUCATION NEWCOMER PROGRAM

Assists all Continuing Education Newcomers in all non-academic matters.

ADVISORS Julius DeNitto Julie Smith
Edward Donahue Stephen Toth
Giuseppe Frieri Albert Wakin
Shirley Shiff Gerald Zuckerman

Available in Continuing Education Student Services.
Monday/Thursday - 5:15 p.m.-7:15 p.m.

Hours:
Monday-Thursday 8:30-8:30
Friday 9-4:30
Alternate Saturdays
8:30-10:30

The Medals of SHU

Periodically, Sacred Heart University awards medals to various people and such occasions give rise to questions concerning these medals—their origin and meaning.

Ever since man became enculturated, he has used symbols to represent his ideas, sum up his thoughts and make tangible his spiritual concepts.

Foremost among these symbols is the medallion or medal used to finalize a thought, commemorate an event, date or person, to show appreciation or express gratitude for a singular feat. One of man's oldest, highly prized and artistic bent, a medallion, is the result of an artist—a sculptor who takes a theme and translates it into a two dimensional art form which can endure because of the material from which it has been fashioned, be it gold, silver or bronze.

At Sacred Heart University, the oldest medal is the *Walter W. Curtis Award*, struck to present to individuals whose service to the university has been singular. To date, four copies of this medal have been given to: The Most Reverend Walter W. Curtis, the university's founder; Dr. William H. Conley, its first president; Dr. Anthony V. Pinciario, the provost; and James R. Kerr, founding trustee.

The medal carries the university's escutcheon or the Bishop Curtis coat-of-arms on the obverse, bearing an oblique, a torch of learning and a heart, together with the wording of the name of the medal; space for engraving the name of the recipient is on the reverse.

The second medal struck in 1973 was the *Fifteenth Anniversary Award*, but it serves only as a memento never used; it is cast in gold, silver and bronze.

The third medal is a *Medal for Academic Excellence*, awarded in each major discipline on awards night in May. It has been used to honor Dr. Rollo May, writer and psychologist, Dr. Evelyn Conley, attorney and wife of the university's first president, Dr. LeRoy Hay, outstanding teacher of the year for Connecticut and later for the nation, and Ronald Perkins, scientist.

The obverse depicts a man kneeling on the earth amid plants. His arms are outstretched to catch stars cascading from heaven. The three elements symbolize the requisites for

human achievement: the earth, with its abundance of resources and energy, a willingness to seek and reach out to receive God-given gifts; inspiration from which greatness springs. The reverse carries space for the recipient's name and date.

The fourth medal is *The Service Award*, carrying on the obverse the Oak Tree, reminiscent of the Charter Oak, Connecticut's symbol of freedom—sturdy, strong, and capable of withstanding all nature's forces. The banner reads Sacred Heart University / Growth, Achievement, Service, the three motives for that activate the best of human traits. The reverse, like the others, carries space for the recipient's name and date. This has been used for the Twentieth Anniversary (1983), the staff and administrators completing fifteen years of service at Sacred Heart, the alumni, and more recently for the celebration of excellence on Charter Day. The same medal, larger in size, is used on a chain for faculty upon their completion of fifteen years of service at Sacred Heart, and it is worn by faculty at formal occasions such as graduation.

The most recent medal, *The Official Sacred Heart University Medal*, is the "official" university medal used at present within the development campaign, citing outstanding gifts to the university. The obverse carries the official seal or escutcheon of the university, flanked on a Maltese Cross, symbolizing the character, roots and role of Sacred Heart University as a Catholic university. The reverse, in addition to the space for the name and date of recipient, reads GIVE THANKS TO THE LORD FOR HE IS GOOD / SACRED HEART UNIVERSITY. This medal will also be used on the occasion of special events, benefactors, visiting heads of state and other major events.

All medals have been designed and struck by Father William J. Fletcher, of the university's department of sociology, social work, and criminal justice. The original Curtis Award's casting was lost but then redesigned being cast for the first time for Dr. Pinciario's recognition. Sacred Heart University takes its place in the long tradition of honoring, thanking and awarding persons for special achievement through the presentation of its medals, always paying tribute to personal success and singular achievement.

The Dynamics of achievers

By Joyce L. Maher

When Edward Malin gives a talk, it's animated, witty and pure enjoyment—so much so that you tend to be unaware of how much solid, useful information is being delivered. And so it was when he addressed the Beta Sigma chapter of Alpha Sigma Lambda, the continuing education honor society, on Founder's Day, March 28th. His talk was on the dynamics of the "achiever personality."

Malin defined the achiever's need structure as one which begins with need for a challenge, and initially often fluctuates between hope of success and fear of failure. "Both of these states are energizers" said Malin. "It's a powerful source of encouragement to imagine yourself reaching your long sought goal. On the opposite side of the coin, clearly facing the possibility of failure, tends to make one step up their efforts to avoid it."

"Goals usually need to present a reasonable challenge, but not an

impossible task, if success is a possibility an individual remains interested. However, if success is nearly impossible, interest disappears" stated Malin. "An important aspect in goal setting is assessing your expectations as realistically as possible. If the ant realized the rubber tree plant was beyond his capability, he could have picked a smaller plant, or hired a bulldozer," he continued.

"Two criterion for determining the realism of one's expectations are to examine them in the light of personal obstacles and worldly obstacles. Personal obstacles can be as small as how much energy am I willing to expend to attain this goal, modifying these can be easy. Worldly obstacles are those which are less within our control" Malin stated with a smile. "We've all met these, and they're tougher to remove. The best formula for success is to assess your expectations and examine your options before committing your efforts. If you're overextended in areas which are no longer high priorities, but results of old commit-

ments, perhaps you need to eliminate a few of those."

Malin cited Dr. McLellan, noted behavioral psychologist who has pioneered goal setting as a motivation technique in working with children. Dramatic results were seen when McLellan created paradigms of how to pursue a goal for underachievers. Many of the children he worked with became achievers to such an extent he was suspected of doing private tutoring, when he was only teaching ways to set and reach goals.

