

THE FLAT HAT

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THE COLLEGE OF WILLIAM AND MARY

FRIDAY, FEBRUARY 3, 1978

SA Officials Admit Funds Misuse

by Judy Ragsdale
Flat Hat Staff Writer
Dave Sacks, Student Activities Council (SAC) representative for the French, German, Spanish, and Asia houses and for Project PLUS, charged Dave Nass, Student Association President, Kathy Hirschi and Paul Palmer, co-Chairpersons of the SAC, and Tim Boykin, Vice President of Social Events, with the misuse of College funds. The accusation was voiced at last Tuesday's SAC meeting.

The \$2000 spent on the back-to-school party last Friday night was not approved by the SAC, according to Sacks. He noted that Article 5, Section 3, Clause 2 of the SAC constitution reads: "Each individual expenditure not expressly budgeted and/or in excess of \$100 must be approved by the SAC before such an expenditure can be made."

Sacks charged that the "few people" who created the SAC are "reluctant to give up power. They've been initiating all the activities." Joan Mernon, SAC representative for Monroe Hall, said "I feel the two chairpersons have purposely manipulated this body." Sacks is also concerned that the SAC has no voice about the nights on which movies in the film series are shown and that the vacancies in the offices of Press Secretary and Vice President of Cultural Affairs were not publicized.

In response to the illegal funding charge, Hirschi said, "Paul (Palmer) and I, both agree that it was an oversight. It was a stupid mistake." She continued, "Many members of the Executive Council were very disappointed as to how this was handled," referring to the fact that Sacks contacted The Flat Hat before contacting those he was accusing.

Palmer commented, "The money for the party Friday night should have been approved, but wasn't. I can understand how Dave (Sacks) might have thought there were power politics." In conclusion, he said, "We were wrong; we're sorry for that."

Nass explained, "The fact really is also that the SAC was not able to have a meeting this semester before this party was planned. If you want to have anything that successful, you have to plan it in advance." According to Hirschi, 1400 people came to the party, and it was one of the "most successful parties we've had."

Boykin stated, "It looks like I made a move of purposely avoiding this body (the SAC). I have not." He accepted the position of Vice President of Social Affairs because he thought he could do a good job. "I think I have done a real good job," he said.

Karim Ahamed, SAC representative for Old Dominion Hall, noted, "Kathy (Hirschi) had the flyer (advertising the

party) in her hand, and if none of us caught on, then how can we blame anyone for it?" David Hirschi, SAC representative for DuPont Hall, commented that if advanced planning was necessary, the matter of the party "could have been brought up in the last meeting in December."

Recognizing the unusual amount of publicity given to this SAC meeting, Bob Wagner, another SAC representative for DuPont, said, "We ought to make an attempt to make it (the publicity) work for us. It's really in our interest to spread the blame everywhere." "We're not trying to make ourselves look bad," noted Mike Mellis, SAC representative from Tyler and Hunt Halls.

The SAC drafted the following statement for publication in The Flat Hat: "The SAC has accepted that the allocation of funds without the approval of the SAC was merely an oversight, and that no wrong-doing or deceit was intended. The SA party was announced before this body and we neglected to vote on it or request such a vote. Thus the SAC, as well as the

Executive Council accepts the responsibility for this oversight, and we resolve to avoid such errors in the future."

"The problem is not as simple as one incident," commented Mernon. Sacks added, "I'm going to make a proposal that we create an Evaluation Committee." An adjournment motion was introduced before Sacks' proposal could be voted on.

Responding to the charge that the SAC is never consulted about the film series, Hirschi said that the film series was "never under our constitutional powers." Nass suggested, "Maybe we could talk about working a little closer with these organizations (film series, free university, etc.) so you'd know what's going on."

Nass stated that he did not publicize the vacant positions because he "already had people in mind for the two positions of Vice President of Cultural Affairs and Press Secretary." The SAC confirmed Christine Kurtz as Vice President of Cultural Affairs and Mark Craig as Press Secretary at the beginning of Tuesday's meeting.



SAC representative Dave Sacks.

When asked how Hirschi and Palmer had manipulated the SAC, Mernon cited an incident that occurred during the last meeting last semester. She said that Nass wanted to send a letter to the parents of the students explaining the possible tuition increase because of changes in athletic policy. Nass was unable to attend the meeting, and Kathy brought it before the SAC in an unclear way."

Mernon continued, "She became a spokesman for Dave Nass. She gave us this whole spiel as to why we should vote for it." Mernon commented that Hirschi, as a chairperson, was not supposed to give her opinion. The proposal did not reach a final vote because a quorum was not present.

See SAC, p. 9



Ben Carnevale



Lawrence Beckhouse



Thomas Graves

Graves Says Student Fees Will Rise

by Tom Marks
Flat Hat Staff Writer
"The intention of the Board of Visitors last December was not to reach a final decision," according to President Thomas Graves. "The Board had originally planned to wait for the final Athletic Policy Committee (APC) report and my recommendation before making a decision in February."

"However," he added "an unforeseen problem arose when the recommendations of the APC preliminary report on athletic policy became known. The impact of the publicity was such that the Board viewed it as seriously hurting the program, and made a decision without my recommendation and the APC's final decision."

Graves also noted that "the publicity of the APC's

preliminary recommendation brought planning and recruiting for the coming year in sports to a halt. Considering the type of football program that we have, a situation like that would be disastrous."

Concerning the Board's decision, Graves stated that "at this stage, the Board will not retract it." He admitted that the decision "had to be made hurriedly, but the feeling on the Board was that a competitive varsity football program would be a part of William and Mary."

When asked about the quickness of the decision and the complaints about "insufficient time to discuss the problem, Graves responded, "It wasn't the intention of the Board that the decision would be made that way." He added, "The Board had hoped that there would be

discussions, but it felt in December that it had to go ahead and make one decision. The Board regretted as much as the faculty and the students the way the decision was made and the time frame it was in."

The decision will have a strong effect on the athletic policy the Board passed in 1974, which called for a transition period lasting until June 30, 1979, when the mandatory student ticket fee would be removed. Graves said, "that policy assumed that revenue sports would be self-sufficient without the student fees. That assumption was not realistic." He added, "The Board will probably change the policy. If it does, the transition period will either be changed or eliminated. The transition period made sense under the old policy, but not the new one."

Graves also mentioned that "a move in this direction is a move away from a mandatory student fee. Instead, fees to support the total athletic program would be included in the general costs of the College. The student would then be entitled to attend all home games."

Graves continued, "The statement of the Board reduces the alternatives of the APC. The problem now is to decide how to finance the program with the alternatives still left."

Graves noted, "The changes won't be dramatic. The transition period will end and the student fees will be used to support the program along with the gate receipts and contributions." He stated that

See ATHLETICS, p. 7

Campus Committee Emphasizes Fairness, Fiscal Responsibility on Athletic Decision

by Bill Hayden
Flat Hat Editor-in-Chief

The Student Committee for Fairness and Fiscal Responsibility (SCFFR) was initiated this week to "publicize... three points of dissatisfaction" with the Board of Visitors' handling of the athletic policy situation, according to Bob Schoumacher, one of the founders of the group.

Schoumacher said that the three points are procedures, fairness, and fiscal responsibility, and that the Board has not acted satisfactorily in any of these areas.

Regarding the first point, Schoumacher explained that SCFFR does not believe that the Board allowed for contributions of opinions from students and faculty members when it made its decision last December to maintain a Division I football program.

Secondly, SCFFR sees unfairness in that the Board "looks like they're going to renege on their promise" to eliminate the

mandatory student ticket fee by June 30, 1979. Schoumacher noted that the College's entrance into Division IA of the National Collegiate Athletic Association (NCAA) is likely to increase expenses for football and thus may necessitate further funding from student fees.

"We are not convinced of the long range financial feasibility of the athletic policy," Schoumacher said in reference to SCFFR's third point, fiscal responsibility. He said that the financial projections for football contained in the preliminary report of the Athletic Policy Committee "look pretty bad."

Student fees may become "outrageously high" to support a team in Division IA, a division originally intended for "superspenders," he commented, although he added that "we don't have figures to back this up." Schoumacher said, "we want to see the figures."

He also said that "we would like to see more thought put into it (the making of an athletic policy decision)."

Schoumacher, who is Chairperson of the Board of Student Affairs Housing Committee, emphasized that "the group is not against football." SCFFR is simply seeking "fairness and fiscal responsibility in the funding of revenue sports," he stated.

SCFFR is an amalgamation of "three or four" other groups which had been formed for similar purposes, said Schoumacher. Among those involved in this activity were Bryan Keifer, a Freshman representative on the BSA, and Phil Grove, a Senior.

Grove remarked that "the group is organized to resist the Board of Visitors' apparent penchant for making decisions" without the opinions of students and faculty members. He said that SCFFR is "attacking (the athletic policy) on several points," but it is not intended solely for athletic policy. It will continue acting on similar matters after the policy has been decided on February 25, he said.

According to Grove, the group is planning to take such measures as, organizing a protest demonstration, sending a delegation of students to talk to Governor John Dalton about his appointments to the Board of Visitors, surveying students and faculty members about their opinions on athletic policy, and passing petitions saying that

those who sign it will take into consideration the Board's athletic policy decision when making future contributions to the College.

Schoumacher said that the group is open to all people associated with the College who will pay a membership fee of 25 cents, which is to cover the costs of the project which SCFFR has planned.



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City Checks Zoning Problem

by George Stukenbroeker
Flat Hat Staff Writer

The College will receive formal notification that two houses it uses as dormitories are in violation of a Williamsburg City zoning regulation within the "next few days," according to Frank Force, City Manager.

"We are now in the process of getting the letter (of notification) ready," stated Force. He said that the letter would "probably" be sent to William Carter, Vice President for Business Affairs.

Force stated that the city building inspector examined both the Blood House at 402 Jamestown Road and the Holmes House at 308 Jamestown Road, earlier this week and confirmed that the buildings are being used for multi-family residences in an area zoned for single family housing.

The houses are owned by the Endowment Association of the College, not the Commonwealth of Virginia, which makes them subject to city ordinances.

Force said that the city was "checking into" the possibility that other houses used as dormitories may be owned by the Endowment Association and

therefore are in violation of the zoning regulation.

David Healy, Director of Auxiliary Enterprises at the College, told *The Flat Hat* last week that the Hoke House at 218 Jamestown Road, which currently serves as the Russian House, was the only other residence owned by the Endowment Association.

Joseph Phillips, the city attorney, commented that the College has 30 days after the issuance of the letter of notification to either terminate the use of the houses or appeal to

the Board of Zoning Appeals. He stated that the College could also "attempt to ask the City Council to rezone the houses or amend the city ordinance."

Phillips maintained that the transfer of the ownership of the two houses from the Endowment Association to the state would "make the whole issue moot." However, such a procedure involves a "fair degree of complication since the governor would have to approve the acquisition," he stated.

Carter declined to comment on the situation "until we get legal advice."

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Four Profs to Share 'Last' Words of Wisdom

by Susan Strong
Flat Hat Staff Writer
Four faculty members will speak to students as if it were their last opportunity to share any information with the students in a new lecture series sponsored by the Office of Residence Hall Life this month.

Lavach, and Assistant Professor of Economics Allen Sanderson were chosen for the "Last Lecture" series by students on the Staff Advisory Council to Jack Morgan, Associate Dean of Residence Hall Life.

Each Tuesday night in February one of these educators will present his lecture in Millington Auditorium at 7:30 p.m. Lectures will be followed by receptions in various res-

idence halls at about 8:30 p.m. Both lectures and receptions are open to the public.

"We want to have something that will bring the faculty into the residence hall staffs as well as bring faculty closer to the students," explained Morgan. Morgan suggested the idea to his Staff Advisory Council after hearing of similar programs at other schools.

"They were the ones who

picked up on it," said Morgan of his Staff Advisory Council.

"They did all the planning and decided on the faculty members to be invited. According to Morgan, the teachers chosen were very excited about it, and all accepted quite readily."

Each educator was told to "speak as if it were their last time to speak to students," to talk about "what they would want to leave with them," explained Morgan. The speakers chosen have varying approaches to the series, but all called it "a good idea."

Coursen said that he was a bit "apprehensive" about speaking to the whole college community (as opposed to talking to "a handful of biology students in biological terms"), but said that the series "is a good idea and a good opportunity . . . I accepted quite readily," he admitted.

Sanderson stated that he was "very honored" to be chosen, by students, to be one of the speakers. "The students are one of the best fringe benefits the faculty has . . . it is an awfully good student body," he added.

"I don't think there is a professor on this campus," stated Thompson, "who wouldn't welcome this opportunity and the chance to make a few rambling comments about what is important to him. I think it is a great idea, and hope this can be the first in an annual affair."

Thompson maintained that "it is well for the College community to have a chance to hear a professor talk on 'big issues' . . .

After all, the state of Virginia is paying us to think and to say rational things. This is a chance to do that."

The first lecture in the series will be presented by Coursen on February 7, and will be followed by a reception in Ludwell apartment 104C. Residence hall staffs will sponsor the receptions in their respective halls, with financial support from the Student Activities Council.

"Life, Death, and Immortality" is the title of Coursen's lecture. "I want to describe, in lay terms, what I

modern America in general has lost this sense of a coherent value system. I will talk about what I feel we've lost, and its implications."

Professor of Education John Lavach claims his first reaction to being chosen for the "Last Lecture" series was one of surprise. "I don't know why I am giving my last lecture. Am I fired?" he commented. Lavach added that when he found out who the other speakers were, he decided it would be a lot of fun.

Lavach will speak on February 21, but remains noncommittal about his subject, which is titled, "Here Are Your Papers I Never Gave Back." He admitted that he had a "vague notion" of what he wanted to say, but remarked, "I'll go see what Coursen and Thompson do, then I'll talk to Sanderson and see what he is going to do, and then do his." Lavach added, "I guess I ought to come in with a stack of papers."

"As I understand it," he explained, "it seems to be a chance for kids and faculty to get together somewhat more informally, and I intend to approach it from that perspective." The reception following his lecture will be held in the lobby of Dupont Hall.

Sanderson will conclude the lecture series with "Just Between Us" on February 28, followed by a reception in Landrum living room. Sanderson explained that his talk will center around "personal reflections," not necessarily having anything to do with teaching or economics, but "what I would talk about to someone in a personal conversation."

"Experiences I have had, if I have any sort of philosophy, why, and how you go about developing a moral system," continued Sanderson, will be the types of subjects discussed. "I really think it (the "Last Lecture" series) is an excellent idea," he stated. "One of the reasons I've chosen my topic is so students can hear faculty speak on things they would not normally speak about."

"After all, the state of Virginia is paying us to think and to say rational things."

—J.J. Thompson

think about life, what interests me, and why I am in my profession," explained Coursen. "I will talk about what we all see happening to human organisms, that they get old and die." Coursen will also bring in the concept of immortality. "When you are young, you think you are immortal, and as you get older, you have to realize that you are not," he commented.

The second lecture, "Moonlight, Magnolias, and Melancholy," will be given by Thompson on February 14, followed by a reception in Bryan basement. "My thoughts are still amorphous," stated Thompson, "but I will be using the South as an example of a society that once had a coherent value system . . . I feel like

Sanderson commented that he liked the variety of topics and of speakers, adding "though who knows what Lavach will say."

"The key thing," maintained Morgan, "is to give an opportunity for the faculty to come into the residence halls and interact with the residence students, and an opportunity for students, and the community, to come and hear what the faculty has to say. I'm certainly going to be there," he added. "They (the teachers) have all expressed a willingness to really put a lot into this. It will not just be 'off the cuff' remarks."

If the series is successful, according to Morgan, it is likely that it will become an annual event.

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SA Mini-Mart is reducing prices on most items to 25 cents to clear the shelves for an inventory shift.

SA Mini-Mart Announces Shift To Popular, Snack Type Foods

by Fleming Saunders
Flat Hat Staff Writer
With sales dropping precipitously, the four-year-old Student Discount Mini-Mart is battling for survival by shifting to more popular, snack-type goods. To announce this change, an extensive advertising campaign is being planned by the Mart management.

Bob Fetterman, Vice-President for Student Services, feels that drastic measures are necessary to revive the fortunes of the non-profit market in the Campus Center basement. Receipts have occasionally dipped as low as three or four dollars a week, and "if they get any less we will probably scrap the whole thing," conceded Fetterman.

"For the new product line, he said, "We're going to concentrate on munchies (colas, chips), quick service things . . . sugar, flour, salt." These items have been the best sellers in the past, while making their exit will be such goods as canned vegetables and soups, which "people are just not going to buy."

To clear the shelves in preparation for this inventory shift, the Mart management is reducing prices on most items to 25 cents apiece. Posters and flyers, the "whole works," promised Mart officer Ron Smoot, will be sent out to inform the campus of these developments.

However, the Mart's problems are so deep-seated, that the upcoming facelift may not be successful. Paul Carrazzone, current fiscal officer, characterized last year's monetary operations as "shoddy" and deficit-ridden.

Nevertheless, buoyed by an SAC poll that showed staunch student support for the discount market concept, and by widespread advertising, the Mini-Mart started fairly well last fall. However, after totaling about \$85 in sales in September, receipts fell to approximately \$60 in October and have been sliding ever since.

The Mart management believes that the chief factor responsible for the Mart's slack demand is its peripheral location. The Mart is tucked away in the Student Association offices in the basement of the Campus Center, which is located on the fringe of the campus. According to the operators, the majority of customers are student government members who frequent the offices.

A move to a more central location, does, however, have several drawbacks. Few dormitories or administrative buildings have enough space to house the Mart. The College fears that putting a mini-grocery in a dorm would lead to unacceptable security risks.

Associate Dean of Students for Activities and Organizations Ken Smith does think it possible that the Mini-Mart will be able to move. If the Mart could show evidence of very high demand for its products, then he "would push harder" for such a move, and possibly the Mart could be relocated.

Thus the Mart is in a predicament; it has rarely done well at its present location, but high sales are a prerequisite for obtaining administration permission for a move to a better location.

Other competitive disadvantages under which the Mini-Mart labors are its shorter operating hours, and the limited quantity and variety of goods offered. Fetterman believes that student shoppers buy most of what they want at Food Fair or Big Star and consider an extra trip to the Mini-Mart as an inconvenience.

If the location were better, Fetterman said, customers would choose the low-priced Mart items (sold at wholesale cost) compared to more expensive items at chain stores.

Fetterman and the Student Association also pressed the administration to permit the sale of beer at the Mart. However, Smith said that the state Alcoholic Beverage Control (ABC) Board did not approve that idea.

"The red tape was what killed us," Smith explained. The ABC Board denied the beer license because the Mart was not "a full-fledged operation with a certain dollar volume."

Attempting to increase sales by expanding operating hours was not feasible, Fetterman said, because the additional labor would cost too much to justify the returns.

The SA Mini-Mart finds itself saddled with low receipts and a cloudy future. The \$90 per semester salary of its inventory control officer (virtually the only operating expense) may come into question. The Mini-Mart management hopes that the new inventory shift, combined with a vigorous ad campaign, will stimulate sales enough to bring the Mini-Mart out of its slump and into the position of being a major service to the student body.

THE FLAT HAT

Editorial and Opinion



Founded October 3, 1911

Certainly 'Not Realistic'

President Thomas Graves seems to have made it official: indisputably contrary to the Board of Visitors' three year-old pledge, a mandatory student fee for the support of revenue sports will be retained beyond the now-defunct June 30, 1979 deadline. It is almost amusing how flippantly our intelligence has been mocked and trampled over. It is one thing to embark upon an unpopular or difficult course of action; it is entirely another matter to ignore a promise and simultaneously disregard the people whom that course of action will affect.

Unfortunately, there is not much left to be said. The Board may have been "pressured" into announcing support for Division I football, but it appears more concerned about that than about its "pressuring" those associated with the College to accept what might as well be their predestiny: supporting a far from excellent revenue sports program.

It is strange that a President and twenty Visitors can have the unmitigated gall to treat a part of their constituency so thoughtlessly. Changing the name of the athletic fee means nothing. Students will have to pay even more money to the College to support football and basketball, regardless of the heading under which the payment falls.

It took President Graves three years to realize that fully self-supporting revenue sports by 1979 is "not realistic." Suddenly, according to the President, we have an "old policy" and a "new policy." Of course the old policy is not compatible with the new one; they are two different entities. However, we thought that we would be operating under the "old policy" until

at least February 25. Why could we not be so far ahead of schedule when it comes to renovating dormitories or accepting incoming freshmen? The answer is that certain commitments must be honored, certain information must be gathered. The Board of Visitors cuts corners remarkably well.

The President tells us that "undoubtedly, the fees that students must pay will be going up." The Director of Athletics, Ben Carnevale, tells us that students must realize that "a higher price has to be paid to support excellence." The Chairperson of the Athletic Policy Committee, Lawrence Beckhouse, tells us that William and Mary is "committed" to Division IA because the Board of Visitors wants to "maintain a program of excellence in football." Does it not seem that the students are on the side of "must," and the Board is on the side of "want"?

The entire situation is ridiculous. We hope that the Student Committee for Fairness and Fiscal Responsibility will at least give some hint to the Board of Visitors that it has acted unfairly, injudiciously, and wholly inappropriately. It should not be so that a higher athletic fee is simply one of the facts a student must accept if he or she wants to attend William and Mary, especially if the rules are changed in the middle of a student's stay here, contrary to what was expected.

If the Board of Visitors can find an honorable and equitable solution to this problem in the few remaining weeks before February 25, we will be very happy. Since we are realists, though, we are not anticipating it.

Letters to the Editor

Law of Averages

To the Editor:

Wouldn't it just be great if William and Mary were to ever beat Old Dominion in basketball. I guess we will, eventually, simply because the odds are against ODU winning EVERY time. Meanwhile, it's not easy being a William and Mary student from the Norfolk area. You just have to hang your head in shame, take continuous ridicule, make one excuse after another, and eventually drop out of sight. Really it's easy once you get the hang of it — at W&M you get a lot of practice.

Joe Hooks
Class of '78

TV Lethargy

An Open Letter to the College Community:

This letter is not intended to be directed toward any member of the college community in particular. As a senior who has been involved in all the controversy of athletics and related topics, I must say that I am ashamed of the turnout by the college community at the recent basketball game with O.D.U. No matter what your feelings toward Policy I or II may be, athletics are still definitely a part of the college experience just as the fine performances in such productions as the H.M.S. Pinafore are.

Although the game was televised regionally, I do not feel this is an adequate excuse to abandon a team who has made an unexpectedly fine performance this season. Television is for the fans who cannot make the game, not for the ones who have the capacity but are too lazy to go.

William and Mary's team could have most certainly used some extra support in such a close contest. I extend my apologies to the Indian team, Coach Parkhill, and his staff for the lack of this support. I must also extend my compliments and appreciation to the same group of individuals for their efforts this past Saturday.

Sincerely,
Patrick R. Carr

Moo Juice Stats

To the Editor:

While observing students at the milk machine during a Monday night dinner at the caf, many students asked me what I was doing. In answer to their questions, I was conducting a naturalistic observation for a psychology class to determine if there is any difference according to sex in the amount and type of milk students drink. Here are the results:

Guys drink almost three times as much milk as girls. Girls mostly prefer skim milk (50 percent of total intake), followed by regular (39 percent) and chocolate (eleven percent). Guys mostly drink regular milk (63 percent), followed by skim (21 percent), and chocolate (sixteen percent). On the average, each guy stepping up to the old milking machine took 1.5 glasses of milk, whereas girls took a modest 1.1 glasses. Surprisingly, chocolate milk represented only eleven percent of combined male-female consumption. In one hour (5:30 to 6:30), 264 glasses of milk were drawn from one machine: guys 194, girls 70.

I think my results may have been affected simply by my presence (Hawthorne Effect). More students than normal may have visited the milk machine out of curiosity. Other students however, like Kip Germaine, may have avoided me. After going to the other machine instead, Germaine reported, "I hate statistics, that's why I went over there. Anyway, I got two chocolates."

John P. O'Hanlon

Graduation Gripe

To the Editor:

The decision to hold commencement in William and Mary Hall is a disgusting one, though predictable. Over the objections of more than 70 percent of the senior class, whose graduation it ostensibly is, it has been determined that we are not capable of deciding what is in our best interest. If that is so, then William and Mary has failed its students. Why was the decision, more properly termed a mandate, made to suit the "College community"? It is not the

community's graduation; it is that of the seniors and their parents, many of whom also want to see commencement held at the Wren.

One of the reasons why students attend William and Mary is that it is a fine school with a long and proud history. This is a place where tradition means something, where one can feel that he is following in the footsteps of great people. When a few bureaucrats ride roughshod over the wishes of the many who choose to observe this tradition, they are destroying something very special. These people have a history of making minority decisions, the two recent controversies over athletic policy being prime examples. If the College can afford to lose many thousands of dollars each year on a football team, then surely it can find under \$10,000.00 to spend on the most important occasion of our academic careers.

The limited availability of seating and other "drawbacks" were known by the seniors, who have still chosen a Wren commencement. The seating difference averages out to about one less ticket per person; small price to pay for a dignified commencement ceremony. My sense of aesthetics is offended by having to spend my final day at William and Mary in the cavernous depths of the Hall, which has all the architectural charm of a bomb shelter. No doubt it will be festooned with green and gold crepe paper for the occasion, to compensate for not having graduation near the place where Thomas Jefferson once attended class. At least Mr. Jefferson now rests in Charlottesville and can console himself with having founded the University of Virginia, where, no doubt, there is more respect for tradition and for the consent of the governed (oppressed?).

The senior class did not elect its class officers to "cooperate with the administration," but to carry out its wishes. Why did the officers bother to take the opinion poll on the commencement site, if the result was to be meaningless? Why did the officers capitulate so easily; did the administration threaten to put them in the stocks by the Capitol Building? And what a marvelous suggestion it was to have the seniors march en masse from

the Wren to the Hall. With the Wren fresh in our memories, the Hall will seem even more inappropriate.

The Wren Building bears the relationship to the Hall that the Duke of Gloucester Street bears to Mercury Boulevard. The people for whom this letter is intended may not understand this, but some of the people who want a Wren commencement do, and share my outrage. Our last memories of William and Mary will be marred by the knowledge of what commencement might have been like, and for this the senior class officers and the administration owe the Class of 1978 an apology and a return of commencement to the Wren Yard, where it belongs.

Rebecca K. Lawler, '78

Pigskin Policy

To the Editor:

Two months after a student-faculty committee urged the immediate termination of the football program at William and Mary, the Board of Visitors remains determined to establish a football dynasty at the College, no matter what the cost or financial considerations. When the NCAA recently decided to create a monster division for its superpowers, William and Mary wrangled its way into the new conference by co-sponsoring the Ivy League Amendment. Under this clause, schools with athletic programs consisting of twelve or more varsity sports will be admitted to Division IA.

Although William and Mary lobbied vigorously for the amendment, the Board seems oblivious to the economic ramifications. A deficit, once projected to three hundred and twenty thousand dollars by 1981-82, could be considerably greater should William and Mary move into the super conference. Already, athletic director Carnevale has talked of renovating and expanding Cary Field. And operating costs could be driven up still further should the NCAA permit Division IA members to increase the size of their coaching staffs or the number of grants-in-aid distributed by the schools.

See LETTERS, p. 5

Letters, cont.

Although many students have expressed outrage and disappointment over the Board's actions, most are resigned to accept the recent decision. But when the Board brushes aside student opinion as though it does not exist, and when the president of this college consistently ignores student and faculty input on any matter of substance, the students can only respond with drastic action.

Since the students are being depended upon to fund a large proportion of the football program, we are in an excellent position to protest the Board's decision. Obviously, to maintain a Division IA standing, the Board is going to demand the students' continued support of the program by retaining the mandatory ticket fee beyond 1979, despite its commitment to eliminate the fee before that date. In this case, the most effective response would be to commit a collective act of civil disobedience and refuse to pay

the mandatory ticket fee should it not expire by the date stipulated in the 1974 Statement of Athletic Policy. In order to ensure success, this undertaking would have to be extremely organized and well disciplined. But if done on a massive scale, the Board will have no alternative but to let the student voice be heard.

William and Mary is recognized nationally as a first rate academic institution. The football program, rather than enhancing the college's reputation, has been a constant embarrassment and its discontinuation will in no way damage the school. The program has never inspired widespread enthusiasm, either on campus or off; the three to five thousand empty seats at each home game attest to that. Seemingly, the only ones clamoring for its retention are a few vocal alumni, the Board of Visitors, and the players themselves.

