

EXCHANGES

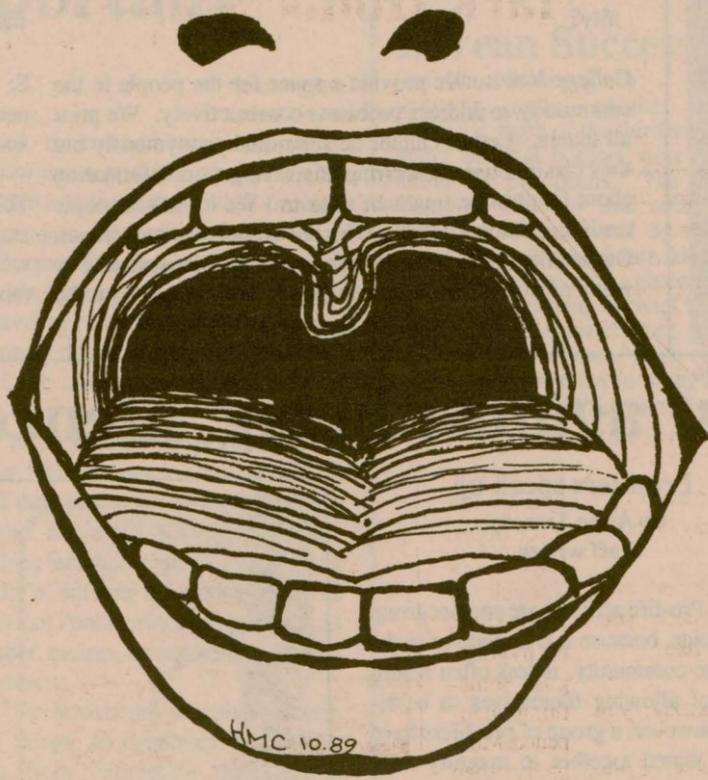
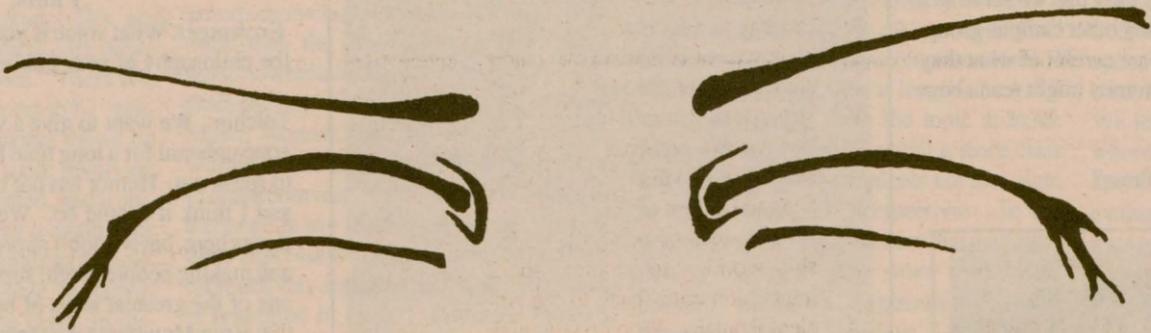
a bi-college community forum

Inside:
Third World
Debt

10 November 1989

Volume I; Number 4

VOICE



Campus Issues- Voice

Campus publications allow voice to be heard

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)



Photo by Kathie Collado

The College News

by Maia Saj
Editor

Interview with Beth Stroud and Rachel Perlman, Co-Editors

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

College News: We are a feminist newspaper. Everyone interprets that differently. It took us hours...days...years to write a statement of purpose. We do not pick a silence voice. We want to provide women and feminists with a place for a forum. While the feminist voice is strong on this campus, it is not dominant everywhere. Therefore, we are publishing the *College News* because we want to help women strengthen their voice so that they can use it everywhere. We are committed to granola feminism.



Photo by Kathie Collado

E: What purpose does your publication serve the community?

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

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The Howl

by Maia Saj
Editor

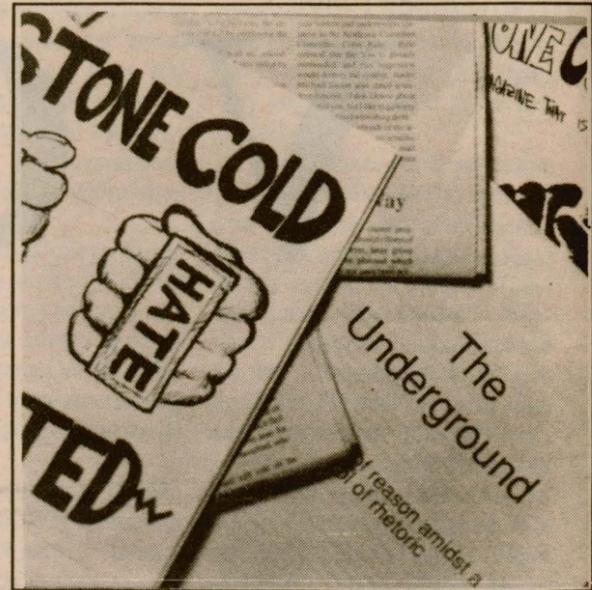


Photo by Kathie Collado

Exchanges: What voice is your publication airing? What is the philosophy of your publication?

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.

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Groups speak out against being silenced

The Conservative Stance

by Vanessa Chrzan
Staff writer

Bryn Mawr and Haverford were both founded with the Quaker spirit in mind and this has led 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 commitment to individual opinion when she she expresses a conservative viewpoint. "Bryn Mawr is a college for individuals with all types of opinions."

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

(cont.'d on page 8)

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

(cont.'d on page 8)

The Feminist Voice

by Erica Fleisher
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 position on this issue, differences in

(cont.'d on page 8)



Photo by Kathie Collado

Classroom Dynamics

BMC Professors comment on dynamics

by Sabrina Pasztor
Staff Writer

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 voicing their opinions in his classes. "It's not that the males in the classes of the past were particularly dominating, pushy, ornate; it's just that, more often than not, all it takes are one or two active women "leaders" in the class to generate discussion and debate. We are noticing more of those women in our classes who are not afraid to speak out." There are, however, a few topics that seem to be "generally avoided", such as personal views on 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 the 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, however, do not think of it [the gender of the student I am calling on] consciously; it seems to me, I 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 introductory classes, the majors tend to speak more than the non-majors, which makes sense, to a certain degree. I have noticed that since the mid-'60's, since I've been at Bryn Mawr, women have become much more willing to talk and aggressively participate in classroom discussion. This may be due to a change in my teaching style, but my distinct impression is that students overall are more actively engaging and challenging what is presented in class." Professor Porter's two classes this semester, an introductory class of 50 students, and a Senior Seminar consisting of 17 students, are examples of

