

the SPECTRUM

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April 4, 1984

Jackson electrifies SHU crowd

By Eric Le Strange

On Sunday, March 25, the Rev. Jesse Jackson, one of only three remaining Democratic Party candidates for president, arrived at SHU amid tumultuous applause and cheering. In an eloquent speech, Jackson discussed the problems of poverty, education and the arms race in detail.

Following a short round of handshaking with Sacred Heart students in front of the bookstore, Jackson met with university officials and regional campaign coordinators in Dean Croffy's office. Also present at this meeting were SHU faculty members, student leaders, President Thomas Melady, Vice-President Anthony Pinciario and Charles Tisdale, the Democratic Party leader in Bridgeport.

An enthusiastic crowd of over 300 greeted Rev. Jackson as he entered the cafeteria, converted into an auditorium for the occasion. Despite a wait of nearly two hours on their feet, the audience vigorously cheered and applauded the most nationally successful

black presidential candidate in American history.

"Part of the mission of this campaign," Jackson began, "is to prove that mind is stronger than matter." He said that his entire campaign has emerged from obscurity and "gone further and faster than anybody running. Poorest campaign—richest message."

Just before his visit to SHU, Jackson observed the conditions of the Beardsley Terrace section of Bridgeport. He called it a "neighborhood where people have been forgotten." Jackson alleged that most people who live in the Terrace have "low expectations." But his bid for the presidency was designed to transform these poor expectations into opportunities.

"Attitude determines altitude," Jackson explained. "You can rise above the slum; it is not born in you." Since Ronald Reagan took office, the Reverend went on, there are 5 million more people in poverty, bringing the total number of impoverished Americans to 34 million. "It's not right. Every-

body is somebody," Jackson expressed solemnly.

Jackson reiterated his opposition to the Reagan administration's policy on the arms race, foreign policy and education. "The only reason we are alive today is because the Russians decided not to kill us last night. And the only reason the Russians, and we, are alive today is because we didn't push the button last night," Jackson stated angrily. He vehemently derided Ronald Reagan's military spending practices and called for an immediate resumption of nuclear arms talks between the two superpowers.

In the area of foreign policy, Jackson declared that business with South Africa should end unless the government there stops its apartheid policy. "As president, I would not license another American company to go there and those there now would be withdrawn according to a timetable."

On the Middle East, Jackson stood firm on the role of the U.S. as peacemaker in that region. On



Jesse Jackson campaigns in Sacred Heart's cafeteria.

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Founder's Day celebrated

By Eric Le Strange

A ceremony commemorating the 21st anniversary of Sacred Heart University's founding took place in the Schine Auditorium on March 20. Awards were given to outstanding faculty members, students and others who have helped to establish SHU as an important academic institution.

Special awards were also given to James R. Kerr, a founding member on the Board of Trustees, and Dr. John A. Di Biaggio, President of the University of Connecticut. The ceremonies were presided over by Dean of Students John Croffy and President Thomas Melady.

The Most Reverend Bishop Walter W. Curtis, Chairman of the Board of Trustees of the universi-

ty, described his 1963 dream of a college serving the people of Connecticut who could not go away to school. "But how does one establish a new university where others in the area are 200 to 300 years old?" asked Bishop Curtis, reflecting on the days before SHU existed.

Fortunately, Bishop Curtis said, he was able to contact four people who were to assist him in raising the funds necessary to create a unique commuting college: SHU. One of the four was James R. Kerr, then president of AVCO Corporation. Kerr was honored on Founder's Day with the presentation of the Walter W. Curtis Medal, awarded to only three other people in SHU history.

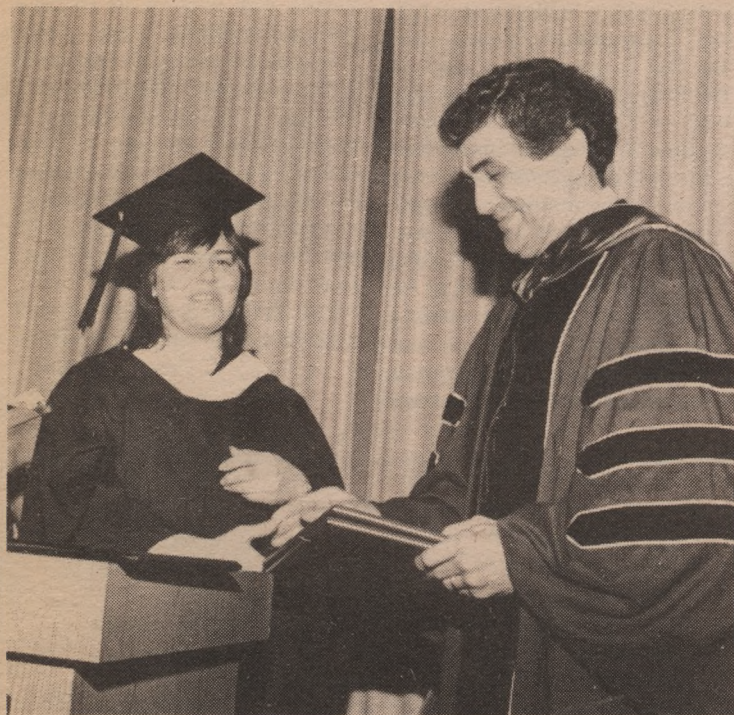
Upon receiving the medal, Kerr remarked, "Bishop Curtis legal-

ized gambling in this state by gambling on this institution." Apparently, said Kerr, the bishop's gamble was worth the effort and Sacred Heart is a university that goes beyond what even the founders envisioned.

Following Kerr's remarks, awards for excellence were conferred on teachers, students, and friends of Sacred Heart. Faculty members, honored with a medal and a \$1000 check, included Robert M. Kelly of business, Dr. Maria-Teresa Torriera of Spanish, Dr. Babu George of biology, Dr. John E. Jalbert of philosophy, Lucille J. McCachem and Anthony J. Michalewicz.

An award for excellence in community service went to the mayor

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Michelle Shiappa presents award to Dr. Di Biaggio.

Tuition hike ahead for fall '84

By Elisabeth K. Muhlebach

Sacred Heart students can expect to pay \$4100 in tuition when they return to school this fall. This represents a substantial increase of \$400 or 10.8 percent over last year's rates, roughly double the rate of inflation.

Other private Connecticut colleges and universities also announced tuition increases ranging from 6-10 percent. But, as Dr. Anthony Pinciario, academic vice-president and provost of Sacred Heart University, pointed out, "percentages can be misleading. Our base is extremely low. A fairer way to make a comparison is to compare the dollar increases rather than the percentage in-

crease. If you make a comparison of the increases in dollars, you will see that our increase is the lowest of any private institution in Connecticut."

A survey of tuition rates of private area universities for the year 1983/1984 shows that the tuition rate at the University of New Haven was \$5,108; at Fairfield University, \$5,690; and at the University of Bridgeport, \$6,453. Dr. Pinciario remarked "Even if these institutions did not have any increase, our tuition of \$4100 is still the lowest of any private school."

"It's going to hurt the students financially," said Michelle Schiappa, student government presi-

dent, "however they are still getting one of the best educations they can get for the lowest amount of money in this area."

Mrs. Marian Calabrese, associate professor of English, feels that any price hike is unwelcome. But she says strongly, "An education at SHU is still a relative bargain, considering the variety of programs and resources offered."

Expressing the feelings of many students, Chris D'Arcangelo, vice-president of student government said, "I realize that they have to do it, but I don't think it is fair, especially for the working student who has to put himself

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EDITORIALS

Laying down the law

Prior to publication of this current issue of *The Spectrum*, we received an illegibly scribbled letter to the editor with the attached note: "To the paper—if you are not willing to take extra care in typing or making sure of proper printing with no mistakes then don't print this article." Obviously we did not publish it.

The Spectrum, produced for and by the students of the Sacred Heart community, gladly accepts all submissions for publication from faculty, administration and students. We will not, however, accept untyped and illegible copy nor will we accept submissions over the telephone.

In order to be considered for publication all copy must be type-written doubled spaced on standard size paper and be identified with the writer's name and phone number. We also reserve the right to edit all submissions with respect to space and clarity. The deadlines, which will be strictly adhered to, are one week prior to the date of publication.

We at *The Spectrum* hope we can continue to serve the students of Sacred Heart University in a responsible and intelligent manner. To provide important news and information for and about Sacred Heart and to offer a forum for the free expression of opinions and ideas by students, faculty and administration are and continue to be two primary goals of this newspaper. I trust that with your cooperation we can meet these goals now and in the future.

Marty McPadden

Tuition Hike

(Continued from page 1)

through college. A lot of students have said that they don't feel it is fair that they have to pay this much and not get anything in return."

Why then is it necessary to raise the tuition this much at this point? "Although the rate of inflation has slowed down a little bit, the universities were caught in a spiraling inflationary period in which their increases in tuition did not equate with inflationary rates," stated Dr. Pinciario. "In order to continue to provide the students with the most qualified faculty and with the educational resources that need to be available, a tuition increase is necessary."

Some of the additional money available will go "to catch up" in faculty salaries in a modest way, according to Dr. Pinciario. "Another area the university will

have to address is what is called deferred maintenance. The institution's main buildings are close to 25 years old and it is at that time when major projects to maintain the buildings have to be undertaken. Naturally, we will have to rely on our tuition income to maintain our physical facilities.

"The library building has to be completely reroofed. There is external maintenance that must be done to the main academic complex, such as waterproofing the building. Our fire-alarm system needs to be up-dated and our parking lots resurfaced."

Dr. Pinciario concluded, "All in all, no administrator wants to cause any hardship to a student attending the university; however, it would be remiss of the administration not to provide the resources for the best possible education for our students."

NOW I KNOW WHY IT'S CALLED 'HIGHER EDUCATION'... IT GETS HIGHER AND HIGHER EVERY YEAR!

