Groups speak out against being silenced

The Conservative Stance
by Vanessa Chrzaz
Staff writer

Bryn Mawr and Haverford were both founded with the Quaker spirit in mind and this has lead to a very liberal feeling on both campuses. Both institutions also pride themselves on being fine academic institutions that are aware of liberal issues concerning everyone. Could this liberal (democratic) feeling be silencing other more conservative or republican voices on campus?

Jana Ernakovich, a Bryn Mawr Republican junior, doesn't feel too intimidated about speaking out with a conservative viewpoint but she does feel that conservative views are, at times, not welcome in the bi-college community.

Lisa Afanasieff, another Bryn Mawr junior who is also a registered Republican, said she is strengthened by Bryn Mawr's college community.

When asked what form her voice takes, Ernakovich replied, that she has written an opinion article on the death penalty for the Bi-College News and she feels that is...

The Feminist Voice
by Erica Flesher
Haverford '90

I was asked to write about whether women's voices are silenced on this campus. In some ways, by speaking for the feminists on campus as a representative of the Feminist Alliance, I am silencing female voices on this campus. If my words and experiences are appropriated as the feminist perspective, I must...

The Bi-college News
by Maia Saj
Editor

Exchanges: What voice is your publication airing? What is the general philosophy behind your publication?

Clea Benson: The News attempts to provide objective coverage of the community, meaning that we attempt to be primarily informative rather than political. I think this is important because we aim to be equally useful for all members of the community no matter what their political viewpoint.

E: What purpose does your publication serve in the community?

Benson: Well, I think that a lot of people would realize how useful the News is if we didn't come out for a week or two. We are after all the only publication that comes out every week. We are the primary source of detailed information about campus events for most people in the Bi-College Community. We have access to a lot of information which would be difficult for the average person to know without doing extensive research. I wouldn't say that we serve as a watchdog of the administration or any other campus group. But I would say that a lot of people are careful of what they say and do because the whole community might read about it in The News.

E: What types of issues does it address?

(cont'd on page 6)

Pro-lifers speak up
by Anne Tweedy
Staff writer

Pro-life activists are another group whose voice, because it is unpopular in the bi-college community, is less often heard. Instead of allowing themselves to be silenced, however, a group of pro-lifers have recently joined together to magnify their views.

"I am definitely the bad guy (on the Bryn Mawr campus)" said pro-life activist Pam McQuade. Hers is one of the two names listed on the pro-life signs posted around the Bi-College.

The Howl
by Maia Saj
Editor

Exchanges: What voice is your publication airing? What is your general philosophy?

Tolchin: We want to give a voice to a population that has gone unheard for a long time because they have been afraid to speak out. Humor has not been a priority on this campus and I think it should be. We support a lot of wonderful things here, but we don't appreciate the value of diplomacy, and making people laugh, supporting each other. Humor is one of the greatest ways of bringing people close. I think that Bryn Mawrters take themselves too seriously. Part of being a student is being conscious that we still don't know everything and still being proud of the fact that we want to try.

Our humor will be self-deprecating, lampooning these things that unite us as Mawrters.

E: What purpose will it serve the community? Why does it need to exist?

Tolchin: Because we need to cultivate our identities as students, who appreciate the value of laughter and being well-rounded. Personally, I'd like to see us laughing a lot more on this campus.

(cont'd on page 6)

College News: We provide a space for the people in the community to address problems constructively. We print all letters. Letters cannot be submitted anonymously but they can be printed anonymously. We get out information about feminist and women's issues. We try to get people reading, thinking, talking. We cover basic campus issues. Our articles reflect a feminist focus. All by-lines must be by women because we want our paper and our views to be...

(cont'd on page 6)

Photo by Kathie Collado

Photo by Kathie Collado

Photo by Kathie Collado
A heightened level of interest and peaked level of curiosity could be observed when the topic of classroom dynamics was brought to light by this reporter. Professor Judy Porter (Sociology - BMC), and Professor Steve Salkever (Political Science - BMC). Similar questions were presented to all four subjects interviewed, with perceptions differing based upon the status of each individual, student or professor.

