

Middlebury College

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The Middlebury Campus

Volume LXXV, Number 6 | Middlebury College, Middlebury, Vermont | Thursday, October 30, 1980

Mondale's son seeks school support

By Marion Bartle '82
and Debby Richman '82

"I think we're going to win this election unless something unforeseen happens. We'll pull it in," claimed Ted Mondale in an interview with the *Campus*.

The incumbent U.S. Vice President's 23 year-old son visited Middlebury College last Monday in an effort to gain Vermont's electoral votes. He explained that "our pollsters show that it's very winnable...a major jump in the last three weeks." He declared that "if we can win it we're going to try."

He admitted that Vermont has traditionally been a Republican state, but indicated that there has been a "major shift" in voter sentiment. Since Vermont is now considered a "toss-up state," Mondale and other surrogates for the Carter/Mondale effort have begun to campaign heavily in the state.

According to Mondale, Rosalynn Carter visited Burlington on Monday, while Environmental Protection Agency official Barbara Blum, Massachusetts Lt. Governor Thomas O'Neill, Jr., Secretary of the Interior Cecil Andrus and ACTION Director Sam Brown have made plans to campaign in the state.

Ted Mondale said he travels to many college campuses as well as industrial regions. "I'm on the road all the time...in a vacuum" away from the political stategists.



Ted Mondale, VP Walter Mondale's son, thinks the Carter—Mondale ticket can take Vermont. Photo by Matt McGuire '83

He explained that he liked to visit any college, though, because he can campaign "without the media there. I feel more open...(I) can cuss." Nevertheless, he stated that "media is the most important part of what I'm doing."

In campaigning at a college, Mondale claimed he would cite the following strength of the current administration: able to maintain "peace for four years...the first time in 50 years."

He said that he avoids discussing local issues when he campaigns because he "does not know anything about them."

Mondale said he is part of a campaign network wherein "the country is divided up." States are targeted with administration officials, elected representatives and "kids." He fell into the latter category as the vice president's son.

When questioned about the negative campaign advertisements, he responded "we found that the negative ads are more effective...we ran positive ads through the primaries with little effect." He maintained, however, that the campaign still uses positive advertising.

The Vice President's son emphasized that although "we've been outspent...we could not match them with the ads," Democrats outnumber Republicans two to one. Reagan support has remained firm, he said, because the Republican has been preparing for 12 years.

"We're picking up the undecided," explained Mondale. He said that he wants everyone to "get out to vote. We have to continue to stress the differences between the two candidates." He said he hoped the presidential debate on Tuesday would better define the candidates' viewpoints and "stir interest that is lacking."

He has come to realize that "it's a damn big country. A campaign is one big fire drill." Mondale admitted that the long campaign makes everyone weary. His father has put in 200,000 campaign miles. He boasted "No one has traveled more than he has!"

He reported that Massachusetts Senator Ted Kennedy's campaign efforts around the country have been "particularly effective in minority areas, (since) our strength is in groups: unions, teachers, senior citizens," etc.

In terms of the entire political process, the younger Mondale would shorten "the primary system...favor a *regional* primary (with) five different regions...and one six or seven year presidential term." But he speculated, "Who knows what effect there could be?"

Finally commenting on his visit to Middlebury, the campaigner declared "Who would have thought Vermont? We could win this state!"

Work Program recommendation nears

By Stacy Littlefield '84

Steven Rockefeller, chairman of the College-wide Work Program committee, has announced plans to prepare a recommendation on the student work issue for College President Olin Robison by Christmas vacation.

The committee of administrators, faculty members and students now meets weekly to examine the possibility of a college-wide student work requirement.

This group is continuing its investigation into the types of jobs relegated to students, the time commitment required and the financial impact of the program. The program's impact on current College employees will also be considered, Rockefeller reported.

A major part of the study will include an examination of the work requirement in other colleges, such as Berea in Kentucky. Rockefeller expects that representatives from Middlebury will visit Berea in November.

Erica Wonnacott, committee member and dean of students, said that she didn't "know if we'd do it (a work program) the same way as Berea. It's a very different kind of school. It's much more conservative." She remarked, however, that "It's a very complicated issue and may not be right for a college like this. I like the idea of students working and being more involved with the whole aspect of the community."

Richard Cornwall, another committee member and associated professor of economics, supports the idea of students working because it will encourage a sense of community at Middlebury. He said he thinks that a wide variety of jobs including "students and faculty working on research would create a potential gain for both students and faculty."

Student committee members Holly Higinbotham '81 and Michael Corrigan '83, favored the program in principle. Commented Higinbotham, "I think that the idea of having everyone who belongs to a community working to maintain that community is a good idea." She said the program will "help students understand exactly what it takes to keep this place going and appreciate it more." Corrigan observed, "It's looking more difficult and the problems are getting bigger as we look into it."

Wonnacott claimed that there are "positive aspects and problems" to a student work program.

Rockefeller said that input from students and faculty is welcomed by the committee, adding that "Everyone will have ample time to discuss and air the whole idea," after the proposal is submitted in December.

Rockefeller concluded, "Until we really have something to recommend, it is very difficult to react to the idea."

Anderson triumphs on campus

The Middlebury College Political Forum sponsored a mock election last Tuesday, with the following results. Approximately 50% of the student body voted.

Anderson (I)	(429)	45%
Carter (D)	(230)	24%
Reagan (R)	(208)	22%
Hall (Communist)	(33)	3%
Commoner (Citizens)	(30)	3%
Clark (Libertarian)	(12)	1%
Other		2%

Campus examines Arabic Studies

By Anthony Flint '84

In an attempt to provide further background on the feasibility of establishing an Arabic Studies program at Middlebury, the *Campus* has examined other schools that have had varying degress of success with similar programs.

Princeton, Harvard and the University of Chicago have had continued success with their programs in Middle Eastern and Near Eastern studies. These programs, according to Political Science Professor Murray Dry, are common in that they all control their own funding, hiring, and curricular offerings. In addition, the curriculum spans the entire region, and is taught by Arab and Israeli faculty, of various religions.

But opposition to Arabic studies programs has been widespread. According to the *Washington Post* last September, Georgetown University in Washington D.C. received $2.4 million in gifts from seven Arab countries, as well as a $1 million gift from Kuwait for their Center for Contemporary Arab studies.

In the *Post*, Ira Silverman, director of special programs for the American Jewish Committee criticized the effect of Arab contributions on academic institutions. At Georgetown, he noted "a clearly marked pro-Arab, anti-Israel bias in its selection of curriculum material, its faculty appointments and speakers."

In *Commentary*, August 1979 Michael C. Hudson, the director of Contemporary Arab Studies at Georgetown, responded to the criticism, saying that the University "has not solicited, nor been offered, any grant from an Arab or American source with any strings attached to it."

University of California dropped plans for a $22 million Middle East Center because of similar criticism. When President of the Board of Trustees and Businessman J. Robert Fluor offered to raise these funds for the Center, critics viewed this promised support as an attempt to use "educational institutions as vehicles for Saudi attempts to influence attitudes and policies in this country" (*New York Times*, Aug. 28, 1979). Fluor's engineering corporation had conducted business with the Saudis.

The proposal was eventually abandoned by the University trustees, and the $1 million already accepted was returned eight months later because "it was unclear whether faculty appointments, cur-

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Forum proposes P/F option for graded winter courses

By Beth Potier '84
and Steve Siegel '84

Student Forum voted to recommend to the Educational Council that for all Winter Term courses in which the professor proposed A—F scaled grading, the student may elect a pass/fail option. Forum made this recommendation at their meeting Sunday in response to the Educational Council's recent proposal to offer grading options — letter or pass/fail — professors beginning Winter Term 1982.

Most Forum members were dissatisfied with this proposal, and the alternative recommendation resulted from open discussion. Although it was pointed out that these graded courses would attract more serious students, Forum members concurred that the Educational Council proposal would be unfair to freshmen and sophomores who, often enrolled in the least requested courses, might be forced to take an A-F graded class that they may not be academically prepared to take.

Most Forum members said they felt the Educational Council proposal that freshman writing requirement and foundations courses offered during Winter Term be graded on an A-F scale was legitimate.

One Forum member, who planned to attend law school, noted that most professional schools see a pass as a "C." Thus, pass/fail grading worked against the student. Brett Sommers '82 expressed the opinion that many professors do not give Honors grades during the Winter Term.

Forum also reviewed the College-wide Work Program committee's progress. Forum Chairman Caleb Rick '82 noted that committee progress has been slow.

The committee is currently composed of Chairperson Dean of Students Erica Wonnacott, Associate professor of Religion Steven Rockefeller, Associate professor of Economics Richard Cornwall, Holly Higinbotham '81 and Forum member Mike Corrigan '83. The Forum expressed concern over Corrigan's membership in the committee. The sophomore advocates work/study programs because his secondary school utilized such a program.

The Forum voted to elect two new Forum representatives to the committee, contigent on Wonnacott's approval of the additions. Forum Treasurer Scott Gentleman '82 saw the new representatives as "only beneficial," noting that Forum would then have a greater voice in the Committee and would be better informed.