The present course undertaken by the

Board is financially ruinous to this institution. As long as the Board insists upon pumping more money into the football program, other departments within the College will suffer. William and Mary does not have the funds necessary to support the kind of program the Board is advocating. It is simply impossible to superimpose a big-time football mentality upon a William and Mary budget.

Larry Jones
Kevin Walker
Charles Franzen

Postal SERVICE?

To the Editor:

Of all the U.S. bureaucracies, the United States Postal Service has long been the butt of infinite jokes, and deservedly so. The number of bungles, delays, and disappearances of mail we entrust to the care of this government agency seems to increase proportionately with the amount of money we pay for its services. But compared with the College Post Office, the United States Postal Service is the epitome of a fast, efficient, well-oiled organization.

I am spending my junior year in Münster, West Germany, and wanted any mail that was sent to me to be forwarded. At the time I filled out the forwarding request card (August, 1977) I did not know what my address here in Germany would be. I therefore requested that my mail be forwarded to my family in Baltimore.

When I arrived here in October, I tried to register for classes, but did not have the necessary letter of admission. The Registrar showed me a photo-copy of the letter, which was dated August, 1977, and which I obviously should have received in America before my departure. But this very important letter had not been forwarded. Luckily the Foreign Student Office here patched things up and I was able to register. (I was not surprised to learn that the other William and Mary student here experienced the same problem.)

This one episode had a happy ending, since I was able to register, and I just figured it was one of those rare mix-ups that can't always be avoided. But no, I discovered that the College Post Office simply cannot be bothered to forward students' mail.

December 1, 1977, I received a letter addressed to me at College Station. This letter had been sent from the College Post

Office to the German House(?) (where I lived last year). The German House tutor was kind enough to send the letter to a friend of mine here who then gave it to me.

This letter, dated October 1, 1977 (I received it in December) contained information regarding careers for language majors: agencies to write to, interviews, tests, and further pertinent names, addresses, and suggestions. If the German House tutor had not played mailman and forwarded the letter, I would never have received this extremely important information.

I was beginning to think that the College Post Office had something against me personally, but I found this is not so at all. It has something against everyone.

A friend of mine is taking the semester off and left a forwarding address in New York with the College Post Office. This was just before New Year's. Since New Year's, I have written to this friend eight times. Today I received a letter from him asking why I haven't written lately. My letters have obviously not been forwarded to him.

I understand that handling mail for 5,000 students is no small task, and that forwarding mail only complicates matters. What I don't understand is why a service is offered by an organization which has no intention of carrying this service out.

Grace Springate '79

No Problem Here

To the Editor:

We, the residents of the Blood House (402 Jamestown Road), are sending this letter to The Flat Hat in response to an article in the January 27 edition. We would like to address several problems that are mentioned in the article concerning the Blood and Holmes Houses.

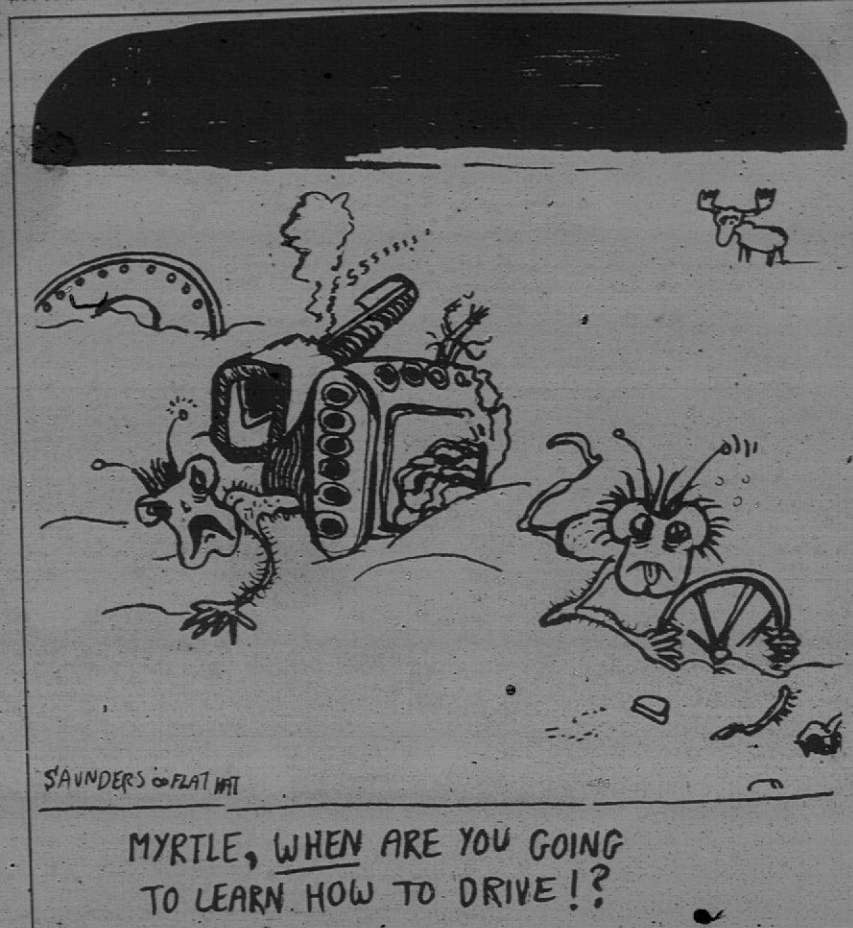
First of all, we feel that the parking problem in the block surrounding our house is totally unrelated to us. There are eight women residing in our house, and only two of the students own cars. Therefore, it is impossible that we can be blamed for the problem other residents have with parking. On weekends and other times when classes are not in session, the streets near our house are practically deserted. The two students in the house who own cars also have parking problems during weekdays; in fact, one of the students recently received a ticket for parking in front of the driveway of her own residence. So, we believe that we cannot be held responsible for the parking problem mentioned in the article.

Another problem discussed in the article has to do with complaints about noise. We asked the residents of the nearest house if they had ever been bothered by noise coming from our house, and they said they never had any problems. It is hard to believe that eight women will make enough noise to be heard outside the house. As with the parking problem, we feel that complaints about noise by other residents of the vicinity have nothing to do with us.

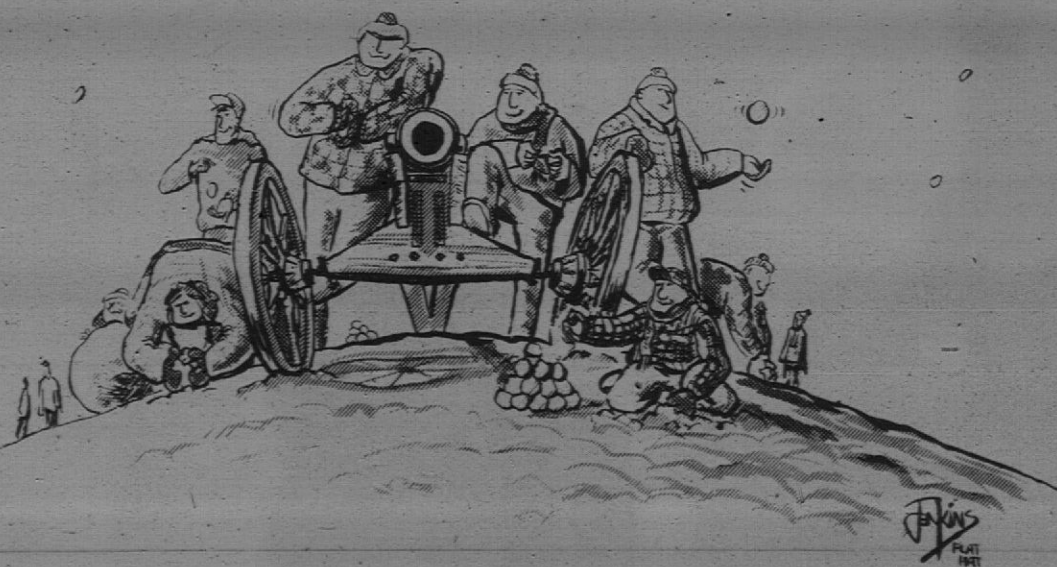
Regarding the zoning problem, which was the main issue mentioned in the article, we are disturbed that we had to find out about it through the college newspaper. The article says, "Dean Sadler said he attempted to make the students aware of the situation by contacting the Office of Residence Hall Life." However, neither Dean Sadler's office nor the Residence Hall Life office contacted us about the situation regarding the zoning, parking, or noise problems. We still would like to be informed of developments in the situation, and we hope that the College will think enough of student relations to let us know what is happening in regard to our living arrangements.

Sincerely,

Leslie Lowdon Debbie Smith
Lisa Goldstein Anne Ranson
Beth Tripp Susan Carver
Virginia Ewing Alison LeMaster



WARNING SIGNALS OF COMING SNOW...



I Started Out On Burgundy

by Mark Craver

"I most humbly confess that deliberately ingested drugs of an intricate nature for the purpose of transcending ordinary reality for a glimpse of the absolute, and this was wrong."

—Pete Sands in *Deus Irae*
by Phillip K. Dick and Roger Zelazny

"What do you call people who make love to dead people?" the woman asked. "Necrophiliacs." The Descent of Woman answered. "The question is, 'Do you want to be raped and murdered or murdered and raped?'" "Hmmm," the woman said.

I heard this conversation as I walked around the picnic table. The Descent of Woman was leaning against it. He was talking to a woman and I could see that she was already confused. The Descent of Woman had a way of confusing women.

The Descent of Woman and I hadn't seen each other for months but I had heard that he would be at this party, so I had come to meet him.

"Hello," I said.

The Descent of Woman turned and looked at me.

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While he was telling me this, he removed a plastic baggie from his shirt pocket and unwound a rubber-band that pinched the baggie shut just above a mass of perhaps fifty small yellow pills.

"Have a vitamin," he said as he placed three in my palm.

"When did you get here?" I asked eating the pills.

"A few hours ago. I need the feel of some good salt water."

"You must have been away from the Ocean for quite a while."

"Much too long. Be prepared."

"Roger."

The only other clue I got as to what The Descent of Woman had planned for that night happened when I was looking at the punch. It was one sentence I heard him say in passing. My mind really wasn't on what he was saying; I was watching the fruit in the punch.

The punch was a reddish blue color and had pieces of apples, pears, oranges, and pineapples floating in it. I was watching a woman cut the fruit into quarters and then drop them into the trashcan that held the punch. It took her over twenty minutes (at least) to cut one slice through a piece of fruit and I watched her cut one apple, one orange, one pear, and one pineapple. At two slices per piece of fruit and twenty minutes per slice, I watched her cut fruit for over two hours and 40 minutes.

"I want to eat salty Ocean air in my

pancakes," I heard The Descent of Woman say as I watched the fruit.

Watching that fruit was wonderful.

The woman turned and saw me watching her.

"Would you like to cut some fruit?" she asked.

I was terrified. "Oh God No!" I yelled and ran out of the kitchen.

I saw The Descent of Woman in the back yard and went over to talk to him.

"Christ, that was close. She wanted to give me a knife. With a blade."

"I'll meet you at your house in half an hour," he told me.

I tried to get out of there as soon as I could, but the fruit-cutting woman got to me before I left. The only other time I had seen her in my life was a few minutes before in the kitchen and she had the nerve to walk right up to me just before I left and say:

"We are outside of Time."

I'd never seen her before that night and she said that to me.

When I finally made it to my house, Keith was trying to fix the stereo. Keith, by any standards, is a crazy bastard who likes to light lighter fluid poured over the back of his hand in your back yard, (burning his hands hairless), just to see your parents run into the house screaming.

I didn't really like the idea of him fixing the stereo.

"What's the problem, Keith?"

"I think it's a fuse."

"Excuse me," someone asked, "could you tell me what time it is?"

I looked at the electric clock on the wall and said, "It's one thirty a.m."

"Yup," Keith said. "It's a burnt out, 5 amp fuse. I got one in my car. Just a sec."

The entire room was silent while he was gone except for the harmless buzzing of the electric clock on the wall.

"I'll just replace the fuse," and Keith was fixing the stereo. Soon music emerged and I sat down to talk to The Descent of Woman.

"What time is it?" he asked.

"Didn't somebody just ask that?" It was three a.m. "It's three a.m.," I said.

The front door opened and the fruit-cutting woman walked in.

"The other party was over and I heard about this one," she said.

"It's three a.m.," I said.

"Oh," she said, "Don't bother telling me that; I'm outside of Time."

"TIME TIME TIME!!!" I yelled. "I CAN'T STAND IT!!!" With that I ran to the clock on the wall and ripped it off. Flinging open the front door I threw the clock onto the sidewalk in the rain. It cracked when it hit the concrete.

"NOW TIME IS OUTSIDE OF US!!!" I yelled.

Everyone was laughing at me. They

thought it was a good joke. I was laughing too. It was a good joke.

But it wasn't too funny.

As we were finishing laughing, I noticed a rather large cloud of smoke drifting up from the stereo. I quickly grabbed the fuse plug on the back and unscrewed the fuse Keith had installed. The stereo quit playing and smoking at the same time.

"Keith," I said, "this is a five amp fuse you used to replace a 5 amp fuse. The stereo has been reduced to nothing more than molten wires."

"Yup," Keith said.

"I think we'd better get out of town before your roommate gets home and finds out what has happened to his stereo." The Descent of Woman offered.

"I think that you are absolutely right," I said.

We climbed into The Descent of Woman's 1957 International Panel Van and headed for the ocean. It was raining and the windshield wipers on the truck moved about as fast as a cat's tail sticking up out of the ground after the rest of the cat had been buried for about 45 minutes.

I mean, these were some terrible windshield wipers.

By the time I'd decided that they were the worst windshield wipers I'd ever seen, we were at the beach. We stopped at a house that was still under construction. It looked like our house.

"We'll wait until the sun rises," The Descent of Woman said as he passed out more vitamins.

"Look at that mess. Somebody has turned over a trashcan right on the beach

there," I said. "Maybe we should pick it up."

"No," Keith said, "we should let them sleep."

"Perhaps you're right."

Keith was standing on his hands and running down the beach up-side-down.

"Is he on drugs?" I asked The Descent of Woman.

"No, he doesn't believe in them."

We waited for the sun to rise but the cloud cover was so thick that we could only hear airplanes; not see them. It slowly got lighter, but without a trace of the sun.

"That garbage somebody knocked over is running down to the Ocean," The Descent of Woman said. And it was true. Four people had crawled out from under a blanket we'd thought was garbage and were running toward the water.

"Wait a minute!" I yelled and ran after them. When I caught up with them I said, "Don't look at me like that, I just want to apologize. My friends and I thought you were garbage and we never would have thought that if we'd known that you were four people under a blanket."

I thought for a minute and said, "So we all wish you a successful day even though the sun didn't rise and you started out with three people thinking you were garbage."

They laughed at me and said, "Don't worry about it."

I turned and walked back toward Keith and The Descent of Woman. They were laughing too. But they weren't laughing at me, they were laughing with me.

Laughing, and making parake motions with their hands in the air.

THE FLAT HAT

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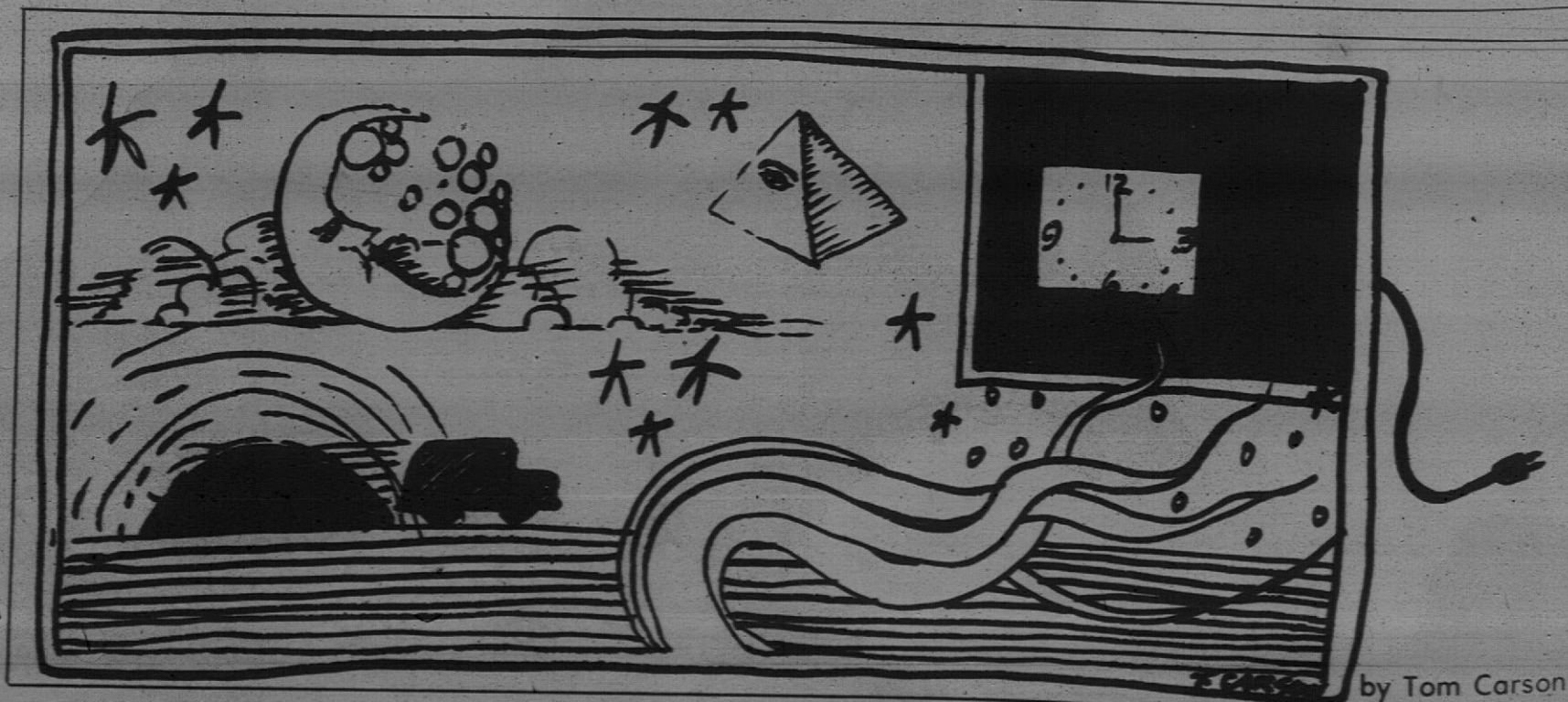
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by Tom Carson

Visiting Professor Uses Innovative Anthro

by Anne Gornet
Flat Hat Staff Writer

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Visiting Professor Uses Innovative Anthro

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Flat Hat Staff Writer
Dr. Deetz?
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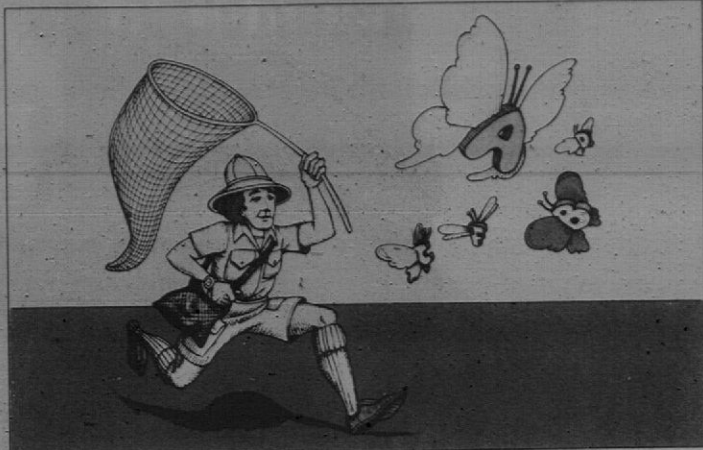
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you can never hope to follow—and wouldn't even if you could.

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The articles that follow cover everything from why study formulas don't work to a creative test-taking strategy to an unorthodox introduction to paper writing. We've thrown in a new look at an old phenomena—cramming—and a consoling view of six successes who weathered academic crises. And, given the intensity

of the grade game for so many students, we give special attention to coping with text anxiety.

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But it wasn't too funny.

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"No," Keith said, "we should let them sleep."

"Perhaps you're right."

Keith was standing on his hands and running down the beach up-side-down.

"Is he on drugs?" I asked The Descent of Woman.

Magical Memory Tour

The Unending Quest for a Study Formula That Works

by PATRICIA WESTFALL

Thought, not memorization, is the soul of learning. Every professor says this. What teacher would claim *not* to be teaching students to think?

But just try and pass a test by thinking. Every student who has forgotten the year Thomas Aquinas died knows that thinking ability is not what gets tested. Memorization—dictaphone style—is the ability in question. Thinking won't derive the seven phyla or reveal the eighth wonder of the world. Only memorization counts in the crunch, and students who wish to survive had better master the skill. But how?

"Perhaps the most basic thing that can be said about human memory, after a century of research, is that unless detail is placed in a structural pattern it is rapidly forgotten," said Jerome Bruner in *Process of Education* in 1960. Bruner's concept, the importance of structure, lies in one form or another at the root of all how-to-study methods.

In the Beginning ... Was SQ3R

The first and most famous of the foolproof, try-it-you-can't-fail study formulas was Frank Robinson's SQ3R method published in 1946. The acronym stands for "Survey, Question, Read, Recite, Review." The method, still taught today in a great many college how-to-study courses, works this way. First, *survey* the structure of the chapter, reading paragraph headings and summaries; this helps your mind get a firm grasp of the whole assignment before you read.



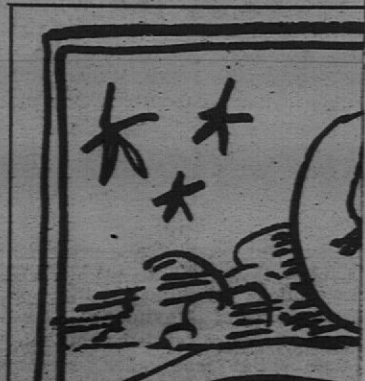
Next, turn those paragraph headings into *questions* which must be answered by the text. Then *read* (the first R) to find those answers. Robinson stresses that reading must be an active process; you should be searching for answers, not just passing your eyes over the type.

Every so often (every other page, in fact) you should stop, close the book and try to *recite* what you have just read. This is the step that is supposed to fix the information in your memory. Finally, after you have read and recited the complete assignment, take

a few minutes to *review* what you've just learned before calling it a night.

The Confession

Robinson's sure-fire thoroughly-tested formula was preached passionately by academic counselors until the student population boom of the 1960's. That's when new how-to-study formulas began to pop into print at a rate second only to sex manuals—and volumes ahead of diet books. Most of these were variations on SQ3R.



4 INSIDER



by Tom Carson

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OK4R by Walter Pauk—meaning Overview, Key ideas (find them he meant), Read, Recall, Reflect and Review—was published in 1962. Next came Space & Berg's 1966 PQRS (Preview, Question, Read, Summarize, Test), followed by OARWET in 1968 (Overview, Ask, Read, Write, Evaluate, Test). The champion entry was the 1973 PANORAMA which stands for "Purpose (think about why you are reading your text); Adaptability (adapt your reading speed to the difficulty of the material); Need to question (an obvious and painful stretch for the acronym); Overview; Read and relate (that is, relate the main ideas to personal experience); Annotate; Memorize; and (if you still care at this point) Assess."

Walter Pauk—the OK4R man—finally called for an end to this acronym olympics by daring to put into print what everybody had known all along: despite proof that these formulas work, no sane student ever bothers to use one. In an article knocking PANORAMA as silly ("you're reading your text because your professor told you to"), Pauk wrote, "There is no question about the value of converting a title into a question, but I can honestly say that I have never met a single student who has ever used the technique even though he knew about the textbook system incorporating this step."

A shocking confession from a man who has been teaching how-to-study courses most of his academic career. Student indifference hardly stifled the acrolympics, however. REAP was published in 1976. REAP was different though. REAP looked as if it might have something to do with how people actually study.

Undaunted, Our Heroes Press On

How students actually study is something few researchers have bothered to study. How one *should* study, yes—advice abounds. But *do* study? No. In 1976 Robert Szabo published a sketchy survey (not study) of practices followed by successful students on his campus. Even that survey—incomplete as it was—showed how far from students the acrolympics have been.

For example, most of the top students preferred studying in cycles—working hard for three or four days, then goofing off entirely for the next three or four days. So much for the "study a little bit each day" platitudes vouchsafed by the formulas. Students also preferred to work in four- and five-hour stretches, kayoing

the formula emphasis on one-hour study sessions. All the formulas stress the importance of frequent rest breaks, but good students say the breaks interrupt concentration.

Like Pauk, Szabo found no student using a formula. He found this meant students rarely remembered the main ideas in a text, remembering instead trivial details and facts. Yet, noted the rueful Szabo, "They manage to obtain acceptable grades."

Did Szabo and colleagues consider this a hint that maybe they should abandon the quest for a perfect formula? Never. Szabo concluded his article with a ringing cry to press on to new acronyms. "We must find a method that reaches students where they are," he said.

R Is for Read

REAP might be the method Szabo was calling for. Published by two University of Missouri professors, it is, first, simpler than all the others. The R-stands for read. That's it. No Survey, Question, Preview or Overview. Just sit down and read. That's what students do anyway, so for the first time in a generation the first step of a formula makes sense in human terms.

The next step, E—Encode, is equally simple. Using any method you want, simply close the book and try to phrase what you've read into your own words. Section by section? Chapter by chapter? Book by book? That's your choice. The only requirement of the method is that you actively rephrase the material *immediately*. The other two steps, Annotate and Ponder (upon which the authors elaborate at length) are just refinements of Encode: write down your encoding (for later review?) and then think (think?) about it, they say.

When one examines REAP, it's not so different from earlier formulas in that it calls for an active engagement with the material to be memorized. It is different in that it throws away the hoopla and rigid rulesiness of earlier formulas and states the meat of the matter: *Successful study requires taking time to put things in your own words immediately*. Repeat, *immediately*.

The Forgetting Curve

Why does study require an immediate Encoding (or Recalling or Reciting or Evaluation or Call It What You Willy? The answer to that is suggested in some classic early research on memorization, such as the 1913 nonsense syllables study by

Ebbinghaus (ah yes, the one you had to memorize for Introductory Psych, remember?). In the Ebbinghaus study, subjects studied a list of nonsense syllables and then were tested repeatedly. After 20 minutes they had forgotten 47 percent—almost half. After a day, 62 percent were forgotten; two days, 69 percent; 31 days, 78 percent. The results were clear: the bulk of forgetting takes place within minutes after study and then tapers off.

A similar study by Spitzer in 1939 which used meaningful material came up with similar numbers—46 percent of the material was forgotten after a day; 79 percent after 14 days. Forgetting is, an immediate thing. By tonight you will have forgotten almost 50 percent of this article—unless you try to encode it or put it in your own words the minute you finish.

Spitzer proved that encoding works to counter the brain's awesome and instant forgetting power. In another study he conducted, some subjects merely studied (i.e. read) materials while others recited the information in their own words immediately after reading it. Seven days afterwards, those who had recited remembered 83 percent of what they had read. The others only remembered 33 percent. This shows that encoding works, but for the why of that working you'll have to return to Bruner's concept about structural patterns. Encoding apparently makes you create memorable patterns. It works.

Note-taking, Like Love, Requires You Listen Dearly

Assigned readings are not the only material you must commit to memory. You will also be tested on lectures. Studying lecture notes is a lot like studying a text. First you read, then you encode. But before you can read or encode you must take notes, and that requires listening.

It is a subtle skill, perhaps because it's so human a skill. Professors are not textbooks; they're humans who do not organize themselves into easy-to-grasp chapters and headings and who often talk rapidly, slowly or monotonously.

But listeners are fallible, too. They listen in monotone, racing like a dictaphone to capture every word. Most students listen to a lecture as if every idea had equal weight. Not so. In an hour-long lecture, there will be at most only six or seven main points that you are expected to remember.

The rest of the information is detail, colorful anecdotes, relevant tangents or side dressings of opinion which the



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INSIDER 5

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"Hello," I said. The Descent of Woman turned and looked at me.