According to Professor Salkever, who is teaching two upper-level political science classes this semester, and adding a senior seminar to his list next semester, there has been a general upward trend from 10 years ago in the number of students, particularly females, who are wearing their opinions in his classes. "It's not that the males in the classes of the past were particularly dominating, pushy, ornery; it's just that, more often than not, all it takes are one or two active women "leaders" in the class to generate discussion/debate. We are noticing more of these women in our classes who are not afraid to speak up." There are, however, a few topics that seem to be "generally avoided", such as foreign policy/military political matters. "When a topic involving political restrictions is presented, and a student expresses an opinion that is against the visible consciousness of the group as a whole, you can almost hear the invisible "curtain of silence" descending upon the class, in disagreement, with each comment, made." Salkever, however, added that at the times when circumstances similar to this arise, he often tended to elaborate on the position being expressed, and not further aggravate the situation by continuing solely with the point expressed.

In regards to the gender of the professor, Salkever felt that this factor did indeed influence classroom discussion and dynamics, but was unable to amass the exact degree of influence it had. Professor Judy Porter, tended to agree: "On the basis of my own experiences, I don't think gender affects classroom dynamics, no. However, according to other research I have heard of, though I am hesitant to make a definitive statement about this, it is more a 'cross-gender' question, meaning male students tend to respond more to questions posed by a female teacher, and so on, I don't, however, think of it [the gender of the student] as being a primary influence, or to me, have not noted any difference in willingness to discuss topics [based upon gender]. The tendency to speak in class depends heavily upon the personality of the student and overall knowledge of the subject. In my experience, in my teaching I tend to speak more than the non-majors, which makes sense, to a certain degree. I have noticed that since the mid-'60s, since I've been at Bryn Mawr, women have become much more willing to talk and aggressively participate in classroom discussion. Thiamy be due to a change in the teaching style, but my distinct impression is that students overall are more actively engaging and challenging what is presented in class." Professor Porter's comment, made in this class this semester, is an introduction to a class of 50 students, and a Senior Seminar consisting of 17 students, are examples of the heightened participation of students, though different in their own rights. An open discussion in the larger course, taught in a lecture-format structure, would be very 'instructive', according to Porter: "I encourage students to ask questions, I tell the class I don't mind interruptions at all. I will answer a question at length, even if it means digressing from the topic at hand. However, structure in a social science class is needed so that the students not lose sight of the theories and perspectives. In my Senior Seminar, people know that participation is expected: they must summarize, present their own evaluations, apply theories...it's a 'hard-on' application class. Regardless of which class it is, however, we try to set up an atmosphere where

Korean Success

(continued from page 5)

Ask Haverford student Louis Bonilla ('90) and Bryn Mawr student Betsy Hodges ('91) what ingredients are crucial to making classroom dynamics work on either campus, and they will likely be the personalities of the students themselves.

According to Hodges, "A lot of it depends upon personality and the individual: who you are may have a lot to do with how you are perceived by society." Bonilla added, "Personality plays a part; some students may just be more inquisitive, more likely to ask questions than others."

Bonilla noted that the gender of the discussion had little influence on the classroom discussion, in his experience. "For most of my classes, the gender of the teacher didn't influence it; Judy Porter, for example, is an exciting, good teacher - that does not have to do with her gender as much as it does her with her intelligence and enthusiasm." Hodges said that when she does speak up, the degree of "comfortability" in making a comment was directly related to the professor's gender. "In terms of role, every professor has the role of being a prof, every student has the role of a student. These roles affect one another in the classroom environment, but..."
The Third World Debt Crisis

The Challenge of Third World Debt

by Thomas J. Roberts

Third World countries owe banks and multi-lateral agencies a total of $1.3 trillion. Many of these countries have debts so huge that they may never be able to pay them off. In fact, the burden continues to bleed their economies and restrict their growth, with a development gap extending into the future. Ways of dealing with this debt must be found to keep the poor from getting poorer.