Suitability of Winter Term courses for conventional grading defined

By Jennifer Gold '82

The Educational Council, at its Oct. 27 meeting, clarified its definition of what Winter Term courses would be suitable for grading. The adjustment was added to a proposal, passed last week, that faculty teaching Winter Term courses have the option to evaluate their students with grades, or on an honors/pass/fail basis.

The Council proposal recommends that "A to F grading might be better suited to courses serving as prerequisites for other courses, and courses continuing or duplicating courses given in the fall and spring terms."

In addition, Associate Professor of Art Glenn Andres said that the Council included a provision which will encourage students to take courses outside their majors by keeping certain types of courses on the pass/fail grading system.

The document reads, "Honors/pass/fail grading might be better suited to courses presenting especially advanced, specialized or experimental material, or which aim to attract students who would normally be reluctant to try a course outside that student's own area of competence."

The proposal stipulates that each professor who desires to use grades will be required to submit an application to the Curriculum Committee, who will then accept or reject the request. Andres said that the proposal "gives guidance to the Curriculum Committee as to what (courses are) applicable to grade or to keep pass/fail."

The legislation, if approved by the faculty, will change the current policy of evaluating all Winter Term courses on an honors/pass/fail system, but would not create a "great rush to A to F grading," Andres remarked.

Andres explained that the Council responded to a request from James Krupp, director of academic computing, that his computer programming course be graded during Winter Term since it is the duplicate of a fall course. Andres also noted that the Council wanted to give professors who teach courses that fulfill regular College requirements, namely prerequisite or freshman writing courses, the opportunity evaluate their students with grades.

Contrary to information contained in the Oct. 23 issue of the *Campus*, English Professor Sandy Martin did not submit a request to the Educational Council that freshman writing courses offered during Winter Term be graded. Assistant Professor of Mathematics John Emerson had suggested that the Council consider that these courses be graded, given that they are duplicates of fall and spring courses.

Arabic Studies examined

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riculum decisions and the focus of research would have been controlled by the university's faculty and administration or by the foundation" (*Los Angeles Times,* June 7, 1979). The Western regional director of the American Jewish Committee commented, "We're absolutely delighted in the outcome and wish to commend the faculty, adminstrators and trustees who contributed to this decision."

Bryn Mawr, Haverford and Swarthmore have abandoned a joint plan for an Arabic Studies program after trustees discovered that a Saudi Arabian arms merchant Adnan M. Khasoggi offered funding for the program. Khasoggi's Triad Holding Corporation is currently under investigation by the U.S. justice department.

Some schools remained uninvolved with an Arabic Studies program. The Massachusetts Institute of Technology (MIT) and financers from several midwestern universities have not entered into any funding agreements with Saudia Arabia because there have not been satisfactory nondiscrimination clauses included in the proposed agreements.

Princeton University, however, accepted "the largest single contribution by an Arab or other oil-producing state to an American college or university," (*New York Times,* March 4, 1980) from the University of Riyadh, in Saudi Arabia. The University was granted $5 million to enlarge the Princeton center for the life sciences. In return, Princeton will help develop Saudi Arabian capabilities in the life sciences.

Included in the agreement accompanying the contribution was a provision that students, teachers and technical experts be selected purely on the basis of merit. Although this exchange did not affect Arabic Studies offerings, this was a further indication of the influx of Saudi funds into American educational institutions.

EQ Waste paper recycling

By Judy Brusslan '82

Have you ever wondered where your *New York Times* and *Boston Globe* newspapers go after you've read them? First they are sold to the Burlington Paperstock Company(BPC) where they are sorted, and then resold to paper and insulation mills.

A primary use of paper is in building insulation. A common form, called cellulose insulation, has paper as its main component. After processing, it is blown into walls of buildings to increase energy efficiency. Lumber mills, by contrast, use paper in pressboard.

The price BPC pays for a ton of newsprint rose from $5 to $25 during the last year. This increase came about for two reasons: a prolonged strike in Canadian paper mills and growing interest in home insulation. The money received by Environmental Quality (EQ) is used for transporting the paper to Burlington.

Newspapers, magazines, normal theme paper, and computer paper can all be recycled. Special collection boxes marked RECYCLE are placed in each dorm. Sometimes this box is on another floor or at the other end of the hall, but the walk is well worth the effort.

Those interested in helping with the recycling drive at the College can place a note in Box D-30. There are collection positions available in the mailroom, Science Center, Old Chapel, Forest, Allen and Milliken halls.





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Atwood speaks on world order

By Wendy Gardner '83

J. Brian Atwood, assistant secretary of state for Congressional Relations, addressed a large crowd on the United States role in world affairs, emphasizing the current preception/reality gap as an impediment to creating world order.

Atwood discussed "negative trends" which have upset the geopolitical balance of power in the world, citing the holding of hostages in Iran, the Soviet invasion of Afghanistan, the attack of the Meccan mosque, the worker's strike in Poland and the war between Iran and Iraq as, "the most obvious manifestations of the chaos we're facing."

Atwood explained that in order to make effective decisions demanded by a world in turmoil, the perception/reality gap had to be narrowed. He observed that it is exceedingly difficult to implement policies through Congress that will resolve the crises.

Doomsday is not upon us, he assured his listeners, but he suggested that the world must meet a large magnitude of challenges and make many sacrifices in the future to avoid a tragic outcome.

He spoke of a government projected the world condition by the turn of the century. The report is based on current trends but does not take into account the possibility of war or major institutional change.

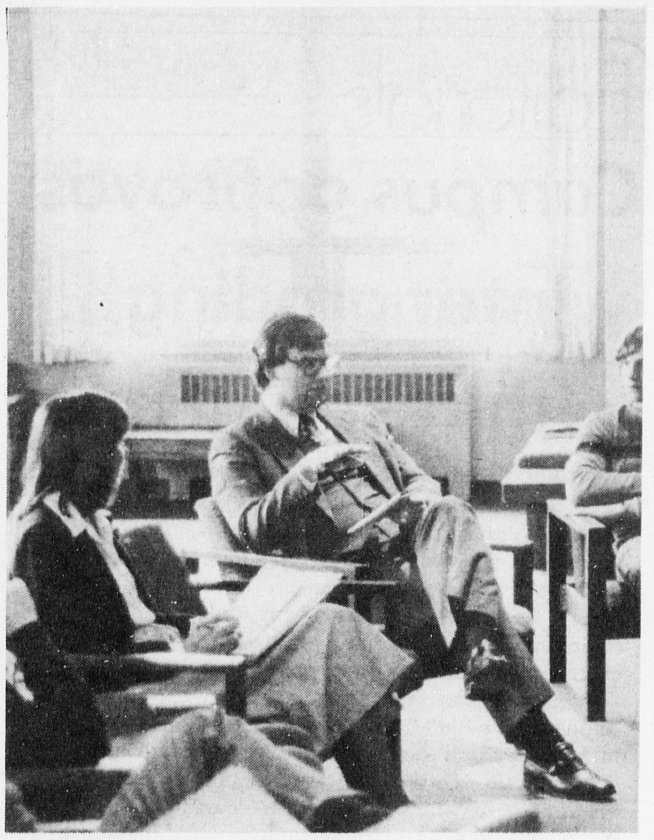
The report concluded that if present trends continue the world will face substantial increases in population, (92 percent in the Third World alone), more severe malnutrition, and a shortage of both water and resources. In 1990 the energy demand will grow by 58 percent, assuming a best case of conservation. But, he noted, supplies will be unable to meet the demand. In addition, many forests will be depleted, causing lowered water tables, erosion and insufficient amounts of wood for fuel. He asserted, "We will be more polluted and more vulnerable."

To reverse these trends Atwood said, "Our political dialogue must reflect realities. Our enemy should not be communism, but rather the condition of chaos." He further suggested that to enhance political and economic stability, we must encourage adherence to international law, mediate regional conflicts and strengthen international institutions for foreign assistance programs. "America must always stand for something besides self-interest."

Equally important is the necessity to control the proliferation of nuclear arms, and to have strategic military forces to respond to threats to our vital interests, he added.

When questioned on the U.S. position in the Persian Gulf region, Atwood stressed our neutrality. He said it was not in our interest to see Iran dismembered, due to the threat of Soviet intervention, but he does recognize the possibility of border adjustments. He reported that President Carter has announced that if the hostages are returned we will unfreeze Iranian assets, lift sanctions and work toward a resumption of normal commercial relations.

Unfortunately, Atwood could not take a definitive stand on many issues raised by the audience owing to the bi-partisanship of the State Department. Students found his presentation general and his answers to questions vague. One example was his response to a question on whether our present leadership could deal effectively with the present chaotic situation. He replied, "Our leadership is about what the people deserve."



J. Brian Atwood, assistant secretary of state for Congressional Relations discussed the United States' role in world order.

Bread Loaf English program assists rural America

By Steve Siegel '84

Imagine this: You are a high school English teacher in South Dakota. You teach on the Pine Ridge Indian Reservation in the reservation school, which educates 500 students from kindergarten through twelfth grade. Your students' first language may not be English; it is an obscure Indian dialect that has never been written.

Your job is to teach them how to write English — not just "See Spot run", but paragraph structure, topic sentences, style. Doesn't this sound challenging?