PATRICKS AND COLLEGE PRESS CPS SERVICE

GUEST EDITORIAL:

An Attitude toward learning

Every once in a while as I read a student essay, a genuine cry of protest surprises me and makes me realize some of the pressures you are under as you try to pursue your education at SHU.

One cry of protest has kept me thinking and wondering for more than a semester, long after the person who wrote it turned into one of the brightest learners in my classes. I didn't agree with her at the time; I still don't. But her protest deserves a response, a thoughtful one.

Here's what she wrote: "The job I want only requires computer programming. I shouldn't have to study anything else at SHU. Everything else is a waste of time and money."

Whether you agree or not, these remarks raise some good questions. What should you be preparing for as you get an education? What can you afford to invest your time and money in? And is a liberal arts university like SHU the best place to be?

One of your biggest pressures—and challenges—as a student is juggling long-term and short-term demands on your time and interests. That's why I think you are fortunate to be at a liberal arts university instead of answering one of those TV ads for instant career opportunities.

Worrying about a specific job is a necessary, but short-term demand. Jobs change. You change. The world changes. You need an

education that equips you not just for your beginning dive into the great pool of life, but for swimming the length and offering a helping hand when you touch the final wall for the last time.

And what about some of you older students for whom college is no longer "preparatory" to the business of living? A liberal arts education can prepare a beginning student for coping with unexpected changes to come, but it can also provide an older student with a new perspective from which to reflect on and evaluate the full range of experience you've already tested and tasted in your past. You are witnesses to the fact that the love of learning can be a permanent, lifelong possession, not just a prerequisite to get out of the way before you start the real business of living.

Contrary to what many of us have been told, a liberal arts education is not a matter of taking some electives in literature or history, but an attitude toward learning that is as much a part of majoring in business or chemistry as in art or philosophy. It's learning how to ask questions instead of just accepting somebody else's prefabricated method of doing things. It's a way of learning how to discover your own way of doing something. If you only focus on the short-term goal of preparing for a certain job, college becomes an obstacle course, one subject as meaningless as another, just one

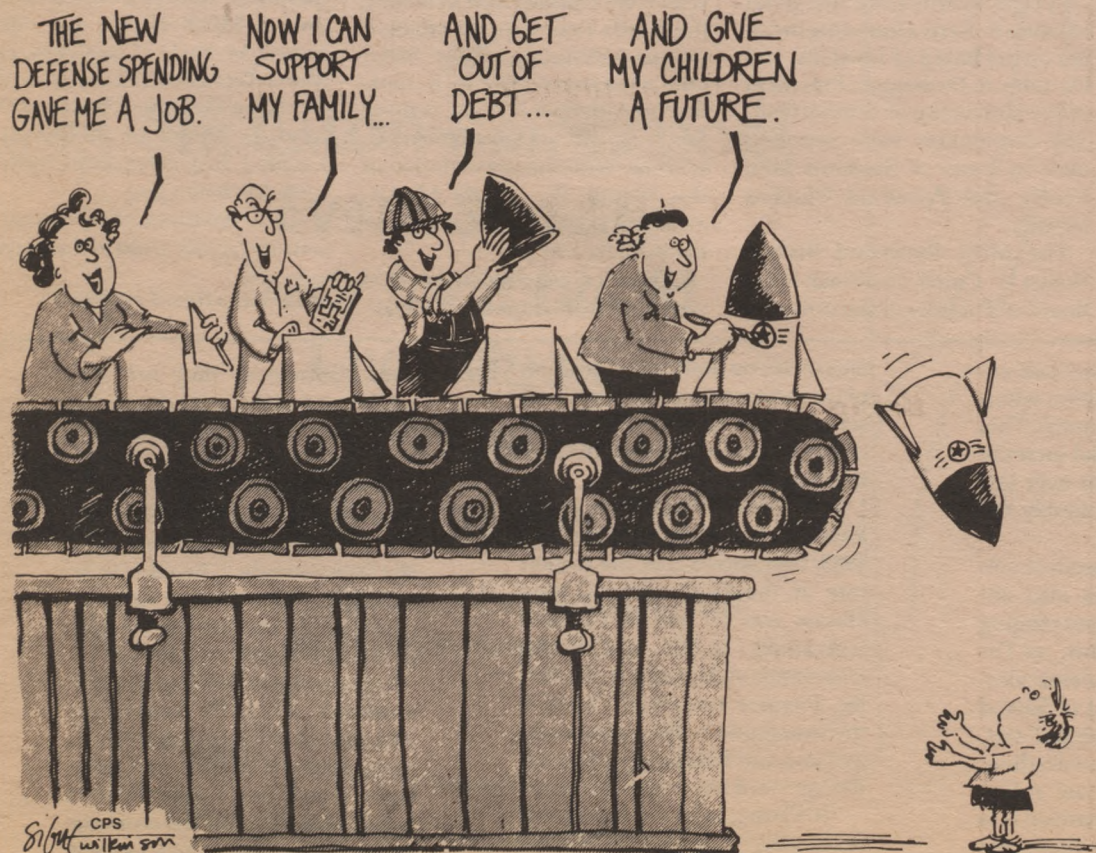
more hurdle to jump over before you can be certified and released into the "real" world.

Learn how to question ideas you take for granted. Try to keep an open mind, one willing to try out all sorts of solutions to old problems. Often a problem that seems irresolvable from one point of view can be solved if we suddenly see it in a different light. At least, I believe, this is the hope of a democratic society like ours, a dynamic society that welcomes change—social, economic, technological, etc.—and tries to keep the options of its citizens open, able to adapt, willing to explore new possibilities.

Some students may question my faith in this vision—as if America were instead a static society that shouldn't change or should escape change by trying to return to the good old days. And, certainly, education should equip us to perform certain jobs, but it should also prepare us to cope with old problems in new ways.

As you pursue your education with a liberal arts attitude—whether in word processing or poetry—you are changing as a person and participating in a special community. When you dedicate yourself not just to learning a job skill but to mastering an intellectual discipline, whether math, music, or management, you enter a liberal arts community that can

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LETTERS

To the Editor:

The lead editorial in your issue of March 21 emphasizes the importance of a liberal arts education: "Thinking, analyzing and decision-making all come into play." What is and what is not a liberal education?

A liberal education is certainly something that goes far beyond the narrow confines of mere learning. To memorize is not to attain an education. An *idiot-savant* can memorize; although, not nearly as well as can an electronic computer with a massive memory bank. Memorizing is learning.

Learning entails the mastery of a skill: pitching a slider, dexterity on the piano keyboard, a strong backhand in tennis. This is the fruit of dull routine practice. No less is the knowledge of what formula, what equation, what remedy to apply when faced with this-or-that situation. Vocational training, even when it occurs in conjunction with a learned profession, is the business of being conditioned to master a skill. Rats learn to run mazes.

To be sure, there is nothing wrong with learning *per se*, but it is encumbered by certain serious limitations. First, one is incapable of knowing more than one has learned. The learned can not go beyond what they have been taught without recourse to further instruction. Again, consider the carpenter, plumber, mason, electrician—all experts—who seek to build a house. Who among them can oversee the project and integrate their specialties? Further, learning is one dimensional in that it offers but a single point of view, that of the teacher; or, if one is an autodidact, a frequent visitor to the library, one has but one's own understanding and interpretation of the written word.

Education carries learning as mere by-product but its real purpose has nothing to do with the acquisition of factual knowledge or skill proficiency. Education has several facets: intellectual, social,

moral and physical. A liberal education is called upon to embrace all four, each of which has its own end to accomplish.

Intellectual education begins when one has mastered the art of acquiring knowledge by direct means: observation, experimentation and the like, rather than by having recourse to "authorities" whether writers of books and articles or formal instructors. It is a search that should be conducted in concert with others, lest one be misled by one's own thinking without exposure to other ways of thinking and alternate views. A single perspective can distort.

Once knowledge has been gained through one's own efforts and initiative, the second step involves a depth study of what one has learned in order to probe to the deeper implication of what is involved. To have discovered that this equals that is not enough. Why is it significant and important, and where does it lead?

Next, having seen the fruits of one's own discoveries in their more profound meanings, one must move on through analysis and synthesis to employ the newly garnered material in problem-solving and decision-making. Here the employment of mathematics and logic can not be too strongly underscored methodologically.

The last phase of an intellectual education concerns itself with creativity.

Social education has been thoroughly discussed by John Dewey. It is learning to be a human being in a human society where each grows through the efforts of all others in a situation of give-and-take that is itself a slice of real life experience.

Moral education is very far removed from learning. Intellectually one can see why a society of thieves would be self-defeating. One can learn by rote that theft is wrong. With all this, one can readily be a thief. Moral education must, as Kant suggests, flow from

an inner sense of duty. It is bringing to external consciousness the inner promptings of one's moral being.

As for physical education, it is the development of discipline of mind and body, of coordination among all bodily parts and between the brain and every other member of the body.

All four aspects of a liberal education must be pursued simultaneously. They must overlap and each must flow into each, as taught by Whitehead. Throughout, subject matter as such is but a tool, although mastery of the scientific method and of logic and mathematics (*as tools*) is of paramount importance.

An adjunct to a liberal education is to be found in mastering the art of maintaining an open mind and the willingness to eagerly jettison whatever is no longer valid, even if it be an intellectual idol and most sacred in the pantheon of one's earlier beliefs.

There are those who may object that while these remarks began with a promise of discussing a liberal arts education they turned immediately to concentration on a liberal education. Actually, there is no distinction between the two. Liberal arts include pure science and pure mathematics no less than philosophy and language and straightforward history. "Pure" is the antithesis of "applied." "Liberal arts" as a term is the contradictory of "technology." A liberal arts education is not directed toward the immediately practical. It is not interested in turning out business administrators or future physicians and attorneys. It is concerned, solely concerned, with the molding of well-rounded, cultivated human beings.