Today’s problem has its roots in the 1970s, when the oil embargo and the world economy was in good shape. Third world nations’ economies were growing fast with exports increasing, and banks in the industrialized countries flooded these nations with loans. The money poured in on Citicorp Chairman’s now infamous pronouncement that “investment as a catalyst of development is a bonanza for both sides until the 80’s. But, when a global recession hit and interest rates rose sharply. When, in August of 1982, Mexico, the largest debtor nation, was forced to default, it paid off its debts to commercial banks, the debt crisis hit.

A prolonged period of rising exports was the key to the ability of third world countries to accumulate foreign exchange from first world banks, for they provided all important hard currency. Borrowing was made easier, allowing countries to keep up with modest interest rates. Moreover, as long as exports continued to increase, the rapid growth of real wages in the 1970s, resulting from the debt burden of third world nations.

Debt and Devaluation

MEXICO: A CASE IN POINT

Recent negotiations between the U.S. Treasury Department and the Mexican government resulted in a $35 billion debt reduction, one country that has been struggling with the burden of over 50 billion dollars in debt.

Like many Third World countries, in the 1970s Mexico’s boom was fueled by capital and western innovation into Mexico seemed to promise unprecedented economic development. It appeared that investment by international lending agencies and private banks would be easily repaid, and at a tidy profit. However, serious problems existed. Mexico’s economic infrastructure and the actual pursuit of development.

Among the weaknesses that plagued the economy were massive income dis-

The rapid increase in Mexico’s debt was accompanied by an increase in the amount of capital and wealth in the country. These increases led to rising debt. The debt burden of third world nations.

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Among the weaknesses that plagued the economy were massive income dis-
It's a beautiful day in the neighborhood, a明媚的小镇，你知道吗？It's a beautiful day in the neighborhood. You see, last year's garden said it had found a new way to help people in the third world. They're called piggy banks. Do you know how many pennies there are in the piggy banks in New York? They have over a million dollars in cash! 

Morgan: One of the hands, look. Here comes Mr. Morgan. He works in one of the piggy banks, and he thinks that nice Mr. Brady is a wacko. Can you say "wacko"? Good! 

Morgan: Mr. Morgan does not want the sun-burnt girl to give him any pennies. In fact, if he had to, he would just go away. He wants the third world to give him pennies because he thinks the third world is too poor to give him more money than the listerment will hear. 

Morgan: Now nice Mr. Brady can't make Mr. Morgan happy. He is angry because the piggy banks are not giving him any pennies. Morgan: It's a beautiful day in the neighborhood...

Commentary

It's a Beautiful Day in the Neighborhood...

by Rob Wingate

Haverford, 90

Morgan takes pennies from the government. But if Mr. Morgan agreed with Mr. Brady, the piggy banks would not give him a lot of money in the third world but would still be certain of getting SOMETHING. Mr. Morgan is more interested in the piggy banks than in the third world because he can't get the piggy banks to give him more money than the listerment will hear. 

Unfortunately, Mr. Morgan has never heard the saying "Half a loaf is better than none." Have you? Of course you have. And here comes nice Mr. Pinochet, who can't give any money to the piggy banks because he has no pennies to give away. Mr. Pinochet is angry because he can't give any money to the piggy banks, and he is very angry because he has no pennies to give away. He has seen many people shot by a gun. He'll talk about that later too. 

Children, can you say "Venezuela"? That's where the nice people got upset because they were hungry and their listerment told them to stay hungry until it found more pennies to feed them. Also, 300 people died in Venezuela. That's right, children, they went to the same place your hamster went last week. Mr. Morgan and other suppliers of pennies from the third world don't want that to happen again, so they try to keep the supplies of pennies they can find away. 