This impossible task is no fantasy, however. Bill Noll, of Kyle, South Dakota, faces this problem every day. "Almost all my kids speak at least some La Cota, and it's the language spoken in many houses," noted Noll. "We're ninety miles from the nearest city with a shopping mall," he added.

Three years ago, the Middlebury College Bread Loaf School of English initiated a program to assist English teachers in rural America. The program is designed for Nolls and others like him in isolated rural areas all over the country.

According to Paul Cubeta, director of the Bread Loaf School of English, about thirty teachers participate in the program each summer. Often, they can't afford the $1,225 comprehensive fee for the six week program. However, he explained, first-year students are funded by the Rockefeller Foundation and the General Mills Foundation and substantial financial aid is available for returning students.

Many of the teachers who participate in the program each summer brought up in the community in which they teach, and some have never travelled East before coming to Bread Loaf. The teachers' access to such resources as college libraries, current research, and their collegues, has been limited or non-existent.

"We're trying to reach the forgotten teachers of the forgotten students," said Cubeta. Each year, he sends out eleven thousand brochures, to nearly every rural community in the United States. Bread Loaf receives several hundred responses, he explained, and from these, the school selects approximately thirty teachers for the summer program.

According to Cubeta, selection is made on the basis of three criteria. The first, he maintained, is whether Bread Loaf can benefit the teacher and his school. "Many of them (rural teachers) had little experience in writing and how to teach writing in college," he noted.

The second criterion, Cubeta said, is whether the teacher can be beneficial to the Bread Loaf program, particularly through his unique background. Finally, he asserted, teachers must "be able to handle Bread Loaf" academically.

The program attempts, Cubeta remarked, not only to improve the writing skills of the rural teacher, but also to transform him into a language researcher as well. He maintained that because of the relative isolation of their schools, rural teachers have the unique opportunity to watch the development of homogeneous linguistic tendencies in their students.

Nancy Atwell, an English teacher in Boothbay, Maine, a low-income fishing community on a peninsula near the U.S./Canada border, is just such a teacher turned researcher. After completing her second year at Bread Loaf last summer, Atwell outlined a federal grant proposal, the Basic Skills Program in Writing, which was subsequently approved.

Basic Skills is a three-year program designed for Boothbay. Atwell conjectured, however, that the program will have far-reaching effects. Fifteen Boothbay teachers will be trained in the first year of the program, and their writing, as well as that of their students, will be examined.

Atwell explained that she will then design a program for use in the school during the second year of Basic Skills. The third year, she asserted, will see both the complete implementation of this program and its review.

Finally, Atwell said, the Maine State Board of Education will examine the program as a model for similar statewide programs.

Noted Atwell, "At Bread Loaf, you study the nature of the writing process"; you can then question "what do children do in the art of writing?" and hopefully provide answers. When asked what she herself got out of the Bread Loaf program, Atwell responded "I got a career out of it."

Atwell said that she learned about Bread Loaf, as did many of those who attend, at a national teachers conference. In fact, she added, teachers who have participated in the Bread Loaf program often speak on their experience at these national conferences.

The national conferences and Bread Loaf give teachers a "chance to meet other teachers, and see what they share with others, both rural and urban," asserted Cubeta. "Sometimes, they can help each other more than the Oxford professor" who teaches the program, he noted.

But for the Harvard University semantics professor and the English teacher in the Louisiana bayou country, Cubeta concluded, "the commitment remains the same." Fostering this commitment to the English language is the fundamental purpose behind the Bread Loaf program.

Atwell heard of Bread Loaf, as did many of those who attend, at a national teachers conference. In fact, often times teachers have been brought to speak at national conferences as a result of their experience at Bread Loaf.

The national conferences and Bread Loaf give the teachers a "chance to meet other teachers, and see what they share with others, both rural and urban," noted Cubeta. Though the quality of the instruction at Bread Loaf is high, "sometimes they can help each other more than the Oxford professor."

But for the Harvard semantics professor and the English teacher in the Louisiana bayou country, "the committment remains the some", according to Cubeta. And in the Green Mountains of Vermont this committment to the English language is fostered like nowhere else.



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Learning disabilities diagnosed

By Alison McGhee '82

"Learning disabilities." A term which came into vogue in America several years ago, it is applied to a myriad of problems encountered by children and adults who have difficulty in reading, comprehension, mathematics, or motor skills.

These problems have only recently been diagnosed in our society, and schools all over the country are instituting programs to recognize and counteract them.

In this, the second installment of a series of articles dealing with remedial help for students at the Middlebury Union High School, the *Campus* spoke with several learning specialists at the high school about the causes of learning disabilities and the remedial program itself.

Peter Fodor, head learning specialist for the high school program, explained part of the history of the remedial center. In 1975, he said, Congress passed Public Law 94-142, which ruled that handicapped persons under the age of eighteen had the right to receive an education in a public high school, and that all American public high schools must include a remedial program in their curriculum.

As a result, Fodor revealed, Middlebury Union High School now maintains a learning center which employs four learning specialists, and a teacher aide, plus volunteer tutors.

Fodor and the other learning specialists pointed to several possibile causes of learning disabilities. They maintained that some difficulties are purely physical, citing as an example the student who cannot "decode" information that his vision has transmitted to his brain. Such a student sees words on the page but retains or comprehends little of what he reads.

According to Fodor, another second type of learning disability is related to auditory comprehension, wherein a student who has normal hearing cannot retain or comprehend information conveyed in a lecture. An auditory problem, Fodor pointed out, often remains unnoticed and undiagnosed in elementary school, throughout which a student's learning process relies primarily on personal contact with the teacher or on individual written work.

Upon entering junior high school, Fodor explained, a student with this problem is suddenly confronted with lectures as the bulk of his curriculum, and his learning disability manifests itself in full force.

According to the specialists, the education a pupil receives in the regular classroom can also contribute to his learning problem. A teacher in a typical junior high or high school classroom has an average of 25 students, which leaves him little time to help a student with a learning disability.

Often, the specialists said, the student is pushed from grade to

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Editorials

Campus approves winter grading with reservations

Winter Term is a time for faculty and students to experiment with classes not offered in the fall/spring curriculum. With a single course requirement, many students on campus are more relaxed; they can appreciate Middlebury, Vermont rather than the Egbert Starr College library. Conversely, intensive thesis work can also be accomplished during this block of time which is void of any other academic commitments. For these and other reasons, Winter Term does serve a valid purpose.

Until the 1980-81 academic year, Computer Programming I had only been offered during the month long Winter Term, when students had time to devote to programming. As a result of student demand, Director of Academic Computing James Krupp included the course in the fall/spring curriculum. Since students now receive A-F scaled grades during the term, Krupp logically proposed to the Educational Council that the same Winter Term course receive letter grades beginning in 1982.

Freshman writing courses have also been offered during Winter Term. These courses are similar to the fall/spring courses, since they satify the same requirement.

We believe that both the computer and the freshman writing courses should be graded in the same manner as their fall/spring counterparts. All regular semester courses which are also offered during the Winter Term should be graded.

In addition, all Winter Term courses that satisfy graduation requirements should be graded.

Finally, we are willing to compromise our conception of Winter Term in the aforementioned cases; the College should accomodate student academic demands.

JLG
DAR

The Middlebury Campus

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The *Campus* welcomes letters to the editor and will try to print as many as possible in each issue. We cannot publish, however, letters containing personal attacks or profane language. We reserve the right to edit letters, and they must be signed with an address, although names will be withheld upon request. We also cannot print correspondence addressed to another party. Send letters to Drawer 30 or bring them to the *Campus* office in Hepburn Annex no later than 5 p.m. on Saturday.

Correspondence

BSU responds

TO THE EDITOR:

We, the members of the B.S.U., feel that the *Campus* newspaper exhibited irresponsible journalism in regard to the publication of the "C.S.U." letter, in the Oct. 16 issue of the *Campus*.

The *Campus* feels that it is their "duty", as responsible journalists, to print all letter which they receive. It is the *Campus'* policy not to "publish letters containing personal attacks". However, we feel that the *Campus* went against its policy in publishing the said "C.S.U." letter. The letter was a blatant personal attack against our organization.

The B.S.U. is an organization which functions as any other organization on the Middlebury College campus. We are an open and functioning organization, contrary to the belief of Mr. "A. Saxon." He is under the assumption that the Black Students Union promotes "alienation" of its members from the rest of the college community.

In actuality, the B.S.U., as any other organization on campus, is open to all students and strives to promote a better interacting relationship between minorities and the rest of the Middlebury College community. In the past, our organization has sponsored many events which were open to the entire college community. In many cases, our publicity (i.e., posters, bulletins, etc.) was grossly defaced and the campus-wide support for our indignation was generally minimal.

In view of this, it is not the B.S.U. which is alienating itself, but some members of the college community who are allowing their prejudices to further the negative attitudes toward our organization, which we already face.

If someone has an opinion or idea that our organization is lacking in something, or is in some way failing to benefit the college as a whole, why not submit this view in a more adult and decent fashion? If we allow persons like Mr. "A Saxon" to express and publish their views in a college paper then we, as a college community, are defeating the *purpose* — which is to promote better race relations on the Middlebury College campus.

ROGER CHOW '83
CALVIN LINDSAY '83

Inconsistencies

TO THE EDITOR:

I fear that your inconsistencies on the Oct. 23 Editorial page as well as in the newspaper's policies in general are challenging the credibility of the *Campus* as a legitimate publication.