In response to a question by a student "What specific thing motivates achievers?" Malin replied, "Many theories exist as to what creates the 'achiever personality,' but a widely held one is that many people develop patterns of achievement need be-

(Continued on page 9)



Dr. Edward Malin

CONTINUING EDUCATION COUNCIL

Meeting with

TOM CALABRESE

Thursday, April 18, 1985

5:30 p.m.—Student Lounge

Experience: aid to teaching

By Pat Gabriel

According to Anthony Pinciario, there are roughly 235 adjunct instructors at the university. Shashi Date, chairperson of the business department says of the forty adjuncts in his division: "I feel adjuncts are extremely important to maintain the quality of our program as they bring their rich experience right to the classroom. Everyone of them is devoted to teaching."

Attorney J. Suzanne Nielsen is one of these "rich in experience," teaching in the division of business. At Sacred Heart since September 1983, Nielsen's course of Business Law II is being taught at the Stamford branch this current semester.

Admitted to the Bars of New York, New Jersey and Connecticut, she is able to practice out of her law office in Greenwich in the entire tri-state area.

Nielsen enjoys her association with Date because of his interest in the high quality of education for those continuing their studies; she commented, he is receptive to ideas of and is always supportive of adjunct instructors.

Students in the attorney's evening class at West Hill High School (the Stamford branch) are highly motivated; according to Suzanne, they are interested in learning not only in passing exams. A retired gentleman is one of her best students as his experiences contribute a definite substance to the classroom.

Nielsen received her baccalaureate in English and speech from the University of Illinois in 1968. Before beginning her legal studies at the University of Bridgeport Law School in 1978, she lived with her husband in Denmark for six years.

Since the thrust of Suzanne's experience is commercial law and litigation, her career is a contributing factor to the teaching of business law.

William Tierney, another adjunct instructor, teaching business management and business policy to both undergraduates and MBA candidates, has also brought his experience in the business community to Sacred Heart.

After serving in the Marine Corps during World War II, Tierney attained a B. S. in accounting from St. Louis University. He also has an MBA from the Harvard Business School.

Married, with eight children whose careers include the fields of medicine, law and agricultural economy, before he came to work at Avco in Stratford, for almost twenty-three years, he held a position at the Monsanto Company in Indian Head.

Tierney commented he is at Sacred Heart for two reasons: he feels most comfortable with our business programs; and he prefers teaching in a school with a religious orientation. Further, he was a continuing education student for his first three years at college; this he says gives him a special understanding of the students he teaches.

STAGE

SHU

Profs on Frankenstein

By Rob Fortunato

More integration of the students might have made it a little better, commented Sid Gottlieb after the science fiction film symposium on Frankenstein.

Gottlieb, an English professor, along with David Curtis, also of the English department, and Chris Sharrett of media studies, met in the Round Room of the Administration Building to discuss *Frankenstein*, the novel and the movie. Some 30 persons were in attendance including a handful of faculty members. The symposium, which lasted nearly an hour, held the attending audience both silent and captivated.

Sharrett gave a brief introduction suggesting Mary Shelley's novel *Frankenstein* had a profound impact on the science fiction film genre

and that many of the archetypal characters in science fiction come from Shelley.

Curtis spoke next and described many of the important themes he found in the film. Curtis called the film a biography and said that the birth vs. germination contrast is crucial to understanding the film. He called the film a social comedy and also pointed out that he believed the Baron or father character to be a key role in the film in that this was the character that suggested that only sex can bring the communion of generation, not a scientific creation.

As Gottlieb gave his talk, he concentrated more on the book than the film, and in his account he pointed to some of the failings of the film. These were the elements of the story that appeared in the novel but not in James Whale's film version of the Frankenstein story. Gottlieb stated that the book works much more as a horror story in that the monster does not behave innocently in the book whereas the film's monster does. Attributing much of Shelley's story to Milton's "Paradise Lost," Gottlieb believes that these elements that are missing from the film are some of the important ones that Shelley borrowed that made the book work.

Sharrett spoke in response to both Gottlieb and Curtis as well as having touched on a few points that the others didn't. He reminded us that the movie was released in the early 30s and that this was at that time a scary monster film however docile the monster may seem today in comparison with Shelley's monster. He also pointed out several technical flaws in the film including costumes and the actors' accents that didn't fit all too well with the setting.

Although all three of the professors disagreed on several points, they seemed to have some common beliefs about the film and the book, that they were borrowed from Milton's work and had a mythical, biblical quality.

Refreshments were served afterwards. More science fiction film symposiums are scheduled this semester. Announcements will be posted around campus.

SHU string premiers on cable

In accordance with the Music for All Ages month celebrated in March by the Music Educators National Conference, the SHU String School was filmed on March 2 and 9 and will be airing the last week of April on cable television.

SHU's own Bruce Bednarsky and Miriam Oppelt will be interviewed by Elizabeth Marx and John Hittlestone from the Saturday night "Arts Alive" program on 91.1 FM.

"The program will give an overall view of each area of instruction," says Bednarsky. "We'll have Susuki violin, guitar essembles and recorder music by Beatrice Askin as well as piano and cello selections."

Check your guide for specific day and channel and tune in.



Westport Center for the Arts

By Nancy Kuba

On the corner of Morningside Drive and the Post Road in Westport, housed in the old Greens Farm School, is the Westport Center for the Arts.

At anytime of the day, an artist, an actor, a photographer or a writer can be found creating in one of the building's classrooms.

"Westport is known nationwide as an artistic community," says Tricia Kalinowski, director of the center. Kalinowski manages the entire center almost single handedly, though she does have help from one part-time secretary and one part-time custodian.

She describes her job as "challenging. I have to deal with the people in the town. I act as the liaison between town officials and the Westport Center for the Arts."

The center offers reasonably priced space to artists looking for a place to work. If an artist wants to rent a room he or she must apply to the board of directors who will evaluate the artist's reason for wanting the space. Presently there are 46 artists leasing rooms, one even occupies the girl's locker room.

The idea to start a center for the arts evolved after many years of talk. Some interested people formed a task force to hunt for an abandoned building that could be used and they brought their idea to the Town Planning and Zoning Commission. Last spring the commission approved a one year lease on the organization's use of the Greens Farm school on the condition that the commission would evaluate the center's programs to decide whether to renew the lease or not.

According to Kalinowski, "Thus far there has been no indication that this is the criteria they're going by."

Kalinowski claims, "there is intense competition for the building. Senior citizens want to use it for housing."

Town officials offered the use of the Saugatuck school to the center but Kalinowski affirms it is not big enough.