To those who have been denied

a liberal education, it is proper to put the question: WHAT are you? To those who have received such an education: WHO are you? The latter have the ability to learn whatever they may desire to master, they can see things whole, they can see things, as Spinoza expresses it, *sub speciei aeternitatis*.

Future leadership demands a liberal education.

Sincerely,
DR. KENNETH E. STEIN
(Philosophy)

To the Editor:

My my. It seems that Sacred Heart's Student Government's excuse for all of the student body's problems is apathy. Nobody shows up to an S.G. funded mixer...apathy. S.G. is not getting any feedback on what students think...apathy. Not too many students are getting involved in University activities...you've got it: apathy. Boy, those members of S.G. sure do like that fancy word for no feeling, no interest or no desire to be involved. Those S.G. members are "real sharp" to identify the root of all our problems. But what S.G. fails to realize is that a good number of students work in *real* jobs to help pay for their education since their parents' income is too great for the students to qualify for financial aid or student loans. So it's not unusual to find full-time students working anywhere from ten to twenty hours a week to cover tuition payments. This isn't apathy. This is common sense. SHU students aren't gonna screw around at a

mixer at night when they have to work or catch up on homework. There's not time to waste when money is involved...

If S.G. wants to know what they can do to make things better, they can try to help these student-workers. I'd like to tell this to a Student Rep., but I don't know who my Student Rep. is, and the Student Reps. I know I can't get in touch with or I hear word going around about how many of them are absent from S.G. meetings. How about that for apathy...

Another thing I've heard and read about is the United Student Coalition. From what I gather, they want to change things here on campus for the better. By going on what I've heard and what I've read in *Spectrum*, I think they understand the problems of us students who work, and I really get the feeling this U.S.C. would try to help us out if they were on S.G.

To be honest with you, I don't know who is in the U.S.C., but seeing what kind of feeling and energy they've stirred up on campus, I think they deserve a chance on S.G. I'm sick and tired of hearing about apathy and people not showing up at mixers. I think S.G. should put some real effort into helping us working students, and be around to hear our problems and doing something about them, like setting up a Student Tuition Fund.

Forget these people who've been on S.G. since their freshman year. They haven't been around when we needed them. I say give the U.S.C. a chance in the upcoming Student Elections. They'll listen and act.

Bring on the U.S.C.
Jay J. Rousseau
(a non-Business Major)

CAREER SERVICES

On-Campus Recruitments		Call 7975 to sign up
SENIORS:	Thurs. Apr. 5	Finast Supermarkets - Business majors interested in entering management training program.
	Fri., Apr. 6	U.S. Surgical - Business ma- jors - Entry level position in credit and collections.
WORKSHOPS:	April 9	Resume Writing \$113
	Apr. 10 & 17	9:15 a.m.-2:30 p.m. Interview Skills \$113
	April 24	9:30 a.m.-10:45 a.m. Career Interests \$113
	April 25	8:30 a.m.-9:15 a.m. Career Interests \$113
		12:15 p.m.-1:00 p.m.

CONFERENCES/SEMINARS:

- "Student Personnel Administration as a Career"—April 11 6:00-8:00 p.m., Teachers College, Columbia University, New York City
Discussions about career opportunities in student affairs, masters and doctoral programs, meeting costs of graduate study and information regarding future careers and graduate education.
- "Job Searching in Washington, D.C."—Every Thursday, 12:30-2:00 p.m. Senator Dodd's Washington Office
Informative workshops for graduates moving to Washington hoping to find employment.

JOB OPENING/STATE OF CONNECTICUT:

Investment Technician I: Technical work involving transactions of mutual funds, securities lending, student loan securities or real estate. Salary: \$14,500.

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Political commentary:

Profile on Gary Hart

By Encle Strange

The emergence of Gary Hart, the obscure Senator from Colorado, into contention in the Democratic Party presidential race is a surprising upset almost unsurpassed in American political history. Rarely has a front-running presidential candidate, in this case Walter Mondale, been so strikingly defeated by an underdog in a presidential race. But the problem is this: Who is Gary Hart, and what will happen if he becomes president?

Speculation at this point in the campaign may be premature, but we can look at the background of Gary Hart and draw some conclusions about this new Democratic front-runner who has electrified the young of his party.

Gary Hart's early years do not indicate an ambitious liberal striving for a future presidency. He was Gary Warren Hartpence (yes, shortened his last name) on Nov. 28, 1937, in Ottawa, Kansas, where his father was a tractor salesman. As a youth, Hart excelled in school

and was widely known as a bookworm. Devoted to his parents' fundamentalist Nazarene religion in his early years, Hart can be viewed as having a conservative past. But after he graduated from Yale Divinity School in 1960, he volunteered to work in John Kennedy's presidential campaign, a definite change from his previous political persuasion.

After the Kennedy success, Hart enrolled at Yale's School of Law from which he graduated in 1964. He then worked in the Justice

Department on environmental issues such as oil-shade leases in the West. Through this work, he found a teaching job in environmental resource law at the University of Colorado Law School. Also, he opened his own law office in Denver in 1968, the year he volunteered to work for Robert Kennedy's presidential campaign. After Kennedy's assassination, he continued to work in the Democrats' Colorado organization.

Hart's penchant for excellent grass-roots organization attracted the attention of presidential aspirant George McGovern in 1971. McGovern made Hart his campaign manager. Despite McGovern's catastrophic defeat to Nixon in 1972, the reputation of Gary Hart as an effective leader became stronger.

Returning to Colorado, Hart set his sights on a Senate seat, then held by the Republican Peter Dominick. Assisted by the Watergate atmosphere in 1974, he trounced Dominick by 150,000 votes. In the Reagan/Republican sweep in 1980, Senator Hart managed to appeal to a broader spectrum of voters and regained his Senatorship by a small margin of votes. Hart will remain in this seat until 1986, unless, of course, he is elected president.

Hart became one of eight other hopefuls to declare his candidacy for president on the Democratic ticket last year. This field has now narrowed considerably to three candidates: Hart, Mondale and Jesse Jackson. But only Hart or Mondale seem strong enough to capture the nomination. In primaries and caucuses held so far, Hart has won soundly in Connecticut, New Hampshire, Maine, Vermont, Florida, Mass., Rhode Island, Montana and Wyoming, while Mondale has won by a large margin in Iowa, Alabama, Kansas and Michigan, and just barely in

Georgia's and Illinois' primaries. Both candidates admit it will be a very close race.

Campaigning on a "new ideas" platform, which appeals to the younger generation of Democrats, Hart's bid is gaining great momentum that may sweep Mondale under the rug of political obscurity from under which Hart emerged. Whatever the outcome of this Democratic race, the victor will face a very popular Ronald Reagan in the midst of an economic recovery not seen in America for years. President Reagan also has the luxury of not being the target of verbal attacks as the Democrats bicker amongst themselves over who their nominee will be.

Where does Hart stand on issues, which are in the forefront of every political campaign today? On the idea of a "winnable" nuclear war, Hart derides it as "sheer, howling insanity." When asked in a recent ABC News program, "This Week with David Brinkley," what his response to a Soviet nuclear attack on Western Europe would be, Hart said, "I will not tell." But Hart declared that he "would defend this country in its legitimate interests and those of its allies wherever they are challenged." Keen on military reform, Hart wants more innovative armed forces which "would favor leaders and tacticians rather than bureaucrats." He also wants "simpler" weapons systems to be mass produced for the military. On the problem of our reliance on foreign sources of oil, Hart says, "I don't think this country ought to be dependent on Persian Gulf oil for its economic or national security. I don't think the American people are going to support massive losses of American lives fighting for someone else's oil which we do not need."

Taxation is an area that also

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Campus Briefs

The Allied Health Sciences Program is sponsoring a career day to be held in the Schine Auditorium, Saturday, April 14, from 9:30 a.m. - 3:00 p.m. Open to the public, admission is free. For more information call 371-7781.

COMMUNITY SEDER

Celebration will be held on Friday, April 13, in the University's Center Lounge from 11 a.m. to 12 noon.

The event, sponsored by the SHU Chaplaincy, will be lead by Rabbi S. Jerome Wallin. Rabbi Wallin and the SHU chaplaincy welcome the general public to share in this joyous occasion, but reservations are requested. The event is free and more information can be obtained by calling 371-7840.

COUNSELING — CONTINUING EDUCATION

Academic advisement — guidance that matches courses and programs in continuing education with a student's academic interests and lifetime career goals — is available at the Department of Continuing Education. Call 371-7830 for an appointment — 9:00 a.m. to 9:30 p.m., Monday through Thursday and 9:00 a.m. to 4:30 p.m. on Friday.

Let us help you to plan.

Pre-registration for the Fall Semester will take place in April. Our summer schedule is now available.

ART IN EUROPE TOUR

The third annual Art in Europe

Tour, sponsored by Sacred Heart University, will feature the historical sights of Greece and Italy. For fifteen days and nights, participants will experience the culture, people and foods of these two worlds, June 15 thru July 10.

The tour package cost of \$898 includes round-trip air transportation from New York, intermittent land transportation, accommodations in superior class hotels, meals (in Greece only), English speaking guides and gratuities.

Credits can be earned in art or graduate credits in education. For further information call Tom Anastasio at (203) 888-2143 after 5 p.m., or Virginia Zic in the art department at 371-7737.

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Elections race

Interested in running for student office at SHU? To become a candidate, contact the Activities Office (next to the bookstore). You will receive a nomination petition, which you must have signed by 30 full-time students. When you complete and return your petition, your name will be placed on the ballot.