After 1982, Mr. Morgan went up to Mr. Pinochet and told him that the third world didn't return more pennies to America, then he would lend Mr. Pinochet money. More money. Did you know what "lend" means? No? Well, have you ever been asked by your sister to give her a doll to hold for a while, and did she lose the doll? If she did, she certainly couldn't give it back to you, and she probably asked you for another doll to hold too. What's that? You sliced off your sister's ear for losing your doll? Ooo, I would do the same thing if I were you. 

Mr. Smith is especially angry because he has a system of five year plans. Pinochet is angry because he has been so busy trying to get the piggy banks to give him more money that he has almost forgotten to go to the market. He doesn't want to go to the market because he wants to save money. 

Mr. Smith is also a big fan of the Olympics. He has been to the Olympics every year since 1952. He thinks that if you accept the conditions that Mexico has to meet the obligations of the Olympic Games, then you accept the conditions. Mr. Smith also thinks that Mexico's Olympic performance is a testament to the success of Mexico's export drive. The Olympic Games are a big deal in Mexico, and Mr. Smith is happy because the games are a big deal. 

Morgan: It's a beautiful day in the neighborhood...

Case Study of Mexico (continued from p. 4)

Government. Mexico has lost a portion of its economic sovereignty, and a large deal of its economic sovereignty to the international economy. Nevertheless, hope does lie in two places. The recent election of Carlos Salinas, despite some controversy over the legitimacy of his election, has offered a ray of hope in the relationship between Mexico and the global economy. Salinas has already reduced concessional subsidies on goods that have been important to Mexico's economy, and he has also appointed a newly elected president has also reduced concessional subsidies on goods that have been important to Mexico's economy, and he has also appointed a new economic team to help Mexico meet the obligations of the Olympic Games. Mexico's other hope can be found in its Asian debt renegotiations that took place in the U.S. and Japan. Mexico would have an economic system that could provide employment and encourage political stability, and the U.S. would have a new trade partner on its southern border.

The resulting agreement, a radical departure from the old conditional negotiations, allows lenders three options for insen- sibly reducing the debt burden: reducing the principal at 6.25%, reducing the principal at 50% and making new loans at lower interest rates. This agreement allows lenders to work with what they had to work with to take what effectively would be a 25% cut in the debt. The agreement also means that the Treasury Department is guaranteeing the repayment of the reduced loans in the event that Mexico defaults. The loan write down options. Banks such as Citicorp and Chemical would be assured that their loans would become more valuable, and that they would be made good, rather than facing the nightmare of a $30 billion dollar default on the original loans.

Whether or not Mexico succeeds in coming up with a solution to the crisis depends on the number of factors, but one thing is for sure: The crisis is a great deal more complex than it appears on the surface. The political situation in Mexico is a great deal more complex than it appears on the surface. The political situation in Mexico is a great deal more complex than it appears on the surface. The political situation in Mexico is a great deal more complex than it appears on the surface. The political situation in Mexico is a great deal more complex than it appears on the surface.
Campus Issues (cont'd from page 2)

The Bi-college News
Benson: We cover everything of impor-
tance in the Bi-college Community. It is of ten limited to what Edboard (the editorial board of the paper) can come up with on Sunday nights. What we actually publish is whatever our staff decides. Some people seem to think the News has a political agenda. It's more like we take what we can get.

E: What is your stance toward other publica-
tions?
Benson: I think other publications on cam-
pus are very important especially because The News, as an objective Newspaper is limited in the types of things it prints. For example, I think a publication like the Col-
lege News is very important to have at a women's college because it provides a place for the women students to say which are silenced by traditional society. Publications such as The Underground are the Under-
ground really give people a chance to pub-
lish anything they want. I don't think that any publications on campus are mutually exclusive but rather we complement each other.

E: How would you describe your writing style and your editing?
Benson: The News exists to provide its staff with a knowledge of all aspects of news-
paper production. We try to maintain a profes-
sional and journalistic tone. I definitely think the style is that of the New York Times. But, we are not the The National Inquirer either. The News edits articles so that they do not express any pri-
mary voice. We also try to keep traditional journalistic style. You wouldn't read anything in the News that sounds like an English essay because we want readers to focus on content not form. We also obvi-
ously edit according to our own style rules.