"We hope the Planning and Zoning Commission will realize an art center is a valuable asset to the community," says Kalinowski. "We've contributed a tremendous amount. Our goal is to provide quality programming for the community."

The center sponsors lecture series, such as the one they are presently running on photography, and concert series like the "noon lunch-time" concerts that will begin on April 23, in conjunction with the Weston Art Council and Fairfield University. Some of the programs are free and all are open to the public.

Acting classes are offered by the Drama Alternative organization and movies are shown and discussed by some of the well-known names in the profession.

The center invites school age children to visit as part of a creative art series. Recently a kindergarten class took a tour and learned about being a cartoonist from a professional who donated his time.

The Westport community has been supportive of the center but the possibility remains that the Planning and Zoning Commission will favor the seniors, especially if they disregard the outstanding cultural contribution the center has made in less than a year.

uzzlement

By Nancy Kuba

Who are the Falcon and the Snowman and why are they selling top secret American satellite information to the communists? This is what I kept asking myself throughout the movie. *The Falcon and the Snowman*, based on the true story about Christopher Boyce and Dalton Lee, leaves many questions unanswered.

Boyce is a seminary dropout

who returns, with his pet falcon, to his upper middleclass home only to be handed a job as a computer room clerk. Eventually Boyce, for no apparent reason, earns a promotion working in a vault where messages sent by American satellites are received.

The movie's conflict begins between Boyce and his father, an ex-FBI man who constantly waves the American flag in his son's face. One can only assume that Boyce's traitorous behavior is a rebellion against his father's patriotism.

Dalton Lee (Sean Penn), a low-minded, spoiled brat who deals coke, is in heavy trouble with the law and his childhood buddy, Boyce, convinces him to act as carrier of the messages Boyce wants to sell to the Russians.

Most of the scenes in the movie are between Lee and his contacts from the Russian Embassy in Mexico. The dialogue here is about as intelligent and interesting as that of three tots in a sandbox.

There are a few subplots which the movie introduces and then ignores, like Lee's trial and Boyce's love affair with a willowy blonde.

Predictability is the main reason *The Falcon and the Snowman* is boring, even for those who don't know the story. I left fifteen minutes before the movie finished, not only because I knew what was going to happen but I had better things to do.

ings

Professor at SHU, will be guest speaker April 30 from 11 a.m. to noon in Studio 1. His presentation is "Designing the collaborative process involving

Members Players will hold their spring concert on April 30, 1985. Professor of music Meland Roberts, professor of music Chamber Orchestra, will direct the and American composers.

International "Gala Art Auction" will be held on April 20 at 8 p.m. in the gym. From 6:30 to 7:45 p.m. will give guests sculptures, original oils, lithographs, and mixed media.

Performance on Saturday, April 20 at 8 p.m. in the gym. Soprano and 250 voices of the Fairfield County Chorus will perform the rarely performed Symphony

will be admitted at half price. Reservations: 446 University Avenue, Bridgeport on the day of the performance.

Meet Dr. Diana Mrotek

By Sally Donahue

Each year talented people at Sacred Heart University step into roles offering greater responsibilities and challenges. Dr. Diana Mrotek seems quite comfortable in her new role. Mrotek became associate dean of the division of business administration in July 1984. She is also director of the M.B.A. program and the acting director of Health Care Administration/M.B.A., a position she will relinquish by the fall of 1985.

This busy administrator's office looks like a modern work center with its computer terminal atop the desk. While the office appears efficient, it feels inviting with photos of one of Mrotek's recreations—sailing, gracing the walls. Another favorite avocation is skiing said the former member of the National Ski Patrol.

The energetic new associate dean was asked what her first goal was in her new position. She

responded, "The rationalizing of procedures," explaining that the division of business administration has gone through a period of rapid growth in the last few years. She is undertaking a systems analysis of the procedures added on during this growth which should yield information concerning present trends to facilitate future planning. This data will also be useful as the business division looks at another possible goal—accreditation by the American Assembly of Collegiate Schools of Business, a national private organization of 600 business schools, 200 of which are accredited. The division of business administration is presently licensed by the State of Connecticut and accredited by the New England States Association. If the A.A.C.S.B. accreditation were sought, it would be a long term process of about five years.

When questioned if she thought the business division would con-

tinue its rapid growth, Mrotek said she saw a more "gradual versus a dramatic growth," with one possible exception. She sees the Health Care Administration / M.B.A. program as a "field receiving increasing focus."

One focus of the business division is reaching out to the community to acquaint them with its fine faculty. The initiation of the Executive Management Institute under the direction of Dr. Raymond Forbes is such a form. The institute will offer seminars for upper management personnel. Mrotek will do her own outreach program on April 24th of this year. She will run a workshop program at the Business and Professional Women's Conference sponsored by the Business and Industrial Council of Bridgeport.

Responding to a question of whether women had unique problems in the workplace, Mrotek said "people have problems in the workplace," and gave the

example of childcare as a problem that concerns today's fathers as well as today's mothers. "Businesses need to change to understand that fathers have these responsibilities," she said. Adding, "businesses can not automatically assume, today, that mothers are doing the work of

childrearing."

Whether looking at problems in the workplace, analyzing past and future growth, or providing outreach programs, the division of business administration has a new, enthusiastic associate dean to guide these ventures.



Braddon notes advantage of honors existence

By Debby Kiefer

Sacred Heart University offers interdisciplinary, team-taught courses that cover several areas of interest per semester. These classes comprise the honors program at SHU, which is under the direction of Steve Braddon, assistant professor of psychology.

Since its beginning 11 years ago, the honors program has offered unique courses to qualified students. In order to enroll in the program a student must have a cumulative grade point average of 3.0 or better or a teacher's recommendation. Incoming freshmen are accepted into the program on the basis of their SAT English scores and high school record.

Braddon said that between 10 and 15 students enter the honors program each year and that over a four-year period, the program boasts approximately 60 students.

In the past such subjects as literature and psychology and philosophy and religion have come together in the teaching of a particular topic. Braddon noted the advantage of this interdisciplinary approach is that two distinct viewpoints are offered to the student with the possibility of invoking a broader interpretation of the subject.

He also commented that in such a situation faculty interchange is encouraged and the teachers are able to "bounce ideas" off each other.

Last semester's Prejudice class is only one of several honors courses that exemplify this point. Taught by David Curtis of the English department and Christine Taylor of the psychology department, the course focused on stereotypes and prejudices and the psychological basis for the information and perpetuation of such distorted ideas.