Dates to remember:

- | | |
|-------------|--|
| April 10 | Meeting of all candidates with Dr. Melady, Dean Croffy, and Dr. Pinciario. Board Room, Administration Building, 12:30. |
| April 11 | Campaigns start at 3:00 p.m. for Student Government President or Vice President candidates. |
| April 13 | Last day to register to run for Student Government President or Vice President. Petitions for those two offices due by 3:00 p.m. |
| April 16 | Candidate's Debate: Student Government President and Vice President. 12:00 in the cafeteria. ALL STUDENTS INVITED! |
| April 17/18 | Voting for Student Government President and Vice President. 10:00 a.m. to 2:00 p.m. on the Activities Office. |
| April 18 | Campaigns start at 2:00 p.m. for Senate, Class Offices, and Student Government Representatives. |
| April 23 | Last day to register to run for office. All petitions due by 2:00 p.m. |
| April 24 | "Meet the Candidates Day": Talk to the candidates, ask questions! Cafeteria, 12:30 |
| April 25/26 | Voting for Senate, Class Officers, and Student Government Representatives. 10:00 a.m. to 2:00 p.m. in the Activities Office. |

SENIOR VOTING

Seniors... Remember to cast your vote for Senior Merit Awards and for the Alumni board of Directors. Senior Merit Awards will be presented to 12 graduating seniors whom you feel have contributed the most to the Senior Class and Sacred Heart University. A senior will also be elected to serve your graduating class next year on the Alumni Board of Directors.

Voting will take place on April 17 and 18 at the Student Government Elections booth in the Activities Office. Voting will be held from 10:00 a.m. to 2:00 p.m. on both days, and results will be announced at Awards Night on May 16, 1984.

If you are interested in running for the Alumni Board of Directors, contact the Activities Office by April 13.



From left, Doris Knobloch, Miguel Seclen, and Catharine Fiehn, members of the Circle K Club of Sacred Heart University and advisor Sister Anne Louise Nadeau discuss plans, including the best kind of shoes to wear to avoid blisters, for the upcoming CROP Walk for Hunger. The circle K Club is sponsoring the 1984 event which is scheduled to begin at 1 PM on Sunday, April 8 from Sacred Heart University.

Excellence in writing awards

By Joyce Maher

The University Center for Women announces an opportunity for all interested SHU female students, full-time or part-time, to submit their special papers to the first Excellence in Writing Awards. In keeping with the Center's goals, this event was designed to give recognition to writing achievements of women on SHU's campus and to familiarize others with the uniqueness of womanhood.

All papers must pertain to women's experiences on women's issues; your own, or any woman's experience you feel is noteworthy. By publishing these outstanding writings, the Center hopes to create greater apprecia-

tion and awareness of what it is like to be a woman in contemporary society.

Quoting Sally Donahue, "Our intent is to encourage women to share their unique experiences with each other. By sharing our perspectives, we can perhaps adapt successful solutions to contemporary issues and common problems we all encounter." Sally is a member of the awards committee, which established guidelines for the event, along with Lisa Bronowicz and Shelley Krysta.

In addition to publishing the winning and honorable mention papers into a copyrighted anthology, awards will be given for first, second and third place entries: 1st - \$100, 2nd - \$50, 3rd - \$25.

Eligibility requirements are: An entrant must be a female student

enrolled at SHU during the 1983-84 academic year. Entries must be original, fiction or non-fiction. The length of the piece must be between 500-1500 words and must be submitted along with an official entry form by noon of May 1, 1984 to the University Center for Women, c/o Continuing Education Services. Entry forms may be picked up at the office of Continuing Education Services (Tom Calabrese's office) or in the psychology department.

Phi Sigma Iota induction

Sacred Heart University inducted its second academic honor society in special ceremonies April 1 at the Brooklawn Country Club.

The Delta Kappa Chapter of Phi Sigma Iota, national honor society for modern foreign language students was established with the induction of 13 SHU students.

Junior and senior year students inducted were Mario Vitiello, Bridgeport; Eleanor C. Mian, Bridgeport; Nadia Mazzola, Bridgeport; Marisa G. Nigro, Greenwich; Roshanak Naimi, Fairfield; Eleanor M. Francoletti, Huntington; Pauline S. Silvia, Darien; Silvia M. Muniz, Bridgeport; Ella Van Eck, Norwalk; Izar Mikolic-Torreira, Trumbull; Maria V. Mendoza, Norwalk; Illeana M. Camacho, Trumbull; and Annabelle Alonso de Miglietti, Bridgeport.

Modern foreign language faculty members installed as honorary members were Dr. Maria-Teresa Torreira, Dr. Maria S. Quintero, Dr. Ruth Verdejo-

Duarte, Professor Roberto Pruletti, Dr. Sunny Khadjavi, Professor Franciszek Lachowicz, Dr. Juan Vazquez-Via, Professor Eleanor Burke, Professor Dominique de Mahuet, Professor Giuseppe Frieri and Dr. Consuelo Garcia-Devesa.

Officers include Silvai Muniz, president; Ileana Camacho, vice president and program director; and Eleanor Mian, secretary/treasurer.

Phi Sigma Iota recognizes students of outstanding ability in the field of foreign languages. To qualify, a student must have at least a straight B average in all language courses, be presently enrolled in a third or fourth-year language course and be in the upper 35 percent of his/her graduating class. The society awards three scholarships yearly to qualified students.

The Phi Alpha Theta Society honors several outstanding history students each year.

Jesse Jackson

(Continued from page 5)

education, the Reverend emphasized the necessity of "better minds, not more missiles." Jackson said that "schools at their worst are jails at best," and we must improve the quality of education for all the people of America.

Rev. Jackson attacked the two other Democratic presidential candidates, Walter Mondale and Gary Hart. "They are both going in the wrong direction," he ob-

served. Referring to his role in the civil rights movement, Jackson shouted, "They weren't there in '60 and '64! But I was and I went to jail about it!" The crowd roared in approval.

"It's time for action and our time has come," Jackson concluded. After a round of questions from members of the audience and reporters from major newspapers and TV networks, Jackson finished with: "The key to world peace is human rights. It's the only way out."

Intern applications due April 13

By Joyce Maher

Applications for Presidential Internships for the academic year 1984-85 must be in by April 13. Full-time juniors or seniors who have a minimum 3.0 Q.P.R. based on at least two years of study at SHU and have demonstrated leadership potential are invited to apply.

The eight new interns will have the opportunity to act as liaisons between the student body and the administration while gaining practical supervised experience in a specific field of study.

A \$1,000 tuition grant is given to

each intern in recognition of her/his scholarship and leadership qualities. Also, an intern is compensated at minimum wage for up to 15 hours on the job per week; not to exceed a student's financial-aid limit.

A typewritten application letter should be sent to Alvin Clinkscles, secretary of the Intern Advisory Committee and director of financial aid, including the following personal information: academic major, extra-curricular school activities, employment history, department preference for internship and reason(s) for applying.

Criminal Justice Club debuts

By Joyce Maher

Elvis Reyes, a criminal justice major, announces the formation of a criminal justice Club. Faculty advisor Marc Stanton says, "We have applied for a charter to become a chapter of the American Criminal Justice Association, Lambda Alpha Epsilon. When we receive this, the students will gain eligibility for scholarships and hopefully various grants and programs available nationally."

Elvis states, "We will, happily, welcome any student who is interested in joining us; attend our next meeting, check us out, then become a member. The club is open to any interested full-or part-time student. Some proposed

plans for the future include: touring the FBI, compiling and distributing a newsletter, having guest speakers for lectures and workshops and taking trips to various law-enforcement agencies.

The club's newly-elected officers are: Elvis Reyes, president; Ellen Majewski, vice president; Susan Miller, treasurer and Patti Bacchiocchi, secretary.

Meetings are held every Friday at 12:00 noon, in the Park Avenue House. For further information, contact Elvis Reyes in the Security office or Marc Stanton in the office of the department of sociology/social work/criminal justice. All are welcome!

G.M.A.T. Preparation Courses

Sacred Heart University will offer the following courses in preparation for the June 16 G.M.A.T. examination.

Verbal

Date: April 16, 23, 30; May 7, 14, 21; June 4, 11

Time: Mondays, 6:30—9:30 p.m.

Instructor: Laura J. Ress, adjunct associate professor, Department of English, Sacred Heart University

Math

Date: April 14, 28; May 5, 12, 19, 26; June 2, 9

Time: Saturdays, 9 a.m.—12 p.m.

Instructor: Diane N. Czerniawski, adjunct instructor, Department of Mathematics, Sacred Heart University

Fee: \$100 per course, \$175 for both courses. SHU students: \$75 per course, \$150 for both courses. Fees include all instructional and text materials.

Registration: Department of Continuing Education, Room 113, North Wing. In-person and mail-in registration is accepted.

Early Registration is encouraged. Class enrollment is limited to 30 students.

For more information, call or write: Department of Continuing Education, P.O. Box 6460, Bridgeport, CT 06606 (203) 371-7830, Stamford, (203) 322-3702.