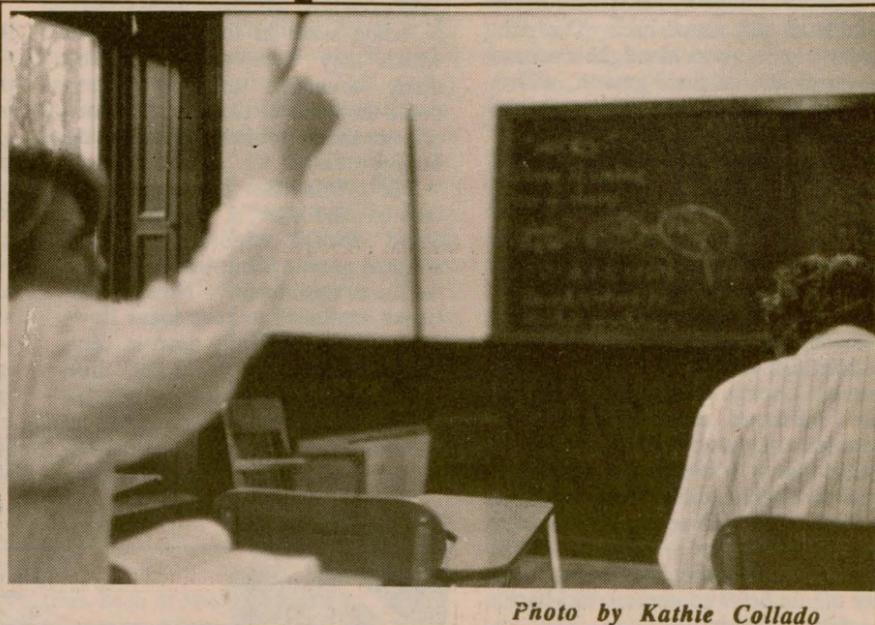


Photo by Kathie Collado

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 "counterproductive", 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. Irregardless of which class it is, however, we try to set up an atmosphere where

we are willing to entertain a variety of perspectives. There is nothing any of us in the social sciences are not willing to discuss; we do not turn away from an issue because it is a 'hot issue', because we are very conscious of the fact that we want a variety of class perspectives and others to be more comfortable discussing even controversial perspectives. We let students know where we stand and where we are coming from, because without knowing these things we can't interpret or evaluate other perceptions. But our opinions are not doctrine; we try not to interject them unless we feel they're relevant to theories we are presenting. My class is not a 'therapy session' - they are not the time or place to discuss personal problems in an academic setting. They are places where we encourage valid group discussions."

Personalities important in dynamics

by Sabrina Pasztor
Staff Writer

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 the common response will 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 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 prof has the role of being a prof, every student the role of a student. These roles affect one another in a classroom environ-

ment, as do the roles of being male or female. Conflicts outside the classroom also occur within and due to these roles. At Bryn Mawr, in some cases, the atmosphere is more effective for fostering discussion, because it's 'geared for women'. But the overall level of comfort in the 'chilly class environment' depends upon the gender of the class, the size, and the individuals as well."

While neither Hodges nor Bonilla remember feeling consciously intimidated by any of their professors or topics brought up in their numerous sociology classes, Bonilla does feel that some professors have been guilty of stifling discussion on topics which are not "politically correct", such as race, gender, racism, homophobia, and sexual harassment.

"Professors are sensitive to these kinds of things, to dynamics that inhibit everyone from expressing their views. However, I have been in classes where my viewpoints have disagreed with the personal politics of the professor, and the topic has conveniently moved on; this is not due to discrimination, but because students aren't necessarily forced to confront certain issues in classes. These issues are 'ghetto-ized' - only a few courses dealing with issues are presented in more than just a superficial way."

Korean Success

(continued from page 5)
domestic unity, another stumbling block for much of the third world where many national borders were arbitrarily drawn by Europeans. The Confusion ideals of harmony and submission to authority, ideals shared by many East Asian nations, helped turn hierarchically conceived economic plans into reality. Such underlying societal ideals conducive to industrialization, something akin to the American "work ethic", are missing or weakened in many developing nations. Korea's centuries old tradi-

tion of education, strengthened by the Japanese, served to mold its homogeneous and Confucian people into a skilled workforce, suited for the technical demands of modern industry.

While Korea's growth has been impressive, the conditions which potentiated this growth are unique to Korea or, in some cases, to South-East Asia. Thus, while an export-led strategy of industrialization is attractive, solutions to the third-world problems of technology transfer, investment, education, and infrastructure must be solved within the context of each particular nation, taking its cultural and situational vagaries into account.

Sometimes
you are what
you don't eat.



Think fast November 16.

Don't eat on the Thursday before Thanksgiving. Then join six million Americans who since 1973 have mailed the money they saved to our life-saving projects. You'll not only learn what it's like to go hungry. You'll know how good it feels to help those who are. Write: "Fast for a World Harvest," 115 Broadway, Dept. 4000, Boston, MA 02116. Or call for more information: (617) 482-1211.



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POLITICS

The Third World Debt Crisis

The Challenge of Third World Debt

by Thomas J. Roberts
Staff Writer

Third World countries today owe banks and multi-lateral agencies a total of \$1.3 trillion. Many countries today have debts so huge that they may never be able to pay them back. The debt burden continues to bleed their economies and restrict their growth, with a devastating impact on their people. Ways of dealing with this debt must be found to keep the poor from getting poorer.

Today's problem has its roots in the 1970's, when interest rates were low, and the world economy was in good shape. Third world nations' economies were growing, their exports were increasing, and banks in the industrialized nations lent money to them freely, spurred on by Citicorp Chairman's now infamous pronouncement that "countries never go bankrupt." The situation was a bonanza for both sides until the early eighties, when a global recession hit and interest rates rose sharply. When, in August of 1982, Mexico declared that it could no longer pay 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 borrow vast sums of money from first world banks, for they provided all important hard currency. Borrowing was made even easier by modest interest rates. Moreover, as long as the growth of export-generated capital exceeded interest rates, loans were easy to pay off. In this environment, many third world countries kept

"loans were serviced not out of the country's own resources, but rather out of fresh borrowing."

-Jeffrey D. Sachs

piling up debt. Old debts at low rates were simply paid off by new loans. According to Jeffrey D. Sachs, in his book *Developing Country Debt and the World Economy*, 1989, "loans were serviced not out of the country's own resources, but rather out of fresh borrowing." Commercial banks were happy to play the game, and made huge sums of money in the process. By

MEXICO: FINALLY A SOLUTION TO YEARS OF DEBT?

by Karen Clifford
Staff Writer

Recent negotiations between the U.S. Treasury Department and the Mexican government may finally bring relief to a country that has been struggling with the burden of over 50 billion dollars in debt since the early 70's.