Through the examination of several works of literature and through the interpretation of modes of biased behavior, the class encouraged students to re-evaluate their own views and apply what insights they gained to their daily social interactions.

Braddon tries to offer at least

Hunting for summer jobs

By Amy Wade

It's late March, and school has entered into its final weeks. After exams are taken, and school lets out, a major question in the minds of some students will be "Where can I find a summer job?" In some cases it is not easy to acquire summer employment, but numerous resources are available to you in your search.

One resource that will provide

you with the quickest results is human resources, for people who provide advice and information offer the quickest and surest means of obtaining leads that result in employment. Such contacts, when used by a resourceful job hunter, can provide access to more than 70 percent of the job market.

The more people you know, the more who may be able to help

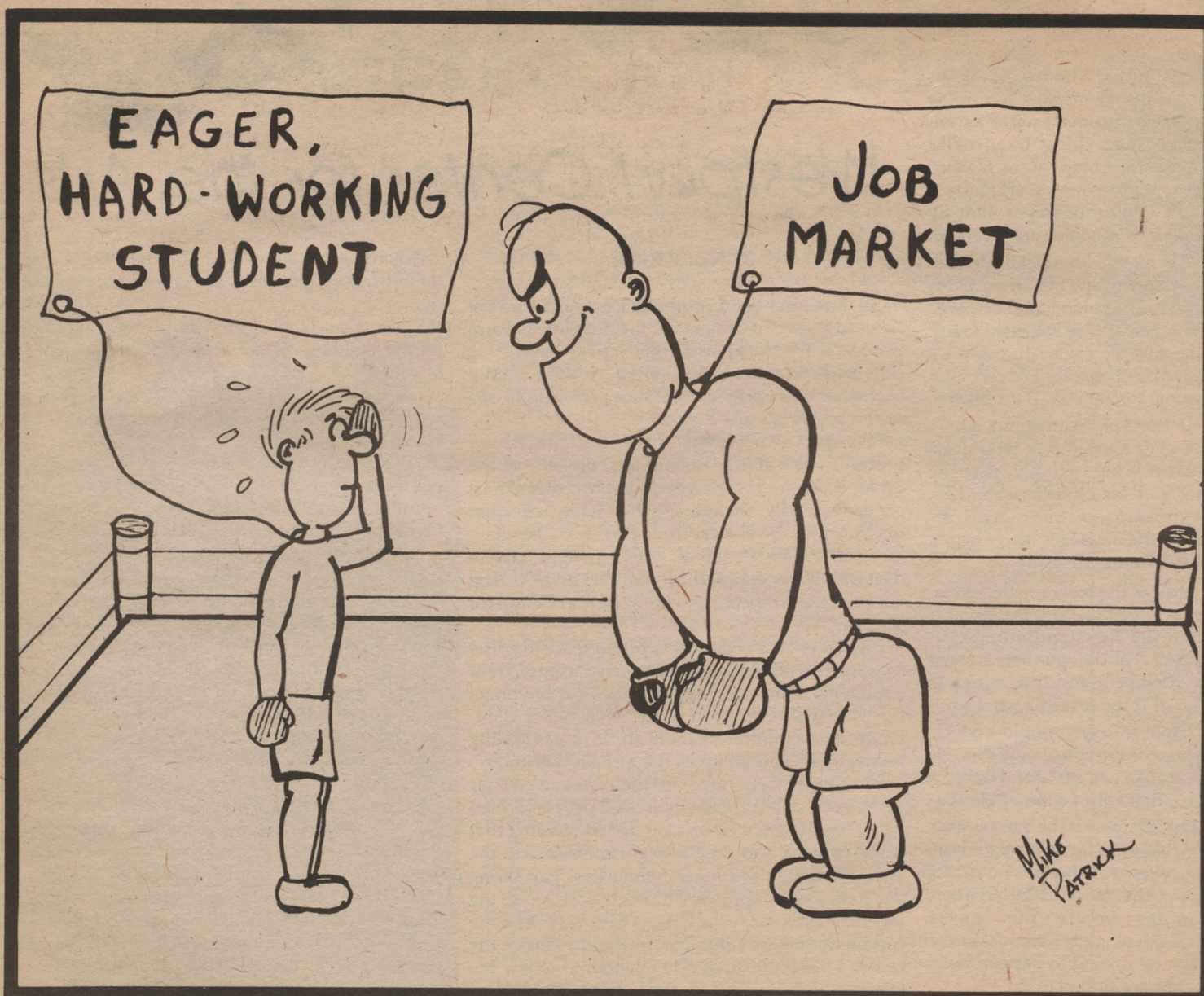
your search for a summer job. Family, friends, and relatives are also important. Since they are employers and employees themselves, they may know what jobs are available to you and who you should talk to about the openings. Personal contact also influences people; just being a friend of the family may be all you need to obtain a job interview.

Students can gain more than money from a summer job. They can also gain experience if they take a job that will help them further their future career plans.

Lynn Loya, of the Sacred Heart University Career Planning and Placement office, said she feels that a summer job that is career-oriented is essential. "On-the-job exposure helps a great deal," Loya said. "And that is especially beneficial when a future employer sees that you have more to offer than the next applicant." She also urged students to visit the Career Planning and Placement office, for they have information that may be useful to a student seeking a summer job.

Where can one look for a job? Summer jobs in the federal government are available in all agencies and departments, and at all salary levels. The placement office in the campus center has more information on these jobs; additional summer employment may be found through local state-sponsored employment agencies. There are also temporary work agencies, which offer the advantage of gaining experience in many different work environments. These agencies can be located in the yellow pages of the telephone directory. Other job opportunities are internships and volunteer work.

The success of job hunting depends upon drive and initiative. If there are setbacks, don't become discouraged; with strong perseverance and a positive attitude, getting yourself employed for the summer could be quick and easy.



Poets' corner

There is a moth in the lampshade
Hard to believe on a cold damp foggy
Evening in the year of our Lord 1985. Yet,
Recently, if you haven't noticed,
Every day we're getting closer,
Inside and out, to the final finish.
Secluded, as we all are individuals,
Appealing to universal pity/piety
Most humans go on and on, things happen
Over and over, cyclic massacres
Together with continuous starvation/genocide
How can anyone believe in anything anymore?
If a proposal was given to you,
Not by someone you know and trust but only
Through a foreign unusual soul
How would you react?
Each to each according to morality,
Likely this proposal would say,
All people can live together in harmony.
Many objections/connections/corruptions
Put forth are never heeded or stopped
Since mankind is weaker as a whole,
However you view us,
As weak as a herd of bison
Down a canyon over a parched mesa.
Even a moth touches a sizzling light.