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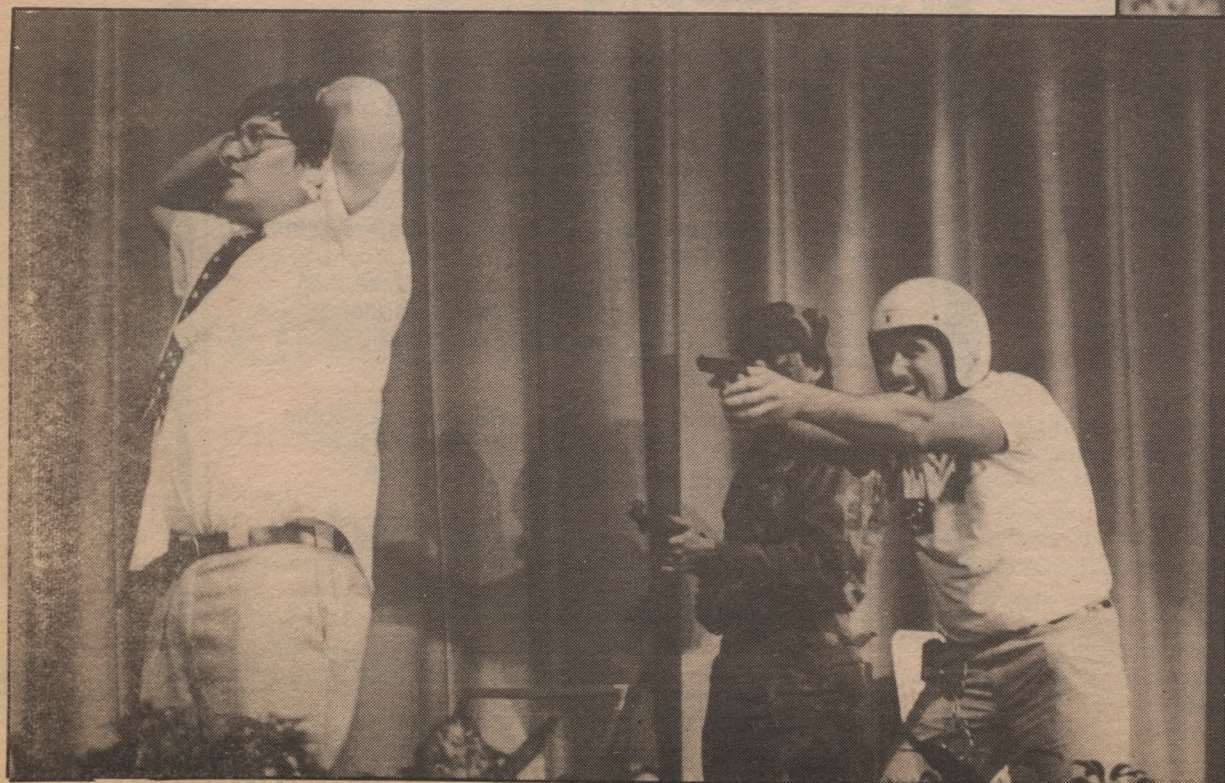
Spring Fest Week

The Inter-Fraternity/Sorority Council would like to announce that the SpringFest weekend was a success. The winners of the King & Queen Competition held on March 30 were as follows:

First Place **Bob Pinciario, King & Janet Raschella, Queen**
First Runners-Up **Chris Bleuel & Christine DeMarchis**
Second Runners-Up **Jonathan Koehm & Nancy Mooney**

The winners of the
First Place **Bob Pinciario**
Second Place **Chris Bleuel**
Third Place **Jonathan Koehm**

Congratulations to all the winners and to all the participants. Thank you to the host (Billy Bayno), hostess (Janet Raschella) and staff for all their time and effort.



end '84

cess. IFSC would like to extend its thanks to all
lows:

of the Skit Night were as follows:

a Delta Phi Sorority

u Epsilon Omega Sorority

igma Tau Omega Fraternity

s (Michelle Schiappa), the judges, IFSC members



It's never too late. . .

By Gerry Eckber

"One day a few years ago at Hall-Brooke School where I did volunteer work, I felt terrible: I wasn't comfortable with the kids, I wasn't contributing, I just wasn't 'with it.' I decided to go back to college. I took anthropology at a local institution and loved it."

Lauretta Jahn, 78, and just 15 credits shy of her bachelor's degree of arts, explains how education has been a busy pattern woven into the fabric of her life. "My self-esteem slowly came back. I felt good again." Completing an associate degree two years ago at SHU, Mrs. Jahn sees nothing unusual about being a student at her age.

"Socrates was 70," she says, "when he spoke the famous words which have come down to us through Plato's immortal dialogues. Plato was 70 when he wrote the dialogues."

"Bacon's most lasting philosophy came in his late 60s," she continues. "He believed that if you dedicate your life to learning, you will find a reason for your life. 'Learn in order that you may believe. It is knowledge alone that clears the mind of all perplexity.'"

"What I'm trying to do now," she exclaims, "is to interest my peers in going to school, and it is a hard task. I can't tell you what Sacred Heart has done for me. Everyone here is so helpful."

College for two years," Mrs. Jahn says, "I was pretty much on a straight path and motivated myself."

After marriage and the birth of her three children, she periodically returned to college—usually in response to a specific need. "If one of the children was going through a difficult period, off I'd go to 'Pitt'—we lived in Pittsburgh—and take a course in child behavior."

"After my husband died, we were then living in Conn., I went back to school again—this time at the New York School of Design. It seemed the natural thing to do. T.H. White, author of *The Once and Future King* (King Arthur) said, 'The best thing for loneliness, unhappiness is to learn—that's the only thing that never fails.'"

"Friends ask me," she continues, "whether I feel out-of-place with the young people at school. 'No,' I tell them. We are all there to learn, and I've always had a pretty good rapport with them. I try not to ask too many questions. I try not to answer too many. You know, no one likes a smart mouth."

Dr. Robin McAllister, one of Mrs. Jahn's professors at SHU, feels older students make a significant, positive contribution in the classroom. "In the course *Experience of Literature*," says Dr. McAllister, "much of the enjoyment comes from relating the



Lauretta Jahn, Student

has experienced a lot of joy and sorrow, as the older student has, the reward to read and to study and to share is even greater."

Along with education, Mrs. Jahn speaks of rewarding experiences as a volunteer worker, mainly with adolescents over a period of 50 years, explaining that she encountered many challenges especially, the young people. "I wasn't equal to them at times. They're getting smarter," she says with a smile.

"Also, I love the challenge of antiquing. It's marvelous to go into strange places that have a lot of junk and come out with a Renoir or something valuable covered

over with dirt."

Ever active, Mrs. Jahn is planning a trip for this fall to Scotland where she has roots on her maternal side. "On the other side," she says, "I'm Prussian; that's where I get my arrogance. Although through learning, please note, I'm ever more tolerant than when I was 30. Some people never change. By gosh, they do the same things all the time."

"I try not to look in the past. Yesterday was yesterday, and today is another day with all its joys and sorrow, wax and whams and whatever you want to call it. There is so much beauty, so much to learn...learning is the key."

An Attitude toward learning

(Continued from page 2)

free you from the potentially limiting conditions imposed on each of us by virtue of the fact we are born in a specific place, at a specific time in history, with a certain skin color and a certain religion.

The university community frees you to take your place in a larger world of kindred spirits engaged in a common search for better

questions and better answers to the challenges of life, and this is a community worth fostering and fighting for here at SHU. Only a few weeks ago, religious fanatics in Beirut proved they fear ideas as much as marines in Lebanon when they assassinated the president of American University in Beirut. They don't want their fellow countrymen educated with inquiring minds that question

dogma or seek out ideas that free their citizens from the chains of race, religion, and tribal prejudice.

If a liberal arts education is worth dying for in some parts of the world, it is worth living for here at SHU.

Contributed by
Robin McAllister
English Department

Positive Thinking

By Beverly Session

Would you like to be a success in life? Well, with a little luck, skill and a lot of positive thinking, it's possible. Positive thinking calls for us to end self-criticism. It helps people set goals and concentrate on their fulfillment.

Do you look in the mirror and say, "What a big nose I have," Or say, "I have such a nice smile." All too often, we look for faults and overlook our good traits. We berate ourselves for failures and forget to acknowledge accomplishments. Self-acceptance is the first step on the road to positive thinking.

According to Jill Stultz, an assistant psychoanalyst at the Karen Horney clinic in New York City, "The healthy, whole person is someone who has a sense-of-self and has accepted who she is." If you had parents who showed their love, you grew up secure in "being" yourself. Dr. David Bruns, a psychiatrist at the University of Pennsylvania, suggests a simple exercise: Keep a daily checklist. Each day, write a list of chores to be done. When a chore is done, check it off. At the end of the day, give yourself a pat-on-the-back for all completed tasks, no matter how trivial. So, next time you stop to look in a mirror; forget your nose, and remember your smile. This will help build self-confidence.

Self-confidence is a trait we see in most successful people. A self-assured manner can help you get whatever you want. Whether you're trying to land the perfect job or the perfect man, go after it like that job or man was made just for you. If you go after what you want with that attitude, you are more likely to get it.

If by chance you are overlooked for the job or Mr. Wonderful turns you down, don't get discouraged. After all, rejection is part of life and only makes us stronger. Assuming that all self-criticism has stopped, and you've gained more confidence; now is the time to set your goals.

Remember to block out all distractions, so you won't be deterred from success...and success will be yours.

("You can read 1,000 books, but if you don't think, what good does it do?")

Her blue eyes lively, posture erect, Mrs. Jahn conveys not an iota of helplessness as she speaks impassioned about learning, thinking. ("You can read 1,000 books, but if you don't think, what good does it do?")

Mrs. Jahn, committed to "learning," exudes purposefulness, vitality, pride...is definitely "with it."

Reared in the small town of Charleroi, Penn., the youngest of eight children of a "strict Scottish Presbyterian faith," Mrs. Jahn early-on was sensitive to the concept of self-improvement. "After attending the Chicago Musical

readings—especially poetry—to your own experiences. When one

Campus facilities: vacuum packed

By Gerry Eckber

"The university is involved in a constant process of trying to upgrade the quality of the facilities on campus, within the dimensions of the buildings that exist and at the

lowest-possible cost to the students," explains Dr. Anthony Pinciario, academic vice president and provost of SHU.

"We educators," continues Pinciario, "must be very ingenious in making efficient and maximum

use of the facilities in order to fulfill our basic and most important mission: providing high-quality liberal arts education for the students. The days of having a building for one purpose and not having versatility built into it are

gone."

To help fulfill space requirements, the administration has set priorities. "The first priority," says Pinciario, "is to provide an adequate number of classrooms. Then, it looks to ensure adequate support facilities to provide an overall excellence in the total educational experience: library, lounges and housing for extracurricular organizations, societies and functions."