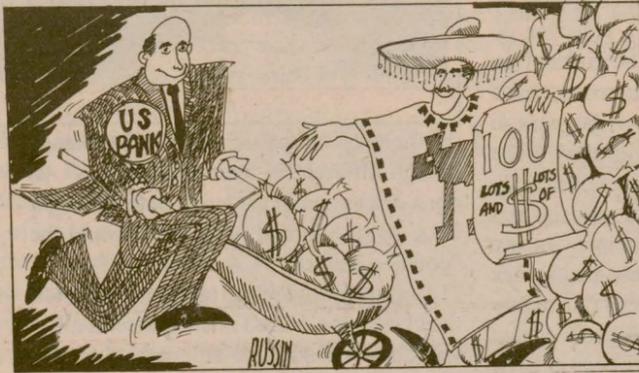
Like many Third World countries in the 1950's and 60's, the inward flow of capital and western innovation into Mexico seemed to promise unprecedented economic development. It appeared that investment by international lending agencies and private banks would be easily repaid, and at a tidy profit. However, serious problems existed within the Mexican economic infrastructure and the actual pursuit of development.

Among the weaknesses that plagued the economy were massive income disparities between industrializing urban centers and agricultural areas. All of the development energy was focused on attaining a level of industry comparable to the already developed countries. Rural populations suffered from neglect, and, at times the affects of policies that set low prices on the food they produced so that food could be sold in urban centers, to the advantage of the new labor force. In addition, Mexico's concentration on the development of northern style high-technology, low employment industries, coupled with a massive jump in population in the 60's, created high unemployment rates.

In reaction to a now growing discontent among Mexicans, the government, first under Luis Echeverria from 1970 to 1976, and then under Lopez Portillo

1976, loans to developing nations accounted for almost three quarters of Citicorp's earnings. By 1982 the top nine U.S. banks had 287.7% of their capital in loans to third world countries. Yet little attention was paid as to how the loans were actually being used in the countries to which they were given. In fact, many countries unwisely squandered the loans or used them to cover over their problems by financing budget deficits.

The 1980's ushered in a global recession and rise in interest rates. Third World exports not only stopped growing, but in many cases declined significantly. Nonetheless, banks continued to keep loans flowing to nations already deep in debt, and at record levels. Some third world governments took the new influx of capital and rashly stepped up spending. Through whatever combination of factors, between December



of 1979 and December of 1981, Mexico's debt doubled, and Argentina's almost tripled. Finally, unable to continue making payments, Mexico threatened to default on its obligations, and other debtor nations soon did the same.

Once this was declared, however, new loans dried up almost completely. The net transfer of resources to debtor nations became negative, and per capita debt rose in many Latin American countries to over one thousand dollars per person. Unable to rely on foreign capital, spending shortfalls were resolved by printing more money, resulting in inflation that in countries like Argentina reached four digits. Many countries suffered from "capital flight" as private sector money began to be in-

vested outside of the country. Desperate for trade surpluses, some governments merely choked off imports, further damaging their economies. Debtor nations began a decade of misery.

from 1976 to 1982, attempted to finance more aggressive development strategies and welfare programs. They turned to U.S. banks and the International Monetary Fund (IMF) for help. Maintaining political order by food and fuel subsidies and by the importation of foreign consumer goods increased Mexico's debt. In the late 70's Portillo pursued economic stabilization through more industrialization and through increased exportation of its most valuable commodity, oil - both strategies requiring massive foreign capital to succeed.

Everything came to a head in the first two years of the 1980's when U.S. prime lending rate rose to 21%, making interest payments on debts with floating rates outrageous. The final blow came in 1981 when oil prices dropped after the breakup of the OPEC cartel. In August of 1982, Mexico found itself unable to pay its full burden of interest for the first time. U.S. banks, the Federal reserve and the Treasury Department reacted to Mexico's crisis with a short-sighted "band-aid" package of emergency loans. These loans mainly served to allow Mexico to make that years interest payments, thus taking the pressure of many large investment banks that had billions of capital tied up in Mexico. However, the new loans failed to address the fundamental structural weaknesses that had already forced Mexico into its dangerous pattern of borrowing.

The years that followed the initial August crisis have been marked by high inflation, unemployment and the interdiction of the IMF and the U.S.

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vested outside of the country. Desperate for trade surpluses, some governments merely choked off imports, further damaging their economies. Debtor nations began a decade of misery.

The debt crisis made clear the fact that something had to be done about third world debt. Enter the International Monetary Fund (IMF), a multi-lateral lending agency, and the program of "austerity." Third World debtor nations cannot easily default on their debts because they would lose any hope of additional foreign capital. Thus the IMF uses the lure of renegotiated terms on existing loans and an influx of fresh loans to pressure governments for economic adjustments. Debtor nations are required under austerity to trim public spending and reform their economies by eliminating price distortions and taking an outward-oriented approach toward trade. South Korea, once the world's fourth largest debtor nation, reformed its economy after 1979 of its own free will and used exports to fuel a growth boom that has continued since. Critics of austerity say that it decimates the worst off in society by forcing sharp cutbacks in welfare spending, and that it could destabilize many governments as a result. Supporters hope that a temporary period of hard times and cleaning house will ultimately provide the base for healthy, fiscally sound growth over the long term.

Comprehensive efforts initiated in the United States began in earnest with the plan proposed by James Baker in 1985, which emphasized the re-lending of loans to debtor nations to be handled by banks on a country to country basis in order to reduce the net outflow caused by having to make interest payments. The plan failed though, as negotiations did not result in the expected amount of new lending.

The Brady plan, introduced this spring, shifts from the Baker plan in that it endorses partial debt reduction. Unfortunately, the Brady plan seems unpopular with the commercial bank-

One idea is to swap debt for equity investments in the debtor nation

ers that it relies upon, for they are being asked both to forgive on some old loans while coming up with new ones. Inventive options for alleviating the debt burden of third world countries are being explored on a limited scale. One idea is to swap debt for equity investments in the debtor nation, though foreign ownership restrictions and regulations have often proved daunting. Debt can also be used to benefit the environment, by swapping it for the protection of valuable wilderness areas and wildlife, as was recently done in Madagascar. Furthermore, debt can be bought back or sold to investors at its discounted level (Mexico's debt currently stands at around a 70% discount).

The challenge of foreign debt must be met if developing countries are to be given a chance to develop. The people of third world countries are paying for the mess, as real incomes have fallen below their pre-crisis levels. One way or another, third world countries will have to regain economic growth if the gap between the rich and poor nations is to be narrowed. Solutions will have to be handled on an individual, case-by-case basis, with no guarantees of an easy fix. The welfare of millions is at stake.

C o m m e n t a r y

The Benefits of the Brady Plan

by
Eric Pelofsky
Haverford, '92

Gone are the days when running a bank amounted to doling out \$200 for passing Go. Now, we're talking about the allocation of over \$1.3 trillion in loans to Third World nations. Although these loans weren't exactly fruitful due to corruption and mismanagement, they multiplied anyway. Then loans were made to service this debt. Commercial banks are at risk for a great deal of this debt. The Brady plan, as used in the recent Mexico restructuring, has given banks the opportunity to get out of this debt-growing business with some loss. A number of banks are leaping at the chance. Who can blame them? The alternative is a spiraling dance of debt that will feed on itself until the point when both the debtor nation and the creditor banks are overwhelmed.