"If we could just forget this notion of Man as a predator, we could start off with a type of maternal love for our offspring that you just don't find in the species," he told me.

While he was telling me this, he removed a plastic baggie from his pocket and unwound a rubber band, pinched the baggie shut just above a row of perhaps fifty small yellow pills.

"Of course," I replied. "Have a vitamin," he said as he held the baggie up to his palm.

"When did you get here?" I asked, eating the pills.

"A few hours ago. I need the water," he said. "You must have been away from the ocean for quite a while."

"Much too long. Be prepared," he said. "Roger."

The only other clue I got as to who the Descent of Woman had planned for that night happened when I was looking at the punch. It was one sentence I heard say in passing. My mind really was what he was saying; I was watching the fruit in the punch.

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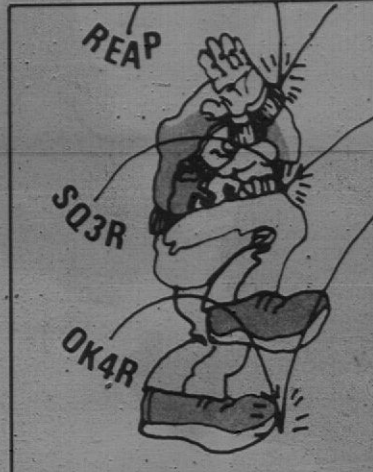
professor has included to clarify the main points for you. He hopes the extra information will tease you into greater awareness of those main points. He would be horrified to realize that most of his students miss those main points and remember the details instead.

You can pick out the main points by listening for cue phrases. Sometimes cues are very simple: "Our topic for today is..." the professor will say. But other times he will bury his cue in elaborate rhetoric, and you will have to figure out where the rhetoric ends and the main point begins: "Picture the day Lincoln arrived at Gettysburg in his dark top hat and cape, his shoulders stooped," the professor intones, and you wonder if this lecture is about Gettysburg, Civil War fashion, or curvature of the spine. Keep listening. He'll drop a cue eventually.

Cues for related subpoints can be very brief and are easily missed if you're not listening hard. Phrases like "on the other hand," "another way of looking at that," "next in importance," "turning now to," can signal a new point. Sometimes a single word—"however," "therefore," "but"—may introduce a point. You have to think as you listen, learning to differentiate the trivial from the important.

Encoding Follows Naturally

Once listening is mastered, note-taking becomes absurdly simple. All you have to do is write down the main points, adding just as much detail as you care to for your own entertainment or clarification. Studies have been made of different note-taking styles, and the studies are, frankly, inconclusive. One study comparing four note-taking styles—a formal



outline method, a two-column format, the "Cornell three-column format" and "no special method"—revealed that none of the methods had any merit over the others. There were no differences in student grades attributable to note-taking methods.

But a study that compared students who did not take notes with those who did, revealed that note-takers always make better grades. It's not "how" but "whether" you take notes that counts. Why? None of the researchers ventured any answers, but it may be that note-taking is a form of encoding. Lectures make you select what's important (because you don't have time to get everything down), and they make you put the information down in your own words (because you don't have time to put it down in the professor's words). In lecture you become an encoder in spite of yourself. You're forced to do there what you should do for texts. No wonder so many students feel they learn more in lectures. A text ought to be more

valuable than a lecture because it's better organized, more comprehensive and less likely to mumble. Yet a text can't force you to encode.

Ah, But What of It?

One autumn when students returned to campus, a professor named E. B. Greene gave them the same exams they had taken the spring before. Even "A" students had forgotten 50 percent of all they had successfully memorized the term before. Another professor, E. T. Layton, found that students lost two-thirds of their algebraic knowledge after a year.

What's the use? Even with the best study habits, you will eventually forget what you've learned. You will get through tests, but what of it if it's all gone by next term? Memorizing a dictaphone style, seems to all students a pointless exercise.

In a 1932 book called *The Psychology of Study*, Cecil Mace wrote: "If the student has any compensating merit, it lies in being something more than a mere recording machine." That something, he argued, was thinking ability. You are doomed to forget most of what you learn; the only merit in all this is that somehow because of it, or at worst in spite of it, you learn to think. But what is thinking? The best Mace could do in 30-odd pages of essay was suggest that free association might be involved. Hundreds of other thinkers have struggled with the question, and among them the most honest might be Walter (OK4R) Pauk, who has said that thinking, despite all the thinking done about it, remains largely a private matter.

So how is memorization related to this private skill? For an insight into that we can go all the way back to a letter the not-yet Saint Thomas Aquinas wrote to a Brother John. "Since you have asked me how one should set about to acquire the treasure of knowledge, this is my advice to you concerning it: namely, that you should choose to enter, not straightway into the ocean, but by way of the little streams; for difficult things ought to be reached by way of easy ones. Do not heed by whom a thing is said, but rather what is said you should commit to your memory."

Victor White, commenting on this letter, has written: "Note how careful St. Thomas is. Brother John is to commit what is said to his memory; he is not straightway to commit his intellect to it. He is not at once to swallow everything that is said; let him remember it in order to test and examine it, but not at once to assent to

Two Unlikely Learning Techniques

Teaching Others

It's true. Teachers learn more from a course than the students. If you try to teach material to someone else, you are forced to grasp it in new ways, to express it in terms the other person can understand. This helps you remember. Tests at one university had a group of students study material using the SQ3R method. Another group also used the SQ3R method but was required to teach the material to other students. The student teachers did significantly better on tests than the control group. The catch in this technique is finding a "student" who is willing to learn biology or psychology or economics from you. But if you can talk someone into being your student,

you may learn more than you ever have before.

Mapping

Some people are just visually minded, so transforming a text or lecture into a picture or "map" might be the best way for these people to learn. To draw a map, put down the key idea first. This becomes the "buried treasure" on your map. Then draw in secondary or supporting ideas around the buried treasure. Lastly, draw in the critical details. Why this works is that you have to find the secondary and supporting ideas before you can draw them. In doing that you learn them. Mapping, as its author, M. Buckley Hanf, says, "is thinking." And the best way to learn mapping is to do it.



Visiting Professor Uses Innovative Anthro

by Anne Gornet
Flat Hat Staff Writer
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it. Suspension of judgment is one of the first things a learner has to learn: we have to learn how to entertain ideas without promptly either affirming them or denying them. Here again it is a matter of that difficult business of restraining the mind's own native impetuosity, the natural desire of the reason to be unreasonable. We want to jump to conclusions before we have reached them; to take sides, make a stand, vehemently affirm or deny

before we have considered, examined, tested, proved."

St. Thomas Died in 1274

Memorization may seem more worthwhile to you if you perceive it, like Victor White does, as a tool of dispassion. Memorization is not commitment. It's just a way to hold onto thoughts as you sift through sometimes frightening new ideas looking

for the ones you will come to live by. Remember that—even if you can't remember when St. Thomas died. Meanwhile, you can be sure researchers will press on, looking for a memorizing formula you can live with.

Patricia Westfall, a contributing editor for Insider, spends snowed-in Iowa winters searching for the ultimate in study methods.

To Each His Own Study Method: Four Scholars Describe Theirs



No Time for Calculation

Chemical engineering senior Devon Clausing does everything she can to save time when studying for her classes at University of Cincinnati.

The president of one engineering club and active in two others, Clausing is forced to use what little study time she has very efficiently in order to maintain her 3.7 grade average.

"My freshman year I did all my homework every night," she said. "As I got more involved in activities, I didn't have time to do all of it. That's when I started finding short-cuts."

Most of an engineer's study time is spent working problems, she said. To save time, Clausing sets up the equations to solve the problems and makes sure she understands them, but she stops short of doing the actual calculations.

For non-engineering courses, Clausing will read assigned material before a class only if she expects the teacher to call on her for an answer. Otherwise, she prefers to read the material as time permits after the professor has lectured on it.

Clausing keeps books for non-engineering classes in the bathroom "by the john," and is "able to keep up pretty well that way."



Ready, Set, Write

For most students, writing papers at the last minute is a final act of desperation. For Katherine Donnelly, University of Chicago sophomore, it's just good strategy—one that produces "A" work.

When Donnelly has a paper to write, she reads over the relevant material two or three times and thinks deeply about her topic. Then she waits.

The night before the paper is due, Donnelly arranges her notes and books on an isolated library desk and sits down to write. The words pour out quickly and steadily, racing against the clock. When the frenzy subsides, Donnelly proofreads the paper she's created and tosses it into a folder, to be turned in the next day.

The California native says the best papers she's written have been produced in a last-minute flurry of activity.

One epic effort—a comparison of the themes of freedom and authority in *King Lear*, Kant, *Paradise Lost*, *The Federalist Papers* and Plato—was written in a fast four hours.

The last-minute papers almost always earn "A's," says Donnelly. Papers she writes over a long time period come

out sounding stilted and usually receive "B's." "When I'm under pressure to do it and I'm tired, I just say exactly what I want to say and get it over with," she says. "You don't have time to overthink."

Although her last-minute method has proven itself over and over again, Donnelly—a very conscientious student—has reservations about using it.

"I don't always trust it. Something inside me says, 'Don't leave it until the last minute.'"



Booking It

Roberta Rusch, a senior at St. John's College, won't have any tests this year, but she often spends six hours a day studying in the library—for the fun of it.

This self-motivation is typical of students at the small school in Annapolis, Maryland. The demanding St. John's curriculum emphasizes traditional liberal arts, such as grammar, logic and rhetoric. The reading list includes most of the "great books" of Western tradition.

There are no tests at St. John's, but grades based on papers, homework and class participation are recorded on each student's transcript. More important than grades, however, is the "don rag"—an annual oral evaluation of each student's progress.

Without the threat of impending exams, St. John's students must discipline themselves to study regularly, says Rusch.

"You've got to form habits. Once you're into the habit of regular study, it becomes a part of you." She adds, "I think basically people here like to study. We're interested in the books."



In the Swim

Yale University senior Dan Ortiz finds that swimming every day helps him study better.

"Keeping in shape and having that mental relaxation is good," he said. "It gives my mind an hour or so to rest."

"If I don't swim I start feeling heavy and fatigued. I begin fading out around 10 o'clock."

Ortiz, an English major whose grades earned him entry into Phi Beta Kappa honorary society, tries to break his study time into two- or three-hour blocks. He says he can't concentrate much longer than that. He also enjoys changes of scenery when he studies.

For writing, which he finds difficult, Ortiz holes up in "a rather sterile engineering library." He doesn't know many engineers, so he's not distracted by friends interrupting.

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Budget Time Effectively

Do you always need just a little more time to study for tests? Do you find yourself pulling all-nighters to finish term papers? Your problem isn't really lack of time; it's making good use of the time you do have.

Time management experts, such as Alan Lakein, author of *How To Get Control of Your Time and Your Life*, maintain that the key to budgeting your time is a daily plan. Each morning list all the things you must do for that day. With nonroutine things like studying, be specific. Make notes about what you will study, such as "Chemistry, Chapter 12. Read and take notes." Schedule your time realistically. Don't set aside a block of 10 hours to study for your English test when you know that you'll never find that many hours together during your day. Instead, plan ahead: schedule two hours each day for five days to study for the test.

One caution: most experts say that people tend to spend too much time on unimportant routine tasks and never get to the important ones. To avoid this time trap, evaluate each item on your list according to its priority and constantly review those priorities during the day.

Determine Your Best Study Time

Are you a day person, ready to tackle studying as soon as you spring from bed? Or do you find the middle of the night the best time for intense learning? Keep a daily chart of your reactions to events for a week or so. Record when you wake up and how you feel (grumpy, full of pep?). During the day, write down the times when you feel tense and when you feel happy; when you are running at peak energy and when you start to slump. Soon you'll see a pattern developing. You can then plan your day around your ups and downs (known as biorhythms). For example, plan study times for when you are most alert and don't count on doing any heavy mental activity during your very low periods.

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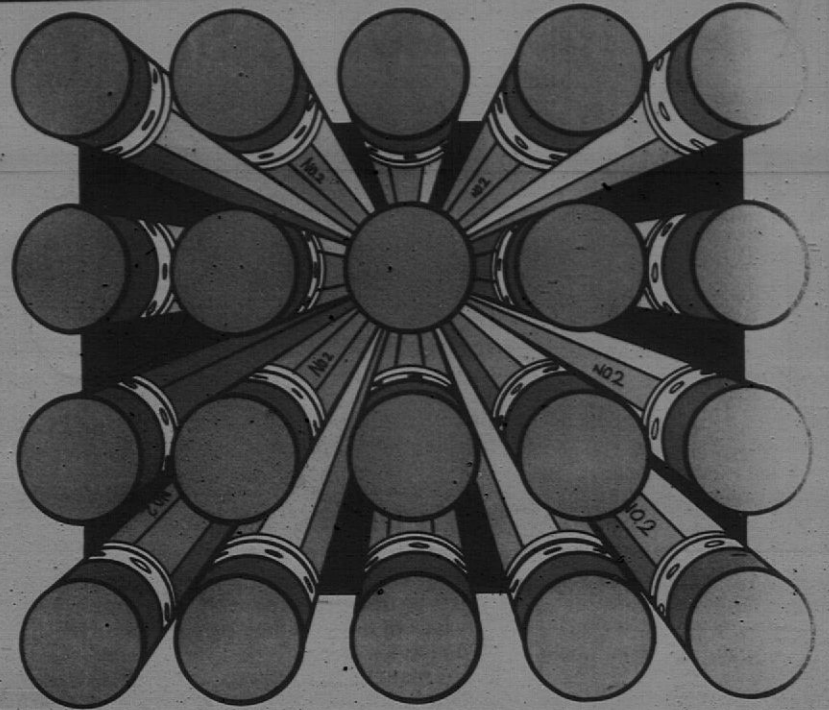
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How To Play the Test Game—and Win

by DON EASTMAN



In his keynote address to the delegates at the annual meeting of the American Council of Education last summer, Ernest Boyer, the U.S. Commissioner of Education, related how his five-year-old son had become testwise.

The boy had been attending kindergarten less than a week when, instead of saying his nightly prayers, he launched into a recitation of the alphabet. "I realized the educational implications of this recitation," said Boyer, "and was filled with fatherly pride at my son's accomplishment."

Embarrassed by his father's praise for learning the alphabet in less than a week in kindergarten, the boy confessed, "I actually learned it on *Sesame Street*, but my teacher thinks she taught it to me."

"Ah, then I was doubly proud," said Boyer, "for he had not only learned the alphabet, but he had learned the system as well."

Like most educators, Boyer understands that American education consists of two distinct parts: there is learning, and there is the game of learning.

No one is quite sure whether testing and grading, which occupy a remarkable portion of time and energy in the American educational system, measure learning—or simply the ability of students to make grades and pass tests. It is clear, however, that students who know how to play the game of education—that is, who know how to take tests and make good grades—quickly achieve a favored status in our society. The testwise

student knows and uses the rules of the game; whether he is actually learned or not, he is the declared winner in the educational sweepstakes.

The first matter to consider, and to come to terms with, is the quite obvious fact that formal education is

the truth is. All anyone, including English teachers (especially English teachers), has to go on is a truth, that is, a single, limited, individual version of what the truth might be. Truths like grades and tests, are a thoroughly individual matter.

Obviously, the educational system, particularly higher education, depends upon the student having a goodly number of these brief apprenticeships. Each apprenticeship provides a different perspective—a view from a different angle. The result, if the student is lucky and reasonably industrious, is what Matthew Arnold called the ability to "see life steady, and see it whole."

The first rule of the test game, then, is: *Identify the perspective of the instructor.* What are the key issues and the key approaches to the subject according to Professor X? Do everything you can to discover that perspective: look up old tests at the fraternity house; consult test files in the University Center; look up students who have taken the course before and grill them for clues; ask the instructor for copies of old tests— "just for practice"; badger the instructor repeatedly to be as precise as possible about what kind of tests will be given and what issues or problems will be covered. You may even want to attend class from time to time to pick up organizational hints.

Having determined as definitively as possible the kind of test that will be given, you are ready to apply Rule Number Two: *Make up all the answers in advance.* When the test is to

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not a monolithic, unified, univocal experience, but a series of courses taught by individuals. The act of taking a course is quite similar, for good historical and psychological reasons, to a brief apprenticeship. What one is asked to do in taking a course is to see the particular subject matter through the eyes of the instructor. You may have, or may develop, additional perspectives as well, but what the course is about, and what you will be graded on, is your ability to see the subject matter from the instructor's perspective.

Once this notion is understood, we can forget all those silly arguments about how five different English teachers will grade the same theme in five different ways, which is supposed to be an argument against the validity of testing and grading. *Of course* they are all different: nobody knows what



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short answer, multiple choice, fill-in-the-blanks, true-false or "machine graded," concentrate on developing systematically arranged lists of the bits and pieces of the subject on which the tests depend. If the test will consist of problem-solving questions, use representative hypothetical problems and prepare model solutions. If the test is an essay in form,

What you will be graded on is your ability to see the subject matter from the instructor's perspective.

Prepare sample essays on an appropriate variety of the topics to be tested and drill yourself on the important points and illustrations for each.

The key to these exercises is practice, practice, practice. You want to aim on a test the way the football team prepares for a game: run the plays you think will work until they come almost automatic. Then, when the time comes, use what you've practiced if at all possible. Particularly in the case of essay tests, it is frequently possible to revise or correct the question to fit the answer you came prepared to write. If you have prepared an adequate sample of answers to a reasonable guess about what the questions will be, it is more likely that many of those answers, with their finely tuned arguments, comparisons, illustrations, observations and conclusions, can be employed to advantage.

While you're at it, try a team approach. Though some amount of individual reading and study is unavoidable, frequently the most productive way to prepare is to form a team with one or two other students in class. The team approach not only divides a division of labor for writing sample essays or making lists of key facts, dates or formulae, it also prevents you from becoming locked inside your own head and requires the kind of objective expression and discussion that the test will require. Frequently, students who study alone develop a deceptive kind of inner monologue: they hear the material in their head, think they know it, but come test time they are unable to verbalize it.

The team study approach can offer a way out of the box of solipsism, particularly when employed during the entire course) and is perhaps the best way to respond to Rule Number Three of the test game: *Don't fool*

yourself about what you do and don't know. The opportunity to discuss and criticize the sample answers is an excellent way to assess your grasp of the subject matter.

Rule Number Four is a corollary to Rule Number Three: *Know what you can and cannot say about a subject in a given period of time.* (Obviously, this rule applies primarily to essay and discussion tests.) How many paragraphs can you write in 10 minutes, 30 minutes, and 60 minutes? Essay answers consist of an opening paragraph to state the problem (as you think it ought to be stated), a concluding paragraph to display how you have dealt with the problem in a significant way, and a variable number of intermediate paragraphs depending on the time allotted and your own particular writing speed. Again, a little practice with sample essays will tell you a lot.

Once the test itself has begun, most of the rules of the test game are common sense:

Rule Five: *Read the directions and test questions very carefully.* Make sure you understand the kinds of answers expected, and how they will be scored. Ask the examiner for help when you do not understand the directions.

Rule Six: *Budget your time.* Always take a watch to the test so you can periodically check to make sure you are working rapidly enough to answer all the questions. Try to save a few minutes to review your answers at the end of the test—so you can make corrections and add details. Remember that most tests attempt to evaluate not only your knowledge of the subject matter, but also your ability to organize that knowledge quickly and efficiently.

Rule Seven: *Answer the "easy" questions first.* If you go through the entire test answering those questions for which you are best prepared, you may be able to budget more time for the questions which will require more reflection and labor.

Rule Eight: *Answer every question.* You should attempt at least a partial answer even to those questions which draw a blank (except in the case of some machine-scored tests which penalize "guesses").

Many students give up too soon on questions which do not elicit an immediate response. Reread the question with care, and wait (briefly) for something to come. Visualize the place where you studied for this test; frequently you can find a clue stuck on the wall above your desk, or recall an irrelevant image that will provoke a more useful thought or impression.

Rule Nine: *There is a difference between a correct answer and a best answer.* It is on this difference that many multiple choice questions depend (e.g., D. H. Lawrence was (a) a poet (b) a novelist (c) a sex fiend (d) the British author of *Sons and Lovers*, *Women in Love* and *Lady Chatterley's Lover*), but essay tests also exploit this distinction to discriminate between varying levels of comprehension (e.g., "What were Monet's primary contributions to Impressionism?").

Take care to select the best answer from those which are available.

Rule 10: *Write legibly and clearly.* There is no truth to the widespread rumor that graders give the student the benefit of the doubt on answers they cannot read. Answers should be double-spaced, with wide margins, and should employ the most concise, straightforward syntax possible.

The last two rules are less obvious than the others, but no less important:

Rule 11: *The proper response to a test is not a mechanical reissuing of information, but a performance.* Many students regard tests as cruel and unusual punishment to be endured as stoically and passively as possible, or as a kind of machine-like exercise in which they are required to regurgitate (the image illustrates the attitude) in a routine fashion the same material the teacher recited to them.

It is almost impossible to perform well on tests with such an attitude. A negative or, at best, neutral approach is inherently self-defeating.

The test must be viewed as a performance in which knowledge (the subject matter) is shaped according to demand (the test questions) and necessity (the time limits).

View yourself as a performer who is ready and willing to display your wares, to argue vehemently and passionately, to match wits with the test,

Take a lesson from the football team: practice the plays you think will work until they become automatic.

and to take on all comers. This is essential for three reasons: it will sustain your efforts to prepare adequately; it will provide you with persistence and energy to assemble an answer to a difficult test question that you didn't anticipate; and it will kindle the alertness and determination needed to do your best.

continued on page 14

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I Started Out On Burgundy

by Mark Craver

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"Hello," I said. The Descent of Woman turned and looked at me. "If we could just forget this not Man as a predator, we could start out a type of maternal love for our offspring that you just don't find in the species," he told me.

While he was telling me this removed a plastic baggie from his pocket and unwound a rubber-band. The baggie was shut just above a of perhaps fifty small yellow pills.

"Of course," I replied. "Have a vitamin," he said as he put three in my palm. "When did you get here?" I asked, eating the pills.

"A few hours ago. I need the fruit some good salt water." "You must have been away from Ocean for quite a while."

"Much too long. Be prepared." "Roger."

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Left: A futuristic conception of travel in another time. Ford Aerospace & Communications Corporation, a Ford subsidiary, is not involved in this type of spacecraft, but is building another type—Communications Satellites for use in our time.



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by Tom Carson

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continued from page 11

The logic and psychology of this rule are simple: students who view tests as punishment, and those who view tests as performances, each get what they are looking for.

Rule 12 is a relatively new one: *When shafted, appeal.* Unfortunately, many professors are like St. Augustine, who prayed, "For so it is, O Lord my God, I measure it; but what it is I measure, I do not know." There is

an extraordinary amount of inept testing: a recent book published by *Change* magazine entitled *The Teaching and Grading of Students* delivers a wholesale indictment of testing practices in higher education.

The bad news is that most professors are enormously unsophisticated about constructing tests; the good news is that many of them admit this openly. When presented with a convincing argument that a particular

test question is ambiguous, misleading, inaccurately worded or simply unfair, many professors will attempt to make some kind of adjustment. Most professors do not consider themselves experts in testing and cognitive measurement. Professors

are (or consider themselves to be) primarily experts in a particular academic discipline—physics, or history, or accounting, or whatever—and are only secondarily (and for many, begrudgingly) responsible for measuring student performance. If you believe you have been tested or graded unfairly, you should not hesitate to discuss the complaint with the course instructor. Frequently, such conversations will be productive; the instructor will alter the grade or discount the question, or you will learn your error.

For students who remain unsatisfied following their initial conversation, many institutions have developed in recent years a grievance procedure for handling formal grade appeals. These appeal routes are usually available to any student who lodges a charge of unfair, arbitrary, capricious or discriminatory treatment. Many institutions also employ an "ombudsman" to help students resolve both personal and academic problems and complaints.

College students have traditionally retained a healthy skepticism about the ultimate value of testing and grading. Like most educators, they realize (perhaps unconsciously) that no one really knows what the exact relationship between tests, measurement and learning is or ought to be. Observing the 12 rules of test-taking described above will not make the poor student a superior one. They are, however, a set of practical guidelines which will assist most students in performing on tests according to their true abilities.

Finally, while testing is indisputably a game, don't discount the fact that it is a challenging and endlessly fascinating game played for reasonably high stakes, and quite capable of teaching you at least as much about solving life's problems as the most rigorous course in Transactional Analysis or Sino-Soviet Relations. The kind of thinking required for rapid organization and performing well under stress may, in the long run, be of greater importance than the particular details of any course of study. Such thinking may be, in fact, what a college education is all about.

Don Eastman, an experienced test-taker, claims he enthusiastically applied every rule in this article with much success.

A Concise Guide to 12 Kinds of Tests

Demonstration. In lab courses, you may be expected to show the instructor that you can perform certain basic operations, such as preparing a microscope slide. The only way to study for this is to practice the operation regularly in class until you're certain you are doing it correctly.

Essay. The first thing to do on an essay exam is to read each question carefully—watching for words like *explain, compare, describe, analyze, contrast*—and be sure you understand what you're being asked to do. If the question says to *compare* two items, it won't do to simply *describe* them. Then work your way from the easiest questions to the hardest questions, being careful to think through each answer before you write it. An effective technique is to use as many specific names and references as you can. If the professor gives your answer only a surface reading, these buzz words may make your answers seem that much more credible. If you run out of time, write outline answers.

Fill-in-the-Blank. Sometimes called "completion" exams, such tests require you to provide the correct word or phrase that completes the statement. One way to study for this type of test is to organize the material into definitive statements as you go.

Identification. You usually find such tests in the lab sections of science courses. You're shown a collection of specimens which you have to identify and provide information about. The way to prepare is to memorize several distinguishing characteristics for each item. Another type of identification test provides the name of a person or place and asks you to supply as many facts about that person or place as you can.

Matching. The task here is to associate an item on one list with its complement on another list—for instance, matching people's names with their accomplishments, words with definitions and the like. Obviously, you should first match the items you are most sure of and then, unless there's a penalty for guessing, match the remaining items through the process of elimination. Check the instructions before you start: can any of the "answers" be used more than once?

Multiple Choice. Theoretically such tests should be easy because the answer is one of the alternatives and through elimination you should be able to figure out which one. A common mistake people make is to choose the first statement that seems right without reading the rest—the object of many such tests is to choose the *best* answer from more than one correct statement.

Open Book. Most open book exams are constructed in such a way that you cannot readily find the answer in the textbook. For example, you may be told to analyze the facts or interpret them in some way. Nonetheless, the book can help you recall buzz words and phrases.

Oral Exams. These are probably the hardest of all exams because most people are better at padding their writing than their speech. Do not attempt to bluff your way through a question you're not prepared to answer. Instead, when a question is asked, consider for a moment what you *can* talk about with some assurance and then proceed with such enthusiasm that the professor is reluctant to redirect you.