I agree that a college newspaper should be a forum for student opinion, but isn't it antithetical to the concept of a newspaper to speak of an "official student perspective?" How can a publication which solicits varied opinions and which prints letters from all be a synthesized, official view? It cannot. Indeed, how can a perspective be official?

Your policy regarding letters to the editor contradicts itself. Do you or do you not print letters which are not signed? In the editorial you say both that you have the right to choose what letters to print and that you will publish all letters, "signed or not". The letters policy on the same page states that you will only accept letters which are signed with an address.

These blatant examples of inconsistency in your journalistic policies and practices reveal how difficult is is for the reader to concede to your demand of acceptance. I would regret to see the credibility of the *Campus* lapse as a result of this inattention.

Sincerely,

HOLLY HIGINBOTHAM '81

You fools!

TO THE EDITOR:

You Fools! It's bad enough that you would publish such a grossly, blatantly and disgustingly racist letter like the one from "A. Saxon," but to compound the outrage, you have the *nerve* to attempt desperately to justify this liver-less action by editorializing: "all letters, signed or not, have and will continue to be published." This clearly contradicts the long-standing policy that all letters "must be signed".

I looked and looked, but could not find any "A. Saxon" in my directory. Printing a letter with a pseudonym like this is, for all intents and purposes, the same as printing an *unsigned* letter. And what a *stupid* letter it was! Why was it published? I can only conclude that this stupidity lies in the fact that the three main editorial positions are held by *women*! Therefore, I renew my call for the magazine *Mentemis: Perspectives on Men* wherein every other page will include a full frontal of a nude male model looking thoughtful.
Your friend,

MARVIN CLARENCE '82

EDITOR'S NOTE: Marvin Clarence is a pseudonym for a Middlebury College student.

continued on page 5

Peter Campbell — Joys of jogging

I can always pick them out. They stand apart in a crowd: skin stretched tightly across the cheekbones, limbs which seem a tad slim in relation to the rest of the body, and a face which retains a perpetual flush.

They are joggers, the symbols of the Me Decade — "I figured I'd do something for myself for once." Indeed they do, for joggers are the ones who eat well, who concentrate well, who sleep well, who...oh well.

Throughout early fall and late spring, these dogged plodders slowly make their way across the town of Middlebury. The skeptics are unimpressed. "Sheer masochism," they mutter. "They're all crazy — Gary Margolis, you've got a bigger task than you think."

The sight of a jogger at the end of a run might cause an onlooker to side with the skeptics. The runner, usually nattily attired and sporting a sharp blow-dry hairstyle is a wholly different person as he (she) charges up Hepburn Hill. His tongue lolls off to the side, his eyes glaze and his hobble recalls Quasimodo when he won the Notre Dame-Pepsi Invitational Mile in 1482. President Jimmy Carter graphically illustrated this transformation when he collapsed mid-run in Maryland last year, much to the chagrin of his media consultants.

Middlebury joggers have many motivations for partaking in this immensely pleasurable pain. Most fall into one of the following four categories:

The Hard Cores. These folks run every day, without exception. Running is a health measure, designed to counter the wanton destruction of the body which is college life: poor sleep, poor food, and lots of wine, women/men and song. During their run, they imagine their heart sayng to them: thank...you, thank...you. And putting in the final sprint, they murmur "My body is a temple, I shall worship it faithfully."

This obsession with running is not confined to the Red Kelly cross country trail. Runners can be seen huddled at a wine and cheese party, entertaining each other with those endlessly fascinating running stories: the sprint from the Doberman, that climb up that unbelievable hill ("I was dying") and the always good-for-a-laugh shin splint saga.

The self-described overweight runner. Running is an integral component of the revered Middlebury obsession with calories and weight. "Well, it's a hundred calories for each mile I run; if I run six miles a day and I only take on 500 additional calories I'll be able to fit into my Calvin Klein's!"

The cathartic runners. These folks enjoy the emotional benefits of running. Running is a marvelous cathartic which magically releases the tensions of the day. Afterwards, one is calm, serene, and stricken with a compulsion to read some fine naturalistic prose. Runner's high, it's called. Any form of exercise will do the trick, but running is the most efficient — maximum exercise in minimum time. Oh joyous spontaneity!

The "Rocky" runners. This final category is undoubtedly the most amusing. They run rarely, usually only on a whim, perhaps when they get a letter from a girlfriend/boyfriend at home and are totally "psyched". Yes, I think that's the correct word. Coming up that final hill, they are feeling strong now, they know it won't be long now. They know all eyes are upon them, and they know everyone is thinking: "God, Look at the guy go. Now that's character. What internal fortitude, enduring that pain without so much as a grimace." And they envision the opposite sex saying, "Gosh, what a provider he/she would make."

Yes, joggers are everywhere. When you hear those quickly approaching footsteps, don't whirl and unleash a rain of lethal karate blows upon the would be mugger — it's only a Midd jogger, driving himself towards emotional peace and cardiovascular perfection.

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continued from page 4

Three cheers

TO THE EDITOR:

I wish that I could have seen the scramble to the mailbox in Old Chapel last week. Which member of the Administration was first to denounce the *Campus* for its actions, which member was the first to stick up for truth, justice and the American way? Well, no matter. Three cheers for Ms. Wonnacott, Mr. Spencer, and Mr. Clifford for over-reaction above and beyond the call of duty.

One ignorant letter and one tasteless photograph gets printed and *this* is the biggest crisis in Middlebury. Suddenly there are calls "for campuswide discussion and education..."? Ms. Wonnacott, do you really believe that that letter and its publication means that a significant segment of the student body is racist, and you equate its publication with the murders of 14 black children. It might well be in the paper, but it makes me sick.

Nuremberg rallies and Maoist demonstrations, Mr. Clifford. Aren't those examples just a little overstated? Or do they stick in your mind because they represent governmental situations which promote the suppression of a free press?

Dean Spencer, if you seriously think that that foolish letter could cause campus-wide division, you are seriously underestimating the moral fabric of this student body.

A college paper is written to inform and entertain a college audience, whose tastes may be a little more bawdy than those of the audience of the *NY Times*. In regard to the letter, it made me reflect on my own beliefs and it reawakened me to the fact that racism isn't dead. I believe that the letter encouraged others to similar introspection.

I hope that the Administration can have a little more faith in the student body and its morals and ethics, but that's probably too much to ask.

Sincerely yours,

PAUL PERROTTA '82

Sad state exists

TO THE EDITOR:

It is a sad state of affairs when the correspondence section of a student newspaper is saturated with letters from college officials. I find it even more distressing that these officials collaborated together to lecture us on moral and racial attitudes. I am disappointed that no students submitted any comments on the infamous CSU letter. The author of this letter was certainly gutless to remain anonymous. At the same time, I wonder how long the administration of this college will continue to pedantically lecture us on how we should feel. If some student is genuinely offended by a letter, let he or she respond. Dean Wonnacott and Dean Spencer have convinced me that they are not racists. Mr. Clifford must likewise be an enlightened man. Hurrah! May they all sleep well at night.

That all three authors should turn on the hapless editor of this newspaper is unwarranted. Is the *Campus'* responsibility to select quaint letters about the scenery and the weather, or is it to be a forum for students to air their views? Dean Wonnacott's veiled threat of "review" at the end of her letter suggests the former. As to the "divisive effect on the community" of the CSU letter, it is evident in the mountains of mail which never arrived in response to it. Finally, as to Mr. Clifford's bombastic reaction, I can only say that a comparison of Nazi rallies, Communist riots, and bare bottoms is a warped one indeed. Where are the letters from the offended females, Mr. Clifford? Please let the students respond in their own fashion. I appreciate the high principles behind all three letters, but the tone in which they are expressed borders on hysteria and is entirely unjustified.

Unanonymously,

JAMES SUYDAM GIBNEY '82

Change policy

TO THE EDITOR:

After the recent letters on this page I think you should reconsider your content policy. I don't think you should publish uncalled for letters from Deans.

Sincerely,

Name Withheld '81

Catalyst exists

TO THE EDITOR:

We agree that the letter from the "saxon" was in bad taste. However, bad taste can sometimes be the catalyst for needed change. The "saxon" pointed out social inequality, and the lack of intermixing between the groups involved. Is this such a heinous complaint?

For a member of this administration to automatically call for the censorship of this paper is to us more heinous than the intent of the "saxon". Maybe our forefathers should have written the First Amendment to suit Dean Wonnacott's tastes. For her eminence there should only be freedom of the press when the intent of the material is "provocative in a positive way...or entertaining". We are certainly glad that this leader of our liberal arts college was not present at the drafting of the Constitution.

Finally, Mr. Clifford, we are pleased to see that you have a sense of humor. We certainly agree with you that those bare buttocks resemble German and Chinese patriots. You are probably right that this act was premeditated. However, is it not interesting that the administration all should reply to the same letter. The lack of free thought exhibited in this administration more closely resembles that of the Nuremberg rally than do college students venting their frustrations.

Respectfully,

NED MIDGLEY '82
JONATHAN WILCOX '82

Print CSU letter

TO THE EDITOR:

Re Ms. Wonnacott's and Mr. Spencer's inflamed letters last week (I will deal with Mr. Clifford's comments in a moment).