The banks are strikingly rational in their refusal to add more money into the ante until the debtor nations take steps to insure more sound economies. The Brady plan is designed to give the debtor country enough cash flow to stimulate its economy and still service its debt. Without the Brady Plan, any cash flow is consumed by enormous interest payments which do nothing to improve the credit position of the respective country. In this situation, there is no capital to invest. The Brady plan for Mexico, as reported by *The Brookings Review* (Fall 1989), offers bank creditors a menu of three options: 1) forgiving 35% percent of the debt by accepting 30-year bonds for 65% of the principal, 2) accepting 30-year bonds with a lowered interest rate of 6.25%, or 3) making new loans equivalent to 25% of all debts owed. The first two options are generally referred to as "exits" because they involve no new loans. According to the *Review*, approximately 80 percent of the Mexico's creditors will choose one of the two exits. The logic of the exits is articulated by Strobe Talbott in his *Time* column: "The banks end up holding IOUs that have a lower face value but a higher chance of being repaid." This alternative is preferable to the complete repudiation of debt, which would rock the institutions that are the foundations of the world's economy.

Because the stakes are so high, the United States government has taken steps to insure the security of our financial institutions. The thirty-year bonds are guaranteed by the Mexican purchase of U.S. Treasury zero-coupon bonds, thereby establishing an American stake in the guarantee. Even so, banks are getting out. A few banks have even acquired more reserves than are needed to take the "hit" entailed in the Brady Plan. Citicorp has 100 percent of its Third World debt (\$2.8 billion, *Business Week*, 10/9/89) covered by reserves. Other American banks have not gone as far, but have certainly upped their reserves. Small banks have generally sold their share of Third World debt to larger banks at a discount. The *Economist* (8/12/89) reported that several major British banks, including Midland, Barclays, and Lloyds, are attempting to extricate themselves from the Mexican debt crisis. The British may very well be followed by the Swiss and Germans. The banking industry has come to realize that not much can be achieved in pursuing loans that the countries have little chance of paying back.

The banks should only be willing to lend more money to the Third World when efforts to encourage foreign investment and to bring home capital flight have been made. There is no question that this task will be difficult for floundering governments, but it is essential to any progress. In the case of Mexico, the *Economist* puts the amount of Mexican capital that is invested abroad equivalent to 80% of its national debt, some \$84 billion dollars. Bringing that money home is difficult, but can be done with tax reforms that encourage investment, tax amnesties, exclusively favorable exchange rates for Mexican money coming home. It is important to note that Mexico is not the only country that suffers from the crippling effect of capital flight. Argentina's capital abroad is equal to 75% of its debt, about \$46 billion. The money, if invested into the economy would do wonders to improve the economic situation.

These countries can be given the opportunity to get back on their feet, but certain steps must be taken. The Brady Plan gives these countries breathing room from the debilitating interest payments. At the same time, the bank's collective disengagement will force needed change in the economic policies of the debtor nations. Complete repudiation of all debt would cripple the international banking system. Strict reparation of all outstanding loans and interest would cripple the Third World. A compromise using the Brady plan can and should be worked out.

Korean Success and the Third World

by Karl von Schrittz
Staff Writer

The talk on third world development these days seems to focus exclusively on the troubled nations of Africa whose dire famines were well-publicized in the early eighties. The economic and political conditions of these countries are enough to leave any political idealist with a pit in his stomach: shackled with gargantuan foreign debts, low crop yields, overpopulation, and political dictatorship, how will these nations ever be in a position to support their populations? Well, world development pessimists might take heart in the success of the newly industrializing nations of Southeast Asia sometimes known as the "five tigers of South-East Asia". They are Hong Kong, Taiwan, Singapore, and South Korea. (The fifth tiger, Japan, is hardly a newly industrialized nation, but a tiger never-the-less). Having faced, and in many cases overcome, the difficulties common to most developing nations, might these "tigers" provide a model for third world development? By examining the successful developmental strategy of South Korea, the growth of the entire region might be better understood and the applicability of its development strategy to the rest of the third world assessed.

South Korea, together with most of what is today's third world, found itself under the yolk of a great foreign power at the start of the 19th century. The Japanese Occupation of Korea from 1910 to 1945 was a typical imperialist occupation in that it was orchestrated to serve the mercantilistic policy of imperial Japan. Specifically, Korea served as both a dumping ground for Japanese products and malcontents and as a pool of cheap labor at the beck and call of Japanese entrepreneurs. Upon Japan's ousting in 1945, Korea was left in a position typical of post-colonial nations. Its industries had been geared to Japanese rather than domestic needs, its infrastructure was designed for trade with Japan and no other, and its government had been organized in a patrimonial, authoritarian manner to facilitate Japanese rule. In addition, Post-colonial South Korea faced many indigenous challenges including overpopulation, a lack of natural resources, and a hostile North Korea. Under American post-war occupation, South Korea set out on the treacherous path of third world develop-

ment.

The decade of the fifties found Korea in search of political stability in the face of communist aggression under the direction of the authoritarian government of Syngman Rhee and the watchful eye of Cold War America. The North Korean invasion decimated South Korea, laying waste to the equivalent of 86% of the Korean GNP and ensuring a major American roll in shoring up the Korean economy to prevent future Communist subversion. In addition to substantial military commitments, America provided over three billion dollars in economic aid to rebuild South Korea and thus defuse social unrest. Immediately after the Korean War, South Korea's needs were met through massive imports to supplement its shattered industrial capacity. A strategy of import substitution was subsequently implemented by Rhee to rebuild the Korean industrial base. This strategy meant gradually replacing imported goods with home-grown equivalents protected by high tariffs. Unfortunately, at the end of the decade, Korea remained woefully underdeveloped with an educated but underutilized workforce and a regrettable addiction to American aid.

Soon, the authoritarian nature of Rhee's regime began to irk the liberal, and traditionally active, academic community resulting in massive protests which eventually led to a military overthrow of Rhee and his replacement by the liberal Chang Myon. Unfortunately, Chang's permissive attitude towards freedom didn't win him any fans in a military still preoccupied with averting communist subversion. He was soon replaced by Park Chung Hee who promised a "healthy" dose of repression and a new developmental strategy.

Initiating a system of five year plans, Park engineered the replacement of import-substitution with export-led economic growth. To initiate this process, Park normalized relations with the still-despised Japan in order to secure the foreign technology and investment necessary for the industrial growth he envisioned. By controlling Korean investment, he was able to direct funds to the creation of corporations which would target foreign markets. This policy yielded quick gains in light exporting industries such as textiles and plastic toys as evidenced by the impressive 60% expansion of the Korean economy during the first two five year plans.