—Eric Le Strange

As I out running,
the world fire
and my legs and feet
do me no pain.

I leave behind
a girl in vain
let her show her pain
and show me no gain.

Don't think I'm gone
for the mood
like the love lost
never puts out the flame.

Forget the lust,
for there is none else
I need,
nor want

—Glenn DeLuca

Inner Power

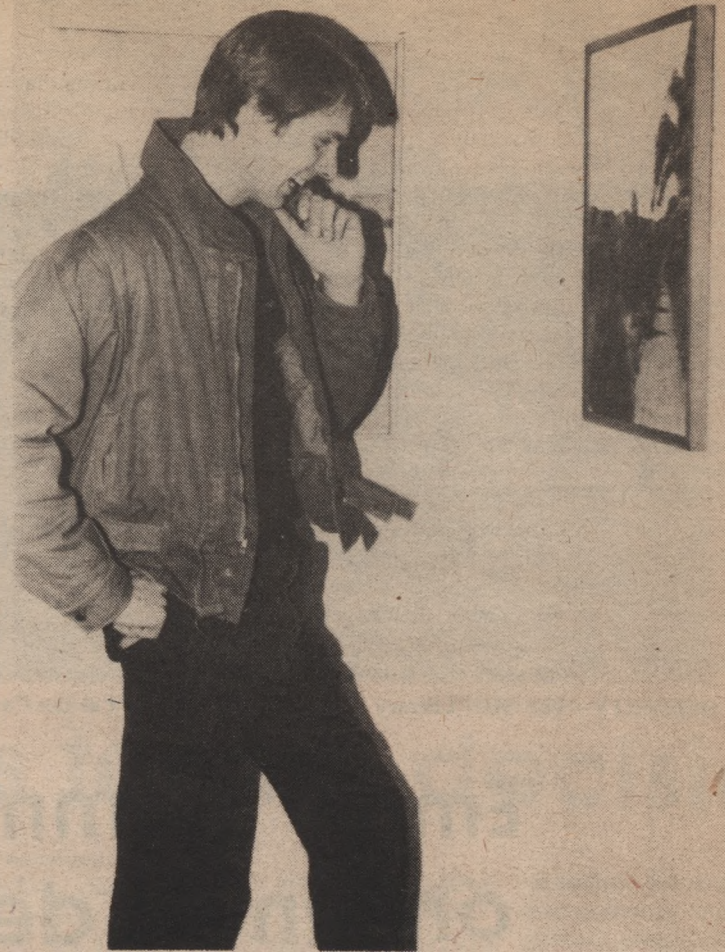
In our society today
there are too many words
and not enough food.
All I can do is sit and cry
While our leaders' strings are pulled
for we are the fools and they the
puppets.
We only have ourselves to blame
Still I ask why?
For I don't have the inner power
to kill.
Nor do I need this society's
expectations...
Or mutilations of innocent hearts
and minds.

—Glenn DeLuca

Lady Nightmare

lady in waiting,
looking like a delicacy
without any form of pleasure
shaped like stained glass
really just splintered fine art.
lady in perpetual nightmare,
holding her own
among the wolves
siding without sides.
gazing toward windy nightmares.
lady in agony.
prince charming in the shadows.
hoping to catch the butterfly
or crush its wings
of a forever dying breed.

—Glen DeLuca



Hmmm—Robert Kennedy (class of 88) debates whether or not Sacred Heart will produce the world's next Rembrandt recently at the SHU student art show.

Start Your Career Now

Earn money and work on Fortune 500 Companies' marketing programs on campus. Part-time (flexible) hours each week. We give references.

Call 1-800-243-6679

Presidential intern deadline April 19

Every year a unique opportunity to obtain professional experience in an academic environment is granted to eight students of Sacred Heart University. This opportunity is known as the Presidential Internship program.

Each intern is assigned to a university administrator whose area of responsibility provides work experience related to the intern's career goals. The interns participate in special classes in advanced communications and stress analysis, and work with the president of Sacred Heart on special projects designed to benefit the student body. The eight selected interns will receive a \$1,000 tuition grant for the academic year.

According to Mary Szamatulski, the assistant to president Melady, "the internship provides the student with invaluable experience regarding work related activities on campus. Interns have the opportunity to use some of their skills acquired in their undergraduate degree in the actual business environment of the administration of the campus. I feel future employers are impressed by experience gained in this manner."

To be considered for the program, one must be a full-time student, have at least a 3.0 Q.P.R., junior or senior status in the fall of 1985, and leadership potential. All these qualities will be measured by the Intern Selection Committee.

Apply by letter listing interests and qualifications to Alvin Clinkscapes, director of financial aid, by Friday, April 19. For more information call 371-7900.

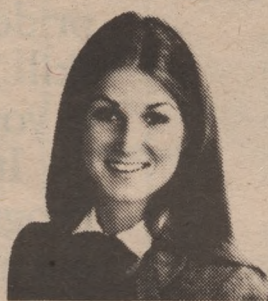
The *Spectrum* is looking for poetry from SHU students and faculty for publication in our last issue this semester and for issues in fall 1985. Anyone interested in sending us poems can call 371-7963 and ask for Eric Le Strange, associate editor, or send poems to the *Spectrum*, SHU, P.O. Box 6460, Bridgeport, Ct., 06606.

Any bookworms out there?

If so, then give us a call here at the *Spectrum* and become a book reviewer. If you really enjoy a particular book, what better way than by writing an article about it for the college newspaper? Call 371-7963 for more information.

Successful Careers Start at Gibbs-Ours Did!

PATTI KLERK
Secretary to the President
Evan Picone, Inc.
ONE-YEAR SECRETARIAL



HOLLIS BROOKS-BROWN
Account Executive
Cone and Company
ENTREE



TERRI O'DAY
Administrative Assistant
Ward Howell Int., Inc.
OPTIONS



Classes begin June and September. Make your reservations now.