The College News
Benson: We can write letters. We want to post Professor Benson's comments in the News in the Haverford Women's Center.

E: What issues does your publication address?
College News: Some issues that got a lot of attention this year were the first posi-
tion against racism in Spring 1988, Gay Pride Week, Black History Month, Clas-

E: What is your stance towards the other publica-
tions?
College News: Every publication helps the others. We don't write about issues that we know the Bi-College News will pick up. There isn't much overlap or competition among the campus publications. They compliment one another. Most people who read news-
papers probably read all of them.

E: How would you describe your style and editing?
College News: Our style is the style of the writer for whom we edit. We edit for spelling, grammar, and clarity. We do a lot of work on the telephone, talking to writers about their articles. We try not to change meaning at all. We believe that working with some-
one to make their writing clearer is empow-
ering, editing without consulting them is silencing. We never cut for space without consulting the author.

The Howl
E: What types of issues will it address?
Tolchin: We plan themes rather than issues. We want to imagine A Bryn Mawr in the future....A World In the Future. We want to announce ourselves and define our purpose to delight.

E: What is your stance towards the other publica-
tions?
Tolchin: Nothing is sacred.
E: How would you describe your style and editing?
Tolchin: Style is going to be 8 x 11 glossy, sophis-
ticated and ridiculous. We edit with our writers. There will be no censorship. Our point of view in editing is to improve the humor and articulation. We are going to keep it in good taste because we are representating an institution that values taste and we are going to be an extension of it.

The Underground
by Jennifer Squires
Staff Writer
Exchanges: What voice is your publication
airing? What is the general philosophy behind your publication?
James Weinrod: The Underground is basically devoted to printing any opinion, regardless of what view you have. Our idea is if you want to say, it say. You can write [your views] in any format you want and take any point of view you want. Back when we first started, every publication had a pretty set standpoint, and we were really frustrated with that.
I guess our reason for doing this is to put together a non-threating editorial point of view. We're saying, look, we're going to print it and not give you flak about it. We're here, we don't care what you say or how you say it. We're not here to pass judgement on anybody. It seems like there are a lot of people here who are afraid to put forth their views, like on the comment board, because of the reactions they get. If you let the people speak up, you'll get a better idea of what people [in the commu-
nity] are thinking.
Exchanges: What is your purpose for the community? Why do you exist?
Weinrod: Basically, we exist to let anybody talk, about whatever they believe, in what-
ever way they want to say it. We want to have one publication [in the community] in which we open to all viewpoints regardless of less of whether they're "acceptable" or not.
Exchanges: What types of issues would you like to see addressed in your publica-
tion?
Weinrod: We really don't care. When we started, we said "community issues" but we've even gotten away from that. Write about whatever issue you want but keep your point of reference; if you're talking about something off campus, explain it so every-
one is clear about it. We also invite people to respond to other things that have been written [in previous issues].
Exchanges: What is your stance towards the other publications in the community? Are you all incompetent?
Weinrod: As an editor, I guess I would say that I don't think they're incompetent. The
publications augment each other: they all do different things, and it would be foolish to not keep all of them. Each has a different agenda whether it be reporting the news, representing feminist viewpoints, or creat-
ing a forum for political discussion. We, The Underground, feel you do things your way, and we'll do things our way. The only time we would criticize is if the other publi-
cations weren't letting people represent their opinions. As long as they're fair to people's opinions, we have no problems...It's not our concern to get involved with other publica-
tions.
Exchanges: What style and editing proce-
dures do you follow?
Weinrod: We allow people to format things anyway they want: cartoon, essays, poems, whatever; there are a lot of things that still haven't been done, as far as format goes. We do reserve the right to set headlines, and to project some punctuation, but we won't change words or the text. Our policy is very simple: we will print every-
thing we get. Sometimes it takes two issues to fit everything in, but we will print any-
thing we receive.