Yes, Deans Wonnacott and Spencer, that letter *did* have a place in a "college paper" or any paper, for that matter. Yes, it was sick. Yes, it was blatantly racist. Yes, it was bigoted. Yes, it was disgusting. Yes, it was a vicious slur to minority students on campus. Then why did it have a right to be in the paper? Simply because it is a point of view and everyone has a right to theirs, however distasteful to certain readers.

How sad, unfortunate and anti-intellectual that Deans Spencer and Wonnacott have made the interesting equation that only letters that coincide with *their viewpoint* and are not offensive to them are the letters that, what was it, should be "printed in a college newspaper". The letter left me, too, with a "sick feeling combined with anger and shame." But, Deans Wonnacott and Spencer, the simple point is that that viewpoint has as much right to be expresed as yours or mine. That's right, it has *as much right* to be heard. Simply because you happened to find it in poor taste and distasteful is not a reason to disallow its printing. If we follow this rationale, then the paper becomes no more than a puppet of *your* opinions and personal feelings. This is anti-intellectual and anti-liberal thought; it is repressive in nature.

The true tragedy in this situation is your feeling that only "sensitive, non-racist" letters should be printed. Sorry, but true editorial autonomy and a true feeling of serving the college community involves not censorship but true liberalness in printing *all* points of view. If they happen to disturb you, this is the price we pay for true intellectual and human freedom. Yes, true intellectual freedom may involve the printing of horrible letters.

What is most frightening, what makes me "sick to my stomach" even more than the horrible letter is the kind of "I'll-listen-to-any-viewpoint-as-long-as-it-coincides-with-mine-and-is-not-one-I-find-disgusting" attitude that these Deans seem to have. Little wonder that the Deans, according to various sources, may have instructed certain individuals to censor the famous food-fight scene in *Animal House* so as not to incite students to imitate the cast. This kind of censorship is terrifying, more terrifying than racist letters, in my opinion.

I agree that the letter was sick. Yet, I am the first one to say it should be printed. The analogy here is the famous court battle in Skokie, Illinois, in which the KKK wanted to march down the streets of Skokie. The townspeople, in a remarkable parallel to Deans Wonnacott and Spencer, felt that this was "sick", in poor taste, and disgusting, as Skokie is mostly Jewish and, as we all know, the Klan is anti-Jewish. Yet, a court said the Klansmen had a right to march because this right of expression *is a constitutional guarantee.*

How sad that Deans Wonnacott and Spencer equate letters that do not disturb them with the only letters that should be printed. Even sadder is Ms. Wonnacott's not-so-veiled threat to use the power of her position to 'review" the whole process (Read "censor and destroy editorial free-choice".) Finally, I find it fascinating that Dean Wonnacott feels that "late hours" have impaired the judgement and sensitivity of the *Campus* staff. Really? You mean, don't you, that because they print a letter that you hate, it's time to run in there and show them who's really running the ship.

As concerns Mr. Clifford's letter, I apply the same comments and point of view that I delineated earlier.

How unfortunate and shocking it is to find that some of the people who make this college run are, in fact, espousing repressive and censoring viewpoints. How anti-intellectual, how anti-liberal arts and, sad to say, how hypocritical. Shame on you.

HAROLD KATKOV JR. '81

News Analysis

Soviet administration indicates priority problems

By Jane Jarcho '82

Prime Minister of the Soviet Union, Aleksei N. Kosygin's resignation can shed some light on the current problems and priorities in Soviet affairs. There is not the slightest suggestion that the 73-year-old leader was forced out of his position, which has been the more common cause for past Soviet leaders' "resignation." He left due to his declining health, and was subsequently replaced by 75-year-old Nikolai A. Tikhonov. Still, with the resignation, came the appointment of agricultural specialist Mikhail S. Gorbachev to full membership in the Politburo. Gorbachev's rise, coupled with the attention directed toward Soviet economic and agricultural problems, brings in full focus the largest present day problem in the USSR.

Kosygin's primary responsibility had been to oversee the economy, a hard task in the Soviet Union where the first priority was always defense. The cost of maintaining even strategic forces with the U.S. over the past 15 years has been at the expense of the economic sector. It is estimated that the military has claimed 11 to 13 percent of the Soviet Gross National Product (GNP) for its needs. Thus, today it is the norm for Soviet harvests to fall below the targeted outputs. In addition, inclement weather has multiplied agricultural problems.

In the economic sphere, the GNP fell in the 1970s and is now at a one percent growth rate; the problem of strengthening the economy still exists. The current leadership, under the ailing, 73-year-old Leonid Brezhnev, has shied away from the Stalinist tactics of coercion, and turned to material incentives. But in a land of shortages, where extra money often has no goods to buy, this enticement has failed to boost output. Increased resources, then, are the only answer to a healthier Soviet economy. If the government refused to cut into military expenditures, then the only remaining sector from which to take money is heavy industry. This is exactly what the newest Soviet plans have delineated.

The recent changes in the Politburo, though themselves not major, confirm a continuing policy of concern in the economic and agricultural spheres. Tikhonov is not expected to undertake any innovative changes. Gorbachev, the newest and youngest member to the Politburo, was undoubtably appointed to help deal with the crippled economy. But all this does not mean that the military will become of lesser importance. Instead, it represents the Soviet attempt to readjust secondary priorities, without cutting into "the most important" military sphere. It is doubtful that they will succeed.

WT grades?

TO THE EDITOR:

Winter term at Middlebury has always been unique. Students looked forward to it as a chance to explore some new or unfamiliar area without fear of academic repercussions. In the past, English majors have had the opportunity to take science courses without fearing the crash of an already unstable GPA, while biologists with the artistic background of an amoeba have ventured into classes on Winslow Homer, without concern of medical school disapproval.

Unfortunately, the Educational Council seems to have initiated an end to this trend. Last week's passing of a proposal to create the faculty option of imposing A-F grading in WT courses, rather that the traditional pass/fail method, has introduced the specter of the GPA into this last santuary of "liberal education".

The Council's reasons for this change are dubious at best. Mr. Emerson claims that "morale problems" would be solved by creating "the intensive atmosphere (the student) wants." It eludes us how an "intensive atmoshere", already so noticeable during the spring and fall, would create better morale than a relaxed and creative one. Excessive grade conciousness already plays a negative role in campus

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Dinsmore, Broadbent represent Zambia

By Maura Kearney '82

Two Middlebury College students traveled to Washington D.C. to participate in a student-run mock United Nations conference held on Oct. 16-19. For the first time in six years, Middlebury entered the event. Political Science majors Pam Dinsmore '81 and Merry Broadbent '81 joined college students from all over the country at the eighth annual National Security Council Conference, sponsored by the Georgetown University International Relations Club.

The Midd politicians represented the African country of Zambia. Before going they said that they researched the country's history and foreign policy goals to understand Zambia's position in the world, and prepared a Zambian response to such issues as the situation in Namibia, the war between Iran and Iraq, and the civil wars in Lebanon and Cyprus.

In Washington they attended briefings at the Nigerian and Zambian embassies, and attended a lecture given by Charles Maynard, editor of *Foreign Policy Magazine* on the subject of the UN's decline as a political power.

The conference strictly followed UN rules. Prior to the discussion of each issue, Georgetown students briefed the group. Both Dinsmore and Broadbent agreed that these briefings were "excellent."

The caucus period then ensued. During this period countries would try to arrive at an agreement. Broadbent explained, "Depending on the issue you would look for someone with whom you would hammer out a resolution you both could agree on." Then at the formal session, each country presented a policy speech outlining its position and explaining what the implications were for its interests.

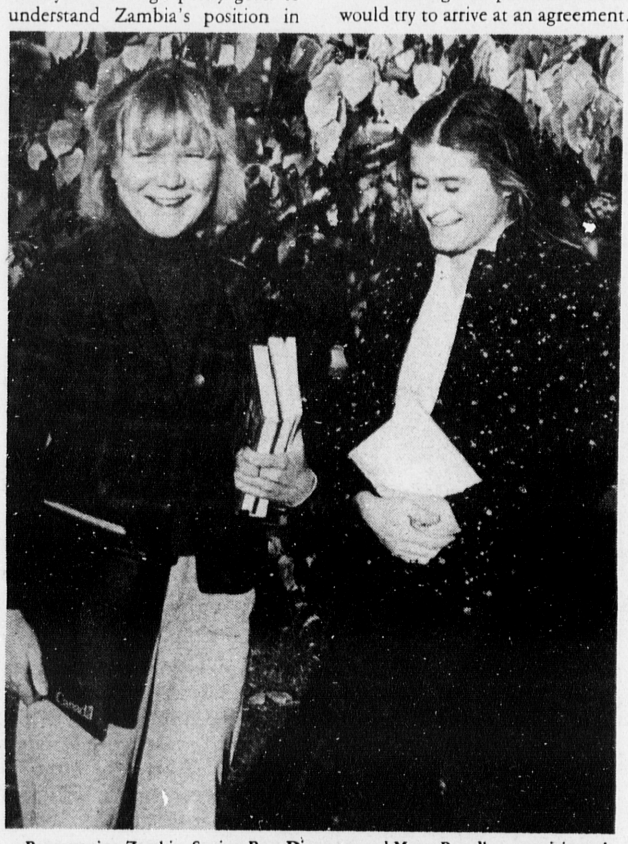
Dinsmore noted one particularly difficult problem to resolve — the war between Iran and Iraq. She asserted, "There was no way to get all the different parties to agree; no one was willing to compromise their nation's position."