A Katharine Gibbs Education is available in a variety of Programs from 11 weeks to 2 years.

• Executive Secretarial • Liberal Arts (Montclair, Norwalk, and Boston) • Two-Year Secretarial Arts (New York and Huntington) • Word Processing • Special Program for College Students • ENTREE Program for College Graduates • Options Program for Adults Starting or Changing Careers

CALL NOW For Assistance In Selecting Your Program

Boston: (617) 262-7190 Huntington: (516) 293-2460 Montclair: (201) 744-2010
New York: (212) 867-9307 Norwalk: (203) 838-4173 Philadelphia: (215) 564-5035
Piscataway: (201) 885-1580 Providence: (401) 861-1420 Rockville: (301) 881-6000
Tysons Corner: (703) 821-8100 Valley Forge: (215) 666-7910

Katharine Gibbs School
(Incorporated)

KATHARINE GIBBS SCHOOL
866 Third Avenue
New York, NY 10022

Please contact me with more information about Katharine Gibbs School.

Name _____
Address _____
City _____ State _____ Zip _____
Telephone _____ Best Time To Call _____
High School or College _____
Year of Graduation _____ 01A
Financial Aid & Placement Assistance Available for All Programs

WE'RE HAVING A PARTY!!

Learn how to get as high as a cloud, the safe and legal way! What's the secret? **LEARN TO FLY!!**

We at **KELAIRE** are having an open house and Learn to Fly Party, where a film on flying will be shown, refreshments will be served, and a Discovery flight will be given away!!

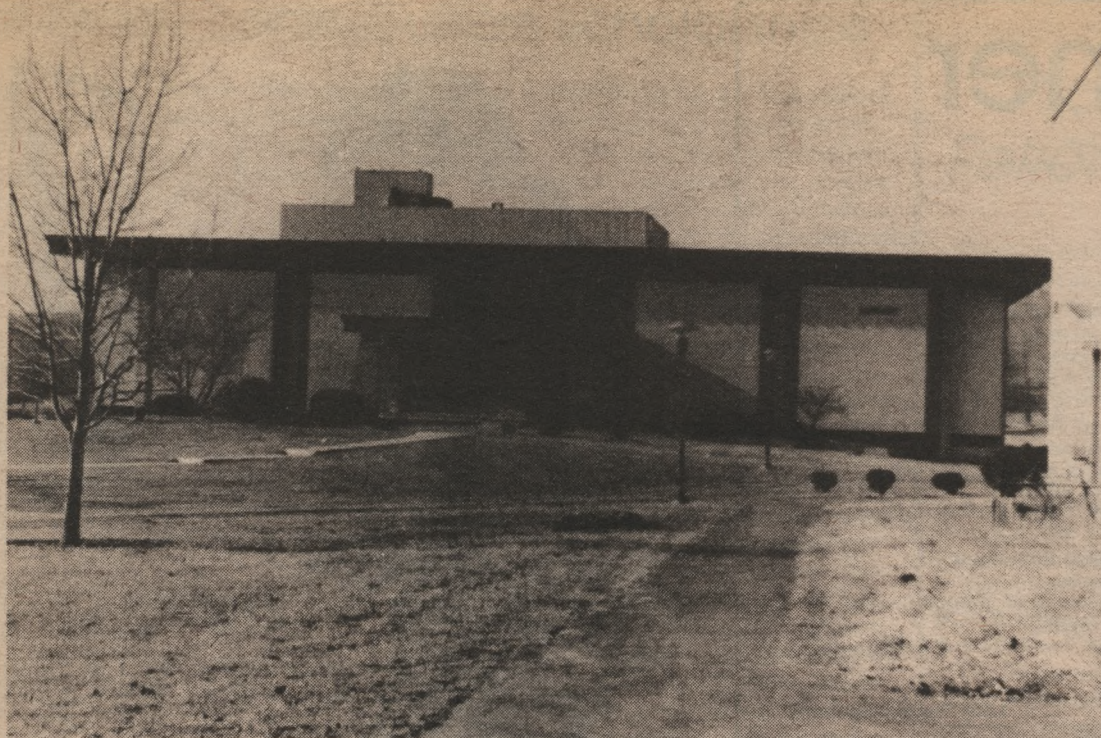
If you ever wanted to learn how to fly, now is the time to check it out. See you there!

Date: Thursday Evening, April 18th.

PLACE: KELAIRE Cessna

Sikorsky Memorial Airport
Main Terminal Building
Airport Conference Room
Stratford, CT (203) 378-4649

TIME: 7:30 — 9:30 p.m.



SERENITY—The SHU Library is poised to be honored at the Candlelight Ball to be held soon.

(Photo by Anna Yepes)

Emory comments on tenure denial

(Continued from page 3)

seems strange in light of the academic vice president's statement that my teaching skills were less than desirable.

I willingly accepted a starting salary of \$13,200 in 1979 because I came to believe in the concept of the "commuter college." The more I taught here the more viable the concept became. In a recent discussion with Dr. Diane Ravitch, professor of education at Columbia University's Teachers College, Prof. Ravitch informed me that almost half of the colleges in the nation now are of this type. My belief that this was the college of the future is being borne out. It is the reason for my having given up substantial compensation from other activities to teach at this university.

When I was asked by the academic vice president to accept the position of chairman of the newly-formed Scholarship Committee, I was pleased to be even more involved in the process of expanding the functions of the university. In the summer of 1983 I arranged that an "anonymous" gift be made to the university in the name of Dr. Anthony V. Pinciario and to be called the "Pinciario Scholarships." Only the treasurer and the academic vice president were aware of this gift and were sworn to secrecy. So it would have remained had my impressions of people and institutions not been so destroyed. Ultimately, the "Pinciario Scholarships" would have been endowed with \$100,000 and would have produced close to \$8,000 per year for scholarships. As of this writing I have given a total of about \$60,000 toward this end. The complete endowment would have required an outlay of

perhaps \$126,000, only \$100,000 remaining fully invested in U.S. Government obligations.