However, in 1970, Park's strategy underwent an evolutionary modification in response to new Japanese and American protectionist policies. Government subsidies began to flow into heavy industries, such as steel, shipbuilding, and automobiles, whose overseas markets remained unfettered. The enormous drain of these labor-intensive industries on the agricultural sector was facilitated by new high-yield rice strains coupled with mechanized harvesting methods. In fact, by 1977, Korea had not only reaped impressive growth rates from its new policy, but it had also become agriculturally self-sufficient. All the while, Korean society had been lowered into its new urban demeanor through increased contact with foreigners, a standardized educational system, and mandatory service in the armed services (the last two served to increase national unity).

Notwithstanding the recession of 1979-1980 caused by the inflationary effects of over-zealous government subsidies, Korea's impressive growth rates have continued well into this decade. In

fact, if present growth rates continue, South Korea could join the first world within three decades. The proliferation of Korean cars, shoes, clothes, and electronics found in America is a testament to the success of Korea's export drive. The recent free elections, precipitated by further student unrest, meet the obligations expressed in the 1981 constitution and promise greater democratic freedoms to match the higher Korean living standards. Indeed, many Koreans looked upon the 1988 Seoul Olympics as marking Korea's "coming of age" much as the 1960 Olympics had for Japan. Through a deliberate strategy of growth, Korea has brought its citizens a higher standard of living albeit at the cost of serious environmental damage. Are there lessons to be drawn from the "Korean Miracle" for other struggling third world nations?

While industrial growth is undoubtedly the key to future third world development, the applicability of the Korean miracle (and indeed any South-East Asian export-led growth strategy) to the rest of the developing world is limited by the unique circumstances of this miracle. Korea's strategic position among hostile communist nations and Japan have ensured it American economic and military aid. Japan's proximity has brought Korea technology and investment, two vital factors for industrialization which are acutely scarce in most of the third world. Also, the nature of Japan's imperial occupation of Korea differed from most such occupations in Japan's inherent appreciation of Korean culture. Rather than imposing a foreign imperial order on its colony, as was the European habit, Japan worked within the Korean culture, modifying governmental and educational practices to Korea's eventual benefit.

In addition to these external factors, unique internal factors have also precipitated the Korean success. The society's homogeneous nature, fostered by centuries of geographic isolation, facilitated

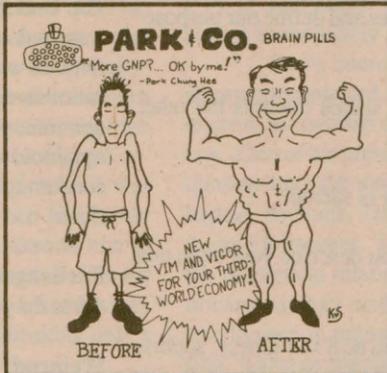
Case Study of Mexico

(continued from p. 4)

Government. Mexico has lost a portion of its economic sovereignty, and a great deal of its reputation in 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 given Mexico a leader with the determination to completely restructure Mexico's failing economy. Salinas has already reduced costly subsidies on goods which have been supported since the early 70's. The newly elected president has also opened the Mexican market to new foreign goods by reducing tariffs, but he must match this message to the international economic community by encouraging the production of quality competitive goods in Mexico. Mexico's other hope can be found in this springs debt renegotiations that took place in Washington under the watchful eye of Secretary of State James Baker.

The resulting agreement, a radical departure from previous negotiations, allows lenders three options for lessening the debt burden: reducing interest rates to 6.25%, reducing the principal by 35% or making new loans at lower interest rates. To encourage U.S. banks to take what effectively would be a 50% cut in the repayment of their loans, the Treasury Department is guaranteeing the repayment of the reduced loans for those banks that accept one of the loan write down options. Banks such as Citicorp and Chemical would be assured that the now reduced loans would be made good, rather than facing the possibility of a massive multibillion dollar default on the original loans.

Whether or not Mexico succeeds in climbing out of its long standing debt crisis depends a great deal on the number of banks that accept the conditions of the debt renegotiation, and if Mexico's political leadership is up to the task of building a viable economy. The advantages to such a success are twofold. Mexico's people would gain an economy that could provide employment and encourage political stability, and the U.S. would gain a newly healthy and secure partner on its southern border.



It's a beautiful day in the neighborhood, a beautiful day in the neighborhood...

Hi kids! How are we doing today? I'm feeling good too. Today we're going to talk about debt. Can you say "debt"? Very good! Can you spell it?

No, it's not spelled D-E-T, but that's a good guess anyway.

And can you say "third world"?

That's right, well done. But don't be confused. I know your mommy and daddy told you there's only ONE world. Pay no attention to them. There are THREE worlds, and one of them is having big problems.

You see, last spring our government said it had found a new way to help people in the third world pay their debts. Can you say "government"? No, it's not pronounced "SUNBURNED-FELT." Try once more, you can do it. No, it's not pronounced "LISTERMINT" either. We'll come back to this one later, I know it's a tough one.

Anyway, the nice people in the sun-burned-felt decided to ask the big piggy banks in New York to voluntarily forgive about a fifth of the third world's debt.

Do you have a piggy bank? I do too! Do you know how many pennies there are in the piggy banks in New York? They have about a million zillion billion cazillion pennies. Do you know how many pennies the third world owes them? Close to a cazillion.

Do you know how many pizzas that could buy? We'll come back to that later.

(Note for parents: the collective third world det = about 130,000,000,000,000 pennies.)

It's time to get on the train and go to Washington-Land to meet some of the nice lister-mint people. See, there's Mr. Brady walking down the street. Do you know what he does? Mr. Brady is a secretary. He works in the treasury and has a lot more pennies than you or me.

Mr. Brady is a nice man, but he is not much smarter than your average Cabbage Patch doll.

Mr. Brady said a few months ago that the third world would not be able to give a lot of pennies back to the piggies in New York, and he was right.

He also said that if the piggy banks didn't mind not getting the pennies back, then the government would help fill the banks with

pennies instead.

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

Mr. Morgan does not want the sun-burned-felt to give him any pennies. In fact, Mr. Morgan wishes the government would just go away. He wants the third world to give him pennies because he thinks the third world will give him more money than the listermint will.

He's probably wrong.

Now nice Mr. Brady can't make Mr.

Commentary

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

by

Rob Wingate
Haverford, '90

Morgan take pennies from the government. But if Mr. Morgan agreed with Mr. Brady, he might lose a lot of money in the third world but would still be certain of getting SOMETHING. Mr. Morgan has already lost money in the third world since the third world can't give him any pennies.

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 Mr. Morgan because if he did, his own people would be very angry. Mr. Pinochet saw in February that if you take away pennies from your own people to give to the piggies, the people get all riled up and shoot guns at you. Have you ever been shot by a gun? We'll talk more about that later too.

Children, can you say "Venezuela"? That's where the nice people got upset because they were hungry and their lister-

mint told them to stay hungry until it found more pennies to feed them. Almost 300 people died in Venezuela. That's right, children, they went to the same place your hamster went last week.

Mr. Pinochet and other sunburned-felt people from the third world don't want that to happen again, so they try to keep whatever pennies they can find.