"The bookstore is moving into a new wing and being replaced at the old site by a deserved and needed faculty-dining facility and lounge area. We must now look for facilities for the university staff. I'm also concerned," says Pinciario, "about a lack of appropriate office space for the various organizations—the cramped quarters. I'm aware of them; I don't live in a vacuum. But, what I do for one, I must be capable of doing for all."

"Talking pie-in-the-sky," Pinciario exclaims, "if we had more classrooms—a pressing need right now—there could be a re-arrangement of space in the Campus Center, to create reception areas or rooms for non-credit courses or seminars. Then, we could give the Center Lounge back to the students for their exclusive use. At present, we keep moving things in-and-out of the lounge for the various events taking place there."

"We would like to discontinue using the library upper level for social functions. We know it disrupts the service and facilities for the students; but at present, we have no other choice."

"While wrestling with these problems of space," says Pinciario, "I sometimes wish we had the expanse of the astronauts, where we could just push a little button and scurry around in space and occupy anything we want."

Founder's Day celebrated

(Continued from page 1)

of Stamford, Thom Serrani, an alumnus of SHU. Those who received an award for excellence in service to the university were Bette Pinder and Albert H. Wakin. Students Chris D'Arcangelo, Fred Palmieri, Brian Hamilton and Mrs. Susan Maddox were each presented with a medal and a check for \$500 for their strength in academics and for student service.

The annual Dr. William H. Conley Lecture was delivered by Dr. Di Biaggio, who received a Doctor of Laws Degree *honoris causa* from SHU at the ceremony. Dr. Di Biaggio discussed the problems with education today and what can be done to solve them. "Our progress as a society," Di Biaggio declared, "is predicated on the intellectual attainment of its citizenry."

The specialization of jobs in today's high technology industries

has created programs in college which do not give students a well-rounded general education, explained Di Biaggio. "Today's citizens should be able to read, write and view certain things and make interpretations with a disciplined mind," Di Biaggio added. "It is the intellectual and emotional commitment that has made for the ascent of man. The hope of the future is inspired by those who are honored here this day," he concluded.

Fencing Off Freedom

By Syndee Barwick

Many people dreamily say to themselves, "I wish I could visit Paris" or "Someday I'll see Rome," but for lack of money, time, motivation or opportunity they never reach their destination. Fortunately, dreams can come true—if they aren't too far-fetched and the person is determined. My dreams weren't, and I *was* determined.

Alcohol throughout the lifespan

By Charlotte Lawrence, R.N.

Probably no health habit impacts on our society so much as the use of alcohol. If there has been a slight decrease in the past two years in the use of hard drugs, there has been a correlating increase in the use of alcohol. Not only are people consuming more, but they are starting at a younger age. A recent survey of Fairfield County showed increased use among 12 to 14 year olds and experimentation among even younger children.

A survey in Dutchess County, New York, in 1982, revealed that 55 percent of the high-school males in the junior and senior classes stated that they were intoxicated on beer an average of two nights every week. Because Dutchess County is adjacent to Fairfield County, it is reasonable to assume that similar habits exist here.

Alcohol is a factor in 90 percent of fatal automobile accidents. It is responsible for more than 10 percent of all absenteeism in business and industry and costs millions of dollars annually for health care and disability.

Contributions to quality of life at various life stages are:

Youth—Motor vehicle accidents (MVA's), failure in personal achievement, often a contributing factor in suicide.

Young Adulthood—Complications of pregnancy, MVA's, problems in personal relations, divorce, career difficulties and failure in parenting.

Middle Age—All of the above, plus financial difficulties, and physical illness, such as cirrhosis, vascular and neurological problems, including early brain failure.

Later life—Physical illness as above, plus severe dementia, isolation, hazards of fires or falls and overall decrease in life satisfaction.

Certain problems characterize each stage, but may exist in others. Drinking is not a danger to everyone, but it is difficult to predict who will develop drinking habits of problem proportions. The Midwestern Connecticut Council on Alcoholism (MCCA) proposes the definition that a person is drinking too much if it is creating a problem in any area of his life. The stereotype of the down-and-out Skid Row drunk has little relevance to many drinking problems. Hallmarks of potential alcoholism are that the person is drinking increasing amounts in a regular pattern, daily or over weekends, and that he firmly denies lack of control.

Judicious use of alcohol includes a personal responsibility that you monitor your intake across the lifespan, and be alert to increasing patterns of use. It is advisable that, like annual physicals or regular health care, you take stock of your patterns of use of alcohol at yearly intervals, asking yourself if you are using more than you did a year ago, 5 years ago, and 10 years ago. If you are, and drinking is an absolute essential in all your social activities, you should suspect a potential for alcoholism.

Early intervention is often effective by personal increase of awareness and self-control. If that fails, an alternative is seeking counseling for behavior modification and personal problems. If you as a student or faculty member have a problem, or if someone you are concerned about has a problem, MCCA has available free confidential counseling services. Their phone number is 203-792-4515.

Profile on Gary Hart

(Continued from page 4)

needs reform, says Hart. As president, he would substitute, with Congressional approval, a standard consumption tax for income taxes, "restoring fairness to the tax laws." The retraining of workers into modern industries, who have labored in the older industries all their adult lives, is a priority for our economy under President Hart. "We have a clear vision of this nation's future," Hart said at a March 26 rally on the New Haven Green. "There are jobs to be done."

Often compared to John Kennedy, who Hart vehemently denies he is copying, the new leader in the Democratic run for the presidency is now being scrutinized under the collective

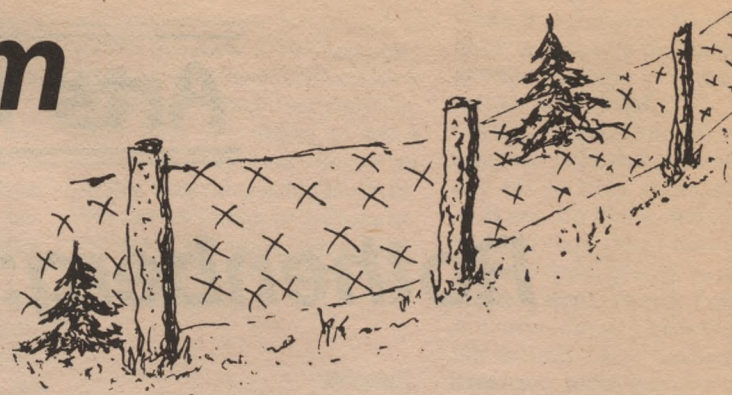
Instead of travelling first class and staying in hotels, I went to Europe second class and *camped* everywhere! I inspected every nook: the weathered but dignified Roman Coliseum, the jewel-like Piazza dei Miracoli in Pisa, picture-postcard Venice, the eerie ruins of Pompeii, the glamorous French Riviera, clean, crisp Switzerland and her very chic jazz festival, colorful Spanish open-air markets, stylish Paris, glittering Ver-

sailles Palace, swinging London, delightful Dutch countryside dappled with windmills, storybook Scandinavia and dozens of beer-drinking German cities. Each place is a tiny silver etching in my mind, but one portrait remains more memorable than my favorite spot, London, or even the dazzling Palace of Versailles. The engraving is a seemingly ordinary chicken-wire fence that stretches for miles—past woods, into woods, through a village, around a village, parallel to train tracks and disappearing over a hill...

Trekking across the European continent for one month with backpacks strapped to our shoulders and bags on our arms left me and my German friend, Veronika, exhausted-physically, mentally and emotionally. We officially terminated our adventure in a crackling-cold Stockholm, our money supply depleted to less than three dollars. Time to point our noses back to Veronika's house in Frankfurt.

Through the train window I watched the rustic Teutonic countryside rush by. In the warm sunlight, bespeckled white-washed villages nestled between the rolling, shimmering emerald-green hills while an occasional castle loomed out of a hillside.

"You like the countryside?" smiled Veronika.



"It's either the country or city! No suburb for me! The country's like a fairytale," I marvelled.

"Too bad that..." said Veronika.

"Too bad *what?*," I queried.

"You'll see—when it's time," she sighed.

From my seat, I could hear snatches of German, Italian, French, Turkish, Spanish, Greek, Scandinavian and even American phrases wafting through the train. I closed my eyes and reclined my seat trying to pick out familiar words to piece together conversations.

"Syndee!," nudged Veronika. "Look!" as she pointed out the window.

"What? It's a fence," I replied.

"It's the border between West and East Germany!"

As soon as the winding, simple fence came into view, a hush fell in the train—then muted whispers. I stared in disbelief. *This* flimsy thing divided democracy and communism—and a people. It

emerged from the woods in the hills winding around other fences and a village.

"See that village?" Veronika asked sadly. "It's split in half by that bloody fence."

"You mean families, too?"

"Yes, and if they try running to the hills and into the woods..." she poured "There are land mines up there and dogs trained to kill."

I had never dreamed something so simple could be so terrible. The fence coiled like a snake in the grass, squeezing the life out of these people.

"You look like you're crying," Veronika whispered.

"No way. I hardly ever cry. You know that."

"Oh—right."

Like a recurring nightmare, the image of the fence turns my feet to ice even now and sends a nervous sweat down my back. That fence will wind in my mind forever.

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Arts & Entertainment

Rothenberg: teacher, artist, mother

By Janine J. Sesa



Barbara Rothenberg

Presently teaching in the art department at Sacred Heart University in Fairfield is Barbara Rothenberg. Rothenberg has recently exhibited abstract landscapes at the Katonah Gallery in Katonah, N.Y., her 6th personal exhibition and 2nd in 1983.

Aside from being a dedicated educator for "well over 25 years," and an exhibiting fine artist for the past 10, Rothenberg also finds the time to keep her family very high on her list of priorities.

"I have enjoyed family all my life," says Rothenberg. "It's very much a part of me."