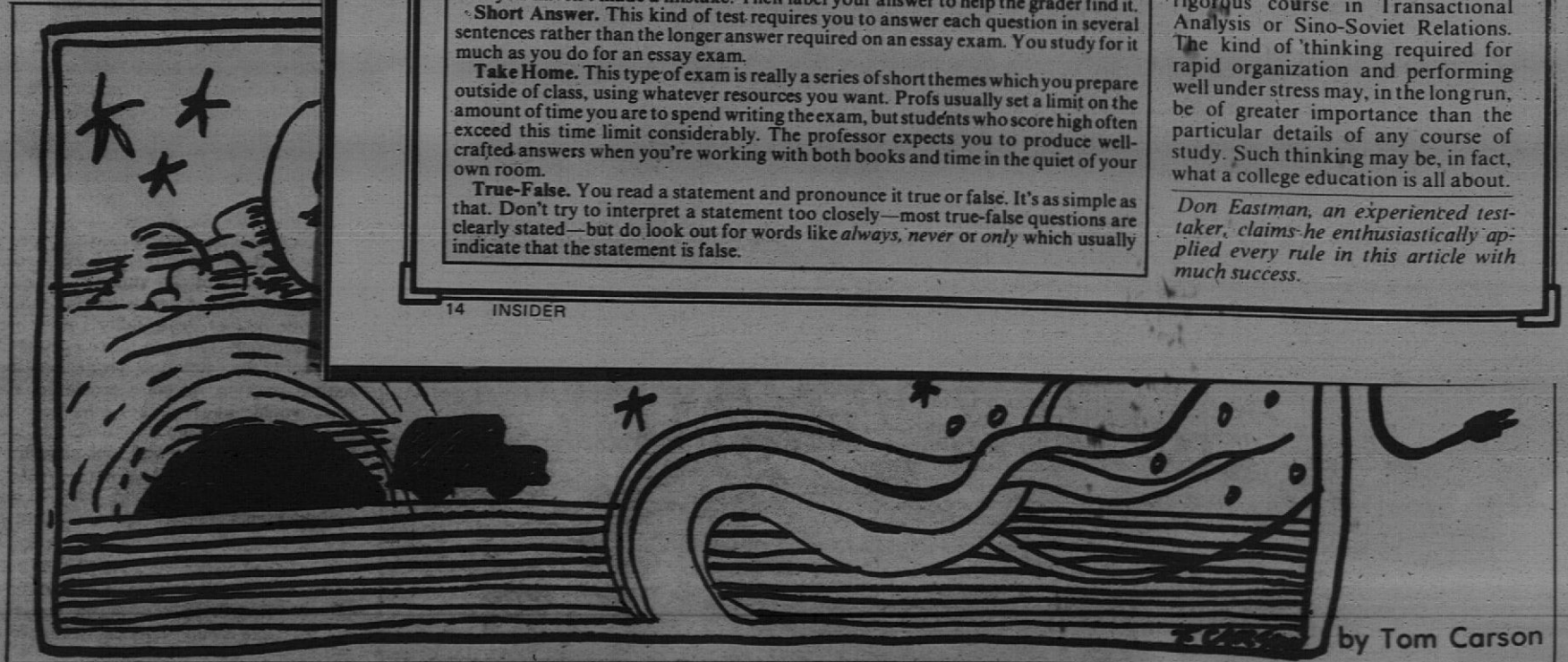
Problem Solving. The best way to study for such exams is to work practice problems until you are confident that you understand how to work the formula in all cases. When you finish each problem on the test, reread each step of the answer to be sure you haven't made a mistake. Then label your answer to help the grader find it.

Short Answer. This kind of test requires you to answer each question in several sentences rather than the longer answer required on an essay exam. You study for it much as you do for an essay exam.

Take Home. This type of exam is really a series of short themes which you prepare outside of class, using whatever resources you want. Profs usually set a limit on the amount of time you are to spend writing the exam, but students who score high often exceed this time limit considerably. The professor expects you to produce well-crafted answers when you're working with both books and time in the quiet of your own room.

True-False. You read a statement and pronounce it true or false. It's as simple as that. Don't try to interpret a statement too closely—most true-false questions are clearly stated—but do look out for words like *always, never* or *only* which usually indicate that the statement is false.

14 INSIDER



by Tom Carson

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Ins and Outs of Cramming

Europe's first universities appeared in the 12th century. The final examination originated at about the same time, and no doubt, the first students to take finals were also the first to cram for them.

Both the final exam and cramming have some of the flavor of their medieval origins: the final bears obvious resemblances to the Inquisition, the torture rack, the all-night vigil, the images of burning the midnight oil, and candles at both ends.

Although the preponderance of professional opinion and scientific study through the centuries has been anti-cramming and occasionally scholasticism express wonder at the persistence of the custom—the purpose of cramming is quite obvious. Without it, the present life as we know it today could not exist. Cramming separates the student from the casual student and enables the latter to have fulfilling and exciting college careers, while the diligent consistently make the grades.

Even conscientious scholars cram occasionally—or at least, they claim to be cramming, even though everyone knows they have been reading chapters a night since the first day of class and typing their lecture notes on 3 x 5 cards. "Cramming" means different things to different folks.

Let's define the terms. *Cramming* refers to any last-minute, last-ditch effort to master an abundance of new material. The word "new" is key. For the purpose of this treatise, cramming is different from *final reviewing*, any last-minute, last-ditch effort to organize and brush up on previously learned material. An *all-nighter* is any last-minute, last-ditch effort of study or term-paper writing, as a result of which the effortee sleeps less than 24 hours. (For our purposes, you do not actually see the rosy-fingered grin to qualify; it's the thought, or lack of it, that counts.)

Now with a firm grasp on the definitions, let us state unequivocally the facts of the matter: Cramming, despite its usefulness as a social institution, is useless as a means of passing final exams.

Final reviewing, on the other hand, is an extremely useful study technique that works with moderate to high success.

All-nighters are a common and useless tool for writing term papers, and all-nighters and exams go together like oil and water.

If you insist upon cramming, as

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the more you forget.

The more you forget,
the less you know.

So why study?

by DON AKCHIN

defined, we offer you no encouragement, only a sincere "good luck" and a prayer that your departure from the university will be as painless and trauma-free as possible, under the circumstances. Sorry, kid, it just doesn't cut the mustard. Here's why.

The Mechanics of Memory

The brain seems to have two memory systems, short-term memory and long-term memory. Information in short-term memory has this nasty habit of dissolving into nothingness in 24 hours or less. Also, short-term memory has a space shortage. When some new information comes in and there's no room, some of the old information gets bumped out, never to be seen or heard from again.

Cramming information into short-term memory obviously won't do. The more you learn, the more you forget. The more you forget, the less you know. So why study?

Your only hope is to arrange a fast transfer from short-term memory to long-term memory, a permanent storage vault with unlimited space capacity. The way to do that, apparently, is to rehearse the information several times. This labels it as something you intend to keep. But if you're pushed for time, the transfer may not reach long-term memory in time. The scientific evidence indicates it takes awhile for long-term memory to consolidate new input. Some of the evidence suggests that sleep helps the consoli-

ation (a point which has a bearing on the wisdom of all-nighters). Some scientists theorize that dreams are the transfer itself— instant replays of the day's short-term memory holdings, broken down in smaller bits and on their way to cold storage in long-term memory.

Most crambers never get the material past short-term memory; it may or may not hang around there long enough to do any good on the test.

Several other facts about learning work against cramming. One is the problem of interference—when you learn something new, it may cause you to forget something old. If you study all night and then stop to talk to a friend on your way to class, the conversation is new input that may interfere with what you just memorized—especially if it's still bouncing precariously in short-term memory. Another fact is that it's far easier to relearn something you already know once than to start from the beginning.

For many students the difference between a cram and a review is a good set of lecture notes. Even if you don't look at your notes until just before tests, the concentration and effort you exerted to listen and then write down what you heard—in your own words—means you learned it. Every word may not be in long-term memory, but a large chunk of it probably is, just waiting for you to pluck it out.

The most "scientific" way to study, then, would be to review your notes and books the very last thing at night. Then go directly to bed (no interference) and "sleep on it." That should consolidate the new information into long-term memory. In the morning recite once, or twice to be sure it's all there.

The professorial wisdom on cramming is summed up by this advice from a campus psychologist: "I'm for cramming at the beginning. If you really want to learn well, read the material three or four times at the start of the quarter. If you learn it well then, you'll only have to review it."

In the best of all possible worlds, every student would follow this sage advice. But then, in the best of all possible worlds, every college student would study for the pure joy of seeking knowledge and final exams would be unnecessary.

Staff writer Don Akchin had a successful college career and promptly forgot everything.

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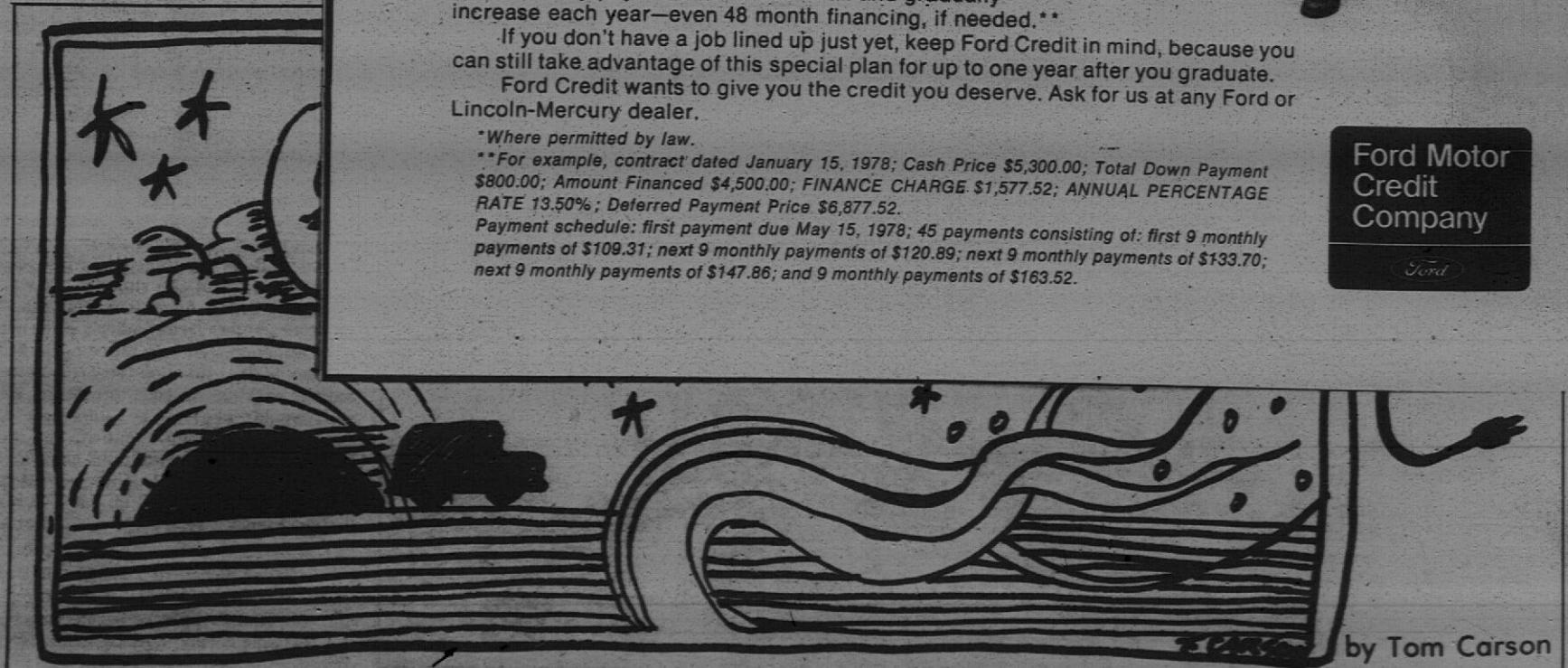
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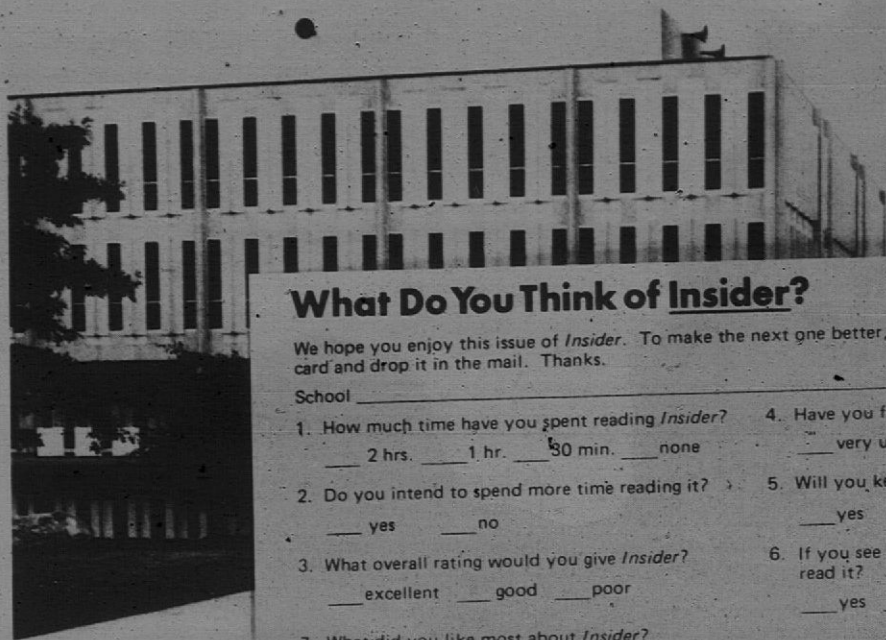
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A psychologist who has been involved in the diagnosis and treatment of test anxiety is Dr. Richard M. Beckhouse, head of the Department of Psychology at Colby State University in Waterville. Beckhouse and psychologist Dr. Carol Schneider of the U.S. Olympic Training Center in Colorado Springs are quick to emphasize that some degree of test anxiety is good. "Moderate anxiety can facilitate optimum performance by increasing motivation, heightened alertness and greater concentration," he says.

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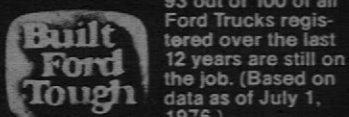


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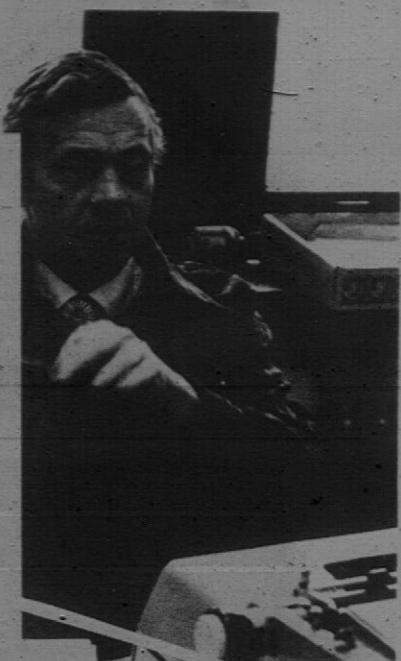
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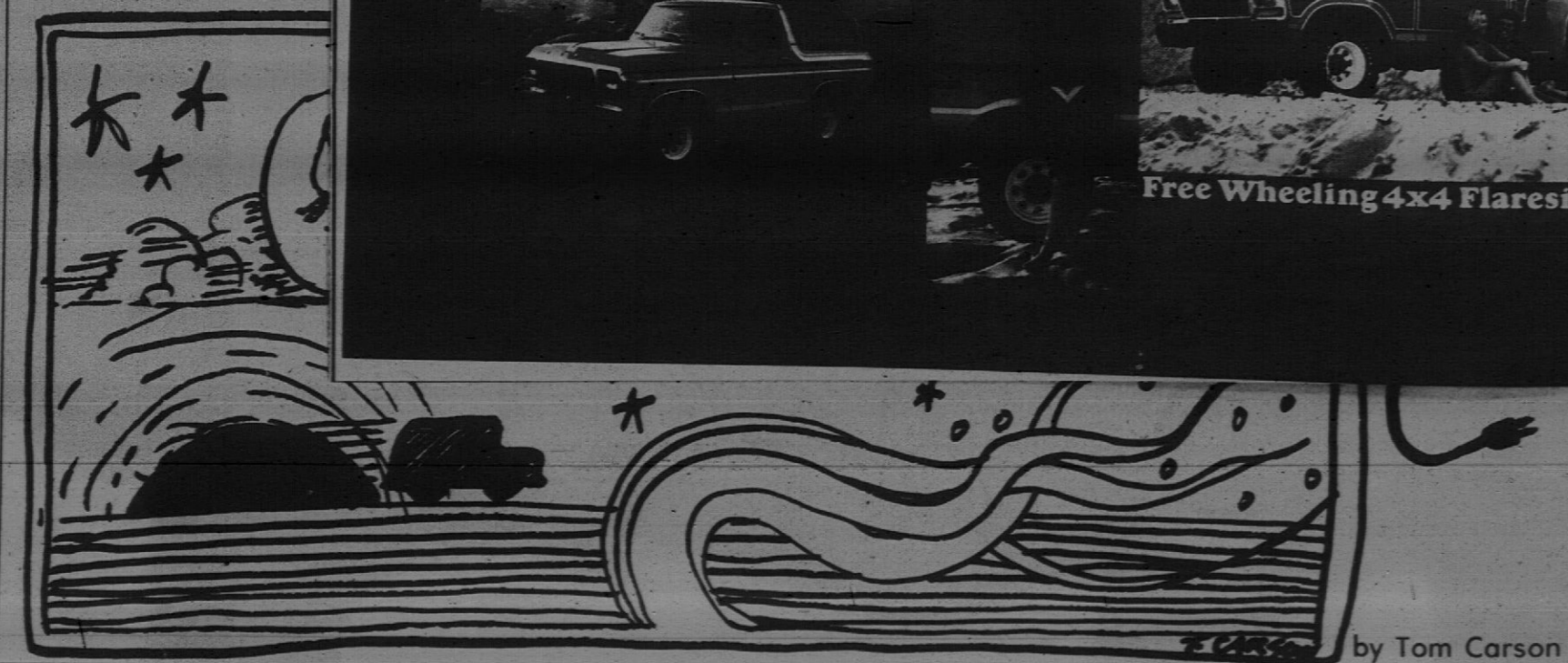


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by Mark Craver

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The Descent of Woman and I had seen each other for months but I had heard that he would be at this party had come to meet him.

"Hello," I said.

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"If we could just forget this notion of Man as a predator, we could start out a type of maternal love for our offspring that you just don't find in the species," he told me.

While he was telling me this he removed a plastic baggie from his pocket and unwound a rubber-band. He pinched the baggie shut just above a row of perhaps fifty small yellow pills.

"Of course," I replied.

"Have a vitamin," he said as he put three in my palm.

"When did you get here?" I asked, eating the pills.

"A few hours ago. I need the fruit. Some good salt water."

"You must have been away from Ocean for quite a while."

"Much too long. Be prepared."

"Roger."

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"Perhaps you're right."

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continued from page 17

image or cue is presented, such as: "You're taking your exam. As you're looking over the questions, you can feel the tension in the pit of your stomach. Your eyes are wandering around the room and your thoughts are jumping from place to place."

The group leader presents from 12 to 20 of these scenes, arranged in order from least tension-provoking to most tension-provoking. The first scene may be hearing about someone else who must take a test. The scenes progress to announcement of a test in your class in two weeks, studying for it, walking to the test site, seeing a question you don't know how to answer, seeing other people finish while you are still working, and finally talking it over with classmates afterwards.

In the final step of the program, students are exposed to the entire range of images, all the time exercising new-found powers of relaxation.

Those Nagging Doubts

Desensitization basically works by controlling the physical response to anxiety—muscle tension. Anxiety has mental and emotional responses as well, and some new treatment programs are appearing on college campuses which focus on the "worry" component of anxiety. (Most of these programs incorporate desensitiza-

tion into their sessions, too.)

One example is a "cognitive modification" program developed by Dr. Michael Weissberg, director of the counseling center at Grand Valley State College in Allendale, Michigan. Weissberg combines desensitization with "cognitive restructuring," a therapy which confronts and disarms irrational thoughts that feed anxiety.

Weissberg's program makes students aware of the thoughts and worries they are experiencing while taking tests and studying for them. Anxious students tend to worry about everything. They are quick to blame themselves when things go wrong. They often feel a strong need for others' approval, and link their performance with winning or losing that approval. They also tend to see grades and test scores as measures of their personal worth; doing badly means to them that they are worthless as persons. They fear that failure will bring dire consequences.

In Weissberg's program, students focus on their thoughts. The truth is separated from gross exaggeration, the rational from the irrational, the useful from the self-defeating. Then students are given "coping thoughts" they can use to counter irrational thoughts when they reappear.

"I think everybody has these kinds of irrational thoughts," says Weiss-

berg, "but a majority of people are able to cope with them. People without coping thoughts—thoughts that build up their self-esteem—continue to be anxious and get more upset and more down on themselves."

Both desensitization and cognitive restructuring have proved very effective in reducing anxiety. Interestingly, though, such programs by themselves do not improve the grades and test scores of students who complete test-anxiety sessions. For unknown reasons, most test-anxious students also have poor study habits. A test-anxiety program combined with counseling to improve study habits, however, has consistently improved student grades.

For everyone facing exam week, and especially for those with a bit of test anxiety, Dr. Suinn has some suggestions on how you can help yourself to do better:

1. Learn to be comfortable with your reasonable anxiety. If you have a fearful attitude, you can precipitate harmful anxiety in yourself.
2. Do not schedule stressful situations just before exams. Stay away from people who irritate you.
3. Get to the examination place a few minutes early; relax, clear your head and think calm, relaxing thoughts.
4. Talk to someone who settles you down, makes you feel good about yourself.

Just when everything is going well, you have that dream again. The one where someone hands you a test paper. Biology 202 Final Exam. Biology 202? You've never been to that class before!

You pull out your dog-eared class schedule and there it is—Biology 202, 12 p.m. to 1 p.m., Monday through Friday. How could you have forgotten to go to the class for a whole term?

But you have, and now you're staring at 50 true-false questions. The people around you are hunched over their papers, furiously scratching out answers. They've finished the first page already.

The questions swim in front of you. You check your brain's file folder on biology. It's empty. Boy, this is going to look great on your grade report—two "A's," three "B's" and an "F." Your eyes dart about, frantically searching for the nearest exit. You've got to get out of this nightmare!

"Don't leave!" says psychologist and dream expert Patricia Garfield. Stay in that dream classroom and cope with the test. If you run away, the nightmare will only sneak back

The Power of Positive Dreaming

to haunt you again.

According to Garfield, test-related nightmares strike many people—nonstudents as well as students. Even Freud relived biology and chemistry finals in his sleep.

These nightmares can leave you aching and anxious the next morning, she says. But with a little bit of effort, you can create a positive ending for the nightmare that will make you more confident and capable in waking life.

Garfield, author of the book *Creative Dreaming*, says the most important element in controlling bad dreams is to "confront and conquer" the frightening situation presented in the dream.

"Before you go to sleep," she advises, "repeat to yourself, 'I will not wake up or try to get out of my bad dream. I will stay there and face it.'"

Successful behavior in a dream carries over to waking life, Garfield claims. If you cope with a tough

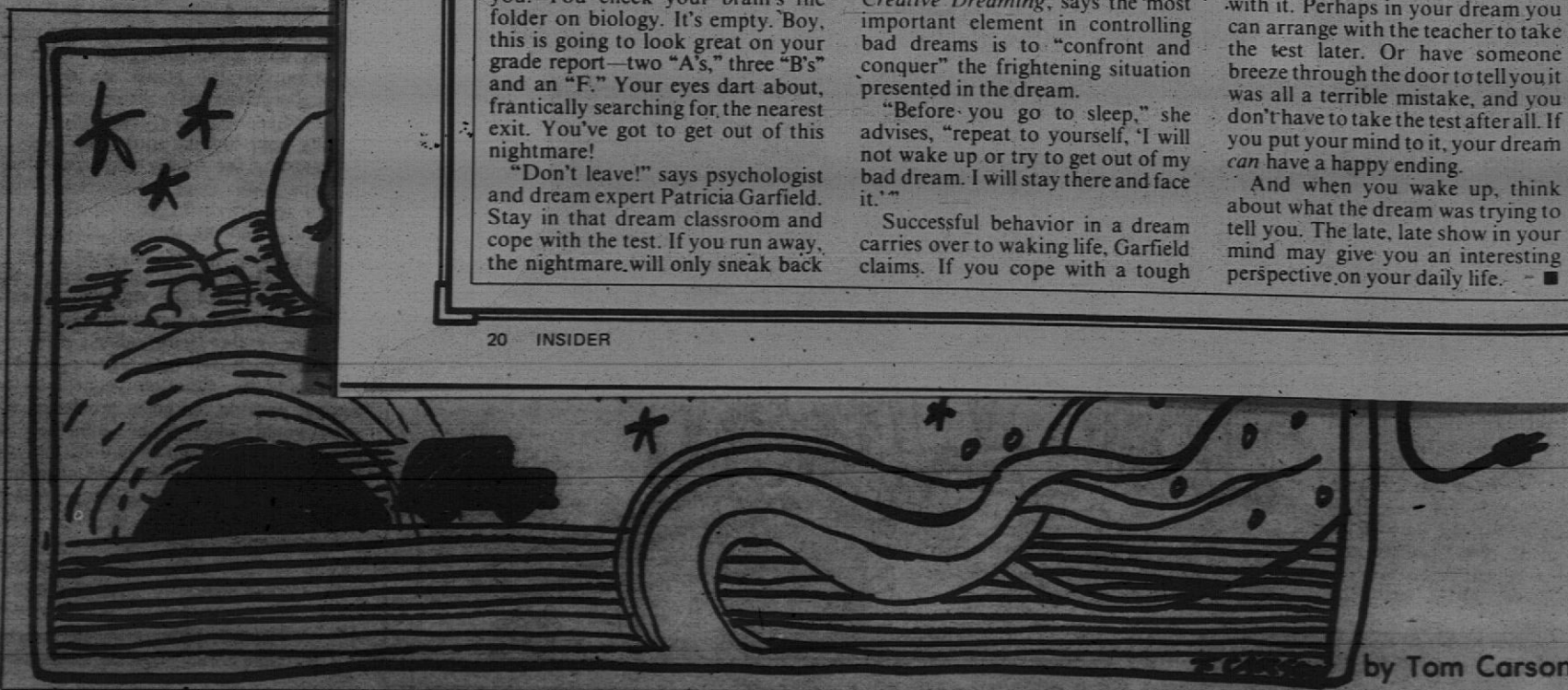
exam in your sleep, you will wake up sure you can do it with both eyes open.

"Our dreams are behavior practice," according to Garfield. "And when we are practicing behavior of 'confront and conquer,' we are practicing coping with a real-life situation."

If, in your dream, you feel guilty about skipping Biology 202, perhaps you're neglecting something equally important in waking life. If getting an "F" in a dream bothers you, ask yourself what you're worried about failing in real life.

The next time you have an exam nightmare, don't panic and run for the nearest exit. Face the test. Cope with it. Perhaps in your dream you can arrange with the teacher to take the test later. Or have someone breeze through the door to tell you it was all a terrible mistake, and you don't have to take the test after all. If you put your mind to it, your dream can have a happy ending.

And when you wake up, think about what the dream was trying to tell you. The late, late show in your mind may give you an interesting perspective on your daily life.



by Tom Carson

Visiting Professor Uses Innovative Anthro

by Anne Gornet
Flat Hat Staff Writer

Massachusetts is important to him. An "outdoor museum of early 17th century culture," as Deetz explains, it presents the English and American Indians

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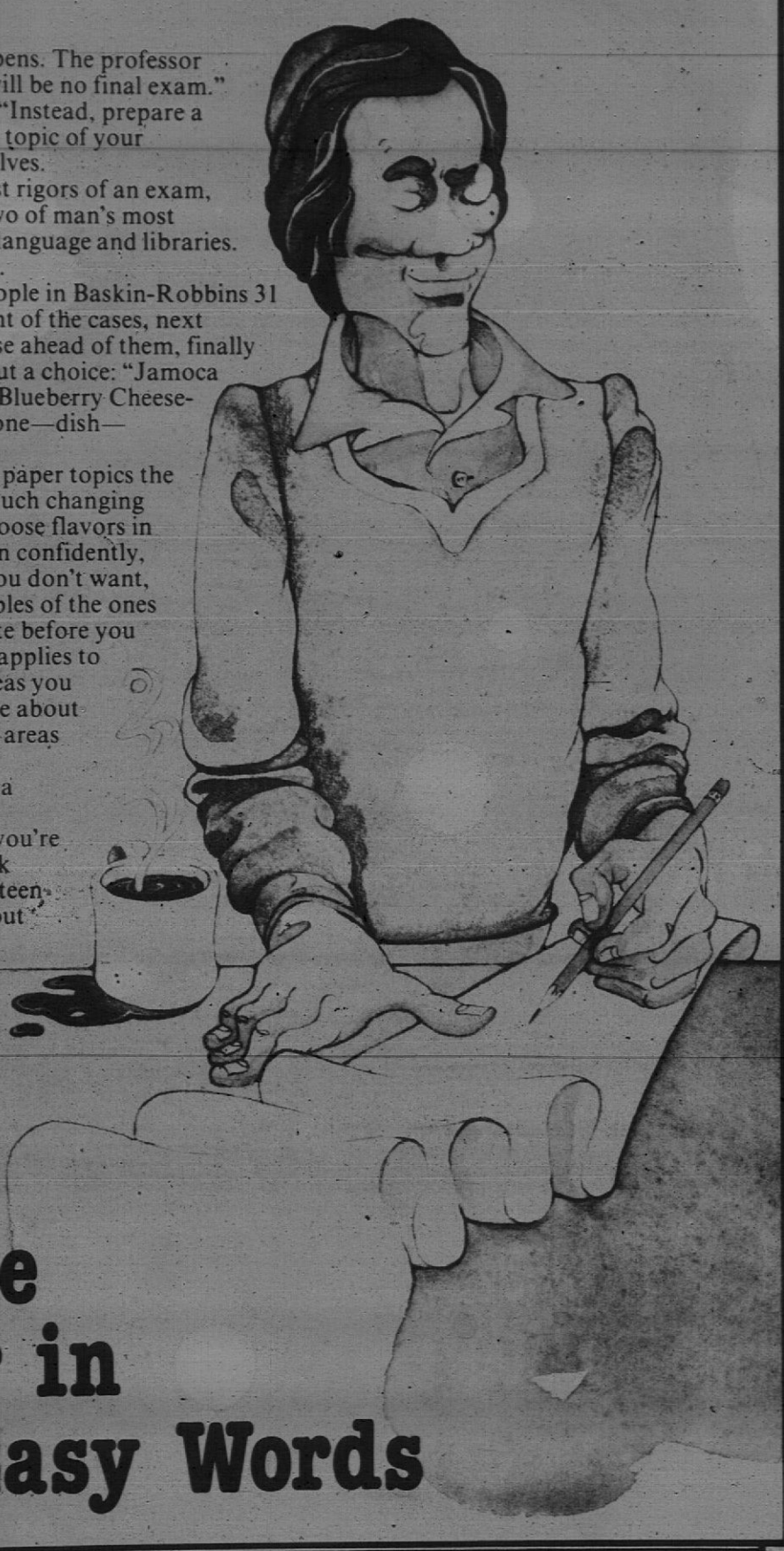
Sooner or later it happens. The professor announces, "There will be no final exam." You smile. He adds, "Instead, prepare a 16-page paper—on a topic of your choosing." Your smile dissolves.