After 1982, Mr. Morgan went up to Mr. Pinochet, and told him that if the third world didn't return more pennies to America, then he would not lend Mr. Pinochet any more money. Do 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 think you and Mr. Morgan will get along very well indeed.

And here comes Mr. Smith. Hi, Mr. Smith!

Mr. Smith looks very angry today. He is angry because he doesn't want to pay taxes to the government that will go to the big banks who don't know how to be responsible with his hard-earned pennies.

There are four angry people walking down the street now.

Mr. Brady is angry because the piggy banks don't like his det restructuring plan. Mr. Morgan is angry because he doesn't have as many pennies as he wants to have, and because he messed up by giving too many away in the first place.

Mr. Smith is especially angry because he has fewer pennies to buy beer for the weekend. Mr. Pinochet is angry because he dropped all his pennies and doesn't have ANY left, and his people are angry at him, and hungry, too.

Well, children, maybe it's not a beautiful day in the neighborhood at all.

Campus Issues (Cont.'d)

Publications (cont.'d from page 2)

The Bi-college News

Benson: We cover everything of importance in the Bi-College Community. This is often limited to what Edboard (the editorial board of the paper) can come up with on Sunday nights. What we actually publish is whatever our writers turn in. 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 publications?

Benson: I think other publications on campus 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 *College News* is very important to have at a women's college because it provides a place for the things women have to say which are silenced by traditional society. Publications such as *Stone Cold Busted* and the *Underground* really give people a chance to publish 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 newspaper production. We try to maintain a professional and journalistic tone. I definitely think that we are less formal than the *New York Times*. But, we are not the *The National Inquirer* either. The *News* edits articles so that they do not express any individual viewpoint. 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 obviously edit according to our own style rules.

The College News

defined by women. Men can write letters. We want to put the *College News* in the Haverford Women's Center.

E: What issues does your publication address?

College News: Some issues that got a lot of attention in the recent past were the first petition against racism in Spring 1988, Gay Pride Week, Black History Month, Classism, and The Webster Decision-Abortion Rights.

E: What is your stance towards the other publications?

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 publications. They complement one another. Most people who read newspapers probably read all of them.

E: How would you describe your style and editing?

College News: Our style is the style of whoever writes for us. 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 someone to make their writing clearer is empowering, 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 publications?

Tolchin: Nothing is sacred.

E: How would you describe your style and editing?

E: Style is going to be 8 x 11 glossy, sophisticated and ridiculous. We edit with our writers. There will be no censorship. Our purpose in editing is to improve the quality of the humor and articulation. We are going to keep it in good taste because we are representing 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 it. 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-threatening 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 more timid people speak up...you'll get a better idea of what people [in the community] 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 whatever way they want to say it. We want to have one publication [in the community] which is wide open to all viewpoints regardless of whether they're "acceptable" or not.

Exchanges: What types of issues would you like to see addressed in your publication?

Weinrod: We really don't care. When we started out, we said "community issues" but we've even gotten away from that. Write about whatever issue you want but keep a point of reference; if you're talking about something off campus, explain it so everyone 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 incompatible?

Weinrod: As an editor, I guess I would say that I don't think they're incompatible. The

publications augment each other: they all do different things, and it would be foolish not to have all of them. Each has a different agenda whether it be reporting the news, representing feminist viewpoints, or creating 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 publications 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 publications.

Exchanges: What style and editing procedures do you follow?

Weinrod: We allow people to format things any way they want: cartoons, 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 we correct grammar and punctuation, but we won't change words or the text. Our policy is very simple: we will print everything we get. Sometimes it takes two issues to fit everything in, but we will print anything we receive.

Stone Cold Busted

by Lisa Morenoff
Staff Writer

Exchanges: What voice is your publication airing?

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 community today. I think that's really two very imperative things, especially in the community where we talk about everything we can get out of the 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 a crack at least at what we really have, at what it does, at what the individuals on 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 things; I mean policy things, not necessarily simple. The editorial policy is no over-intellectualizations. 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 contributions policy is submit any piece, article, story, graphic of feeling. And those are two words that are clearly open to interpretation and I have not tried to define them, but I've tried to give an idea of what they mean to me and how I think that things should work. "Of feeling" to me means that individuals should write what they feel before they critique anyone else. So you should not say to me, "Carlo, I believe that attacking Tamara is wrong." You should say, "Carlo, in my experience I feel that that is a less effective means and that there is something else you can do." I really don't want to be told what is good and bad and right and wrong unless you can show me something else. Show me something else I can do which is more effective. Cause I, like everyone else, like everyone that writes, like just about every human I know, has an ultimate strive to do good, to complete knowledge in yourself. And that kind of gets back to the first question of

principle and practical where we just have to be looking at what we can do, what we are doing and what we can do, and not what we would like, what we think is very nice and pleasant.

E: What is your purpose for the community?

Cerutti: My purpose, or that of the magazine?

E: The magazine's, I guess.

Cerutti I think it's simply doing something that previously wasn't there. I simply think that there are so many things, many concerns that people have; students and so far it's only been, well it has not actually been limited to students. I've tried to include at least one thing in each issue that is not written by a student here. In this issue coming out, I think next Monday, there'll be a poem by a martyred Guatemalan poet and film maker. And the graphics have attempted to expand to personal issues, that can't be here, that can't be in this community but are also outside Haverford. We have a tendency only to look... It's just too easy, we're too comfortable here. It's too easy just to sit and look in a very narrow vision within this community. So I've tried in some sense to connect to the outside world. And I think that some of the articles of feeling necessarily do that. I mean because they are not solely a result of this community. They are a result of my eighteen years of living; they are a result of where I come from. And that comes through in just about everybody's articles. And I believe very clearly.

So I think my purpose for the community is to ... I'm just having trouble saying why I feel..

E: Is it supposed to be a channel for people to express whatever they feel they need to?

Cerutti: It's...yes. It certainly is. I was just trying to avoid using "Haverford language" of "channels to express," but not all "Haverford language" is rhetorical. It certainly is supposed to be a channel for people to express feelings that relate in some way to other people. That's another part of my editorial policy. Articles, or pieces the more general term, are asked to have a point intelligible to the community. Whereas you can disagree with me completely; you can absolutely, totally disagree with what I say and with the way I say it.. I mean people can, and people have, chosen a billion different ways to disagree with me or with certain articles. But, if you can get something out of it for yourself; if you can, in disagreeing, go through a thinking process and perhaps go through the process that I went along, or that the author went along in thinking through that article. How did the author get to the point where he or she can say that Haverford does not have any diversity? That this campus is run by suburban white males, by upper middle class, suburban white males? If you can understand to some extent how people got to where they are, then that's extremely valuable.

E: What types of issues would you like to see expressed in your publication?

Cerutti: Am I being asked as a person or as an editor?

E: Both.