Stone Cold Busted
by Lisa Morenoff
Staff Writer
Exchanges: What voice is your publication
airing? What types of issues will it address?
Carlo Cerutti: Airing the voice of feeling. One in which we don't talk about what we would like to have and what we think is really good and what our principles are, but what we have. It's practical, what's going on at Haverford, in the Bi-college commu-
nity today. I think that really's two very imperative things, especially in the commu-
nity where we talk about everything we can find a code. We sit and talk about the Code a lot, and everything we can get out of the Code, but I think it's worth trying to get at the root of the problem. So you can say: do you like what it is, what does, what the individual's in this campus are really thinking and feeling, and not just idealizing about.
E: What is the general philosophy behind your publication?
Cerutti: General philosophy...just to start
off with very simple thing; I mean policy things, not necessarily simple. The editorial policy is no over-intellectualized. I will not, as some people seem to think, print any article that is submitted. I don't believe that. The other part of the editorial decisions have to do with what it does, at what the individuals on this campus are really thinking and feeling, and not just idealizing about.

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Entertainment

Faculty Profiles III: "The Psycho Biologist," Jonathan Schull

by Rick Ruberg Staff Columnist

It's back and it's bad! In "Faculty Profiles I: Claude and Eric's Excellent Adventure" you saw the misadventures and misdemeanors of Haverford's illustrious Chemistry Professor Eric Johnston. In "Faculty Profiles II: My Dinner with Sue" you listened intently for hours as Haverford History Professor Susan Stuart retold her favorite anecdotes. Now, in THX Dolby Stereo and in Technicolor, see "Faculty Profiles III: The Psycho Biologist" starring the beardied behaviorist, Haverford's own, Assistant Professor of Psychology Jonathan Schull.

Jon, as he prefers to be called, is really neither a biologist nor a psychologist, but rather a fusion of the two. He describes his field of interest as "the interface between psychology and biology."

Born in Long Island, the oldest of three children (he has two younger sisters), Jon moved to southern Miami in third grade. His years living on the coast kindled his interest in the ocean aquatics and specifically, marine biology. He also had an early interest in psychology—as he said, "I remember as a kid in 5th grade looking at my dog and wondering what was going on inside his head." When Jon reached junior high his family moved to Cleveland, quite a change from the temperate Florida sun. Lake Erie was close by though, and he was able to continue his marine hobbies. In fact, he was quite into sailboat racing, that is until his boat de-masted another in an open water collision. "We always came in last, any way," he added. He was even able to return to the Florida Keys one summer during high school to assist in marine biological research. His last year of high school was spent in Ireland, when his family once again relocated. This allowed him to see much of Europe, and indeed, before his first year of college, Jon hitch-hiked his way across the continent (while speaking only a little French at the time).

After taking Europe by storm, Jon returned to the Sunshine State to attend New College and Reed College (in Portland). Now Reed as a very academically intense place, he commented, even more so than Haverford. But that was the kind of atmosphere he enjoyed, and expectedly, he had lots of fun in college. As for psychology, however, he came upon that almost by accident. Indeed, he was set upon being a biology major (remember marine biology) and took Intro. Psych as a fourth course. But as he says, "by the middle of the semester I was hooked."

Although Jon wanted to take a year off after college, his education continued the year following his graduation when he won a fellowship to study at the University of Pennsylvania. In five years, he was awarded a Ph.D. and began teaching at Haverford almost immediately after that in 1980. Jon's interests are many, however all are concentrated in his expressed area of interest, the overlap of biology and psychology. One of his present projects is an investigation into the similarities between biological rhythms, emotional illnesses and thyroid hormones. Jon is also interested in the theoretical relationship between evolutionary biology and the development of intelligence in animals. He asks the question, "Does an animal have knowledge of its own thoughts?" He has recently worked with Haverford Visiting Assistant Professor of Psychology David Smith, and with dolphins (in the Florida Keys, ironically), to investigate this question.