You sit, denied the modest rigors of an exam, asked instead to confront two of man's most intimidating achievements: language and libraries. On a topic of your choosing.

Choosing. Ever watch people in Baskin-Robbins 31 Flavors? First pacing in front of the cases, next urging their friends to choose ahead of them, finally in almost a panic blurting out a choice: "Jamoca Almond Fudge with—uh—Blueberry Cheesecake—no—Pistachio in a cone—dish—cone."

Most people choose term paper topics the same way, in a panic with much changing of mind. The best way to choose flavors in Baskin-Robbins is to walk in confidently, rule out *firmly* the flavors you don't want, and then demand taste samples of the ones you think you do want. Taste before you choose. The same principle applies to term papers: rule out the areas you definitely don't want to write about and then read around in the areas you are interested in before choosing. Take time to find a topic you will like.

Limiting. When you feel you're getting close to a topic, think narrow—really narrow. Sixteen pages may sound like a lot but it's less than most *Sports*



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Illustrated articles. Last summer the article "Make Way for the Sultan of Swipes" (August 22, pp. 24-30) had about 3,900 words in it. This is nearly as long as your 16-page paper, yet the topic of the *Sports Illustrated* article was very narrow: one man, Lou Brock; one achievement, base-stealing.

Most students tend to write on topics too broad for the length assigned. Writing your paper will be easier if, before you begin, you zero in on one tiny aspect of a subject and stick to exploring that. Write about the history of one slang expression, not the history of slang. Explore the development of one rock musician, not the evolution of rock. Consider the consequences of one biology experiment, not the whole DNA issue. Then ask yourself if you've limited the topic enough.

Limiting is probably the most important thinking task facing you. Writers can never say all there is to say about a topic and must force themselves to leave out some good material. Take this topic. There's no room for the story about the legendary dangling modifier or for a discussion of stylistic devices. In fact, there's not even room for the topic. Although the assigned topic was "how to write a paper," the assigned length was only 1,000 words. The library had 13 shelves of books on writing. The six books selected as sources for the article had 2,192 pages total—not counting indexes. The word "limiting" hardly describes what was done to squeeze 2,192 pages into 1,000 words.

Research. At this point in how-to-write-a-paper articles, it is customary to advise students to approach reference librarians and ask for their willing help. It's time someone warned you about the ego-thrashing you can get from otherwise well-meaning reference librarians whose every gesture,

Your Term Paper Mission

Term papers are written for an audience of one—the professor. As you sit down to write, think of your audience and take pity. Your teacher would probably rather spend his nights doing something more creative. Instead, this sentinel of academe must sift through reams of white bond paper, hundreds of thousands of black type-written characters in double-spaced lines blurring together. Your assignment: to write a paper that stands out from the rest and says, "The rest may be incoherent drivel, but I'm different. I'm going to at least make your evening bearable."

every smile seems to be saying, "You dummy, you mean you don't know about *Bacon's Publicity Checker*, the ERIC Clearinghouse, the *Miscellany of Popular Antiquities*, *Topicator* or the National Union Catalog?"

Reference librarians don't mean to make you feel stupid, but they can. So swallow your ego and throw yourself at their mercy. Or look it up yourself: basic books like Shore's *Basic Reference Sources*; Bates' *Guide to Use of Books and Libraries*; Murphy's *How and Where to Look It Up*; and Winchell's *Guide to Reference Books* are all helpful reference book references.

Organizing. Another custom of how-to-write-papers articles is to stress the importance of the outline in preparing a paper. This is true. Outlines are important, but they're useless unless you understand why you're doing one. The why of outlines has to do with William Randolph Hearst's formula for writing.

His formula (roughly) was as follows: "First you tells folks what you're gonna tell 'em; then you tells 'em; then

you tells 'em what you told 'em." In writing, the easiest approach is to announce your topic, present details which flesh out your point of view (or thesis), then wrap it all up by reminding people what the topic has been. An outline helps you remember to do this. A paper must have a beginning, middle and end to be understood by readers.

A short paper—say 1,000 to 2,000 words—may not need an ending as much as a longer one simply because there's less time for a reader to get confused. But with a longer paper, a reader needs help from the writer to get through. A beginning where you tells folks, a middle where you tells 'em again, and an ending where you tells 'em yet again, is only fair.

Language. The trouble with following the Hearst formula too literally is that the paper will begin with the phrase "This paper is about," and end with an identical sentence, tenses amended. This is dull. And this is why writing is scary. Approaching a library and choosing a topic are fearsome enough. But wrestling with language often squashes any zest people might bring to writing. Anybody can jabber happily on a phone for an hour (speaking maybe 3,000 words in the process). But when asked to write the same number of words, the witty, jaunty telephonist becomes the perpetrator of "This paper is about" sentences—in a word, dull. Why? Because written language means Rules and Rules kill all the fun. Rules make you Self-Conscious.

Try not to be hamstrung by Rules. Your ear knows more than you think. Remember the old high school bugaboo about sentence fragments? Look again at the third paragraph of this article. Every sentence in it is a fragment, but your ear probably accepted that. Fragments are not an ironclad taboo, and any good grammar book will say so (in small print). Fragments that offend the ear are wrong, but musical fragments for stress or color are acceptable even in formal writing.

Let your ear do the writing and fragments, dangling clauses, tenses, most of your rhetorical pitfalls will probably cure themselves. Read your paper aloud, listen to yourself as you write. Thinking of language as sound will not only improve your grammar, but also make your writing less dull. If you feel you need a greater understanding of language, read a grammar text sometime leisurely when you are not writing a paper. But when you are writing, set aside self-consciousness and simply tell people what you have to say. On a topic of your choosing, of course.

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Famous Failures

Six Convincing Examples That Grades Aren't Everything

by LISA GREENBERG

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Relief
Allen claims he a lick of k. He spent all time writing is artistic dedica- unappreciated chers, who called is to school so rmer class- recognize them eet. mly comic at- th New York y and City Col- ew York, but was icked out of both r actually failed a urse." Allen has was always a very "D."



Out style
minster Fuller ve been a fifth- n Harvard man aduated. But he y to loathe the ial systems of

the ivy-covered institution. Fuller wanted to leave the university, but with style. Merely flunking out or withdrawing would have been too mundane.

While his classmates sweated over midyear exams, Fuller left for New York with his tuition money. He attracted the attention of several Ziegfeld showgirls by sending champagne and flowers to their dressing room, and treated the ladies to a lavish dinner that far exceeded the price of tuition. When word of his exploits and unpaid bills reached Harvard, Fuller was promptly expelled for "irresponsible conduct."



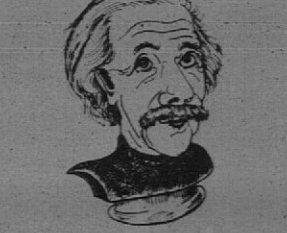
Easy Essays
Essay exams may have gotten *Washington Post* reporter Carl Bernstein through high school. He was a terrible student in everything but English. "The only thing I could do was write," he once said. "I'd pass the essay exams and flunk the true-false."
Bernstein, who broke the Watergate story along with *Post* reporter Bob Woodward, rated homework low in priority. At 16 he spent all his free time working as a copyboy in

the *Washington Star* newsroom, waiting eagerly for even the smallest writing assignment to come his way.



Remedial English
Sir Winston Churchill, famous for his eloquent oratory, did not always have an impressive command of the English language. The late British prime minister flunked grammar in primary school. He credited his later mastery of the tongue to the help of an excellent remedial English teacher.

Churchill also had trouble passing his army entrance exam. Aided by a mathematics "crammer" (tutor), the late-statesman passed the test on his third try.



Rebellious Attitude
Albert Einstein hated high school and was asked to leave because his "rebellious attitude" had a negative effect on other students.
The independent thinker

found it meaningless to memorize facts and grammar rules, so he lagged behind his classmates in most subjects. But he was light-years ahead of them in math.

After dropping out of high school, Einstein applied to a technical university. But he flunked the entrance exam, doing badly in everything but math. University officials suggested he attend a less confining high school where he could brush up on other subjects. Upon graduation from this school, Einstein was automatically admitted to the university.



A Late Bloomer
Some great thinkers get off to an early start. Others, such as business philosopher Peter Drucker, are more subtle about revealing their mental talents.

Drucker was a painfully slow learner in primary school. His third grade teacher found him especially frustrating and announced to the class one day: "Peter Drucker is both stupid and lazy."

Today, Drucker is a popular lecturer and consultant, as well as the author of 10 highly respected books on business, management and economics.

He once said he is glad his frustrated third grade teacher had to keep him in class. "Today the same teacher could move the child to a slow track," he said. "Once you are in that slow track you don't get out."

Lisa Greenberg hasn't failed anything yet except her first driving test.

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"What do you call people who make love to dead people?" the woman asked. "Necrophiliacs." The Descent Woman answered. "The question is, do you want to be raped and murdered and murdered and raped?" "Hmmm," the woman said.

I heard this conversation as I walked around the picnic table. The Descent Woman was leaning against it. He was talking to a woman and I could see she was already confused. The Descent Woman had a way of confusing words.

The Descent of Woman and I had seen each other for months but I hadn't heard that he would be at this party. I had come to meet him.

"Hello," I said.

The Descent of Woman turned and looked at me.

"If we could just forget this notion of Man as a predator, we could start out with a type of maternal love for our offspring that you just don't find in the species," he told me.

While he was telling me this, he removed a plastic baggie from his pocket and unwound a rubber band. He pinched the baggie shut just above a hole of perhaps fifty small yellow pills.

"Of course," I replied.

"Have a vitamin," he said as he pinched three in my palm.

"When did you get here?" I asked, eating the pills.

"A few hours ago. I need the fruit and some good salt water."

"You must have been away from the Ocean for quite a while."

"Much too long. Be prepared."

"Roger."

The only other clue I got as to what the Descent of Woman had planned for that night happened when I was looking for a punch. It was one sentence I heard say in passing. My mind really wasn't what he was saying; I was watching the fruit in the punch.

The punch was a reddish blue color and had pieces of apples, pears, oranges and pineapples floating in it. I was watching the woman cut the fruit into quarters, then drop them into the trashcan that was the punch. It took her over twenty minutes (at least) to cut one slice of a piece of fruit and I watched her cut an apple, one orange, one pear, and one pineapple. At two slices per piece of fruit and twenty minutes per slice, I watched her cut fruit for over two hours a day.

"I want to eat salty Ocean air and

pancakes." I heard The Descent of Woman say as I watched the fruit.

Watching that fruit was wonderful. The woman turned and saw me watching her.

"Would you like to cut some fruit?" she asked.

I was terrified. "Oh God No!" I yelled and ran out of the kitchen.

thought it was a good joke. I was laughing too. It was a good joke.

But it wasn't too funny. As we were finishing laughing, I noticed a rather large cloud of smoke drifting up from the stereo. I quickly grabbed the fuse plug on the back and unscrewed the fuse Keith had installed. The stereo quit playing and smoking at the same time.

there." I said. "Maybe we should pick it up."

"No," Keith said, "we should let them sleep."

"Perhaps you're right."

Keith was standing on his hands and running down the beach up-side-down.

"Is he on drugs?" I asked The Descent of Woman.

"All work and no Mustang sounds like a pretty dull life style."

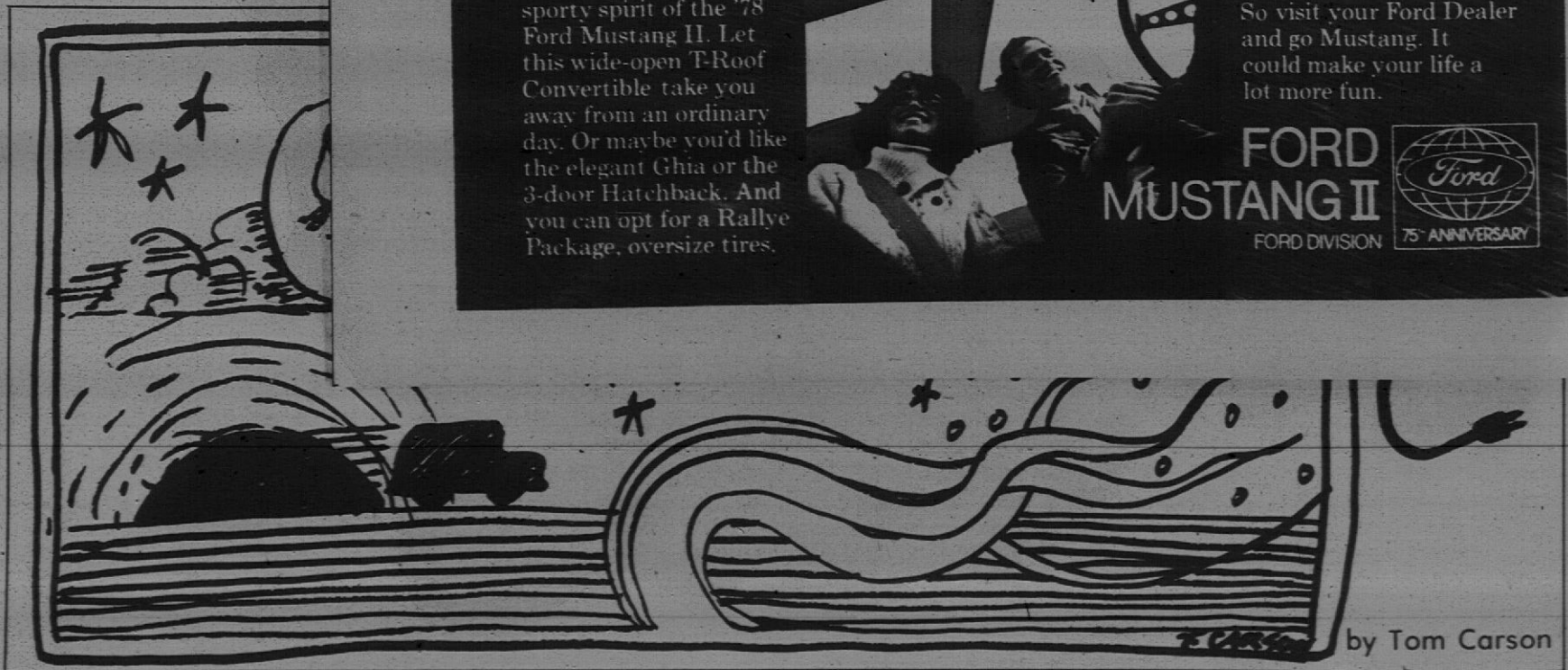
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Visiting Professor Uses Innovative Anthro

James Deetz
at Staff Writer
Deetz?"

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Massachusetts is important to him. An "outdoor museum of early 17th century culture," as Deetz explains, it presents the English and American Indians "in a living setting, as it was in eastern Massachusetts in 1627." The lifestyle of that period is recreated; the people raise livestock, butcher meat, and do their own cooking. They give the impression, according to Deetz, that they are actually residents

made more realistic when they said, "I did it."

The plantation is active in country dancing, according to Deetz. The people of 1627 had very few crafts, but the people of Plimouth Plantation do realistically raise cattle, pigs and sheep. They also grow their own corn.

Deetz stressed the fact that the plantation presented the Indian side of the story as well, observing that it is the only program of its kind run by Indian people. He explained that the original Indians of the area were Wampanoag, but the Indian staff members have various origins.

Harvest Home is celebrated in the fall every year at the Plantation, said Deetz, and every August the plantation recreates a wedding.

The plantation does not stress the friction, but rather the trade interactions between the Indians and the English, he commented.

Also notable, Deetz feels, is his two years' work on the excavation site of a community of slaves, freed after the Revolutionary War. The community, which dates back to 1792, will be used as a basis for a "Museum of Afro-American Culture."

Deetz began his undergraduate career at Harvard in the pre-medical program but "it became very obvious," he said, that he was not suited for a medical career.

A "stroke of luck" made him finally decide upon anthropology as a major. In 1948, Deetz's introductory anthropology professor resigned. The entire anthropology department at Harvard team-taught the course and this gave him the introduction he needed.

Deetz completed his masters and doctorate degrees in anthropology in two and a half years, deciding not to postpone his education, since he had discovered what he wanted to do.

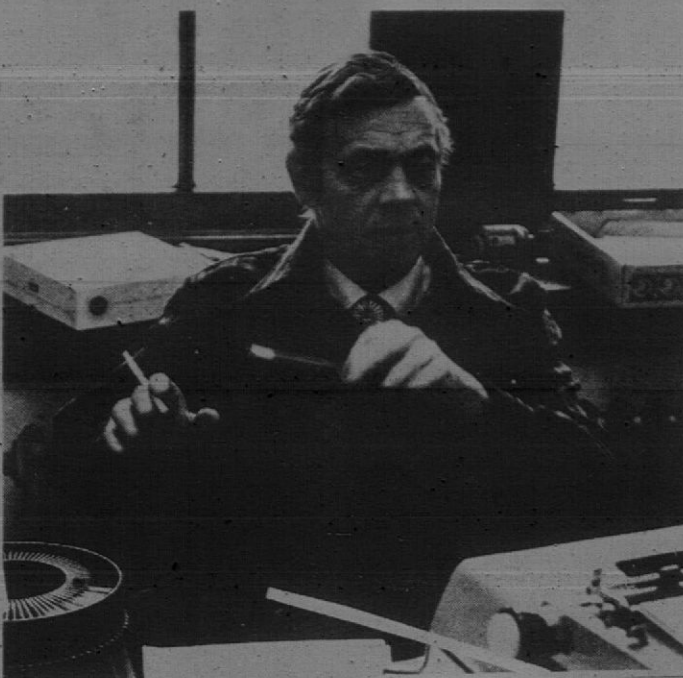
After completing his graduate work, he began his teaching career. In 1967 he moved to Brown University serving as a part-time instructor while working at Plimouth Plantation.

With his "innovative approaches in applying anthropological principles," Deetz "tried to show changes in social order with changes in pottery," using data from South Dakota Ari Kari Indians. This project, he said, was especially enjoyable because it was successful. More recently Deetz has been working with New England Indians.

Deetz is both a pre-historian and an historical archeologist. Historical archeology in America is concerned with studying the remains of European and Afro-American cultures, while pre-historic archeology deals with pre-European American Indian Culture. Deetz's specialty is North American Indians, specifically those from California, the Great Plains, and the Northeast.

Deetz said that he came to William and Mary as a visiting professor because the College offered a "change of pace," and he could get "a look at other students."

He also added that as a



Visiting Professor James Deetz, author of "Invitation to Archaeology."

visiting professor, "you get to know the local area." He believes that the Tidewater region has more material about 17th century historical anthropology than any other area in the United States. "Coming here has been very useful," explained Deetz. "It is directly comparable to stuff I've been doing in New England."

Deetz has written numerous books on archaeology, including "Invitation to Archaeology" (which has sold over 250,000 copies), "The American In-

dians," and "Man's Imprint from the Past."

Mortuary art and black history in New England are only two of the topics on which Deetz lectured last semester. Yesterday he spoke on "Historical Archaeology in the Old Colony of New Plimouth." On April 6, he will speak on "Material Culture and the American Past."

Past President of the Society for Historical Archaeology, Deetz presently serves on the society's executive committee.

Athletic Future Unclear

ATHLETICS, from p. 1

"undoubtedly, the fees that students must pay will be going up."

Lawrence Beckhouse, Chairperson to the APC, explained that the support for athletics comes from three main sources. Last year, both the gate receipts (\$200,000) increased dramatically, whereas the revenue from the student fee stayed at \$400,000.

Beckhouse stated that "the gate receipts and the contributions are already at a maximum" and the money needed to compensate rising costs and expenses "will have to come from the student fee which is likely to be increased."

Graves recognized the problems that a small student body and stadium present. He noted that William and Mary is "very competitive in the basketball program, which will increase revenues." He also expressed hope that contributions would increase and has "enthusiasm and confidence in the program."

Concerning whether contributions that previously would have gone to academics might now go to the athletic program, Graves replied, "If patterns of giving are analyzed, it is shown that contributors give to the university as a whole." Graves does not see the contributions as "competitive, but complementary."

Out of the present student fee of \$128, \$36 goes to football and

basketball. The remainder of the fee goes to non-revenue sports.

However, Ben Carnevale, Director of the Athletic Program, believes that "with a smaller student population, a higher price has to be paid to support excellence and this is what the students must realize."

At a recent NCAA legislation meeting in Atlanta, attended by Graves, Beckhouse, and Carnevale, the NCAA reorganized the structure of its divisions by adding a sub-division to Division I. William and Mary, which has been in Division I, would have been shifted to the lower division IAA. However, an amendment proposed by the Ivy League schools enabled William and Mary to qualify for Division IA.

"Due to the Board of Visitors' decision to maintain a program of excellence in football," Beckhouse observed, "William and Mary was committed to the top division." The requirements for entry was a stadium capacity of 37,000, with a 17,000 average attendance for home games. William and Mary overcame this obstacle as a result of the amendment, which proposed that schools which support twelve revenue sports including football and basketball can participate.

When asked what the Board will discuss at its next meeting in February, Graves speculated that it will be "reviewing the total statement of athletic policy and guidelines. Without going into detail, they will determine what the fees will be and make modifications in the policy."

File: James Deetz

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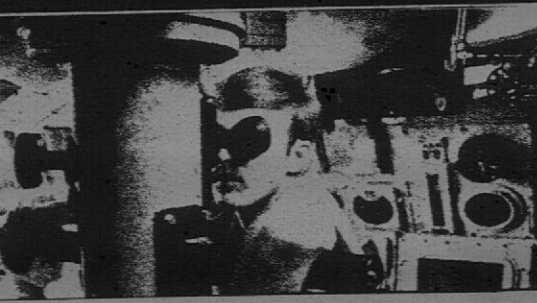
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'Longtime Student Concerns' Comprise BSA Meeting

by Rachel Witmer
Flat Hat Staff Writer

The meeting of the Board of Student Affairs (BSA) on Wednesday was devoted to reports about several longtime student concerns and to discussions about a new proposal for college housing reallocations and the recently formed Student Committee on Fairness and Fiscal Responsibility (SCFFR).

Amy Scarr, Chairperson of the Environment Committee, began the meeting with a report. She related her conversation with Jim Connolly, Assistant Director of Buildings and Grounds, concerning the sulfurous gases emitted from the College's power plant. According to Connolly, the College would like to use gas rather than oil for fuel, but VEPCO finds it more profitable to sell gas to private homeowners only.

Scarr also informed the BSA of her interview with Dr. Richard Cilley, Director of the Student Health Service. Cilley acknowledged the problem of unprofessional nursing behavior at the Student Health Center, primarily indiscreet conversations behind the desk. He said that the nurses have been advised on the matter and that a type of screen or window may be erected between the nurses' station and the waiting room.

Cilley acknowledged a new concern of the College Health Service; between 500 and 1000

students at William and Mary come to college without health insurance policies. Few students realize that after their nineteenth birthday, their parents must notify their insurance company in order to continue coverage.

Presently, only about 500 students take advantage of a special low cost (\$51 per year) student premium offered by the North American Assurance Company. The purchase of this policy is mandatory for uninsured students at the University of Virginia, Duke University, and Madison College. At William and Mary the student plan is only suggested, and this year, for the first time, the company lost money here because so few premiums were purchased.

According to Scarr's report, Cilley believes that the North American Assurance Company's student premiums are worthwhile and would like to see them promoted at the College. At this point, Dean of Students Samuel Sadler urged the BSA not to promote a mandatory insurance policy, but only to encourage purchase of the premiums. He stated that the Health Advisory Committee has a new chairperson and is expected to make a recommendation on this issue in the near future.

Sandy Waterman, Chairperson of the Finance Committee said that he and Ken Smith, Associate Dean of

Students for Activities and Organizations, plan to meet with Kevin Rossiter, Chairperson of the Publications Council, before the Council's next meeting. They will discuss the renegotiation of binding agreements between the Council and the BSA concerning budget increases at a graduated rate. The Publications Council submits a budget to the BSA which covers costs for the various student publications at the College.

Bob Schoumacher, presented to the Board for approval a resolution that the Housing Committee had already passed. The resolution proposed three specific reallocations for college housing: allotting the third floor of both James Blair Terrace buildings for undergraduate female residents; setting aside one entire floor of a JBT building for graduate student housing; and housing the 100 males displaced from JBT (by terms of the first two proposals) in Chandler, Landrum and Jefferson Halls.

The major aim of the Housing Committee, according to Schoumacher, is to reduce the "bump list." Although the completion of renovations in Chandler and Taliaferro Halls will open 200 more spaces on campus, Schoumacher anticipates that 200 to 300 students will still be "bumped" from College housing. "When it gets above 300 we lose sight of a residential campus," he said.

The increased demand for college housing is a result of larger Freshman classes at the College.

Other aims of the Housing Committee are to house more Sophomore men on campus and to reduce the undesirability of JBT by making it coeducational. Increasing the number of graduate students there from eight to 35 is "getting a foot in the back door," as Schoumacher put it, because it is unlikely that the College will permit undergraduate females to live at JBT next year.

Schoumacher also explained the existence of the Student Committee for Fairness and Fiscal Responsibility. The new committee is completely separate from the BSA, but is asking the BSA to endorse the three major goals around which it was formed.

SCFFR was conceived in response to the recent decisions by the Board of Visitors about the future of the College's varsity football program. The three goals set forth by SCFFR concern issues that have been "blatantly ignored by the Board of Visitors," said Schoumacher. These issues fall into three categories: fairness, fiscal responsibility, and procedure.

The BSA did not endorse the SCFFR goals in the written form in which they were presented at the Wednesday meeting. Westlee Frawley, Chairperson of the BSA, noted that the BSA

made a statement in December along the same lines as those of the SCFFR. John Delos, Associate Professor of Physics, advised students on the committee to reduce the emotionalism of the wording of their resolutions and to approach the situation with caution, so that SCFFR will not simply be a polarizing organization, but one that could be seen as representative of overall opinion.

Today, the SCFFR will hold a meeting at 4:00 p.m. in Campus Center rooms A and B. Although still in the organizational stages, SCFFR is planning a large membership drive, Charter Day activities, and a protest rally late this month. The new committee also plans to speak with Governor John Dalton about his upcoming appointments to the Board of Visitors.

Sue Strommer presented to the BSA a preliminary survey on athletics devised by herself, Ronald Rapaport, Assistant Professor of Government and Sue Manix, Student Liason to the Board of Visitors. The survey is still in a rough form, and Manix asked members of the BSA to work toward revising it so that a scientific survey may be conducted within the next few weeks. The survey is designed to determine how much and in what manner students desire to pay for an inter-collegiate football program at the College.