My disappointment at not being recommended for tenure lies not so much in the circumstances itself as in the context within which my rejection was presented. It is one thing to withhold tenure on reasonable grounds and quite another to withhold it for reasons that seem not to stand the light of analysis. Someone who has received satisfactory evaluation grades from both students and peers for a half-dozen years could hardly be thought of as having undesirable teaching skills, although that is what the academic vice president claimed. Someone who has had more than thirty years of financial business experience with the greatest of American corporations could hardly be rejected for that reason. Indeed, *it was the way this experience was presented* that was the basis for rejection, even though there is no form or instruction given the applicant. Finally, what can be said of a department chief who informs the teacher that the only thing that could be imagined as a reason for rejection was the absence of a doctoral degree *when the department chief himself has voted against tenure* but won't admit it!

And what of the students who evaluated the teacher each semester and then those asked by the teacher for especial evaluation for tenure purposes? What are they to think of their own futures when they realize that their evaluations have little or no practical use at all? What role model is presented by the powers that be? It is hoped that fears of an inbred incompetency at Sacred Heart

University do not prove to be well-founded. It is too easy to permit such groundrot to permeate what otherwise might become a sound and progressive educational structure.

I wish all the students the best of futures in an all too uncertain world.

Eric S. Emory
Associate Professor of Finance

Braddon on advantages of honors existence

(Continued from page 12)

three honors courses per semester. The decision about what topics should be taught is largely determined by the ideas of interested faculty members, with final approval given by Braddon.

A student enrolled in an honors course has the option of applying the three credits he receives in the core area of his choice. This area must correspond to one of the disciplines being surveyed in the course.

A minor in honors can be granted to a student who completes 18 credits in honors courses. Braddon pointed out that a minor in honors can be an advantage when applying for a job. Such an accomplishment indicates to the employer that the applicant is

motivated and willing to accept challenges.

The honors program frequently holds panel and group discussions and also sponsors independent study travel for enrolled students.

Students in the honors program are invited to attend various out-of-state conventions and seminars that are planned throughout the year by different colleges and universities. Often the result of such activities is the exchange of knowledge and ideas among honors students from a diversity of schools.

As for the future of the honors program, Braddon hopes to obtain higher enrollment, greater faculty participation and the establishment of evening honors classes.

Alcoholism programs

(Continued from page 5)

means of changing behavior related to the misuse of alcohol.

"The decision to use alcohol or not must be granted freely to students, how, when, and where it can be used on a campus, is the right of the institution to determine," Buckle states emphatically. "If colleges care about early intervention as a tool of preven-

tion to individuals, and a way to encourage healthy patterns of socialization, they need to make a real commitment of time and effort to establishing abuse prevention programs on their campuses."

An excellent book on alcoholism, available at Sacred Heart Library, is "It Will Never Happen to Me," by Claudia Black.

WE'LL PAY BACK YOUR LOAN, BUT THERE'S A HITCH.

You'll like it, though.

Because every year you serve with us, we reduce your college debt by one-third or \$1,500, whichever is greater. Greater still, after three years your loan's repaid in full.

You'll also like the satisfaction and pride you'll feel as you learn a valuable skill. One you use to serve yourself as well as your country.

It's all a part of the Loan Repayment Program. To qualify, you must have taken out a National Direct, Guaranteed or Federally Insured Student Loan after October 1, 1975. And your loan can't be in default.

So if you'd like Uncle Sam to pay off your college loan, pay your local Army Recruiter a visit today. Or call.

Bridgeport Army Office

333-0274/5894

1215 Main St.

ARMY.
BE ALL YOU CAN BE.

Yearbook rebuttal

(Continued from page 3)

If you have any problems or questions please feel free to contact us personally. Our door is always open. We are located in the Campus Center. If you need to get in touch with us, our phone number is 371-7962. Also, if you have any ideas that you would like to input into YOUR yearbook, we are always looking for help. Opinions and criticism are always welcome.

Thank You
Maria Granada and Andree Moran
Editors of the Prologue

Assignment: The President

By Catherine Fiehn

One Tuesday morning last September, September 16th to be exact, as I walked into my philosophy class (a few minutes late as usual), the professor held up a flyer that read in fancy blue print, "You are cordially invited to hear President Ronald Wilson Reagan in Waterbury, Wednesday, September 17th, 1984." After dropping the flyer in the wastebasket, the professor began to lecture. A deep voice in back of me remarked, "he should be shot"; another voice, a bit huskier than the first replied, "well he's coming tomorrow, here's your chance." It was obvious they were only joking, but they gave me an idea. As the professor rambled on in front of the class, I started daydreaming. Taking pictures of the president of the United States could be the ultimate experience, if I could only get close enough, I thought. For the rest of that class I continued daydreaming about shooting the president. By the end of the class I convinced myself that that's what I was going to do the very next day - skip three classes, take my Konica, and shoot the president of the United States of America.

My alarm clock went off at 4:30 on that quiet Wednesday morning; it was quite chilly, yet I awoke in a warm nervous sweat. I showered and crept around the house gathering the tools of my trade - two Konica camera bodies, a telephoto lens, and ten rolls of film. I arrived in Waterbury around 7 a.m., and people had already started to flood the green.

The dampness of the dew on the grass saturated my sneakers, leaving my socks soggy and my feet numb from the cold moisture. As volunteers filled thousands of red helium balloons, a man in a gray pin striped suit bent over to secure a security rope along side the patriotically decorated platform on which, in a few short hours, Ronald Reagan would stand.

I held my position on the green, only to be disappointed when everyone was ordered off the green and re-routed in back of those outside of the green already.

While waiting in line to the green, I began to feel the wait of the crowd push me forward until I was pressed firmly against a total stranger.

"You'd betta' lose that thing, it ain't gonna make it through" cranked a slangy voice. Seconds later a dark hand dropped a butcher's knife down the hollow fence post an arm's length to the left of me. I wanted to run, I wanted to get out of the crowd right then and there, but I had come too far and waited too long. Besides there was no turning back through the jam packed crowd of anxious thousands waiting for the arrival of the president. The crowd buzzed and came to life as the police started to pass people through the metal detectors. Once through the auto-trons, I spied an open spot on the side of the front fence, and since most of the crowd had rushed toward the front I sprinted toward the fence still some 500 feet in front of me. I got the space I wanted but I felt a bit less victorious when at 10 o'clock a program of marching bands began to play in front of the platform, as I was situated less than three feet from an amplifier designed to reach the crowd of 13,000 people.

(Continued on page 5)



Budweiser.

KING OF BEERS.

ATHLETE OF THE WEEK

GENUINE



GENUINE

Brian Hamilton and Tom Bennett
Croquet team

this Bud's for you!