Once the students began to identify themselves with the positions of their respective countries, debates became heated. At times, Broadbent observed that the delegates became frustrated when solutions could not be found. They then accused each other of inaccurately representing their countries' interests. Fortunately, Broadbent noted, the Secretary General, who was the president of Georgetown's International Club, "managed to keep everyone in line."

Both declared that the experience enlightened them to the difficulties involved in resolving world problems. Broadbent reflected, "We got a feeling for the complexity of the issues." Dinsmore agreed, concluding, "The experience made all of us very aware of how much effort and compromise is needed on the part of every country to bring about the decisions of the UN on any issue."

They also enjoyed meeting many politically active and interesting students from all over the country.

The College sponsored both students by paying for part of their airfare and hotel accomodations, in the amount of $190. The two consulted Dean of the College John Spencer after receiving the invitation from Georgetown, and he fully supported the idea. Spencer informed them that Middlebury has funds to finance such activities, and would agree to help pay the bills. Both discovered from other representatives that Middlebury was one of the few colleges to sponsor its delegates. They both hope that Middlebury will continue to sponsor students to similar conferences in the future.



Representing Zambia, Seniors Pam Dinsmore and Merry Broadbent participated in a mock U.N. Oct. 16-19 in Washington, D.C. Photo by Dorsey Milot '81

Asian conference attended

By Tracey Feick '83

Eleven Middlebury students attended the Annual Meeting of the New England Conference of the Association of Asian Studies, which was held on Oct. 18-19. On Friday, Oct. 17, the students first piled into a College van bound for Harvard University, the site of the meeting.

Two sessions of panel discussions treated topics ranging from "Chinese Women Hold Up 60 percent of the Sky", "Economic Policy and Law in Sri Lankan History", to "Vietnamese Foreign Policy". The discussions covered issues in China, Japan, Kampuchea, India, Korea, Sri Lanka, Afghanistan and Vietnam.

Professors from various New England colleges, including several prominent East Asian scholars, spoke during each discussion, debated with each other, and fielded questions from the audience. Other East Asian specialists, such as Robert Hohler from Oxfam America, also participated.

In addition to these seminars, four Middlebury students attended the Annual Luncheon at the Harvard Faculty Club. At the luncheon, K.C. Chang of Harvard spoke on "The Golden Age of Chinese Archaeology: Opportunities, Challenges and Pitfalls." Other Middlebury students ate at one of Boston's Chinese restaurants.

According to Associate Professor of Political Science David Rosenberg, acting chairman of the Middlebury East Asian Studies Program, the trip was not restricted to East Asian Studies majors, although it was sponsored by the program.

The conference was open to both faculty and students, but few undergraduates attended. Middlebury College, now a two-time participant in the annual meeting, sent the only large delegation of students.

Most members of the College faculty had to miss the conference because it conflicted with Parents' Weekend. Visiting Assistant Professor of History Dennis Grafflin, however, presented a paper in a panel on Sunday morning, entitled "'Recover the North' in the Political Rhetoric of the Early Southern Dynasties, 307-420."

Libby West '83 said of the conference, "I thought it was really interesting to hear the professors, whose books I have been reading, speak and to see them in action. Also, it was fun to see how they react to one another. It was a unique oportunity to get to meet with some of the great minds in the East Asian Studies field."

Kim Risedorph '83 remarked, "Some of the talks were so specialized that I did not have enough background to understand it all, but it was still worthwhile to be exposed to new ideas. Sitting next to the man who wrote the book I am reading in history was much more fun than being an orphan at Middlebury."

Generally, the students seemed to have had a good time and considered the experience very worthwhile.

Czech rights supported

By David Odato '84

Michael Kraus, visiting instructor of Political Science, participated in the biannual World Congress of the Czechoslovakian Society of Arts and Sciences held at Georgetown University in Washington, D.C. from Oct. 17-19. Many topics were discussed at the conference, including current politics of Eastern Europe.

Kraus took part in a panel discussion on Charter 77, a dissident movement in Czechoslovakia formed in 1977. The group consists of over 1000 students, intellects and workers. The purpose of this dissident movement, according to Kraus, is to insist that the Czech government abide by its laws and respect its Constitution.

According to Kraus, "Public opinion in the West provides support for the dissidents," and the panel discussions serve both to bolster dissident morale in Czechoslovakia and to inform the West, through publicity, of the repressive situation in Czechoslovakia and the rest of Eastern Europe.

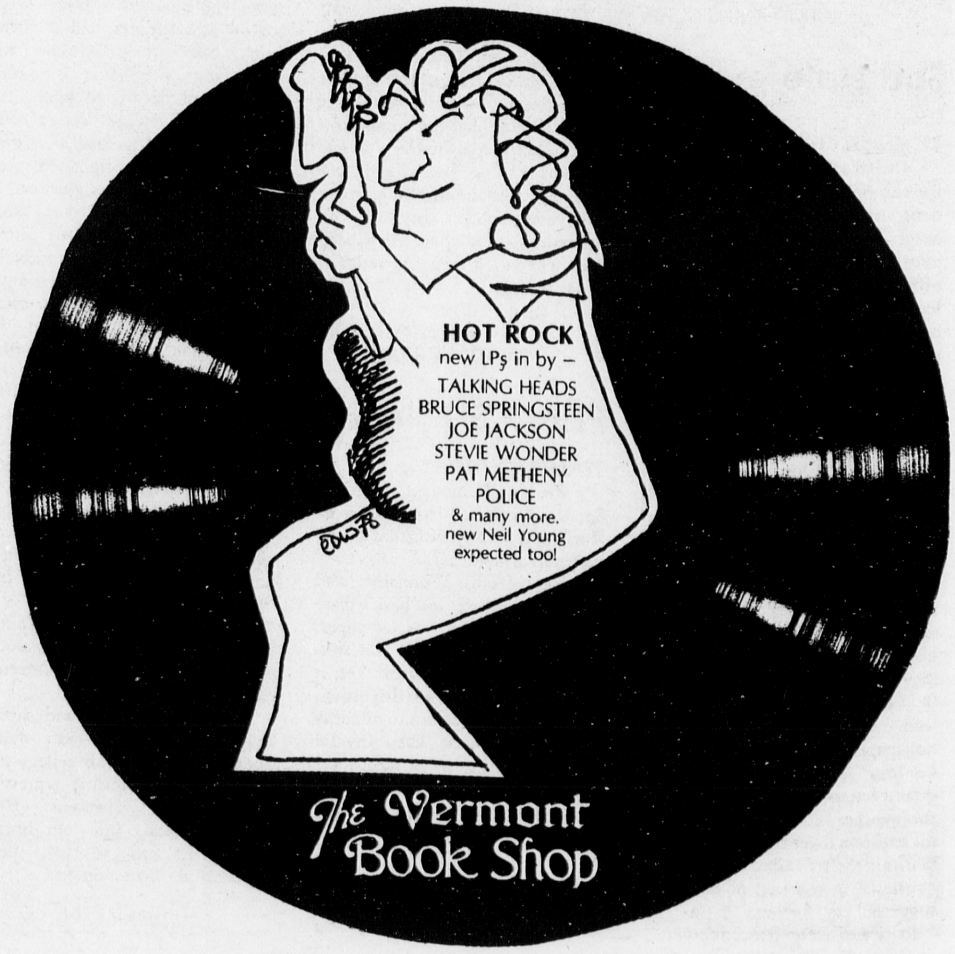
Kraus commented that Czechoslovakia had become more repressive in the 1970s despite the present world movement toward liberalism. He thought the Polish labor strikes demonstrated worker opposition to this trend, increased participation in dissident activities and unification of dissident groups in Eastern Europe.

In addition, the movement's emphasis on human rights has led to cross-national cooperation between dissident groups in other repressive nations and Charter 77, Kraus reported.

The dedication of Charter 77's members is considerable since those who speak out against the government suffer sanctions such as loss of jobs and many forms of harassment, the professor reflected.

Kraus quoted philosopher Jan Patocka on the credo of the movement: "Today people know that once again there are matters for which it is worthwhile to suffer. That matters for which one eventually suffers are those for which it is worthwhile to live."

As is common with many dissidents, Patocka died in a Czech hospital after repeated interrogation by police and governmental authorities. Kraus viewed the philosopher as representative of the dissidents' fighting spirit, since no amount of repression would stop him.



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Californians have high attrition rate due to adjustment problems

By Bill Shackelford '84

According to Dean of Students Erica Wonacott, there is an abnormally high attrition rate among students from the West Coast states. Of the 16 freshmen from California who entered Middlebury in the fall of 1979, seven had withdrawn by the the fall of 1980.

Wonnacott attributed this high drop out rate to the fact that "Middlebury is very East Coast/New England in flavor. This presents adjustment problems for people from other places. I think that that, plus the distance they are from home, makes it very hard on them."