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- 2. Parking spaces are hard to find on campus and, in Williamsburg.
- 3. Maintenance costs and insurance for cars are high.
- 4. Traffic jams and cars create pollution.
- 5. Mornings were meant for studying - not maneuvering in traffic.
- 6. Riding a mini-bus can save you money - especially with available discounts.
- 7. A mini-bus can let you study, read and even catch a little last-minute sleep.
- 8. A mini-bus cuts down car congestion and therefore pollution.
- 9. A mini-bus can take you to the same places as your car.
- 10. You should ride the mini-bus.

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WILLIAMSBURG EAST/WOODSHIRE	6:01	7:06	8:11	9:16	11:16	12:21	1:26	3:26	4:31	5:36
COLONIAL TOWNE	6:03	7:08	8:13	9:18	11:18	12:23	1:28	3:28	4:33	5:38
JAMES-YORK PLAZA	6:04	7:09	8:14	9:19	11:19	12:24	1:29	3:29	4:34	5:39

GROVE TO WILLIAMSBURG

JAMES-YORK PLAZA	6:25	7:30	8:35	9:40	11:40	12:45	1:50	3:50	4:55	6:00
COLONIAL TOWNE	6:27	7:32	8:37	9:42	11:42	12:47	1:52	3:52	4:57	6:02
WILLIAMSBURG EAST/WOODSHIRE	6:29	7:34	8:39	9:44	11:44	12:49	1:54	3:54	4:59	6:04
MERCHANTS SQUARE	6:50	7:55	9:00	10:05	12:05	1:10	2:15	4:15	5:20	6:25

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Morgan Rejects Plan to House Women in JBT, Cites Safety Factors as Prime Consideration

by John Bloom

Flat Hat Staff Writer
Jack Morgan, Associate Dean of Students for Residence Hall Life, has decided not to house any undergraduate women in the James Blair Terrace dormitories next year. Morgan said safety was the main factor taken into consideration.

Though Morgan's decision was anticipated, it conflicted with a recommendation issued last week by the Board of Student Affairs (BSA) Housing Committee. The Committee asked that two floors of JBT be offered to undergraduate females in order "to increase the fairness of the housing distribution, and to end the isolation of nearly the entire male Sophomore student body at JBT."

The decision is at variance with statements made by both Morgan and President Thomas Graves last September favoring housing undergraduate women at JBT.

Morgan said that an incident earlier this year in which a William and Mary student, Barbara Logan, was assaulted and shot while jogging had some bearing on his decision.

Morgan elected not to name the persons he consulted who oppose the move, saying "I don't think it would be right. We all have to live with our decisions. There were a lot of people consulted."

Morgan expressed hope that by introducing a small number (fifteen to twenty) of graduate women to JBT this year, the way will be cleared to house undergraduate women there next year. He added that the safety of any women housed at JBT is "a continuing concern" for him.

Senior Bob Schoumacher, Chairperson of the BSA Housing Committee, has advocated making JBT coeducational. Although he said that he was not surprised by Morgan's decision, he did express disappointment, saying, "He (Morgan) has made it known that he believes co-ed housing at JBT would be safe, and if he expects that to dampen student pressure on him, I hope he is proven wrong."

Schoumacher admitted that he did not know exactly who opposes housing undergraduate women at JBT, but he did offer his opinion.

"I think that what has probably happened is that a couple of members of the Board of Visitors and a couple of the more conservative members of the administration have generally made their displeasure known, and Graves has made it known to Morgan that he is not prepared to take flack about this from the Board of Visitors. It is all very low key," he said.

Nevertheless, Schoumacher placed the responsibility with Morgan, saying, "It's Morgan's decision, and students shouldn't try to go above Morgan's head; that's Morgan's job. It's the students' job now to keep putting pressure on Morgan to rectify this injustice."

Schoumacher said that although it is possible for Morgan to change his decision within the next few weeks, it is unlikely that he will do so. Morgan himself discounted the possibility, saying, "We have to move ahead now, as far as I'm concerned — without looking back."

According to Schoumacher, there is some demand for JBT housing for undergraduate women. He said there are presently 44 women on a list waiting for single rooms, even though they know there are only four singles available to them. At JBT there are 30 additional singles, he noted.

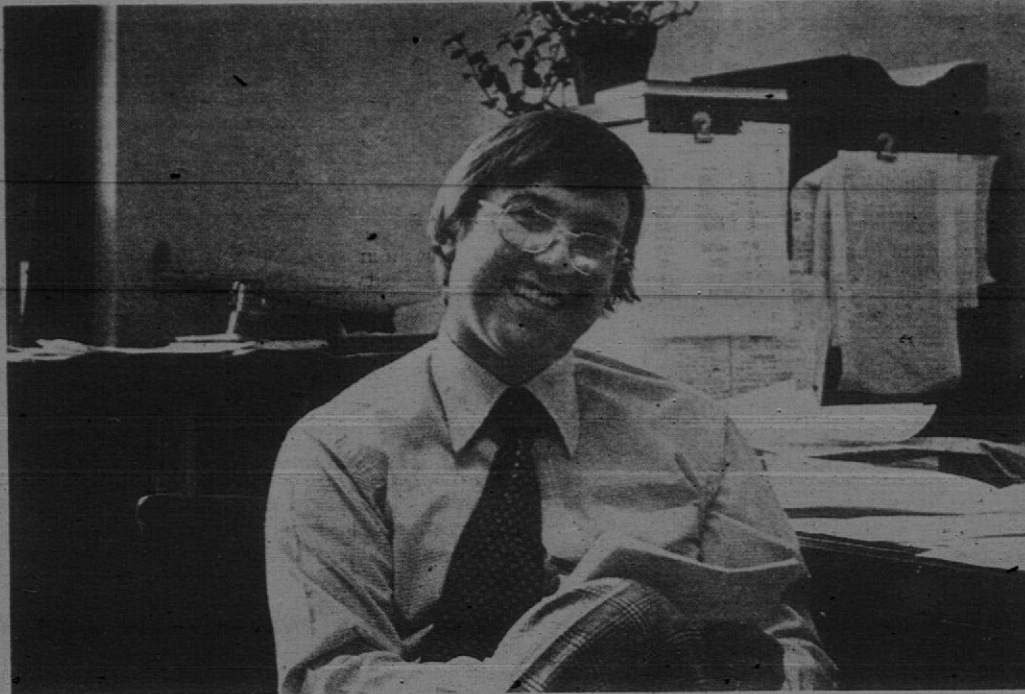
Schoumacher observed, too, that being housed at JBT is one of the only ways a Sophomore may keep a car.

"A lot of girls who are not anxious to live at JBT are in favor of co-educationalizing it because they realize the unfairness of it," he added.

As it stands, nearly all rising Sophomore men who cannot get into any special interest housing will be placed at JBT, according to Schoumacher. He is comforted by the belief that no Juniors will have to live at JBT next year. This year, some Juniors were forced to live there for the second year in a row.

Schoumacher feels the administration is overly concerned for the safety of women at JBT, and called their fears "chauvinistic." He said that after a few relatively inexpensive changes are made in the buildings, and campus police officers are stationed there, the dormitories would be safe.

Harvey Gunson, Director of Security for the College, believes he can provide the same protection for women at JBT as for those living on campus, but he still would prefer that they not be housed there. "The more you spread the girls out, the thinner security is spread," he explained. He went on to say



Jack Morgan discusses his decision to not house undergraduate women in JBT next fall.

that he will have to take the same measures to protect the graduate women who will be housed there as he would for a larger number of undergraduates.

These measures include installing new screens on the ground floor, replacing some of the old glass doors with new, solid ones, chopping down some of the overgrown bushes in front, and stationing a police officer there.

Schoumacher is also in favor of co-educational housing for Freshmen. Though the BSA Housing Committee did not recommend it this year, Schoumacher said he would like to see a pilot project begun in

Botetourt for Freshmen who express an interest.

He said he likes the idea because vandalism always seems to decrease in co-educational housing, and, in his experience, "there is not a massive display of promiscuity. It seems to engender a sort of brother-sister relationship. I know that seems sort of corny but interhall dating was at a minimum."

Morgan explained that the College's policy of housing Freshmen in single-sex dorms is based on "developmental reasoning and psychology." He said, "While we are very much in favor of co-educationalizing housing as an experience for

upper class students, we feel that facing the additional stress point for Freshmen is not advisable."

He summarized his position by explaining, "We have to go by our own judgment as far as what is healthy and best for them."

By allowing students to vote for their own visitation hours, he said, there is "the possibility of quite a lot of visitation." He noted Freshmen live in close proximity to each other now. "Frankly," he concluded, "if we felt we could defend it developmentally, we would move to it right away. We think it is very appropriate developmentally for upper class students."

SAC Responds to Charges

SAC, from p. 1

In response to Mernon's accusations, Hirschi stated, "Dave Nass could not be at that meeting and I was merely relaying his proposed idea for the purposes of entering into discussion on it and then proceeding to vote on his motion." She concluded, "I made a special effort not to take a stance on it."

Mernon also said that the "five positions (that) opened in the SA last week" were not publicized because Nass did not "want bad publicity like last year when Bob Lacy resigned."

In answer to charges of manipulation and improper spending, Hirschi, Palmer, and Meg Reagan, Vice Chairperson of the SAC, composed the following statement: "We are not adverse to accepting constructive criticism if people have their facts straight. If changes are necessary, then they should be directed through the proper channels."

"For instance, the chair should be approached first when there is a problem, rather than The Flat Hat. We would support the establishment of an Evaluation Committee, if that is

what the SAC wants. We just feel that, rather than creating divisions, members of student government should work together to get things accomplished."

Sacks, commenting on Tuesday's meeting, said, "What I'd like to straighten out is that it's not an issue of conspiracy, but rather an issue of too many mistakes." He said that although the illegal funding might have triggered his desire to form an Evaluation Committee, "I'm not doing it because of this incident. I'd like to see it done because it's a new form of student government." "I'd like to see how effectively this is working as compared to last year," he continued.

Summarizing his actions, Sacks said, "I thought something strange was going on and I want to know if this is just one incident or one of many. I'm not out to get anybody. I'm not out to destroy the SA. I'd just like to know if this is the best system, and if it's the system that failed or the people."

Mernon added, "I think the problem is in the whole new reorganized government." She is in favor of the formation of an Evaluation Committee because

"I feel the student government has been run worse this year than the past three years I've been here." Although she believes that "this one incident was a mistake," she does not think that "they (Palmer and Hirschi) are fulfilling their job requirements."

Nass, commenting on Sacks' actions, said, "He made a lot of noise about something of marginal importance. He got himself some publicity and student government some bad publicity that's totally unwarranted."

Sacks, with regard to Nass' remarks, stated, "He has no idea what's going on at these meetings because he's only attended two. He said things have been passed that he would have vetoed if he'd known about them." Nass admitted that he has attended few meetings because he has "a conflict with a class I asked them to change meeting times, which they refused to do."

When asked why he does not find out what happens at the SAC meetings so that he can use his veto power, Nass responded, "I find out what's going on at meetings from Kathy and Paul at the Executive Council."

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Campus Briefs

Special Housing

Students interested in living in one of the Special Interest Houses should note that the application deadline is Tuesday, Feb. 7. Applications are available in the various Houses and at the Campus Center desk.

Carnations

Send a carnation for Valentine's Day. Carnations are being sold \$1.00 a bloom and \$10.00 a dozen through Feb. 7. The flowers will be delivered free on Feb. 12 to any on-campus residence. Sponsored by Yates Hall.

BSA At-Large

There is a BSA At-Large position available. Those interested should sign up outside the SA office door. The filing deadline is Monday, Feb. 6, at 5:00 p.m. An appointment will be made by the SAC on Tuesday, Feb. 7.

VAPIRG

VAPIRG (Virginia Public Research Group) will meet Monday, Feb. 6, in the Campus Center Green Room, from 7:30 to 9:00 p.m.

PLUS Forum

Kenneth Lieberthal, Associate Professor of Political Science at Swarthmore College, will discuss "The Chinese Revolution: A Contemporary Perspective" on Wednesday, Feb. 8, at 7:30 p.m. in Millington Auditorium, as part of the Project Plus Forum. The public is invited.

French Lessons

Mary Ann Borden and Ann Hubbard are offering instruction in "survival French" under the auspices of Free University. Interested persons are asked to attend a meeting at 7:00 p.m., Feb. 9, in Bryan basement, or contact Cynthia Saunders, X4207.

Young Democrats

The Young Democrats will meet on Tuesday, Feb. 7, at 7:30 p.m. in the Sit 'n Bull Room of the Campus Center. Plans for the upcoming state convention will be discussed.

Resume Workshops

The Office of Career Planning will hold two resume writing workshops for seniors undecided about jobs. Each group will meet for three two-hour sessions; seniors interested may still sign up in 208 James Blair Hall for the Feb. 10, 17, and 24 sessions. Those seniors who have already written a resume should see Stan Brown in Corporate Relations and Placement, 104 Morton Hall.

Book Fair Checks

Book Fair checks have come in, and should be picked up at the SA office, Monday through Friday, 2:00 to 5:00 p.m., with a student I.D.

Audubon Lecture

Harry Pederson, an outstanding underwater photographer and biologist will be presenting an Audubon Wildlife film-lecture on Feb. 7, at 7:45 p.m., in the Campus Center Ballroom. The film, entitled, "Village Beneath the Sea," will feature an underwater tour of a coral reef and the wildlife it supports. The program is sponsored by the Biology Club and the National Audubon Society. Single admission tickets will be available at the door.

Mortarboard

The deadline for submitting Mortarboard Applications has been extended to Wednesday, Feb. 8. Mortarboard is a national honorary society open to all juniors who have a 3.0 GPA or above. Applications may be picked up from and returned to Karen King in Landrum 329. For more information, call Susan Camdin at X4510, or Karen King at X4575.

Self-defense

Frank Markvich, third year student at Marshall-Wythe School of Law, will teach self-defense techniques for women beginning Tuesday, Feb. 7, in Yates Basement. Demonstrations begin at 7:00 p.m., and will be held every Tuesday in February.

Belly-Dancing

Linda Gavula will begin a series of belly-dancing lessons on Saturday, Feb. 4. These sessions, sponsored by Free University, will meet from 10:00 to 11:00 a.m., each Saturday in February, in one of the first floor lounges of Barrett Hall.

Futures

Futures, a newsletter announcing career opportunities, will appear on the red Career Planning posters Thursday, Feb. 9. Although Futures is a joint publication of seven offices on campus, it will be sent out from the Office of Career Planning.

Bread-making

Free University will offer a program in bread-making on Sunday, Feb. 19, from 1:00 to 4:00 p.m., in Bryan basement. Laura Sanderson will explain successful bread-making techniques.

Valentines

Richmond Road residents are selling valentines at the Caf, during basketball games, at the S.A. movies, and in dorm lobbies, until Feb. 14. All proceeds will benefit the Heart Fund. The annual Heart Dance will be held on Friday, Feb. 10, in the Campus Center Ballroom, from 9:00 p.m. to 1:00 a.m., featuring Hobbiton Bridge. The dance is free for all students (ID required) but donations to the Heart Fund will be accepted. Mixers will be provided.

Midwinter's

The Senior Class will sponsor a Midwinter's Dance on Friday, Feb. 24, at William and Mary Hall. "Freewheelin'", a Chicago-based band, will play. The dance will be held from 9:00 p.m. to 1:00 a.m. Admission is \$2.00 per person and \$3.50 per couple. Mixers will be provided.

Career Planning

The Office of Career Planning will hold weekly workshops for students who are undecided about future careers. Career information and resource persons available will be discussed, and a tour of the Career Library will be provided. Follow-up appointments may be set up. Upcoming 1 1/2 hour sessions will be held Feb. 10, 16, and 22. To attend, sign up with Betsy Blanchard, Career Planning, 208 James Blair.

Tribe Trader

The SA Services Committee will publish the Tribe Trader on Feb. 17. Classifieds or ride-ride notices should be submitted by 5:00 p.m., Feb. 16, to the SA office. There is no charge.

Interns

The Office for Extramural Programs would like to hear from all current students who have held internships of any kind. Contact Dean Joseph Healey in 209 James Blair Hall by Friday, Feb. 10.

Circus!

Lester Hooker (of W&M Hall) announced today that the Hanford Circus will be held on Friday night and the basketball game on Saturday night. Thus the SA movies have been moved this weekend to Sunday night at 7:30.

Linkup Hour

Ivor Noel-Hume, director, Dept. of Archaeology, Colonial Williamsburg Foundation, will be a guest on Monty Griffith-Mair's "Linkup Hour," which is a weekly public affairs program on WCWM FM 89. As a leading historical archaeologist, Hume will discuss several facets of the work undertaken at "digs." The interview is scheduled to be broadcast on WCWM this Sunday, Feb. 12, at 8:00 p.m.

Baratin

The French House invites all interested people to the next Baratin to be held on Wednesday, Feb. 8, from 3:30 to 5:00 p.m. in the French House lobby.

Rotary Fellow

Rotary fellowships are awarded for one year of study in any foreign country where a Rotary Club is located, for the purpose of learning more about other cultures and serving as "ambassadors of good will." Applications are obtained from local Rotary Clubs, or through the Rotary Club of Boston. Applications are processed through the Club and are due on March 1. Interested students may refer to The Harvard Guide to Grants, pages 62-63, in Dean Joseph Healey's office, 209 James Blair Hall.

Asia House

A residence hall for undergraduate men and women, Asia House holds cultural programs on Asian arts, religion, history, philosophy, and life. In addition, Asian movies and mini-classes on Asian culture are offered. Those interested

Shehan Hiro Hamada, a degree Black Belt in Karate, will present "Japanese Martial Arts and the Philosophy of a lecture demonstration at Asia House basement on Sunday, Feb. 5, at 7:00 p.m.

On Thursday, Feb. 9, the House will present an interview with Kearnay of the U.S. State Dept. speaking on Vietnam and Cambodia. Today, the program will be held in the House lobby at 7:30 p.m. A reception will follow.

Asia House is offering classes this semester in Yoga, Japanese ink painting, Japanese culture, calligraphy, flower arrangement, tea ceremony, and origami paper folding and design. Cooking. All classes are open to the public at \$20 per class. \$5 for non-students for Yoga classes. The classes will meet as follows: Sumi-e, Tues. evenings, 7:00-10:00 p.m., starting Feb. 7; Japanese Culture, Wed. evenings, 5:30-7:00 p.m., starting Feb. 8; 5 weeks; Yoga, Thurs. evenings, 6:00-11:00 p.m., starting Feb. 8; 7 weeks; Asian Cooking, Sat. afternoons, 4:00 to 5:00 p.m., starting Feb. 10; 6 weeks.

To sign up for a class or for more information, call Alan Marin, at X4364 or X4721.

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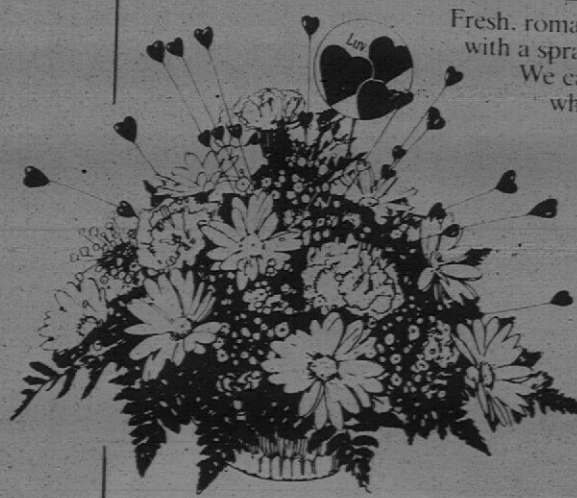
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Dancers Talented, Dance Unusual

by Beth Barnes
Flat Hat Staff Writer
Today night's presentation of Paul Taylor Dance Company was a unique modern performance. The twelve troupe, in various costumes, performed four choreographed numbers. The pieces were a mixture of modern, separated motions and conservative, flowing motions, with a touch of humor.

The Taylor Company is headed by Paul Taylor, who studied with such familiar names in the dance world as Robert Craske and Martha Graham. He has received many awards for his choreographic work, and now devotes himself fully to choreography, since he has been up-stage dancing three years ago. The Company is 21 years old and has performed in 15 major cities both nationally and abroad.

The first production of today's concert was "Secret Writings," with the explanation that the "secret writings" are "secret writings" in casting a spell. It was performed by a nine member ensemble, among whom Elie and Carolyn Adams stood out.

"Secret Writings" had an air of exorcism, and the dancers' motions to the gods. The stage was filled with shadows, and yellow spotlights coming from the back side stage, particularly effective were the hand motions used in the piece. "Secret Writings" was very rhythmic.

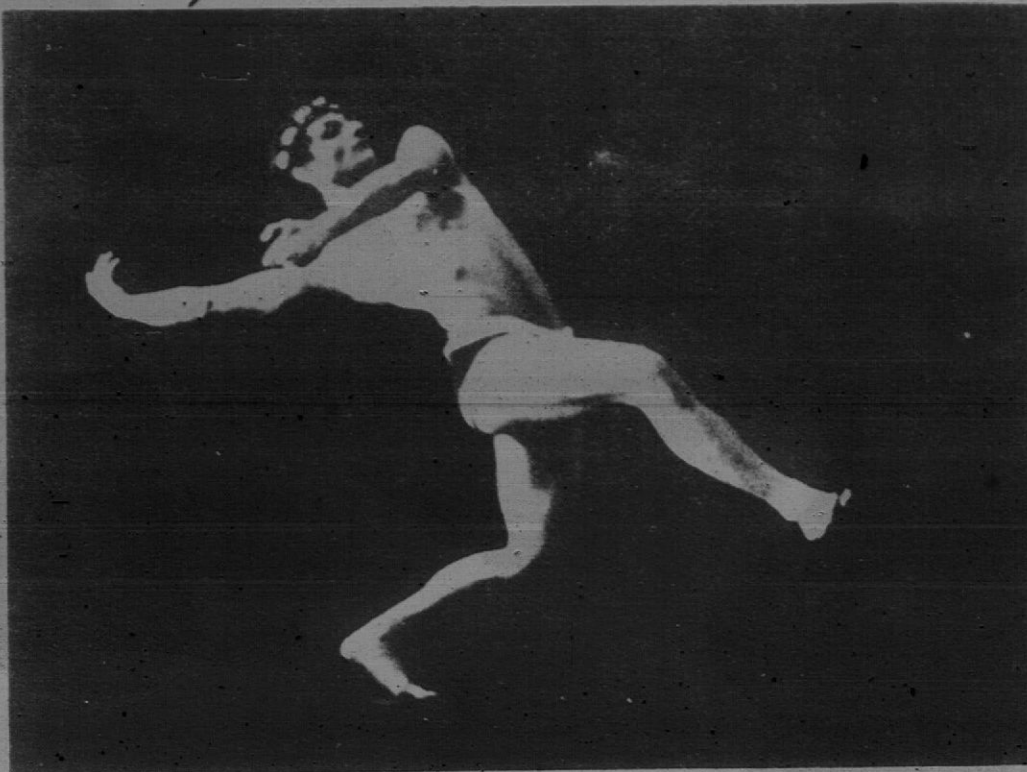
The music, composed by Philip Busby, contained many dissonances and

rhythmic devices. Whether the dancers were interpreting the "secret writings" or were themselves portraying the writings is unclear in my mind. Modern dance is, of course, highly interpretive, and different people see the same technique in different ways.

The second selection, "Aureole," was more conservative but still unpredictable. Its tartness in comparison to "Secret Writings" may be partially because of the fact that it debuted in 1962 while "Secret Writings" is a product of 1976. Music for this five movement work was from Handel, excerpts from Concerto Grosso in C, F, and G, and Jephtha. "Aureole" was presented by five troupe members in varying combinations, and featured Elie Chaib and Moutier Moeris.

In addition to the music, the costumes for this number created a more down to earth mood. They were pure white, with gauzy, floating skirts for the women and white leotards and tights for the men. The motions were more fluid and connected. "Aureole" is more easily interpreted, a portrayal of youth and love.

The audience favorite was the brief "Epitaphs." At the time I saw this performed it struck me as being highly funny, but after thinking about it, this piece could also be interpreted as being very tragic. The five performers were clothed in mud-colored, impersonally masked outfits. The piece was characterized by a series of missteps, aborted attempts at beginning, and humorous imitative parts.



Elie Chaib of the Taylor Troupe dramatically executes a Paul Taylor-choreographed step.

The mud figures seemed to be alternately energetic and drained of all action. They would leap into sudden, exuberant movement and just as quickly drag themselves off stage.

The music was American folk, and a program note explained it as being "first played by country brass bands at weddings and funerals in Alabama, Louisiana and Mississippi." It was odd, rather like the mediocre attempts made by the small town band of the type featured in such old television shows as "Petticoat Junction." It was not poorly played, but it had a morose quality.

All of the misadventures in "Epitaphs" were funny, but if one

views them as being the expressions of frustrated people, who yearn to be dancers, but simply lack the necessary talent to be great, or even as a view of the times when no matter how hard we try, we simply cannot achieve what we want, it becomes a tragic offering.

The final presentation of the evening was a 1977 composition, "Dust." This primitivistic, thought-provoking piece featured music by Francis Poulenc, his "Concert Champetre." This piece was a blend of traditional and modern musical devices. The nine member ensemble was garbed in close-fitting dust-colored leotards which were accented by multi-colored patterned blotches.

I found "Dust" to be the most appealing piece of the program. It reminded me of the "Ashes to Ashes, dust to dust" phraseology. The number began with the dancers either lying or standing still and lifeless, and in some cases, shrouded in black cloaks. Then they seemed to come to life, like dust particles being allowed a brief sojourn as human beings.

The Paul Taylor Dance Company will present another concert tonight at 8:15 p.m. at Phi Beta Kappa Hall. Different numbers from Thursday evening's performance will be presented, including "Aphrodisiamania," described in *The Washington Post* as a "bawdy lampoon."

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A Representative from The National Center for Paralegal Training's Lawyer's Assistant Program will be on campus on Monday, Feb. 13 from 9:00 a.m. - 5:00 p.m. at the Placement Office to meet interested students. For more information contact the Placement Office or The National Center for Paralegal Training, 3376 Peachtree Road, NE, Suite 430, Atlanta, Georgia 30326, (404) 266-1060.

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Feb. 2, 3, & 4

<p>S. A. Film Series by Mike McLane</p>	<p>Clockwork Orange</p> <hr/> <p>Play Misty For Me</p>
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A Clockwork Orange

Based on Anthony Burgess' novel, this film is a horrifying look at the future of our human society. Director Stanley

Kubrick (2001: A Space Odyssey, Barry Lyndon) has taken all of the disgusting and frightening elements of today's world and embodied them in his central character, Alex. The

delinquent Alex is made out to be a by-product of the permissive society in which he lives.

Young Alex has an affinity for robbery, rape, blood and "ultra-violence." People quite reasonably hate and fear him for this. However, when the society, through imprisonment and brainwashing, has "cured" him into following a more peaceful way of life, he is taken advantage of and encounters merciless persecution from everyone. The poor guy just cannot win.

Anyone with sado-masochistic persuasions should get a real kick out of this movie. We see an old man being beaten with steel pipes, and another one brutally kicked until he is permanently crippled. Females are not left out of the melee either. One woman is crushed and beaten to

death under some statuary; another is brutally raped. Welcome to Fun City, folks.

Besides murder and mayhem, Alex's other love is, ironically, the music of Beethoven, or "Ludwig von," as he fondly calls the composer. Apparently music does soothe the savage breast. Beethoven's beautiful music comprises much of the background track for Clockwork Orange, creating a contrast to the brutality that is seen so often on the screen.

Another of Alex's favorite tunes is "Singin' In The Rain." He turns this hitherto light-hearted celebration of a rainy day into a dreadful theme-song for sickening viciousness. In time to the music, he and his cronies thrash, punch, kick, and rape two innocent victims. Somehow I do not think this is quite the effect at which Gene Kelly was aiming.

It is apparent that Kubrick is trying to make some kind of social statement underneath the weirdness and fantasy of his story. Just what the statement is, though, is not too clear.

The elements of the plot are sufficiently startling and sickening to deter any symbolism and significance seeker. Yet the film is considered a classic and the director hailed as

a genius for the message purportedly delivered.

When it first came out, A Clockwork Orange won the New York Film Critic's Awards for Best Picture and Best Director. It was also nominated for, but lost, Academy Awards in both areas.