PART TIME WORK

FEMALE OR MALE

Loading and Unloading

HOURS AVAILABLE: 4 a.m.-8 a.m.,

5 p.m.-9 p.m.,

12 p.m.-4 p.m.

10:30 p.m.-2:30 a.m.

Apply: United Parcel Service

1010 Honeyspot Road

Stratford, CT 06497

Mondays 9:30 a.m.-11 a.m.

and 1:30 p.m.-4 p.m.

Pioneer baseball off and running

By Chris D'Arcangelo

Sacred Heart Pioneer Baseball team is off to a flying start. The team is currently 14-5 and ranked second in New England. The team as a whole has been able to combine good pitching with timely hitting.

The starting pitching has been led by junior Bill Vizzo who is 4-0, Wayne Randazzo who is 3-1, and Ed Conway who is 2-1. The bullpen is led by senior Chris Bleuel, Mike Madafori, Rick Mariani and Ken Grabowski. The pitchers have a combined earned run average which places them seventh in New England.

The hitting has been led by All New England left fielder Cliff Deutsch who is sporting a blistering .462 batting average before tearing ligaments in his ankle. Freshman Geri Kane has been his

replacement for the time being. Daryl Brinkley and freshman Eugene Luckey are also enjoying fine seasons at the plate as their batting averages are .429 and .419 respectively.

Also enjoying fine seasons are Doug Vigliotti and Tony Capuano whose hitting averages are .370 and .390. Coming through with some timely hits are Captain Steve Chille, Andy VanEtten, Bobby Brown and Bob Bettencourt. In previous games Frank Fedeli and Mark Stankiewicz were replacing Bettencourt due to torn ligaments in his shoulder but he is now back in the lineup.

The team is sporting a .375 batting average which ranks them second in New England and they are averaging 10.4 runs a game. This season can prove to be very rewarding and successful.



However, there is one major problem. The team receives very little support from the university community. A bit of encouragement and support would be appreciated and can help to make the difference.

The baseball team has run into some problems recently, namely

the suspension of Coach Joe Rietano. Senior Andy VanEtten states, "We are trying to do the best we can in an awkward situation." Junior Clemente Alvear states, "I feel terribly about the sit-

uation but we must continue to make our best efforts to pull out the rest of the season." If the team continues to do what they were taught, then they will still be successful.



Lady Pioneers close season

There were few bright spots during the 1984-85 Sacred Heart women's basketball season as the Lady Pioneers posted a 3-22 record that included a 2-12 ledger and a seventh-place in the NECC.

Pedro Tagatac's combine was another young one that featured no seniors, two juniors, six sophomores and two freshmen. The Lady Pioneers could not compensate for the loss of All NECC performer Elizabeth Luckie and were able to beat NECC foe Lowell twice and N.Y. Tech for their three wins as hopes of improving upon a 9-16 campaign in 1983-84 never materialized.

No one averaged double figures

in the scoring column but sophomore center Kelley Gray led the Pioneers with 9.6 points and 9.4 rebounds in addition to breaking her own school record with 92 blocked shots.

Junior forward and captain Nancy Stanton followed with 8.8 points, 8.3 rebounds and a team high free throw mark of .730 while closing in on SHU's career scoring record. Stanton has totalled 765 points the past three seasons and needs just seven markers her senior campaign to pass Luckie's mark of 771.

Sophomore guard Val Light topped the team in assists (82, 3.3) and field goal percentage (.362).

A combination of ineffective shooting from the floor and an abundance of turnovers proved to be the Lady Pioneers downfall. SHU just managed to connect on .319 of their field goal tries (last in the NECC) compared to .387 accuracy for the opponents. Sacred Heart also committed 567 turnovers (23 a game) in contrast to 430 (17.2) for the foes.

Ann Farley (8.0), Kim Schmidt (7.8), Netta Cooper (6.5), Lisa James (5.1), Tracy Gelsinger (3.9) and Patty Yoston (3.3) rounded out the squad. SHU was outscored 74.9 to 55.1 and out rebounded by a 55.9 to 45.2 margin.



SHU volleyball team.

1985 Baseball Schedule

Thurs., April 18 — Quinnipiac — Away 3:00
Sun., April 21 — New Hampshire — Home 1:00
Thurs., April 25 — New Haven — Away 3:00
Fri., April 26 — Bridgeport — Away 3:00
Sun., April 28 — Eastern — Away 7:00
Tues., April 30 — Central — Away 3:00
Wed., May 1 — Concordia — Home 3:30
Fri., May 3 — Southern — Home 2:30
Sat., May 4 — Hartford — Home 1:00
Sun., May 5 — A.I.C. — Home 1:00

Head Coach: Joe Rietano (4th year, 51-39-1)

Assistant Coaches: Jeff Beveno, J.R. LeBlanc

Athletic Director: Dave Bike

Colors: Scarlet & White

Nickname: Pioneers

1984 Record: 18-13-1, 4-6 NECC

SID: Sandy Sulzycki

*New England Collegiate Conference Games

Men's volleyball team concludes season

The SHU men's volleyball team concluded another fine season by sweeping Queen's College 15-1, 15-10, 15-6. The team finished with an overall record of 14-6 and 8-6 in the league. This is the second consecutive year that the volleyball team has won 14 games in a 20 game season. This year's acceptance in the ECVL (Eastern Collegiate Volleyball League) proved to be a very competitive one. Finishing with an 8-6 league mark, the Pioneers placed third in their division. Unfortunately this eliminated them from the playoffs, because only the top two teams in each division qualify.

During the season, the volleyball team participated in two major tournaments. In the U.S. Merchant Marine Invitational the Pioneers lost in the quarterfinals to Columbia University and placed third out of eleven teams. In the ECVL "B" Open the Pi-

oneers were eliminated by Indiana University of Pennsylvania in the semifinals. They placed sixth out of a field of nineteen teams.

This year's team was led by senior captain George Derbyshire and senior George Blazas. The loss of these two players will hurt the team's outlook for next year, but the team hopes that with some scholarship aid from the school, they will be able to recruit experienced players to remain competitive. With four returning starters and two other remaining members, the team is desperately in need of a bench with experienced players. Captain George Derbyshire remarked, "Like last year, this year's team played very well for not having any scholarship money. The lack of scholarships have made it very difficult to recruit potential players. The team is not very optimistic that this situation will change."