Unlike many artists who teach to make a living until they "make it" with their art, Rothenberg teaches as an alternate means of creative expression. "I became a teacher because I think it's one of the really valuable things to do in this world," says Rothenberg. "Teaching is as much a part of my personality as being an artist is. They each feed into separate parts of one's self."

"Any teacher who teaches art must be a working artist of some sort," she adds. "If they are not, then something is going to be lost in the teaching."

In choosing her profession years

ago, Rothenberg felt that "teaching seemed to matter more, you should forgive me, than advertising. It mattered more than television. It didn't make more money. In fact, it made less," she laughs. But then she states with conviction, "It just mattered."

Married for 22 years, Rothenberg has two sons in college who are a "great source of pleasure" to her. She married an architect—a profession she finds "very interesting...about which I knew almost nothing before I got married." They have a compatible interaction between them because both she and her husband work in different "art-fields" that require different modes of creative thought. The relationship they share involves a great support of each other's work. "There's enough sensibility on both our parts to understand what the other one is doing," notes Rothenberg.

Her older son, David, has based his senior thesis on improvisation, a subject Rothenberg lectured on a few years ago. She called it "Visual Improvisation" and discussed "how artists make art." "Very involved in music, David is taking the concept further than I ever did. The point is that I'm learning from him."

Her other son has become very

involved in collage making—another strong interest of Rothenberg's. But the younger Rothenberg works with a Xerox machine and "does these kind of far-out things with new media which I was not familiar with."

According to Rothenberg, "making it" in the art world has changed over the past 25 years. "There's this idea that if you don't 'make it' by the time you're 28, or something, it's too late," she says.

"Our world has been so overtaken by media, by youth-craze, by materialism," she adds. The world of art, like everything else, has become more of a marketplace. Success for Rothenberg, however, means personal growth and "just getting better as an artist."

"Hopefully, I've been creative in more than visual art," she says. "Hopefully, the whole idea of raising a family and enjoying them has been as much a part of my life as being a visual artist and as being a teacher. I've always juggled...and somethings have been lost in the process, such as early fame as an artist."

Laughing again, she says, "I'm hoping for late fame, and there are precedents for that too...We'll see..."

Mystery of a best-seller

By Shelley Krysta

Are you a whodunit fan who enjoys solving the mystery of who killed whom? Yes? Well, you have a chance to do this and to win \$10,000 for an investment of \$9.95.

Who Killed the Robins Family? is a murder mystery that has been on top of the best-seller lists, including the *New York Times*, for some months. It is unique because the book was written without a last chapter, and the reader who comes up with the most accurate solution to just who bumped everybody off will be selected in May as the winner of ten grand.

"Americans cannot resist anything about cats, diet, exercise or books by Erma Bombeck; and no American will ever turn down the opportunity to turn literature to cash," says James Brady of *Advertising Age*. According to Brady, "The public has been buying and apparently reading it with the lip-smacking eagerness they bring to the panting and heaving of Jackie Collins' *Hollywood Wives*."

Over 300,000 copies are in print and a movie is being negotiated. As a matter of fact, a sequel to *The Robins Family* is already in the works. This is a book that is not really a book but a "gimmick" the brain child of William Adler. Although his name appears first on the book, it was actually written by Thomas Chastain.

Published last summer by William Morrow, the book certainly did not make the best-seller list on merit. And, obviously, not by accident. It made it on salesman-

ship, marketing and what some would call huckstering on Adler's part. Brady states, "Adler got a hold of 1,400 retail-book shops across America and in one-week period personally telephoned each and everyone of them to ask three questions: 'Do you have *The Robins Family*?' 'What does it cost?' (to make sure the clerk checked if it was stocked), and to find out if it was selling 'This is a gift I'm thinking about. Please tell me if it is selling well. I don't want to give a book no one ever heard of.' On the basis of the responses he received, Adler convinced Morrow to run a second printing even though their computers had not yet gotten any data on sales."

Adler has been an agent for the Reagans, Howard Cosell, Dan Rather, three former Miss Americas, Ralph Nader and Phil Donahue. In addition, he has written 58 books which include *Letters From Camp* and *Inside Publishing*.

A writer writes for money and fame, the fame that is represented by being on the *Times* best seller list. "If there's no money, so what? We'll scrimp until the next royalty check arrives," says Brady, "but to be or not be on the best seller list—that's the worm within all our souls." With the creation of *Who Killed the Robins Family?*, Adler and Chastain have achieved both money and fame.

That's nice, but so what. You still don't know what the book is all about. Right? But what fun is there to reading a mystery if you already know the plot? Good luck and happy winnings!

"Image Makers," a major art show focusing on Connecticut's contributions to the communication arts, will open Friday, April 6, and run through May 6 at the Museum of Art, Science and Industry, 4450 Park Avenue, Bridgeport.

Sacred Heart University as co-host, marks its third year of participation in this unique event.

Virginia Zic, chairperson of the department of art and music, comments, "Illustrators and art directors are the artists of the print media. The number of professional illustrators residing in this area of Connecticut makes this show possible. It is truly one of the most exciting illustration shows in the state."

Exhibitors include top award recipients and other eminent ar-

tists whose works have been published in major magazines, throughout the United States.

Show highlights include such well-known illustrators as Edward Acuna of Fairfield, exhibitor at the New York Society of Illustrators Annual show, adjunct professor of Illustration at Sacred Heart and whose clients include ABC, NBC, General Electric, AT&T, *Tennis* and *Golf Digest* magazines; Allen Atkinson of Bethel, illustrator of Beatrix Potter's classics, and other Potter tales, and Mother Goose Nursery Rhymes; and Robert Neubauer of Easton, noted package label designer and creator of such logos as Underwood's (Red Devil) Ham, Snow's Clam Chowder, Chap Stick and other nationally known products.

Also, Judith Turziano of

Rowayton, SHU graduate and former associate art director of *Connecticut Magazine*, now a freelance designer/graphic artist whose clients include *Golf Digest*, *Tennis Magazine* and *On Cable Magazine*; David blossom of Weston, illustrator of covers and editorials for the *Saturday Evening Post*, *McCalls* and *Good Housekeeping*; and Bob Crofut of Ridgefield, Western paperback cover artist and illustrator of classics from Steinbeck to Dostoyevsky.

Museum hours are 2-5 p.m. Tuesday through Friday and 12 noon to 5 p.m. Saturday and Sunday. Fees to attend: \$3.50 adults, \$2 students (SHU students free with I-D card) and 50 cents for children.

Image makers '84

EVENTS ON CAMPUS

April 12
April 13

Meeting of all candidates for student office
Mixer; Sponsored by the Classes of 1986 and 1987
9:00 p.m. to 1:00 a.m. in the cafeteria
Open to all students

April 14

Trip to Great Adventure
Sponsored by the Class of 1985
\$20 full-time, \$23 other
Tickets on sale in the cafeteria
Bus leaves SHU at 10:00 a.m.

April 16

Candidates Debate: SG President and Vice-president
Cafeteria, 12:00 noon
All students invited

April 17/18

Elections: SG President and Vice-president
10:00 a.m. to 2:00 p.m.
Activities Office

April 18

All full-time students are eligible to vote
Dance Marathon, sponsored by Circle K and the Marketing Club
Cafeteria

Howard directs splash hit

By Bobbie Rempfer

You won't find a sweeter—or wetter—romance, nor a more buoyant comedy, than Ron Howard's *Splash*. Television's little Opie has become a major motion-picture director with this saltwater fantasy of a lovesick mermaid (Daryl Hannah) who becomes a fish out of water over a disheartened New Yorker (Tom Hanks).

Taking an unexpected plunge into the heart of a storybook dream-come-true, *Splash* sparkles. The man and the mermaid first met as children, when 8-year-old Alan jumps off a Cape Cod ferryboat, only to be saved by the adorable child mermaid. A fairytale bond is created between the two characters that lasts into

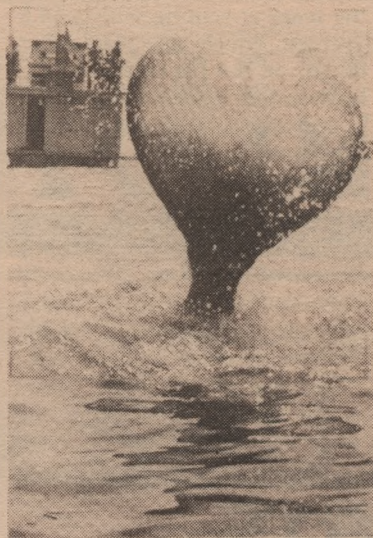


adulthood. Years later, Alan again falls from a boat into cold Cape Cod and is rescued by the mer-

maid. Later, back in New York, the mermaid comes looking for her man, surfacing at the Statue of Liberty.

Hanks endows his ordinary-guy role with the noble spirit that a fairy-tale prince must have. What's more, he's funny, too. The scene when he chases after Madison (the mermaid's New York name) clad with ice skates is very funny. Although at times Hannah's performance is lifeless, Howard manages to make her shine. She is hysterical in a Bloomingdale scene where, having spent all day learning English by watching the store's T.V.s, she squawks her name in fish language, causing all the screens to shatter.

A memorable cast of zanies



lends support to our hero's dunk into the world of the undersea creature. John Candy as Hank's overstuffed and infantile brother is so full of low-comedy life that he's a riot just standing there. Eugene Levy as a wimpy scientist who undertakes to expose Hannah in all of her finery, and Dody Goodman as a cuckoo secretary suffering from being struck by lightning are terrific laugh-getters.

Before director Howard and his group of writers (Lowell Ganz, Babaloo Mandel and Bruce Jay Friedman) arrange a romantic ending for this odd couple, they satirize everything from presidential politics to daytime television. They provide a jostling, busy, good-natured plot and audiences are well advised to take the plunge on *Splash*.