For all its inanity and senseless violence, A Clockwork Orange is a fascinating film. This is not meant to imply that it is a good film, just that it is an intriguing one. The storyline takes several unexpected and bizarre turns, but the movie basically serves as nothing but a showcase for the film director's personal thoughts. These thoughts just happen to be interpreted into a fascinating motion picture.

A Clockwork Orange is rated R, and lasts two hours and 17 minutes.

Play Misty For Me

This film, starring Clint Eastwood, Jessica Walter, and Donna Mills, was unavailable for previewing. It concerns a radio disc jockey who gets himself into a lot of trouble because of a fan who constantly asks that he "play 'Misty'" for her.

This week's films will be shown on Sunday, February 5, at 7:30 p.m. in the Hall.

Photos On Exhibit

by Reed Hopkins
Flat Hat Staff Writer

"Images," a circulating photography collection of the Virginia Museum, opened for display in the Andrews Foyer on January 30. The exhibit demonstrates the use of scientific principles in photography, presenting unusual sights captured on film through such techniques as high-speed photography, time-exposure, electron micrography, and spectrography.

Images I, located on the ground floor of the foyer, focuses on the artistic aspect of complex photography. Many of the

pictures in this display are accented by the physical properties of the subjects photographed. They include such shots as a high-speed photograph of smoke curling from a cigarette, an electron micrograph of the hair on a fly's tongue, and a time exposure of a helicopter taking off.

Images II, on the upper level of the foyer, reveals the value of photography in illustrating laws of natural science. It demonstrates such phenomena as gravitational acceleration, displacement of air by a moving object, and the voice pattern of a bird.

"Images" will remain on exhibit through February 17.

Orpheus Ensemble Plays


The Orpheus Ensemble, an exceptional chamber orchestra of 24 virtuoso instrumentalists, will perform in the College of William and Mary Concert Series, February 7, at 8:15 p.m. in Phi Beta Kappa Hall.

Tickets are \$4.00 each, and are available by calling the Campus Center at X4235.

The program will open with Beethoven's "Octet for Winds in E flat Major." Other works to be performed are Mozart's "Horn Concerto Number 3 in E flat Major," featuring William Purvis on the horn; Stravinsky's "Dumbarton Oaks" Concerto; and Schubert's "Symphony Number 5 in B flat Major."

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Nighthawks Sing the 'Blooze'

by Ish Arango
Flat Hat Staff Writer

As we conversed, his face clearly showed the tired, glazed look associated with the rigors of being "on the road." His hair was loosely combed back and he sported a single earring. Colorful artwork in the form of tattoos shrouded his arms. Beat-up Levis, a dark T-shirt, riding boots, and a Japanese dragon jacket comprised his attire.

He conveyed the features that befitted a leader of a Hell's Angels pack. But Mark Wenner is not the chief of a motorcycle gang. He is the harp playing, blues singing, co-manager of one of the finer "blooze" bands on the East Coast, the Nighthawks.

His parents are both from New York and settled in Washington. His father is an alumnus of Harvard. Wenner attended Columbia University himself in the 60's and majored in English. "It's the only thing I've ever been trained to do," he said, adding that his favorite writer is William Faulkner. "I found that I got into it so much, that nothing else really did it quite like that—

it's like listening to Muddy Waters."

During his days in New York, in addition to attending school, Wenner played in a few bands. It was here that he gained the initial and necessary experience which later proved beneficial to the evolution of the Nighthawks:

"I was in enough bands in New York and I had friends in the industry, friends of mine who got jobs basically doing the charts for trade magazines and gradually advanced in the trade until they got jobs with record companies. I was in there enough to observe it and know what was real. I had no delusions about any of the records we've made."

In 1973, Mark Wenner along with guitarist-vocalist Jim Thackery founded the Nighthawks. The goals and objectives of the band were explained by Wenner: "What I went about doing was just planning a legitimate career for a band to last at least ten years, one that could grow and create and play the kind of music that I and that they wanted to play.

those are your initial compromises."

"When we started out I (Wenner) did all the singing and then Jimmy (Thackery) became what I call the lead singer—he does most of our showcase material," Wenner explained. "Since the release of *Side Pocket Shot*, we've worked Pete (Ragusa, the drummer) up as more of a featured vocalist. Pete, I think, has got the neatest voice in the band; especially for recording."

While off the subject of recording, we discussed the obstacles that today's artists encounter in the studio regarding the engineering of a possible tune. Wenner states, "The hardest thing is translating it to disc. You can make a sound in a room, but to capture that sound on a microphone and run it through various tape machines and into metal and into plastic and onto your record player is a very difficult process."

Blues music has always been indigenous to bars and clubs. Some blues artists have never masterfully advanced this medium to the concert format. Wenner feels that "there is, of course, some music that can't happen in a club properly. Any of the music that we're close to is definitely a club music that sometimes is hard to translate to a concert stage—we've been fairly successful with that."

Wenner has a realistic view about clubs and concerts in general, and whether one is necessarily better for the Nighthawks.

"Our whole attitude is that where you are is where you are, and that's good. It's not just I have to be here to get somewhere else. We don't sit in those clubs and wish we were playing concerts. A lot of cats will be in a club playing and think that they should be playing a concert somewhere. If they're not playing a concert, then they're not playing a concert. They are not going to get there if they are not doing the club situation."

The Nighthawks limit their

concert appearances in colleges, especially in Virginia, where they have a strong following, and in the immediate Washington, D.C., area. The Hawks have often been added to shows in D.C. Wenner stated,

"because it will sell, I've been told, up to a thousand extra tickets."

The Nighthawks' regional market stretches up the East Coast with the "farthest western points being Tuscaloosa, Alabama, Pittsburgh, and Syracuse." The band has yet to explore the western and mid-western territories of the States.

Wenner reflected that on the overall quality of *Side Pocket*, there were "a lot of mixed feelings. There were a lot of disappointments and a lot of little pleasures in it. My moments on the album were the guitar solos that had the horns behind them, and 'I Keep Cryin'" and 'Are You Lonely For Me Baby'."

As to whether or not the Nighthawks will sign with a major record company, Wenner offered, "When we get to the point of going with a big company, if we ever get the chance, it will be more on our own terms to where we've already established that what we want to do can sell. They won't have to alter us or want us to wear make-up or have smoke bombs or change our music."

The larger record companies have shown interest in the Nighthawks, but as of yet, they have not signed any contracts and are still recording for the Washington-based Adelphi Records label. With Adelphi, the Nighthawks have released *Open All Night*, *Nighthawks Live*, and their most recent LP, *Side Pocket Shot*.

Wenner has been playing the blues harp for twelve years, and cites his "primitive" guitar playing as the chief reason for staying with the harmonica. He also considers himself a "die-hard 'blooze' freak," and his philosophy regarding contemporary music stems from these blues roots.

"I think it's true—see, in

every area of the country that I'm familiar with, be it New England, the Southeast or Texas, there's a band that somehow has its whole foundation in rhythm and blues, rockabilly, and in some cases, pure country. I think it's the mainstream—it's what the people are listening to. I don't think the record industry necessarily believes there's a good market for it."

Wenner confirms his belief in "da blooze" as a salient market by contrasting the type of people who come to see the Nighthawks perform with those who frequent discos.


"In a lot of cases they are more sophisticated than the average listener. I'm talking about your massive average people that are more likely to wear blue jeans than go discoing. Most of these people listen to a music that's either rhythm and blues or country based, more like the style played in bars than discos."

The economics of blues-oriented bands serve to further reinforce Wenner's platform. "I say this to every college concert committee there is. For the money you'd normally spend on a rock band, you could have a blues festival."

For Wenner, life at 29 is mostly spent on the road, where the Nighthawks are sure to be found roughly 300 days out of the year. As the road stretches on, the Nighthawks are moving on. "Maybe we're not that good yet," Wenner offers, "but we're developing, we're learning how to make records and what works on a record and what works live."

The Nighthawks may not be busting the charts with platinum records, but they are producing and they are delivering. And for Mark Wenner, as long as he has his Faulkner, his "blooze," and his "Mud," he will be happy.

Jimmy Thackery has a saying: "When in doubt, play Mud." It means, when you're looking at your records and you can't figure what to play, if you put Muddy Waters on, you know you're gonna be happy."



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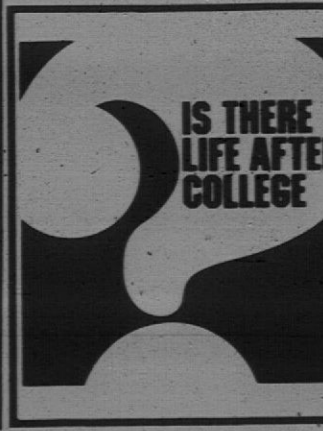
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BSO Opens Program Series

The heritage of Black Americans is the focus of a series of programs at William and Mary during the first two weeks of February.

In recognition of February as Afro-American History Month, students in the Black Student Organization at the College have planned events ranging from jazz and gospel concerts to films and variety shows.



"We want to involve not just the campus but the community as well," said Senior Ron Smoot of Baltimore, who is organizing the series with co-chairperson Lori Brown, a Sophomore from Alexandria. "We have scheduled all of the programs in the evenings, and made them free of charge so that everyone will have an opportunity to come."

The series opened yesterday with a blues and jazz concert by the Martin, Bogan and Armstrong string band. Ted Bogan plays the guitar, Carl Martin the mandolin, Howard Armstrong the fiddle, and Howard's son, Tom, plays the bass. Their concert began at 7:30 p.m. in the Campus Center Ballroom.

Selections from Scott Joplin's "Treemonisha" will be featured in a recital, February 4, by senior voice major Timothy Allmond of Windsor. Appearing in the recital with Allmond will be the Ebony Expressions, a

choral group which Allmond founded and which he directs. The performance begins at 8:15 p.m. in Phi Beta Kappa Hall.

The Norfolk State jazz ensemble will perform Monday, February 13, followed by the Virginia State Gospel Choir on February 14. Both performances begin at 7:30 p.m. in the Campus Center Ballroom.

The series will conclude with a variety show, February 17, and a winter cabaret, February 18. The show on Friday will feature members of the Black Student Organization in skits, musical groups and dramatic readings. Curtain time is 8:15 p.m. in the Campus Center Ballroom.

On Saturday, members of the Richmond band "Elcomb" will play for the BSO Winter Cabaret in the Campus Center Ballroom, from 9 p.m. to 1 a.m. The dance is open to the public. Admission is \$1.50 per person, with mixers provided.

Checkup in Order: Medicine Examined

by Catherine Baker
Flat Hat Staff Writer

Seizing Our Bodies: The Politics of Women's Health
ed. by Claudia Dreifus
297 pages
Vintage Books
\$4.95

If we wish women to fulfill the task of motherhood fully she cannot possess a masculine brain. If the feminine abilities were developed to the same degree as those of the male, her maternal organs would suffer and we should have before us a repulsive and useless hybrid.

Concerning Physiological and Intellectual Weakness of Women (circa 1870)

Often, an intern would say, "I want to do a tubal." That was a big influence in prompting them to do it; they wanted to get another tubal under their belt.

Intern, Cedars of Lebanon Hospital, Los Angeles.

I didn't want any more pregnancies. So I told the company doctor, look, there ought to be something that you could give me. I don't want to be pregnant all the time.

So I'd missed two or three weeks, and he said, "Drink you a big dose of turpentine."

Ethel Brewster, an Appalachian Mountain Woman

It is such assaults on reason as these which have created the pathetic health care system for American women today. *Seizing our Bodies: The Politics of Women's Health* is a call to arms against this system.

Claudia Dreifus is a journalist and feminist who conceived of the need for this anthology after receiving a Fund for Investigative Journalism grant to study the forced sterilization of indigent American women. *Seizing our Bodies* is meant as a guidebook to a social revolution. Dreifus claims in her introduction, "It is not factories or post offices that are being seized, but the limbs and organs of the human beings who own them."

The collection of 22 essays covers the historical context, current problems, and solutions being pursued by the women's health movement. The development of health care is a complex subject. Science, technology, economics, religion, culture, and social attitudes are only some of the factors involved. The anthology focuses

on women because they have been especial victims of the system, because of their reproductive organs and historical social role.

It is women who are diagnosed as neurotic when they have migraine headaches. It is women who develop cancer of the uterus because their mothers were given unnecessary drugs by their doctors. It is women who were given clitorectomies to cure in-subordination to their husbands.

But whereas women have been the greatest victims, there is no one enemy to blame. The enemies which emerge from the pages of this book include fee-for-service surgeons, the profit-hungry drug industry, and gynecologists who are taught a distorted picture of the female psyche, reflecting such myths in their relations with women patients, and "eugenic" scientists.

One of the most chilling chapters is "What Medical Students Learn About Women," by Kay Weiss. What the doctors of tomorrow are being taught seems more threatening than what doctors of today are actually doing, because it makes the prospect of chance seem so much farther away.

Many modern medical textbooks still place emphasis on psychological factors in diagnosing women's diseases. Women are described by the texts as instinctive creatures, prone to neuroticism and hysteria.

The doctor is portrayed as a God to the fallible female patient. Sexist myths are perpetuated. "The normal sexual act," describes one outdated (1971) textbook, "entails a masochistic surrender to the man... there is always an element of rape."

In encouraging the medical doctor to play psychiatrist, the proper medical treatment of women may be neglected. One text explains that post-menopausal vaginal bleeding may occur in women "who have been separated from the significant men in their lives," thus attributing to female neuroticism a disorder which can signal uterine cancer.

Orchestra Concert Scheduled Sunday

The College-Community Orchestra, under the direction of Dora Short, will present its Winter Concert on Sunday, February 5, at 8:15 p.m. in Phi Beta Kappa Hall.

The orchestra features William and Mary students, as well as a dozen musicians from the Tidewater area. Short commented, "The players really work hard. There is a tremendous amount of vitality and energy among them, and a strong sense of purpose."

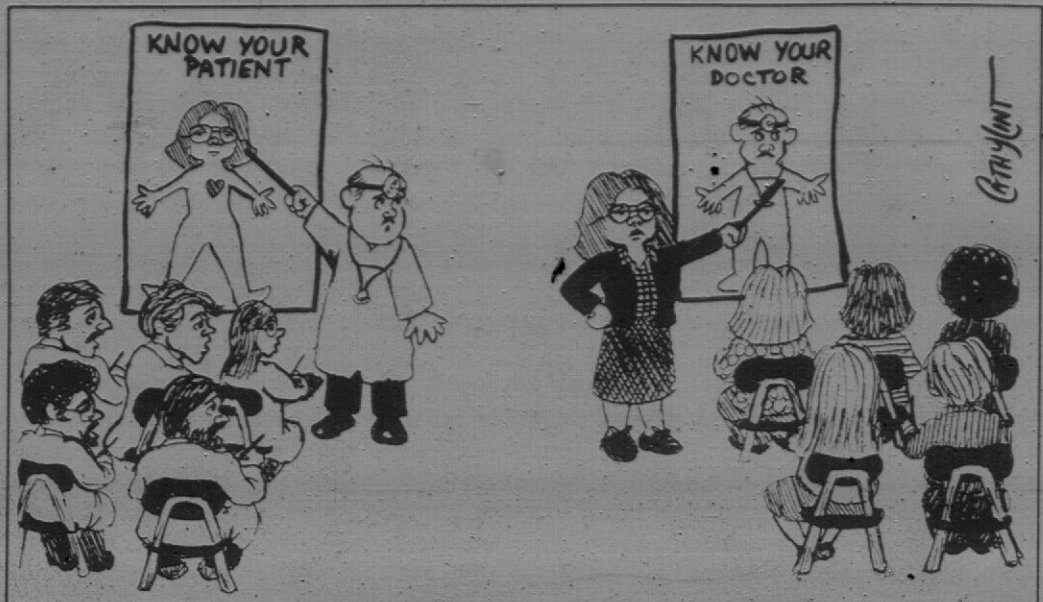
The upcoming concert will consist of both short works for the entire orchestra and small ensembles featuring sections of the orchestra such as the woodwinds and percussion that normally play lesser roles in concerts.

The program will feature the different sections of the orchestra in short works by Liadov, Glazounov, Barber, and Richard Strauss.

Soprano Leslie Stone, a Senior, will perform a short cantata by Haydn accompanied by a string quartet from Short's chamber music classes.

Other works to be played are Six Contredanses of Beethoven, Overture and Allegro by Couperin-Milhaud, March Militaire Francaise by Saint-Saens, and Finlandia by Sibelius.

Tickets may be purchased at the Phi Beta Kappa box office preceding the concert, at \$1.25 for adults, and \$.75 for students.



Another anger-inducing chapter is "The Pushers" by Amanda Spake. This essay begins with the tragic example of diethylstilbestrol (DES), which between 1945 and 1965 was widely prescribed to women to prevent miscarriages. DES has been attributed to cancer of the uterus in women born of mothers who took the drug.

Various practices of the drug industry are castigated for causing unnecessary risks. The capitalist system which forces industries to push drugs on the market before adequately testing them also motivates drug companies to wine and dine doctor-customers, give away free samples, and publish misleading medical journal advertising. Most of the information doctors receive about drugs comes from the companies that produce the drugs—not exactly an objective source.

The final section of the book discusses women's attempts to improve the health-care system.

An intriguing chapter is "Vaginal Politics." Ellen Frankfort describes self-help clinics which have evolved to demystify doctors' abilities, as well as to save women time, money, and health by instructing them in self-examination.

"At our self-help clinic, we believe very much in sticking to our own experiences," explains one of the leaders. "For instance, doctors have been telling women they have tipped or retroverted uteri. They're at the wrong angle, they say. Well, now that we've been examining each other, we see that the "normal uterus is the least common."

Although Frankfort views the self-help clinics as a positive phenomenon of the women's health movement, she criticizes them for confronting only part of the problem. Frankfort persuasively claims that the necessity for institutional change is being ignored by these

self-help clinics, which center their enthusiasm on the period extraction devices and self-examinations.

Each of the subjects is different in tone as well as subject. For example, "Sexual Surgery in Late Nineteenth Century America" reads like a dry doctoral thesis (though it is definitely worth plowing through for its thorough background material) whereas "What Doctors Won't Tell You About Menopause" is stridently and bitterly feminist.

Seizing Our Bodies sounds a necessary call. As Dreifus states, the book is intended as only one part of a greater revolution in American health-care system. The book's noblest weapon is to alert every woman, and for that matter every man, of the need to be conscious and knowledgeable of their bodies and what is being done to them, and to be assertive in their needs and rights.

Artist Jules Kirschenbaum Mixes Thought, Art in His Paintings

by Tom Shannon
Flat Hat Staff Writer

Regression is the best work to describe the artistic development of Jules Kirschenbaum, as he related it in a slide and lecture presentation January 31 in Andrews Hall. Head of the painting department at Drake University, Kirschenbaum's lecture was delivered in conjunction with an exhibit of his work in Andrews Gallery.

Attracted early in his career to paintings of the early Renaissance period, especially those of Paolo Ucello, Kirschenbaum spent several years attempting to work in the Renaissance style. He even went so far as to use the materials and techniques of the period; forsaking oil for tempura and mixing his own gesso.

What is peculiar about Kirschenbaum's pre-occupation with early Renaissance painting is that at the time everyone else was painting abstract and expressionistic works. By deliberately allying himself with Renaissance painting Kirschenbaum placed himself outside of the current vogue of painting.

Needless to say, this created numerous pressures that soon took their toll. Apparently afraid that his Renaissance style was an affectation, Kirschenbaum

began to take a more modernistic approach to painting.

He began loosening up his patches of color, and even dribbling paint on his canvases, something he said, "In earlier years I would have killed before doing."

However, Kirschenbaum quickly exhausted what modern art could offer him and found himself back in the Renaissance style he had started with. His return to Renaissance style was not empty-handed though; he brought with him the knowledge of color and form he had gained in his more than six years of experimentation.

Kirschenbaum had traveled a torturous circuit in an attempt to escape affectation, and returned to the style of his first paintings. But that style had thus become his own, and not a posture.

Kirschenbaum's paintings produce many difficulties. His return to the Renaissance style did not revive his early concern with figure painting. Human bodies appear sparsely in his later works, and when they do appear they are not central to the work.

Kirschenbaum, who reads constantly, found himself trying to visualize the ideas that he encountered in his readings. Whether or not this is the proper role is a question that can be legitimately asked of Kir-

is sufficient to say that it poses huge problems for the artist.

Kirschenbaum found himself constantly working and reworking paintings because he "did not know what to do." As a consequence, there is little logic to Kirschenbaum's paintings. Kirschenbaum was forced to hunt for symbols that would crystallize the ideas being expressed.

Because symbolic association is greatly determined by experience, symbolic painting is often rendered meaningless to all but the artist and a few close intimates.

In an effort to overcome the spectre of meaninglessness, Kirschenbaum took to writing short quotations on his works that he felt best captured what his painting were trying to convey.

At first he worried about the impression this would make on his viewers, but as he told the audience at Monday night's lecture, "I gave up worrying about looking stupid. It's my opinion that when one tries to paint too 'intelligently' one ends up painting just like everyone else."

One may not agree with Kirschenbaum's peculiar mixture of thought and art, but one cannot help but admire the man for his honesty, and honest artist's can be hard to find.

Wrestlers Capture Five State Titles

by Brice Anderson
 Flat Hat Sports Editor
 and what head coach Ed Steers described as a "super all-around team effort," the William and Mary wrestling team captured five of ten individual weight classes in Saturday's Virginia Collegiate Wrestling Championships at Old Dominion University in Norfolk.

The University of Virginia led the Tribe with two individual winners, followed with one from the University of North Carolina, Virginia Tech, and Wake Forest Baptist College. Among the place winners (a fourth showing or better), the Tribe led with fourteen, followed by UVa's eight and West Virginia's seven.

Tom Dursee (118 lbs.), Bill Pincus (134 lbs.), Donald Moore (158 lbs.), Malcolm Hunter (177 lbs.) and Craig Cook (190 lbs.) claimed championship titles for William and Mary. In addition, Tom Braun (134 lbs.) and Greg Fronczak (167 lbs.) took second place honors in the 134 lb. and 167 lb. divisions.

Ray Broughman (118 lbs.), Bruce Davidson (126 lbs.), Lorenzo (150 lbs.), Pat Gibson (158 lbs.), and Tom (177 lbs.) finished third for

the Indians, while Gary Drewry (158 lbs.) and John Cerminara (HWT) finished fourth.

Dursee's victory at 118 lbs. came over Virginia's Gary Friedman by an 8-2 score. Dursee beat Friedman 4-0 in last year's tournament finale after losing seven straight matches to him, a string that dated back to Dursee's scholastic days at

the Indians, while Gary Drewry (158 lbs.) and John Cerminara (HWT) finished fourth. Dursee's victory at 118 lbs. came over Virginia's Gary Friedman by an 8-2 score. Dursee beat Friedman 4-0 in last year's tournament finale after losing seven straight matches to him, a string that dated back to Dursee's scholastic days at

competitive weight class in the whole tournament," noted Steers. "Our two guys wrestled extremely well and both deserved an equal shot at the trophy, but we didn't want to risk any further injury to Braun."

In winning the 142 lb. crown, Moore was named the tournament's Outstanding Wrestler,

week when he was wrestling pretty bad to a peak for this tournament."

Hunter bested VPI's Bob Reisch 7-3 in winning the 177 lb. title, highlighting an outstanding comeback after a year's layoff.

"It's really great to see Hunter win the big one," beamed Steers. "The layoff made him a little rusty, but he's

Steers. "He was pretty impressive in defending his title."

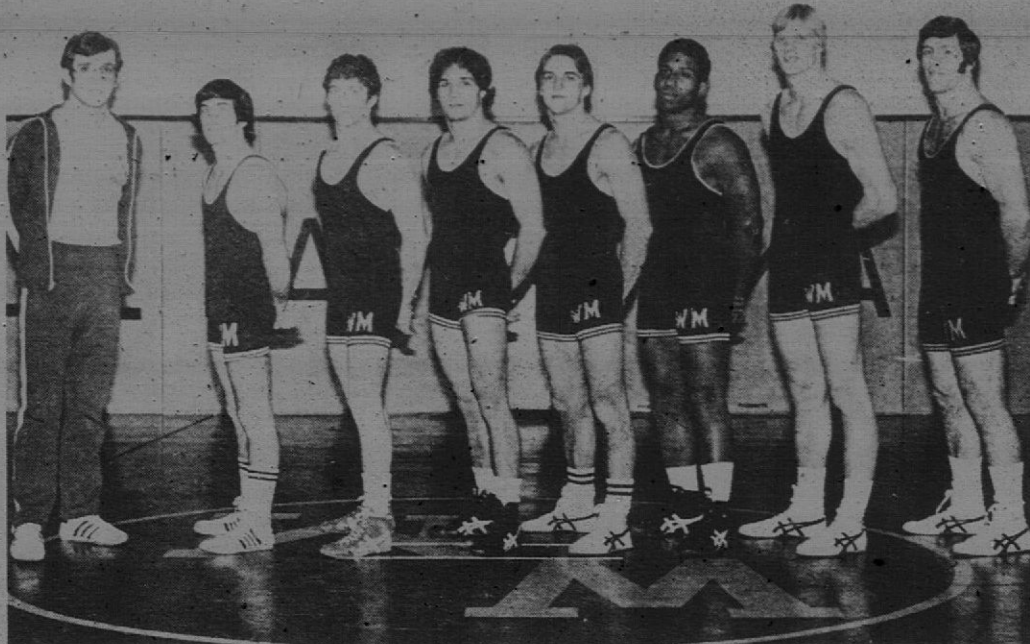
Steers also made note of the outstanding performances received from non-starters who managed to place, particularly Broughman and Dick.

"Broughman was probably our most impressive non-starter," said Steers. "He beat one of the top kids in the Eastern region in the quarter-finals."

"Dick has worked hard for three years, and he finally put it together for us."

William and Mary will resume its dual meet schedule tomorrow afternoon in Princeton, New Jersey in a quadrangular with West Virginia, Lycoming, and Princeton. The Tribe is 6-1 thus far in head-to-head competition.

The Indians' next home match will be Tuesday night at 7:30 p.m. in William and Mary Hall against Virginia Commonwealth University.



Coach Ed Steers and his champs: Tom Dursee, Bill Pincus, Tom Braun, Donald Moore, Malcolm Hunter, Greg Fronczak, and Craig Cook.

Oakton High School in Fairfax. Since then, Dursee has taken Friedman in three of four decisions.

Pincus' win in the 134 lb. division came as a result of a coin toss with teammate Braun after Braun had been injured in his semi-final victory over Old Dominion's Buddy Lee 16-4.

"This was probably the most

an honor that went last year to William and Mary's Jim Hicks, since graduated. Moore defeated Richmond's Justin Green 14-2 in the finals to claim his second consecutive state title.

"Moore had just three points scored on him in four matches last Saturday," said Steers. "He went from a down period last

really got his head screwed on straight now."

Cook ran his season record to 16-0 in winning his second consecutive title at 190 lbs. He shut out UVa's Mark Serruto 5-0 in the final bout.

"Cook was sick the entire week before Saturday, yet he still went the whole tournament uncured upon," declared

This Week

Basketball (men's) at William and Mary Hall: Tomorrow - George Mason (8 p.m.)

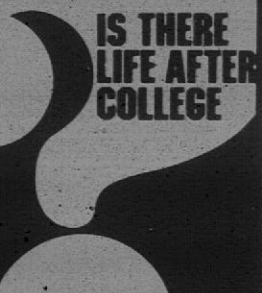
Basketball (women's) at Adair Gym: Tuesday - Westhampton (7 p.m.)

Fencing (men's) at Adair Gym: Tomorrow - George Mason, North Carolina, and Temple (1 p.m.); Sunday - VMI (1 p.m.)

Fencing (women's) at Adair Gym: Tomorrow - North Carolina (1 p.m.)

Rifle at Cary Field Rifle Range: Tomorrow - Hampton Institute, Norfolk State, and Richmond (2 p.m.)

Swimming (men's) at Adair Gym: Today - Furman (7:30 p.m.); Tomorrow - Appalachian State (2 p.m.)



Swimmers Drop Two

by Peter Bortner
 Flat Hat Sports Editor

Last weekend was a lost weekend for the William and Mary men's swimming team as it suffered its first two losses of the season, 62-51 to Virginia Commonwealth in Richmond a week ago, and 70-43 to Washington and Lee in Lexington last Saturday.