As far as the future is concerned, Jon intends to stay here at Haverford. He likes the opportunity that he has here to explore new ground and new projects. The general atmosphere of this school, specifically as set by the Honor Code, is very conducive to learning, he said. However, Jon would like to see more collaboration between students and professors. He concluded, "Most professors don't want followers or students, they want collaborators...students to rise to the occasion and assist in research."

Faculty Profiles III: "The Psycho Biologist," Jonathan Schull

by Rick Ruberg

Committee III: ad-hoc Committee for Psychology

A situation may severely affect the accomplishments of the committee that would work towards a settlement with the concerned members of the University. The 20 page proposal that the committee called for an internal committee to monitor the hiring process. President Gregory has not yet commented on the proposal. (From The Brown Daily Herald)

Dartmouth College

The Dartmouth College Campus has been rocked as a result of the publication of an article by Dartmouth alumnus, Chris Miller '63 (most famous for his account of the Alpha Delta fraternity: "Animal House"). The article has been published in the Alpha Omega newspaper. The article claims that Miller was threatened with violence and that he was forced to leave campus.

Student protest leaders took issue with Miller's "tunnel-vision" view of Dartmouth's fraternities and sororities. College spokesman, Alen Hurea, is afraid that Miller focused solely on the negative aspects instead of looking at the "very positive things, such as a real reduction in alcohol related problems, alcohol abuse and drug use." The following is an excerpt from the Playbooy article: "It's Magic Monday at the Delta House... Seventy naked guys cram into the TV room... Beers are distributed by bikers—those with big ones get king cans of Bud; those with small cocks drink from shot glasses. The worst, most repellent, vile and disgusting porno tape available is popped into the VCR. The brothers keep checking one another out—anyone who gets a hard on faces rigorous punishment." (From The Dartmouth)

In addition, student fraternity leaders took issue with Miller's "tunnel-vision" view of Dartmouth's fraternities and sororities. College spokesman, Alen Hurea, is afraid that Miller focused solely on the negative aspects instead of looking at the "very positive things, such as a real reduction in alcohol related problems, alcohol abuse and drug use." The following is an excerpt from the Playbooy article: "It's Magic Monday at the Delta House... Seventy naked guys cram into the TV room... Beers are distributed by bikers—those with big ones get king cans of Bud; those with small cocks drink from shot glasses. The worst, most repellent, vile and disgusting porno tape available is popped into the VCR. The brothers keep checking one another out—anyone who gets a hard on faces rigorous punishment." (From The Dartmouth)

Wesleyan University

Six black students protested the University's stance on race issues by standing in front of the podium of President William Chace during his inaugural address. The newly installed President was presented with a list of demands that included their desire for the school to establish and Afro American Studies Department, increase the number of minority faculty, complete divestment of South African investments, and the general movement to stronger relations between the races at Wesleyan. The six male students, three of them freshmen, dressed in black. Two of them were handcuffed to each other. Upon entering the auditorium two of the protesters bowed their heads while the other four raised their right fists in an expression of black power. One of the students presented the President with the aforementioned letter and then they stood silently before the podium for approximately five minutes. The President insisted that the protest did not interrupt the inaugural ceremonies and that there were no plans to punish the protesters in any way. (From The Wesleyan Argus)

The Dartmouth College Campus has been rocked as a result of the publication of an article by Dartmouth alumnus, Chris Miller '63 (most famous for his account of the Alpha Delta fraternity: "Animal House"). The article has been published in the Alpha Omega newspaper. The article claims that Miller was threatened with violence and that he was forced to leave campus.