Financial Aid Globetrotter — Clinkscases Views Hoop Career



By Marie Pokrinchak

What do the names Meadowlark Lemon, Geese Ausby and Alvin Clinkscases have in common? The first two you associate with the Harlem Globetrotters. But Alvin Clinkscases? He's the Financial Aid Director at Sacred Heart University.

Surprise! Alvin Clinkscases is also part of Globetrotter history. He played hoop with the famed club between 1955 and 1957.

During his junior year at the University of Bridgeport, a scout for the Globetrotters approached Clinkscases. "I was in college to get an education," Clinkscases explains. "My mother said, 'Are you crazy? You will stay in school—if you're any good this year, you'll be better next.' When I was a senior, they came back."

Sitting back in his chair, the lean and towering ex-Globetrotter offered some thoughts on his rookie season with the team. "The first season always sticks out in your mind," Clinkscases reminisced. "The rookies really catch it. We had to carry all the bags, we had to carry all the balls, and then the manager would say, 'We can't play the game tonight. There's 25,000 people out there because you forgot the ball stretcher. And this poor kid would be running around trying to find the ball stretcher.'"

Clinkscases talked about the special qualities of the Globetrotters. "There's an aura about the team," he said. "No matter where we'd be, the people would react the same. There's a zillion people

in the place and you're using your smiles and all the other little things to make it look good. We would start clowning a little more, talking to the people; and that generated all the excitement."

But behind the clowning was a talented group of athletes. "There were games we played where we thought we were superb as basketball players. The place would be quiet and we couldn't understand what was going on. Then it dawned on us that they didn't come to see us play superb basketball; they came to see all the funny things happen."

Clinkscases talked about the differences between the Globetrotters today and the team he played with. "...The system is still the same, the idea is still the same, the excitement's still the same. But today's athlete is stronger and bigger and able to do some things we couldn't do."

"You'll always read in the paper about how great so and so was in this era," Clinkscases smiled. "And they were. They were super players, I played against some greats. But today's athlete is just getting better. It's like the technology we have in the world."

A wistful look crosses Clinkscases' face. "The comedy routine and the real intricacies of the team are the same. If I could get in shape, for instance, I think it would take me about a week and I could just go right back into the routine, and you'd think I'd been there for years."

Clinkscases talks about the stunts and learning the flare and timing. "When I went out there,

I didn't know any tricks. I was just an All-American basketball player and I walk out there and I see people bouncing balls everywhere, and I said, 'Oh my God, I think I'm in trouble here because I don't do any of this stuff.'"

All it takes is intensive training, says the ex-Globetrotter. "Pretty soon I could do all that stuff. And it never leaves you. I can still do those things today if you give me a half-hour to warm up."

What was it really like to play hoop for the Globetrotters? "Well, there's about 90-million people

out there staring you in the face," says Clinkscases. "So you put on your little smile, which you carried in your back pocket at all times, put it on your face, and you did your job. and that's what it was—an entertainment job."

"Some of the fellas really get into it, like Meadow. Look how many years he's been there, and he's still there. I never would've lasted that long. I went to college. On the road, I used to think there were other things I wanted to do. 'Adulation's okay,' Clink-

scales claims, "but after you've seen it and been involved in it, like anything else, it just fades. It's a picture on the wall, it's a trophy, it's somebody remembering you."

"Right now I feel good," Clinkscases smiles. "I was chosen for one of the best, and I did it. There's nothing for me to prove now. I am thankful I had the opportunity to experience playing for the Globetrotters. It was a super thing, and I'll never forget it. I've got my reminder on the wall. But now I want to be a good Financial Aid Director."

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Luckie: a true competitor

By Debbie Fisk

It's not very often that a school picks up an all-round versatile athlete. Sacred Heart University athletics has been enhanced by a woman who Pete DiOrio describes as "the best female athlete we've ever had at SHU."

Elizabeth 'Bippy' Luckie is a transfer student from Jefferson Community College in Watertown, New York, where she was named All-American in both basketball and softball. When the fierce competitor decided to come to Sacred Heart a year-and-a-half ago, she decided to play both basketball and softball for the Lady Pioneers.

A few weeks ago, Luckie played her final game for the Lady Pioneer basketball team. She led the team in scoring with a 14.6 average, which also placed her fourth on the list of the NECC leaders. She ripped down 6.2 rebounds per game and she led the team from the foul line, shooting 78.1 percent.

Co-captain Luckie was satisfied with the outcome of the Lady Pioneers 9-12 season. "We could have done better, but compared to last year, we did great." The Lady Pioneers finished 0-21 last year. "This year was different," Luckie commented. "This year, we were very competitive in every

game that we played. The games that we didn't win were usually close losses."

Even though SHU ended last season on a losing note, Luckie was nothing less than spectacular. She led the team, the league, and placed tenth nationally with a 19.9 average in scoring. She also led last year's team from the foul line, shooting 71.8 percent. Her finest game was Feb. 21 against Rhode Island college when she scored 42



points. That outstanding performance, one of the highest scoring

in Division II in 1984, earned her a spot in the record books.

Luckie still has two more years of softball eligibility, in which she is sure to continue her competitiveness. Last year, she was an All-New England pick at shortstop. She batted a torrid .327 with 28 RBIs and 48 hits, which included 8 doubles. Despite this, she is still going to miss playing basketball. A few days before her last game, Luckie said, "It's not a very good feeling knowing that my final game is coming up. But, I guess next year I'll have to play another sport." She smiled and said, "I'll probably play volleyball."

Lady Pioneers begin play

By Debbie Fisk

The Sacred Heart University women's softball team returned recently from their spring training exhibition in Orlando, Florida. They compiled an 11-3 overall record and maintain a 9-2 league record.

After three days of practice in the Florida sun, the Lady Pioneers opened up their trip on March 10 with a 5-0 win against the former ASA National Champions Orlando Rebels at Varner Stadium. Sophomore Nancy Stanton hurled the victory for the first win for the team, while the hitters supplied plenty of firepower. The next game of the doubleheader featured a key matchup in which the Lady Pioneers defeated Temple

University 3-2 in nine innings. Freshman Debbie Tidy picked up the victory for her first win of the season, while sophomore Sue Brksa's one out single in the bottom of the ninth plated Tracey Brown with the winning run.

The next day, the Lady Pioneers defeated Macomb College 14-1 behind Debbie Fisk's five-hitter. The SHU nine then faced a tough Defiance College team whom they defeated 8-0 in a game called after five innings. Tidy fashioned a perfect game with 12 strikeouts. Tracy Gelsinger led the SHU batters with two hits and two RBI.

On Monday March 12, Tidy stunned University of Wisconsin-Parkside with a no-hit performance as she struck out 18 batters.

In the second game, Stanton gained her first regular-season win by blanking Defiance College 3-0.

After a day off, the Lady Pioneers resumed play and defeated Indiana U-Purdue at Indianapolis, 1-0, as Tidy pitched her second perfect game in three days. SHU's lone run came in the third inning when Bippy Luckie double plated Donna Radacovits.

The Lady Pioneers continued their strong performance for the rest of the trip. Tidy led the mound staff, striking out 104 batters in nine games. Sue Brksa led the hitters batting .360, while Luckie batted .333 for the trip.

The Lady Pioneers, ranked fifth in the country in a recent Division II poll, opened up on March 29 against Fairfield University. Their next home games will be on April 6 against Keene St. College at 2 p.m. and April 7 against Springfield College at 1 p.m. Both games are doubleheaders.

SPORTS

Spring Sport Schedule

Softball

April 6	Keene State College (2)	Home	2 pm
7	Springfield College (2)	Home	1 pm
8	New Hampshire College* (2)	Home	11 a.m.
11	Quinnipiac College* (2)	Home	2 pm
14	Lowell University* (2)	Away	1 pm
15	C.W. Post (2)	Home	1 pm
17	Southern Connecticut State (2)	Away	2 pm

Baseball

April 5	Western Connecticut (2)	Away	1 pm
8	Pace University (2)	Away	12 noon
10	Central Connecticut*	Home	3 pm
11	New Haven*	Away	3 pm
13	Mercy	Away	3 pm
15	Lowell University* (2)	Home	1 pm

*New England Collegiate Conference games

Baseball team opens season

By Debbie Fisk

The Sacred Heart University men's baseball team fashioned a 7-2-1 record on their spring training exhibition in Jacksonville, Florida. Heavy hitters marked the opening of the Pioneers' season. The hitters combined for a .305 team batting average, led by junior second baseman Bobby Brown (.458), sophomore DH Cliff Deutsch (.438), junior third baseman Tony Capuano (.361), and outfielder Doug Vigliotti (.346).

Vigliotti has driven in 12 runs, while Deutsch belted 14 hits in the 10 games. Junior righty Phil Balunek (3-0) leads the mound staff with a 0.57 ERA.

SHU opened up their northern schedule on Wednesday March 28 with a 12-6 win over Southern Conn. State University. Freshman Billy Vizzo picked up the victory, while Deutsch led the attack with four hits, including a home run and a double. Capuano added two hits to the winning cause.

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PERSONALS

To Billy and Michelle you did a great job love Chrissy

To I.F.S.C. congrats on a good weekend!

We're looking for MEN, the S.H.U. women!

To the United Coalition why don't you confront us and state your problems, instead of writing letters and not signing them. Chris D.

To GAMMA CHI ZETA: I can't wait to play softball. Love C.D.

Dr. Green, we think you are a great teacher. Keep up the good work.

The SHU softball team, good luck in opening your northern schedule.

Bippy and Pete, Happy Birthday, The SHU softball team.

Anna A., if you read the paper a lot you'll see this. Keep in touch. Debbie F.

Lynn S., where have you been? Don't be such a stranger. Give me a call. I sent you a post card. Tell Lisa I said Hi.

P.S. Somebody loves you!

If somebody seems to be grumpy, SMILE. Two things will happen. If they're mad at you they will get even madder. That should make you laugh. But there might be a chance that they are just in a down mood and might need your smile to brighten their day.

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