Bert Phinney, assistant director of admissions, commented, "I think it is expected that we would have a higher attrition rate with that group. If you have grown up in Southern California and you come to Northern New England, it is going to be a different experience. I think just being so far from home has a lot to do with it."

The admissions office began recruiting more heavily on the West Coast in an effort to attract more applicants from areas less highly represented in Middlebury's student body. The admissions office christened the recruit program "Westward Ho!" and Phinney said the drive has succeeded in more than doubling the number of West Coast freshmen since 1977.

College President Olin Robison originated the program. Phinney explained, "The President basically established the program to increase the College's visibility in other parts of the country. To do so, we have to recruit a little heavier on the West Coast."

According to national demographic surveys, the population of the country is moving west. For example, the Massachusetts high school population alone is expected to decrease by 40 percent over the next ten years, while the national high school population should only decrease by 25 percent as the end of the "baby boom" approaches.

Geography, however, does not traditionally play a significant role in admissions," Phinney said. "We do not have a quota. However, any college likes to have some diversity on campus and geography is the easiest thing to control."

Added Wonnacott, "I see the (high attrition rate) as temporary. As we get more people from other parts of the country, it will be easier for them, and the attrition rate won't be as high — they won't feel so much like creatures from outer space."

EDGE

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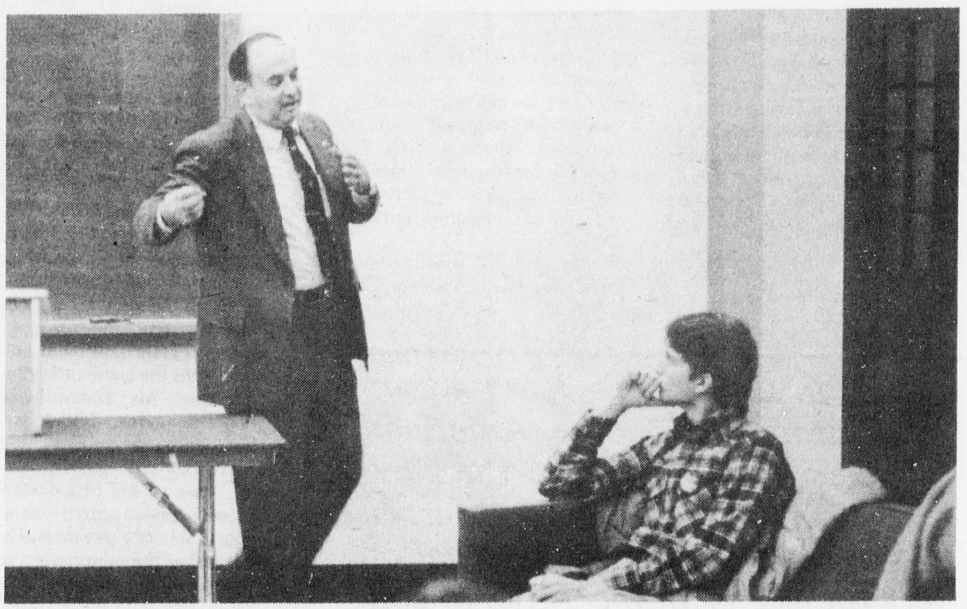

Larry Wright, Chairman of the Reagan for President Committee in Vermont, addressed the College Republicans last Thursday night.

Photo by Matt McGuire '83

Vt Republican pushes Reagan

By Kim Wilson '84

Larry Wright, chairman of the Reagan for President Committee in Vermont, addressed the Middlebury College Republicans Club last Thursday and attempted to provide insight into a Reagan administration.

Wright began by summarizing the main issues of the Reagan platform. He noted that Reagan has been most highly criticized for his positions on the Equal Rights amendment, the Right to Life, and the military.

According to Wright, Reagan breaks the ERA issue into two parts — equal rights and the amendment. Wright asserted, "Reagan has shown strong support for equal rights." As evidence of this, Wright alluded to Reagan's past record as governor of California where the candidate instituted reforms such as the equalization of community property and the establishment of more day care centers. However, he commented that Reagan recognizes the rights of those who oppose ERA as well as those who seek its ratification.

Wright informed his audience that if the Republican were elected he expected that, "Reagan would attempt to make some rapid changes to decentralize federal government." Wright conjectured that Reagan would begin by putting a moratorium on governmental hiring, as well as introducing tax reform.

In reference to the election, Wright commented that in Vermont, Reagan is slightly ahead, followed closely by President Carter, with John Anderson trailing in third. However, Wright predicted that the race is far from over in Vermont. "Carter will be tough," he concluded.

MCAB and English collaborate

The Middlebury College Activities Board (MCAB) and the English department are co-sponsoring a colloquium entitled, "Nature Viewed by Art: Contemporary Responses to the Natural Environment," to be held on Nov. 14 in the Kirk Alumni Center.

The MCAB contributed financially to the colloquium, explained MCAB President Josh Horowitz '81, because the event "was beyond just academic enterprise."

Assistant Professor of English John Elder organized the program. He said that the seminar will consist of three speakers, a panel discussion and a dinner.

The colloquium will start at 4:15 p.m. with writer Elizabeth Arthur reading from her book *Island Sojourn*. The book, which Elder said was recently acclaimed in *Time Magazine*, is about living in the British Columbia wilderness.

Following a supper break, American Literature critic Hyatt Waggoner will speak. Waggoner, a Brown University professor of English and American Civilization will discuss the poetry of Theodore Roethke and "The Relationship between Vision and Visionary Poetry."

Finally, Alan Gussow, a painter and environmentalist, will talk about the painter's response to landscapes. Elder noted that Gussow is not only an artist, but also an officer of the Friends of the Earth environmental organization.

The colloquium will culminate in a panel discussion between the audience and the three speakers.

Admission is free and 120 reservations can be made through the English department and the Student Activities office beginning tomorrow.

Wallace Berrie has added to the collection of smurfs. Wear a button with a saying, or come see the new members of our smurf family.

VERMONT DRUG
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Candidates outline differing position

By Jennifer Salmon '81

As election time nears it is increasingly important that voters know the positions of the candidates seeking office, especially of those running for the U.S. Presidency. In an effort to allow a close comparison of the nominees, the *Campus* has compiled three candidates' positions on the major issues of the economy, energy, foreign policy/defense spending, and ERA/abortion.

The candidates profiled are Illinois Congressman John Anderson(I), President Jimmy Carter(D) and California Governor Ronald Reagan(R). We also included descriptions of minor party candidates Barry Commoner of the Citizen's Party and Ed Clark of the Libertarian Party.

The Economy

One of Anderson's least attractive proposals to the American consumer, according to the New York Times *reporter Warren Weaver, is the fifty cents-a-gallon tax on gas as an incentive to conserve energy.*

Anderson offers a tax-based incomes policy, and promises election year tax cuts and a balanced budget by fiscal year 1982.

Reporter Warren Weaver Jr., in a *New York Times* article, sums up Anderson's policy, "Anderson promises to eliminate the MX missile, increase foreign aid, increase federal participation in local transportation projects through a new trust fund, provide Government jobs for young, unemployed members of minority groups and create tax advantages for businesses and industries that modernized their plants and expanded research and development."

One of Anderson's least attractive proposals to the American consumer, according to Weaver, is the 50 cent-a-gallon tax on gas as an incentive to conserve energy. The revenue thus raised would help reduce social security taxes, which Anderson calls the "biggest tax cut of all."

In a recent analysis of two candidates' proposed economic panaceas, Alfred S. Eichner of Rutgers University, views the economic policies of Carter and Reagan as "recession cures for inflation."

In public announcements President **Carter** has emphasized his administration's success in practicing fiscal restraint and in controlling the budget. He has stated, "The rate of real growth in Government spending is half what it was when I took office. And the budget deficit has been reduced by more than half as a percentage of GNP."

The President has called for tax reductions which would encourage investment and create new jobs. The thrust of his economic proposal is the encouragement of investment in new plants and equipment, which he views as a step toward increased worker productivity. He sees modernization as attainable through tax incentives and stimulating competition by taking deregulation measures.

Carter has further proposed the establishment of an Industrial Development Authority which he says will "channel public and private resources to help industries and communities adjust to inevitable economic change."

Reagan's economic program does not follow the traditional G.O.P party line. He has proposed to balance the budget by 1982 or 1983 through a reduction of Carter's tax increase already built into the economy. Equally important to Reagan is controlling federal spending. He reiterated his campaign promise, in a recent CBS-TV interview, to send the tax revenues back to state and local governments. In the same interview, he qualified his across-the-board tax cut saying, "Once we got back on our feet there shouldn't be further cuts."

One of his proposals is to reform certain provisions of the social security program. He has suggested the elimination of unfair penalties on social security recipients who earn more than $5,000 per year and are forced to give up $1 in benefits for every $2 over the $5,000. According to the Social Security Administration this proposal would cost $2.6 billion, whereas Reagan sees the cost as less than $.5 billion.

Another part of his plan is to increase depreciation allowances on industrial equipment. The measure, according to Reagan, would leave industry more money to refurbish its plants and equipment and conduct further research on technological advancement. It will also reduce the "harrassing regulations" placed on business, Reagan asserted.