Student protest leaders took issue with Miller's "tunnel-vision" view of Dartmouth's fraternities and sororities. College spokesman, Alen Hurea, is afraid that Miller focused solely on the negative aspects instead of looking at the "very positive things, such as a real reduction in alcohol related problems, alcohol abuse and drug use." The following is an excerpt from the Playbooy article: "It's Magic Monday at the Delta House... Seventy naked guys cram into the TV room... Beers are distributed by bikers—those with big ones get king cans of Bud; those with small cocks drink from shot glasses. The worst, most repellent, vile and disgusting porno tape available is popped into the VCR. The brothers keep checking one another out—anyone who gets a hard on faces rigorous punishment." (From The Dartmouth)
Publications (cont'd from page 6)

written on any concern is valuable, if it's written from feeling simply because that is a relaxation. I usually feel better after I write it out and I feel another way and that's a relative perspective; we don't see a lot of thinking on it. Like, you think that’s rather well, I think it’s brown. Whatever. But have a conversation about it? No. So I think that what people’s minds, what people are feeling, whether it’s about racism, whether it’s about bulimia, whether it’s about abortion, I think that’s important because that's what's unique for them, that's what they're feeling. I have no qualms about printing [articles], whatever the topic is, whether or not it's just as it's personal feelings.

E: Do you ever find yourself hoping that someone will write about a particular thing because people are thinking about it?

Ceruitti: I find myself hoping that people will look to the future in everything that I write. I think that that became more hardened in me with the Tamara issue. I really feel that the public is going to the level it is to understandably, and you can use any one of a billion words: incensed, angry, upset, it doesn’t matter, it doesn’t matter what word you use. But I’d really like people to look toward the future and think about what we’re learning here, what we’re learning at Haverford, Bryn Mawr, “Equality for women” was a large part of what I thought feminism was about. None of the feminists I had grown up with were politicians nor did they hate men. I didn’t hate men. It’s just that I shuffled my legs. How could I be a feminist? I began to get some of my voice back when I decided to print. That’s what I meant before I said that I don’t print just anything that anyone gives me. Whatever, I mean it's a spell-check, but that's about it. I make a judgment as to what is given to me as to whether or not I'll print it. And it turns out to be a yes or a no, or publish or not. I will not edit, and very importantly to me, the reason behind this is that this is written from feeling and they’re not my feelings. And I will not edit. I will not try and ask, “Is this really what you're feeling?" Cause that’s ridiculous. The point is to ask of myself, the point is not to ask of you or the author. I just don’t want to edit those feelings.

E: How do you decide what doesn’t go in?

Ceruitti: I had to reject the first thing today, or last night. I rejected it because it stated the author’s disagreement to an article but it was not my thing. It said, “I don’t think that you should have done this.” But, it didn’t say, “I think you should have done this.” It did not say, “It's my feeling and it has been my experience that this works better.” It was very simplistic. And I have come to use “principle” as opposed to “practical” in a negative way. I think the latter really got lost in principle as opposed to practical. It was just really a principle. It was simply a critique of someone else that was very intellectual.

E: Is there anything else that you would like to add?

Ceruitti: Anonymous contributions... That’s also really important. I forgot about that...

E: That’s definitely a part of my editorial policy. Absolutely print anonymous pieces. Because, there’s absolutely nothing that says that something that is anonymous is invalid. If the feeling is still there, it doesn’t matter if he signed it or not.

Trivia (Cont'd from page 4)

---Percentage of Chinese teenagers who can correctly identify the size of the world’s population: 85%---Percentage of American adults who can do the same: 35%---Percentage of all illegal drugs produced worldwide that are consumed in the United States: 69%---Average age of a member of the United States House of Representatives: 52---Average age of the American voter: 47---Average age of a member of the Rolling Stones: 46 (but getting higher every day)

Well, that’s the trivia for this edition. We’d like to thank the academy, mom, dad, sist, all the little people, and most of all, Harper’s magazine, who’s done a lot of research getting trivia so we could present it to you. And before we go we’d like to leave you with a nugget of truth and wisdom for the next two weeks. It should carry you through any desperate situation you may face, at least until tomorrow. (Open fortune cookie.) Ancient Chinese scholar say “Too many cheese cutlet does not a wise man make.”