The Tribe, which is now 6-2 going into tonight's meet at 7:30 against Furman, gave contrasting performances. Against VCU, several swimmers had their best times, and the Rams did not clinch the win until the final event. Against the Generals, the Tribe was simply outclassed by a national Division III power.

The Tribe started the day against VCU with a victory in the 400 medley relay. The Rams were to win most of the events on the day, but William and Mary took second and third places in most cases, to stay close.

The three other Tribe victories - Rich Zeleznikar in the 50 free with a lifetime best of :22.5, Jack Phillips in the 200 back, and Tom Holmberg in the 200 free - were catalysts in keeping the team close. Holmberg's win even gave the Tribe its last lead at 50-47.

Mark Jones of VCU, however, then won the one-meter optimal

dive, his second win of the day (the other was in the required dive) to give the Rams a 55-51 lead. When the Rams' 400 free relay team of Bill Stamper, Dick Hohl, John Kutz, and Dave Farrissee beat the Tribe, the meet was decided in favor of Virginia Commonwealth.

Kutz won the 200 and 500 free events to join Jones and Matt Glasgow (1000 free and 200 butterfly) as a two-time winner. Hohl was VCU's other champ, in the 100 free.

The next day was another story. The Generals have four All-Americans: butterflyer Keith Romich, and freestylers Chip Hoke, Bob Kent (who just transferred from Claremont College), and four-time national champion John Hudson.

Only Holmberg and Phillips were able to win in Lexington, and only Phillips had a better time against the Generals. Washington and Lee dominated the meet; the Tribe, as it was against Virginia Commonwealth, was hurt by the absence of diver Scott Gauthier.

Gauthier will not compete tonight against Furman or tomorrow again Appalachian State. The meets should be interesting; each will be in Adair Gymnasium.

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No Rest for Fencers After Virginia Cup Victory

by Steve Seale
Flat Hat Staff Writer

Coming off their successful defense of the Virginia Cup and a dual meet victory over the University of Virginia, both within the past week, the William and Mary varsity fencers would seem tempted to rest upon these laurels and look ahead to the Middle Atlantic Intercollegiate Championships later this month. A demanding schedule grants no such opportunity, however, as the Indians now face the grueling prospect of four matches in the next two days.

In a weekend home stand at Adair Gym, the Tribe will tangle with George Mason, Temple, and North Carolina on Saturday beginning at 11:00 a.m. and then face Virginia Military Institute at 1:00 p.m. Sunday.

North Carolina, which has dominated the Atlantic Coast

Conference in recent years, is undoubtedly the toughest competition of the four, and "probably too tough" for the Tribe to capture a win, according to coach Peter Conomikes. Conomikes views the Temple confrontation as "completely up for grabs." The Owls are a perennial contender in the Mid-Atlantic Championship, and defeated the Indians by a wide margin last season.

Both George Mason and VMI fell to the Indians in the state championship and would appear to represent the best opportunities for the fencers to improve on their 4-2 dual meet mark.

As had been expected, William and Mary handily captured the Virginia Cup for the second consecutive season last Saturday at George Mason in Fairfax. After establishing only

a narrow lead in the preliminary rounds, the Tribe surged to a comfortable lead thereafter, wrapping up the contest with 62 wins, far ahead of the 43 victories of Virginia Polytechnic Institute.

At one point, two-thirds of the way through the preliminary round, the favored Indians and surprisingly strong VPI trailed Virginia by one win. However, by the completion of that round, the Tribe led with 30 wins versus 26 for VPI and 24 for UVa.

"We didn't start to perform up to our capabilities until late in the prelims, and if that slump had continued any longer, we would have been embarrassed," reflected Conomikes. "But that close margin put a scare into everybody, and we actually benefited from that in the later rounds."

From that point on, it was all William and Mary. In the finals,

which were to determine the individual championship titles, the Indians swept all three first place honors, took two out of three second place silver medals, one third, a fifth, and a sixth place.

The Tribe's powerful epee trio of John Reilly, John Snyder, and captain Hamner Hill wound up in an unusual three-way tie for first place after a hectic final round. In the three-way fence-off between them to determine the winner, they again finished tied, each with one win and one loss against their teammates. The tie was then resolved by a count of their touches scored, with the result that Snyder garnered the gold medal, Reilly took second, and Hill placed third. Snyder completed competition with thirteen wins against two losses.

Rick Ferree was undefeated in the sabre finals to win the individual championship. He needed to overcome a strained knee in the final round, but nevertheless finished with a 13-2 mark. Jay Kuemmerle, who has been competing only the last few weeks after recovering from an operation, captured second place.

Dave Murray finished on top in his final bout to take the individual foil championship; he had twelve wins and two losses on the day. Bud Warren and K.C.

Hart also advanced to the final round and took fifth and sixth place honors, respectively.

In final team results behind William and Mary and VPI, UVa was third with 42 wins. George Mason placed fourth with 32 victories. VMI ended with 26, and James Madison had five wins.

Tuesday night, a men's squad heavily laden with substitutes traveled to Virginia and knocked off the Cavaliers 15-12 in a meet which was decided early enough to allow the Indians to make great use of alternates and substitutes.

Meanwhile, the women's varsity profited from the week with three victories to boost its record to 4-3. Conomikes feels these performances may foreshadow the best showing in years for the Indians at the Women's State Championships near the end of February.

On Saturday, the Indians defeated Longwood 9-7, with Maureen Durin leading the way with a perfect 4-0 performance. Captain Hillary Hamilton and Elizabeth Miller added two wins apiece, and Cynthia Fields, in her first varsity encounter, won one bout and lost one. At Longwood, Lynchburg College declined to meet the Tribe in a scheduled varsity match, forfeiting 16-0.

Indian Trackmen to Seek Redemption Sunday Afternoon in Princeton Relays

by Woody Hawthorne
Flat Hat Staff Writer

In an attempt to redeem itself after a poor performance against James Madison and Virginia Military Institute last Saturday, the William and Mary indoor track team will compete with 55 other colleges along the East Coast in the Princeton Relays at Princeton, New Jersey, Sunday afternoon.

Entered in the meet for the Tribe are high jumpers John Schilling and Mark Anderson, shot putters Drexell George and Rich Stuart, the mile and two mile relay teams, and the classified distance and sprint medleys.

"We're hoping to get back on our feet after the beating we took against VMI last week. We're going to have most everybody back and some great competition, so we're hoping to see some good efforts," noted head coach Roy Chernock.

Though the double defeat (86.5-34 to VMI; 41.5-34 to Madison) proved a disap-

pointment to Chernock, the Indian relay team's sixth-place performance in the Millrose Games set even heavier with the Tribe mentor.

"I didn't travel a thousand miles to come in sixth," Chernock griped, noting that the loss of Jon George to the flu significantly hurt the team.

The coach's claim that Madison Square Garden in New York has one of the slower tracks in the East was proven by the ten second difference between each team's best time and their time run last Friday. Villanova claimed the event with a time of 7:35.4, while William and Mary's sixth place time of 7:44.0 (nearly eleven seconds off its best) was composed of Kevin Cropp's 1:57.6, Mike Hagon's 1:58.9, Rich Rothschild's 1:53.8, and John Hopke's 1:53.8.

Realizing that a speedy return that night to Lexington just "wasn't worth it," Chernock chose to leave New York Saturday afternoon and let


assistant coach Dave Watson skipper the Tribe against VMI.

"There were a couple of events where, because of injury or travel, people were not competing in their regular events, and the ones who did compete just were not psyched to do much of anything," Chernock said grimly.

Drexell George and Stuart threw six feet under respective averages, though claiming 1-2 in the shot put, and Jim Shields ran 30 seconds slower than his average this season in being beaten by Rex Wiggins in the two mile. Besides George's third in the 35 lb. weight throw, the only other scorers for the Tribe in the field events were Schilling (first) and Anderson (fourth) in the high jump.

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A Conversation With...

Wilson Washington: Finding His Niche in the NBA

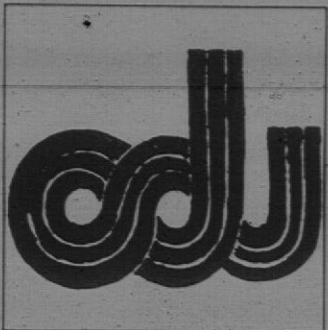
by Peter Bortner
Flat Hat Sports Editor

The road from Norfolk, Virginia to Philadelphia, Pennsylvania is neither tremendously long nor extremely spectacular. It passes through lots of little towns on the Delmarva Peninsula, as well as the big cities (such as they are) in Delaware. It is not a road that would strike most people as noteworthy.

For Wilson Washington, however, the road (United States Route 13, for those of you interested in such trivia) is one that will never be forgotten. It was the one that he traveled this season on his journey from Old Dominion University to the Philadelphia 76ers of the National Basketball Association — a journey that, while only about 300 miles in length, was one between two very different environments.

At Old Dominion, Washington was the center of attention

literally as well as figuratively. As a 6'9" pivotman, he led the Monarchs in scoring and rebounding and was the key player on the 25-4 team that went to the National Invitational Tournament after only one season as a Division I school.



Washington remembers with pleasure his days as a Monarch.

When I left high school, there weren't a super amount of people after me; a few good schools were interested.

When I came home (from the

University of Maryland, where he spent one season after high school) there was no doubt in my mind where I was going," the Norfolk native noted.

"A lot of them (the hometown folks) had never seen me play," stated Washington. "They really didn't know what I could do and I think all they were going on were hopes and expectations. They expected a lot from me."

"As odd as it might seem, the biggest moment in my life was that first night I played (for ODU). Right from that game, they seriously indicated that they wanted me there."

"I'd do it again. I'm not boasting or bragging, but how can I complain about the results?"

With the Sixers, his role is quite different. After being drafted in the second round (the 25th player to be chosen), he is the only rookie on the team. He is far from a star — in fact, he is the eleventh man on an eleven-man team. All he would have to do to start is beat out Julius Erving or George McGinnis, a task only slightly easier than chopping down an oak tree with a razor blade.

Washington, however, is not discouraged. His role is not a surprise to him, and he accepts it.

"I think that knowing what you're getting into tends to help out a lot. You don't have any false expectations, so you won't be trying to realize a goal that's not there."

"All I want to do is come here and show a good attitude. They know I can play; that's why I'm here. I keep my attitude and let the man (76er coach Billy

Cunningham) know he can depend on me.

The 76ers, with the highest per capita payroll in the free world — not the sports world, the entire world — and loads of stars have attracted great attention. Washington sees this as good.



"I feel like if something happened and I got released, that simply because I was here this long, another team would be willing to get me, and I might go to a place where the situation was better."

"This is the most looked-after, spot-checked, and ridiculed team in the history of basketball. But, it's not bad. Yes, I want to be playing, but like I say, the fact is that everyone here, including coach Cunningham, does a super job of making me feel like I belong."

While watching Washington, I got the feeling that he values this sense of belonging more than anything else. He does, and he makes this quite clear.

"You can be the best at what you do, and be anywhere you want to be, but if you don't have that feeling of belonging, it's no use at all."

He belongs despite the adjustments he has had to make and despite the differences

rough inside game, I think is what I've been doing (in the pros). I get in some foul trouble for doing it now and then, but what's happening here is what's happened all along.

"There's almost no change to me, except at first you're a little skeptical about what you can do and what you can't. Then as you figure it out, you adjust."

The 76ers are, to say the least, a controversial team. To Washington, the faults of the team, which sports the second-best record in the NBA, have been exaggerated and the good points understated.

"I know everybody that's here as warm people, personal people. I don't think anybody is walking around with their shoulders too high. Nobody tries to be a prima donna here. Everybody's the same. Everybody respects each other."

"I'm not the type to feel in awe of my surroundings... It can stagger you just to think about it. But they do a super job of making me feel like one of the boys. When I get out there, I'm able to give all I can give simply because of what I seem to them and what they expect."

Erving and McGinnis, "Dr. J" and "Big Mac," are particular centers of attention. Washington also centers some of his praise on them.

"There are people up here who have legendary names in basketball. There are also people, believe it or not, whose basketball names have never reached the peak of their characters. They are out-

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"You don't have any false expectations, so you won't be trying to realize a goal that's not there."

between college and professional basketball — differences which he tends to, surprisingly, not emphasize.

"The biggest change? Now I'm playing forward. I think it's something I wanted to play all along. I think basically I'm a natural forward. I realize when I'm playing that I'm a step quicker than most people my size and that helps me a lot."

"I'm learning. All this time I'm sitting on the bench, I'm not sitting on the bench moping about not playing. I sit back and think, 'How many cats would like to be sitting in the spot I'm sitting?'"

"All the things that I was doing in college, as far as the

standing people, personal people. I'm talking about the guys right here."

Washington can see some of the changes he has made, and some that he will have to make.

"A lot of people used to say I was cocky and talked too much, but I think up here, with my attitude being the same and me not playing, I'm seeing for myself that I'm just really, really competitive."

"There are things I have to learn, plays and motions. You have to learn rhythm. It's rhythm out there, and once you get on the floor, if you don't fit into that rhythm, you're going to stick out like a sore thumb. So I think that's the main thing: just to fit in with the rhythm."

Washington has come a long way in a short time. If he can learn the rhythm, he will go a lot further.

Note: As this article went to press, Washington was traded to the New Jersey Nets. He will get a chance to play a lot more than he did with the 76ers: the Nets are in last place and have the worst record in the NBA.

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Jack Arbogast

by Arthur Halpert
Flat Hat Staff Writer
William and Mary's ECAC playoff hopes which were so high a few weeks ago, when the team was 9-1, dwindled to just a flicker last week. The Indians lost a couple of heartbreakers to state rivals, first losing to Old Dominion 64-63, and then dropping a crucial home decision to Virginia Commonwealth 73-62.

VCU and William and Mary came into their meeting battling for the second and last playoff berth (Georgetown will most likely be seeded first) in the Southern Division of the ECAC. The Rams, 15-2, play a weaker schedule than the Tribe, and so they had to win. The Tribesmen had a worse record than the Rams at 12-5, and so it was a must win for them also. Both teams could not win, so the Indians got the short end for the fifth time in their last eight games.

Once again, as has so often been the case this season, the deciding margin came from the foul line. VCU, with a team mark of 65.5 percent, shot an

incredible 23 of 24 from the stripe while William and Mary hit on eight of twelve.

The first half was well played by both squads with few turnovers. Action was tentative early in the game because of the importance of the contest, and the slow style of play was to the Indians' advantage against the run-and-gun Rams. Danny Kottak hit from the outside for VCU, while Jack Arbogast was red hot for the Indians.

VCU trailed by as many as nine points at 19-10 before fighting back. The half ended 31-28 in favor of the Tribesmen which could have been a bigger margin, primarily because of their excellent board work against the taller Rams. They permitted VCU only a few second shots at the basket by keeping good inside position and boxing out 6'10" Penny Elliot and 6'9" Ren Watson, who is one of the East Coast's top rebounders. He did, however, finish with a game-high fifteen caroms.

The second half was a typical William and Mary scorcher. Each team took a turn at threatening to break the game open. First, VCU made up their halftime deficit to lead 40-37, but the Tribe streaked back to hold an edge at 48-43. The Rams, however, fought back to tie at 49 with 8:23 to play. They continued their run of points until they had outscored the Indians 10-1, and until they led 53-49. The Tribe was to lose ground quickly in the coming minutes, being outscored 30-14 over the last ten minutes.

It was Kottak, Watson, and Gerald Henderson the rest of the way. They were given the opportunity at four one-and-ones in the closing moments, and con-

verted them into the maximum of eight points. Watson finished with game honors of 23 points, dropping in nine out of ten from the charity stripe. He is normally a 48 percent foul shooter. Henderson tallied eighteen points, twelve in the second half. These three men scored all but ten VCU points for the night.

Kottak put the Rams up 61-54 with both ends of a one-and-one before John Lowenhaupt's two baskets, which gave him twenty points for the game, gave the Indians their last glance at victory with four minutes left.

VCU was not going to let the game turn into a last second affair though, and were increasing their margin of victory when the final buzzer sounded. The 73-62 verdict in favor of the Rams puts them in excellent position for post-season action, while just about assuring the Indians of a restful spring break.

Arch-rivals William and Mary and Old Dominion met in Norfolk for their annual down-to-the-wire contest. The Indians entered the game ranked fourteenth in the nation on defense, allowing 63.5 points per game. They gave up 64, and it was the 64th one which sent the team plummeting to its fifth defeat in seventeen games.

Ron Valentine, fresh off a fifteen day suspension for missing practice, tallied the go-ahead points for ODU in the waning moments, and some clutch foul shooting by Tom Conrad and Reese Neyland kept the Monarchs in front for the win.

Old Dominion was cold, starting the second half, and failed to score for over three minutes until Valentine was able to drop in a layup. This was to be the only basket for the Monarchs for an amazingly long eight minutes of play at the start of the second half. Unfortunately for the Indians, they blew their chance to grab control by garnering only nine points in the same span.

With the score tied at 49, Arbogast found his form and hit three straight hoops to give the Tribe a 57-54 lead with exactly three minutes remaining. William and Mary jumped into the four corner offense which has helped them cement in a win this season, but it was not friendly on this day.

Lowenhaupt missed a tough layup, and after a scramble, Valentine was awarded a one-and-one, which he made to pull ODU within one at 57-56. The Indians then turned the ball over, and Valentine again scored to give the Monarchs a lead they would not relinquish with 1:20 left.

Skip Parnell's bucket, which would have taken the lead back for William and Mary, was disallowed on a controversial traveling call. Television replays were unable to pick up the violation. Conrad then hit a layup with 46, and it was 60-57.

Enoch tipped in a shot, but Conrad coolly swished two foul shots to restore the three point margin at 62-59, with only nineteen seconds left in the contest.

Flu Bug Plagues Gymnasts

by Linda Ciavarelli
Flat Hat Staff Writer

This past weekend the William and Mary men's gymnastic team fell victim to both the University of Georgia (second in the South two years ago), and Houston Baptist (top ranked team of the Western Independents), by scores of 185-50 to 177-60 and 192-20 to 178-90. Despite these losses, the Tribe rallied phenomenally and managed to pull out a win against Georgia Tech by the narrow margin of 178-90 to 177-80.

The Tribe snatched the meet from the Yellow Jackets in vaulting, the final event. William and Mary entered this final competition trailing by six points, but outstanding performances by the entire vaulting squad, including Tom Sirena (with a record-tying 9.45), Gary Bruening (8.95), Mason Tokarz (8.90) and Scott Gauthier (8.75) turned things around, thus establishing a new team record for vaulting (36.05) as well as taking the meet by one point.

Three of the Tribe's top all-arounders, Tokarz, Mark Finley, and Bruening, were still not feeling their best this weekend as a result of the flu and "just couldn't quite put it together physically," noted coach Cliff Gauthier. In addition, Finley sprained his ankle during his floor exercise routine against Georgia Tech. He displayed a lot of courage by finishing out the routine, and ended with a score of 8.00, an excellent score considering the strain under which most of the routine was performed. Unfortunately, he was unable to compete for the rest of the weekend, a factor which hurt the team competitively.

Despite the effects of illness which showed throughout the team, several notable routines were executed during these meets. Sirena, who Gauthier feels "is quickly establishing himself as a national caliber

gymnast," performed an outstanding routine in free exercise against Georgia Tech, setting a new record of 9.15. He also did a piked Tsukahara vault (cartwheel on — backflip off) which, as previously mentioned, earned him a score of 9.45.

Scott Gauthier, hitting his all-time highs in both free exercise (8.55) and vaulting (8.75) against Georgia Tech, also scored highly in the parallel bars. Co-captain Butch Thomas did well in his specialty, the rings, in both meets.

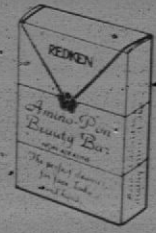
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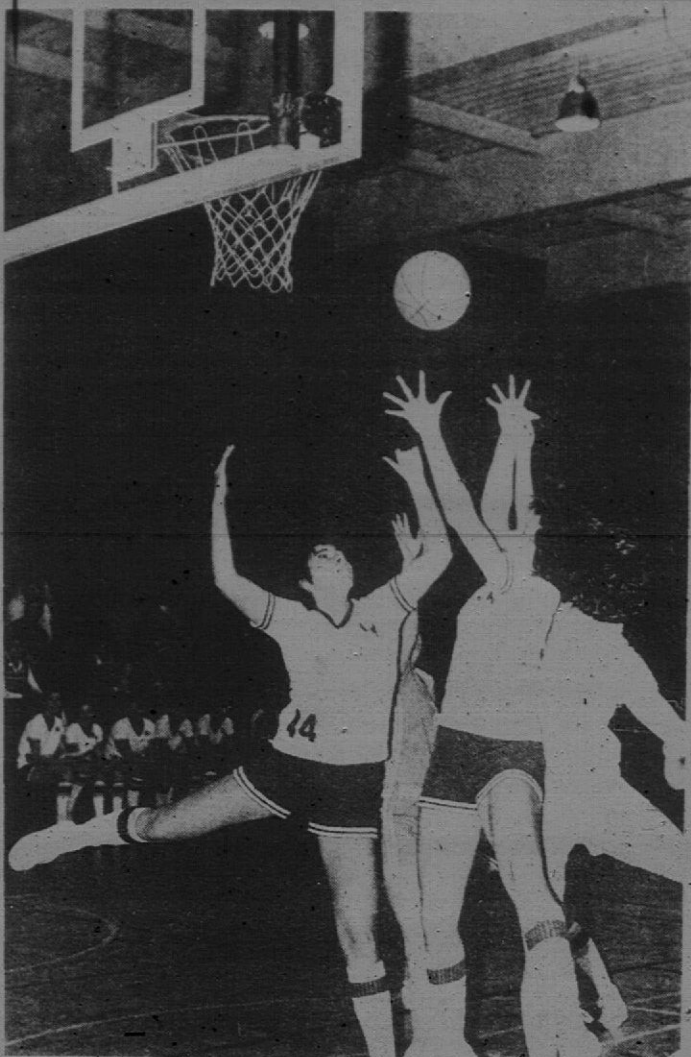


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Lisa McDaniel's (44), Janet McGee battle under boards.

Women Cagers Streak to 9-1

by Frank Fitzgerald
Flat Hat Staff Writer.

William and Mary's women's basketball team raised its season record to 9-1 this past week, and in the process established itself as bona fide contenders to capture the state small-college championship.

The week began with a 90-53 rout of Eastern Mennonite College last Friday. Tuesday evening the Indians turned the trick on Mary Washington by a 67-43 count.

But the attractive centerpiece of the action was Saturday afternoon's encounter with Bridgewater before a large crowd at Adair Gym. The match-up was inviting: defending small-college champion Bridgewater, 8-2 on the season and 3-0 in the conference, against an aggressive, young William and Mary squad which had just one loss in eight starts.

The result was a thrilling 60-59 victory for the upstart Indians, giving the Tribe a 3-0 Piedmont Conference slate and a half-game lead over the Eagles. And the win was every bit as difficult as the close score would indicate.

William and Mary built a 24-17 lead over the first twelve minutes of the opening half. The Indians then hit a scoring slump, however, and with two minutes

to play, the Eagles had taken a 25-24 lead.

The Tribe put on a flurry in the last seconds and took a 29-25 lead into the locker room on the strength of baskets by Lynn Norenberg and Claire LeBlanc and a Nancy Scott free throw. The Eagles saw William and Mary slowly pull away at the second half progressed. With 7:53 to play, the Indians had fashioned a 51-37 lead.

Bridgewater's experience—and the Indians' lack thereof—began to tell. The Eagles, who lost only one player from last season's championship squad, kept their poise, continued to attack the Tribe, and with 1:45 to play had tied the score at 57 all.

William and Mary's Janet McGee was then fouled. She converted the first half of a bonus situation, but her second toss was no good. Sandy Chambers dropped through the rebound to give the Indians a 60-57 bulge.

Bridgewater came right down the court with Cathie Stivers' bucket closing the gap to 60-59. William and Mary forced a shot and, with :36 on the clock, the Eagles had a final opportunity.

Bridgewater coach Laura Mapp, disdaining a time out, motioned her team to immediately take the ball to the basket in hopes of scoring and thus putting the pressure on the hosts. Her team could not find an opening in the Indians' defense, however.

Gail Southard finally launched a jump shot, which bounced long off the hoop. Stivers clutched the rebound in the corner, drove to the basket, and fired an off-balance jumper.

The shot, bounced off, however, and Tammy Holder

snared the rebound with .04 showing to assure the victory. As the jubilant Indians hugged one another after the horn, Stivers sat head down, crying on the bench.

Tammy Holder's sixteen points, excellent floor play, and defense led the Indians' attack. Norenberg added fourteen and Chambers eight. Bridgewater's Southard led all scorers with eighteen points.

McGee and Chambers grabbed eleven and eight rebounds respectively, while Norenberg dished out nine assists.

Friday night's game with EMC was never close as the Indians built a 16-4 lead en route to notching the 90-53 victory.

Norenberg scored 23 points to lead the Indians. Holder poured through sixteen, all in the first half. McGee was the leading rebounder with nine, and Holder harried EMC for eight steals.

For Mary Washington, the highlight of the game on Tuesday night was the opening center jump. Three seconds later Norenberg scored on a breakaway lay-up. Six minutes later it was 17-0 and the Tribe was on its way to a victory that was much easier than even the 67-43 margin would imply.

The Tribe is currently in western Virginia for a two-day road trip. Tonight the Indians face Radford College. Tomorrow afternoon, they visit Blacksburg to face Virginia Tech, a team William and Mary defeated 80-65 earlier this season.

Tuesday evening, the Indians will host Westhampton College in a 7:00 p.m. contest at Adair.

William & Mary Swimmers Defeat J. Madison 71-60

by Jeff Lucas
Flat Hat Staff Writer

Last weekend, the William and Mary women's swimming team put together impressive back-to-back performances to put its overall record at 7-3 leading into the final weeks of the season preceding the state and national meets.

Friday afternoon, the Tribe took on a good James Madison team and emerged with a 71-60 victory. The team displayed some excellent individual performances as it took wins in nine of the events, and only good performances by Madison's swimmers in taking second and third places kept the meet close.

The Tribe led off the meet by setting a school record in the 200 yard medley relay with a team composed of four Freshmen who continued to put it to the Madison team for the remainder of the afternoon. The quartet of Maureen Redmond, Heather Nixon, Kris Esbensen, and Jenny Tatnall improved on their initial victory with Redmond winning the 100 free, Nixon winning the 100 back, Esbensen winning the 100 breast, and Tatnall a double victor in both the 200 and 500 free.

Also adding to the point total was diver Carolyn Morse, who came from behind in the required dives to win the competition with her optional

performances. The only other victories for the Tribe came at the hands of perennial class performer Kathe Kelley, who won both the 200 individual medley and the 200 breast, and, along with Missy Farmer moved into an unaccustomed event, the 400 individual medley, against Madison's top swimmer to pick up points.

The next day, the Tribe returned to the pool against different opponents and in different events, but obtained the same results. In a tri-meet the Indians defeated both Old Dominion and Charleston College by 82-43 and 97-34 scores respectively.

The strong performance against ODU was to be expected; however, Charleston was a mild surprise as it was a team which had beaten the Tribe in a dual meet a year ago, and had finished ahead of the Tribe swimmers in the nationals as well. The change in distances had little effect on the proficiency of the William and Mary swimmers as both Tatnall and Kelley repeated as double winners with Esbensen and Redmond picking up one win apiece.

With these three wins under its belt, William and Mary now goes on the road for a tri-meet with Mary Washington and Geroge Washington, and a dual meet against powerful Maryland.

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HIGH'S

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Major Snow Storm Snarls Campus, Forces Curtailment of Activities



The College officially closed and classes were cancelled yesterday afternoon at 1:00 p.m. because of snow for the first time in recent memory. Dean of Students Sam Sadler said that "It hasn't happened since I've been here," and noted that students and College of

ficials seemed to be quite happy with the decision. The Williamsburg area received approximately three inches of snow in a storm which began at 5:00 a.m. Thursday. By noon the snow had stopped, but Sadler said that an announcement was made at noon

that no classes would be held after 1:00 and that staff members could go home at that time. The College is "like a tomb," he said. As of yesterday afternoon there was no word about keeping the College closed beyond Thursday.