Cerutti: As an editor, I think that an article

(cont.'d on page 8)

Entertainment

Faculty Profiles III: "The Pshycho 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 Stuard retold her favorite anecdotes. Now, in THX Dolby Stereo and in Technicolor, see "Faculty Profiles III: The Psycho Biologist" starring the bearded 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

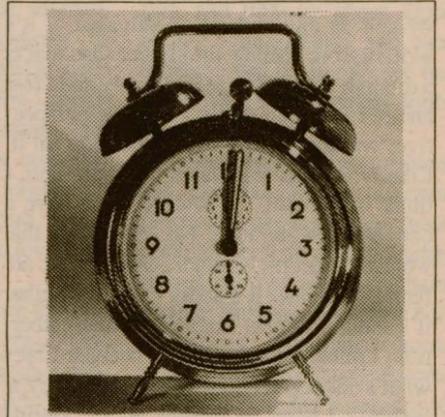
dog and wondering what was going on inside his head." When Jon reached junior high his family moved to Cleveland, quite a change from the temperate Florida sun. Lake Erie was close by though, and he was able to continue his marine hobbies. In fact, he was quite into sailboat racing, that is until his boat de-masted another in an open water collision. "We always came in last, anyway," 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 Dublin, 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 States, specifically Oregon 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 are 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,



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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."

Trivia.....

by Seth Epstein and Jason Moll
Staff Columnists

Greetings Fords and Mawrters! Since Autumn is one of our four favorite seasons of the year, we would like you to take a moment to appreciate the season in all of its beauty and splendor. Roll around in the leaves (find a friend to do this with if possible) and become one with nature. Go ahead, do it, come on....Now that you are in a state of equanimity, we'd like to ask you to please sit down because we'd like to get serious for a moment.

We have two pieces of news. First, you should know that we aim to use this column to share trivia, promote dialogue and save the world. Nonetheless, there's no harm in using it for our own social embetterment. This being the case, you should all know that Seth's birthday is on November 24. Hint Hint Hint. The second piece of news is a bit more weighty, so brace yourselves. Jason is pregnant. We don't really know how it happened because Jason hasn't had a period for a really, really, really long

(cont.'d on page 8)

Campus Gates

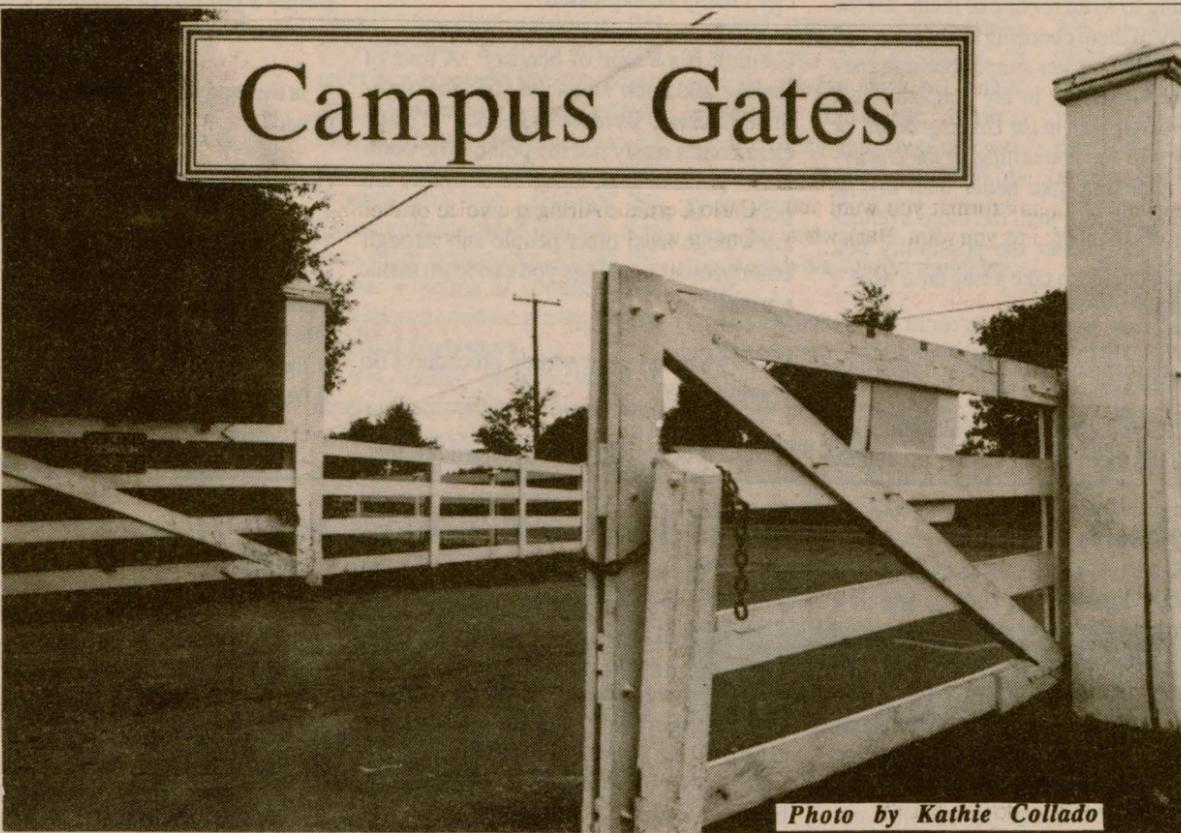


Photo by Kathie Collado

by Jason Goldstein
Staff Columnist

Brown University

The female faculty members of Brown University have appealed a district court decision that lowered the number of tenured women that Brown must have on their faculty by 1991. In lowering the quota from 90 to 67, the judge sets back an effort that was started 14 years ago by Anthropology Professor Louise Lamphere to increase the number of tenured women Professors. As of September 1989, 59 female Professors have tenure. Although Brown's affirmative action efforts have shown great progress since 1977, the leaders of the movement are attempting to protect the strides that the group has made. The greatest fear of the group is the recent inclination of the Supreme Court to place the burden of proof of discrimination on the plaintiff. Such a situation may severely affect the accomplishments of the female Professors. The University has attempted to keep this issue out of the courts by establishing an ad-hoc

committee that would work towards a settlement with the concerned members of the University. The 20 page proposal that the committee yielded calls for an internal committee to monitor the hiring process. President Gregorian 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"), which describes the current fraternity scene at Dartmouth. This exposé was actually sponsored by the Alumni Magazine in order to give a report on the state of Greek life. Miller submitted a version to the Alumni publication and then submitted an unexpurgated version to Playboy magazine. Needless to say, administrators are scurrying and pointing fingers in order to offset Miller's descriptions of the sexual and alcoholic abuses that continue to occur at Dartmouth.

In addition, student fraternity leaders took issue with Miller's 'tunnel-vision' view of Dartmouth's fraternities and sororities. College spokesman, Alex Huppe, 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 Playboy article: "It's Magic Monday at the Alpha Delta House... Seventy naked guys cram into the TV room...Beers are distributed by dick size—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 ad-

dress. The newly installed President was presented with a list of demands that included their desire for the school to establish an 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, were 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)

Page 8

Publications (cont.'d from page 6)

written on any concern is valuable, if it's written from feeling simply because that is a relative view. You feel one way and I feel another way and that's a relative perspective; we don't see a lot of thinking on it. Like, you think my watch is black; well, I think it's brown. Whatever. But have a conversation about it? No. So I think that what is on 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 on people's minds, that's what they're feeling. I have no qualms about printing [articles], whatever the topic is, whatever the concern is, just as long 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 people are certainly, on the first level 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, and how is this going to affect the rest of our lives? The Honor Code asks us to address issues; it doesn't ask us, it compels us, it gives us the power and therefore compels us to address difficult issues. Issues that otherwise are bogged down in rules. Issues like, and to name far too few, racism, sexism, and classism. And it actually compels us to address these issues and I feel that we are often too scared to do so. We're too scared of confronting and offending and that leads to a real attraction to [the] shock value of one-shot affairs. I feel there is some value in shock, but these are difficult

issues and they will never, ever be solved by one letter or one article, or one lunch forum. They will never be solved in our four years here. They're problems resulting in society over hundreds of years, over thousands of years... And I think that we are far too limited and narrow in our perception to believe that writing one article is going to change everything. But, I think that it opens up doors that we have to learn to use. It opens up more paths where, yes, maybe we have taken a step back in a lot of these issues [...] But we've really lost sight of the future and of what we have to do to improve it. I think that one article will never, ever do it. But it does make us think. We have to take what we have and use it, otherwise we will be totally static. And that's a big part of what I see Haverford as, very static.

E: What is your stance toward the other publications in the community?

Ceruitti: I think that the more the better. I think the content of a certain magazine will attract a certain type of writer. And therefore competition won't be that bad. It won't be like one writer who has to decide between however many publications. I think that people will really...the more publications you have, the more people will be attracted to choosing to write for one of them. Or the possibility of them choosing to write for one of them will be greater simply because they might see something in my magazine that they like better than in the *Underground*, or that they will see something in the *Underground* that they like better than in *The News*. It's just like that, the more avenues you have, the greater the possibility that people will decide to take a step onto what's happening.

E: So you see them all as being compatible.

Ceruitti: Compatible is not quite the right word. I see them all as playing a valuable

role in the community. They don't have to be compatible in that they complement each other. They don't have to do that. I mean they should each do something that the other publication is not doing, then that's good. That is simply positive, that's a step in forward.

E: Do you think they all do that?

Ceruitti: Well that's... that's a vague question given the answer that I've given you. I've tried to say that the magazine and the other publications should be allowed to define themselves in that the editorial staff and the contributors choose to fulfil a certain function. I do think that there are differences in the publications. I think that they take different tacts; I think that they have different articles, that they say different things. That they create a different need. I think that there is a need for *Stone Cold Busted*. There is a tone to *Stone Cold Busted* that I don't think other publications have. And it's a tone that I'm happy with. I think it's doing what I want better for what this community can use. And I think that it's fulfilling it better than the other publications.

E: What is that tone? Is it something that can't really be expressed?

Ceruitti: It's a tone of honesty. A tone of feeling, and I don't mean of good feeling or of bad feeling. Because as I hope I've made clear, that's really not the point. The point is not good or bad, disagree or agree; the point is to gain something and to gather knowledge from other people and through other people's writings you can learn about yourself.

E: To what style and editing procedures do you espouse?

Ceruitti: I don't edit any of the articles that

I decide to print. That's what I meant before when I said that I don't print just anything that anyone gives me. Whatever, I mean I'll run 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, a 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 them. 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 of 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 yet it did not say what he felt. It said, "I don't think that you should have done this." But, it did not say, "I think you should have done this." It did not say, "It is my feeling and it has been my experience that this works better." It was very principle. And I have come to use "principle" as opposed to "practical" in a negative way. I think the letter really got lost in principle and I rejected it because it was not personal. 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. 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.

Alliance (cont.'d from page 3)

thoughts of women on this campus will become invisible.

When I arrived at Haverford, a male on my hall informed me "sexism isn't a problem anymore." How could I speak about something that doesn't exist? Turning to my female friends, I heard "I'm for equality for women but I wouldn't call myself a feminist; I don't hate men like those witches at 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 witches nor did they hate men. I didn't hate men. I even shaved my legs. How could I be a feminist?

I began to get some of my voice back when my English professor told our class, "Feminism isn't anti-male, it's pro-female." This was only the first step, however. I still found myself silenced when I told people I was a feminist. It wasn't that I had stopped talking; they had stopped listening. Instead of hear-

ing me, they were listening to their idea of a feminist. Often when I try to talk to a fellow Ford about sexism on campus, I find myself having to explain the activities of the "radical feminists" or to tell this person or group how "women feel about things." My brother, one of my best friends, told me he's for equal pay and all that, but he hates those "feminist bitches;" he couldn't understand, however, why I was upset or why I couldn't tell him when I was sexually harassed.

This problem with labels is certainly not unique to feminism, but the "Feminist" stereotype has silenced many women on this campus and elsewhere. I will say as a woman, however, that I will keep speaking as a feminist until women no longer feel that, in order to be heard and to have their male companions accept them, they have to separate themselves from a source of political empowerment and other women.

Pro-Life (Cont. 'd from page 3)

campus. She, her sister Deidre McQuade, and Mary Scalia are starting a pro-life group comprised of students from both Bryn Mawr and Haverford Colleges.

They have created the group because they want supporters of pro-life, like themselves, to feel that they are not the only ones who hold such views and to provide them with a place, where they can speak up.

Because most people here assume that

the right to choose is "inherent in women's rights", McQuade said, "when I speak up, I feel that I'm trying to take their rights away, even though I'm all for women's rights.

Most students, she added, simply do not realize that there is another, valid side of the issue. She feels that "they do not understand (her).. point of view that abortion is murder." Though she has never been personally attacked, she admits that "there

Trivia (Cont.'d from page 7)

time. So we just assumed, well you know...the evidence speaks for itself.

Well, enough of divine misconception, let's get to the nitty gritty. And for no extra charge, we're including a set of 'reproduction trivia'. After all, you wouldn't be here if your parents weren't consummate in the process of reproduction (think about that for a second).

--Chances that an American woman will have an abortion in her lifetime: 1 in 2

--Chances that a pregnant American woman will choose to have an abortion: 1 in 4

--Number of babies conceived in the United States in 1988 with sperm from an anonymous donor: 30,000

--Estimated number of women worldwide who die each year as a result of illegal abortions: 200,000

--Average number of calories burned during an "extremely passionate" one-minute kiss: 26

--Number of calories in a Hershey's kiss: 25

--Percentage of supermarket prices that end in the digit 9 or 5: 80%

--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: 60%

--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, sis, 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."

is a general hostility."

Nevertheless, she does remain optimistic about the ability to voice unpopular opinions in the bi-college community. No one has yet ripped down the pro-life signs. Though she heard that there were "many angry comments" the day the signs were posted, she felt "a little bit proud" to see that they were still up at the end of the day.