Energy

Energy policy differs as well among the candidates. **Anderson's** position is based on the creation of a conservation ethic among the American people. Included in his program is an emergency excise tax on gasoline which would force conservation and make the country independent of foreign oil.

In his debate with Reagan, Anderson stated, "We are going to have to resort to van pooling and car pooling. We're going to have to develop better community transportation systems so that with buses and light rail we can replace the private automobile in those places where its clearly not energy efficient."

Carter lists energy as the most important economic problem. According to the President, his administration has passed legislation "to stimulate production of oil, coal and natural gas, to encourage conservation in homes and businesses, to develop synthetic fuels from our coal and oil shale resources, to make nuclear energy production safer and more reliable and to tap the power of the sun." He reported that the result of these steps has been to cut foreign oil consumption by almost 25 percent, which amounts to 2 million barrels a day.

Reagan's answer to the energy crisis is to combine conservation with increasing production of America's own oil supplies. He advocates using nuclear power as a way to meet our energy needs for the next couple of decades, while exploring other alternatives of renewable energy forms such as solar power.

He has also stated that he would eliminate the Energy Department in an effort to trim government agencies.

Reagan's answe crisis is to combi with increasing America's own o

Foreign Policy/Defense Spending

Anderson calls for a "cautious, but less belligerent attitude toward Moscow, while opposing military alliance with China." To accomplish this pur-



Independent John Anderson

pose he would "revive and extend" the SALT process. He argues that it would be a "serious mistake" to ally ourselves with China because it would add an unnecessary burden to relations with the Soviets.

Regarding SAL stated that his sec tion would resu the Senate to p ment...

Anderson declares that he is basing his policy "not on the remote possiblity that nuclear war can be limited, but on the imminent probability that it cannot."

On the subject of defense spending, Anderson supports an all-volunteer military with increased benefits. He does not, however, endorse the MX



Republican presidential candidate Reagan visited the Middlebury College campus several years ago.

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ns on major issues facing America

missile system.

Carter, in defense of recent allegations of U.S. military unpreparedness, stated recently that U.S. Army divisions are in "a better state of readiness than

er to the energy bine conservation g production of oil supplies.

the equivalent divisions of the Soviet Union." He also said that there has been a steady increase in defense spending during his administration.

Carter is also committed to increasing military apporpriations for fiscal year 1982 by 4.5



on was here last February.

percent, after adjusting for inflation.

Regarding SALT II, Carter has stated that his second administration would resume pressure on the Senate to pass the agreement, regardless of the position of the Soviet Union in

LT II, Carter has econd administra- ime pressure on pass the agree-

Afganistan.

To combat the deficiencies in U.S. defense, **Reagan** proposes to increase the volunteer service by reinstating the GI Bill of Rights. He pledges to increase the pay scale and benefits to volunteers to keep them in the service and encourage many to join. He sees the need for a "million man active reserve that could be called up in an instant's notice."

Reagan also supports the development of the MX missile system, but without the costly plan to keep it within SALT II provisions. He stated in the debate with Anderson that the MX is necessary because "we are so out of balance strategically that we lack a deterrent to a possible first assault."

The candidates have consistently related strong defense with an effective foreign policy. Reagan stated earlier this month that did not support the proposed SALT II treaty. Instead, he advocates toughening the United States position on arms control with the Soviet Union, and to begin a renegotiation of arms limitation. He sees a buildup of U.S. arms as a way to pressure the Russians into striking an acceptable bargain.

ERA/Abortion

Anderson sees abortion as beyond the realm of the Constitution. The government, he believes, has no right to interfere in a woman's decision to carry a pregnancy to term. He views any such intervention as violating the "freedom of conscience as much as anything that (he) can think of."

Carter emphatically opposes abortion, and has done "everything I could do to minimize the use of abortions in this country." He also opposes a constitutional amendment which would interfere with a woman's decision about her pregnancy, but does not support government assistance in paying for abortions through Medicaid. He is,however, a strong proponent of ERA.

Reagan has had to reevaluate his women's rights position in view of the decline in support from that sector. Although he has always defended the Republican platform on ERA, he has repeatedly assured voters that he is a believer in equality.

In a speech to a Los Angeles audience, he stated that he would not restrict the freedom and rights of women. But he opposes "tokenism" and"setting false quotas," with regard to hiring them. He has promised to appoint the first woman to the Supreme Court, if elected.

As to abortion, Reagan is adamantly opposed to its practice and would favor a "pro-life" amendment, believing that an unborn child is a human being with the right to be protected.

Barry Commoner

As to abortion, Reagan is adamantly opposed to its practice and would favor a "pro-life" amendment...

Barry Commoner is the Citizen's party candidate for President. He has called for a weakening of the corporate system which has not been controlled enough, in his belief, especially in the size of its profits in relation to what it contributes constructively to our nation.

He is a leading environmentalist who opposes nuclear energy and sees our energy needs as being fulfilled through various types of natural power, including solar, hydro and methane conversion. Commoner views these alternatives as economically feasible if the decision to convert happens immediately.

Commoner's issues, as summed up by Dan Gilmore of the *Valley Voice*, are "corporate democracy, public control, and decentralized energy generation."

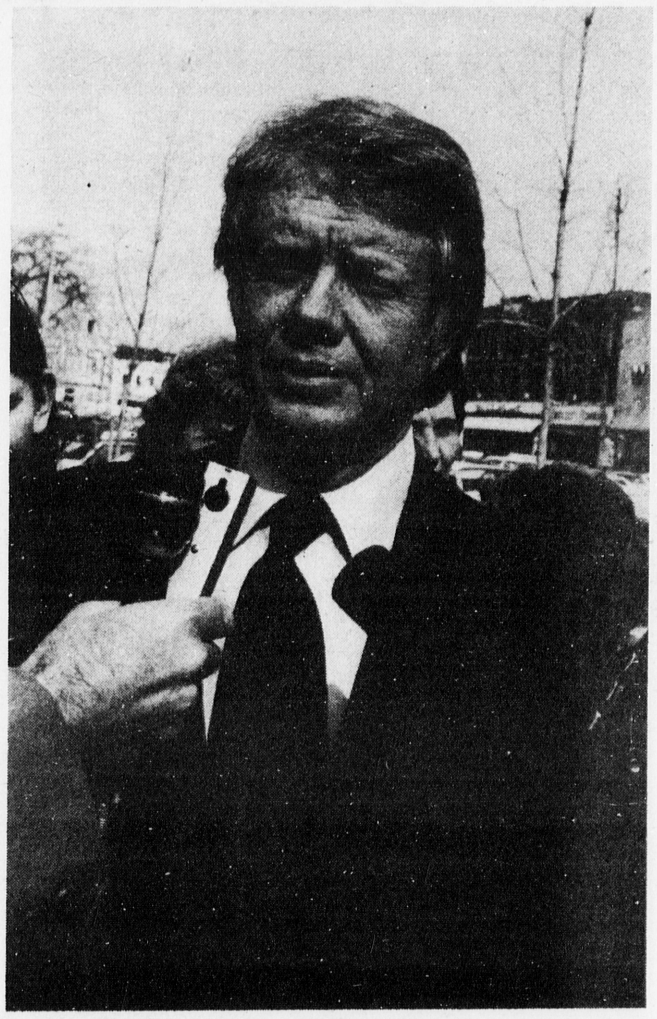
Ed Clark

Clark is described as a "non-charismatic Los Angeles lawyer of almost bureaucratic demeanor," in *The New Republic*. The magazine reported that the party hopes to strengthen itself through this election and to capture five percent of the vote.

Libertarians, in general, are opposed to programs such as subsidizing nuclear energy or limiting electric companies' liability in accidents such as Three Mile Island. They are unwilling to be manipulated by corporations, or centralized governmental power.

They seek a society whose first priority is individual liberty. Under their plan each person who benefits from a policy of mutual security would pay his share of the costs.

As to the legalization of marijuana, Libertarians believe that there should be no controls on what men and women do. They are firm in the belief that people can truly govern themselves, and so advocate a free market system.



American president Jimmy.

Series winner means Carter victory

By Jack Bousa '83

Jimmy Carter may have received a major political boost last week when the Philadelphia Phillies defeated the Kansas City Royals four games to two in the World Series.

For in nine out of the last ten presidential election years, a National League World Series champion signaled a Democratic Presidential victory while an American League Series winner forecast a Republican triumph.

In 1940, Democrat Franklin D. Roosevelt won a third term while the Cincinnati Reds (NL) edged the Detroit Tigers (AL) 4-3. Roosevelt was re-elected in 1944 while the St. Louis Cardinals (NL) nipped the St. Louis Browns (AL) 4-3.

The only exception to this rule came in 1948, when Democrat Harry Truman won while the Cleveland Indians (AL) whipped the Boston Braves (NL) 4-2.

What can Reagan say? "So what. You know, I'm 69 years old and every president since 1840 elected in a '0' year has died in office."

But the New York Yankees' (AL) two 4-3 wins over the Brooklyn Dodgers (NL) did coincide with Republican Dwight D. Eisenhower's election to the White House.

And in 1960, Democrat John F. Kennedy won, while the Pittsburgh Pirates (NL) upset the Yankees 4-3.

The St. Louis Cardinals continued the string by topping the Yankees 4-3 while Democrat Lyndon B. Johnson was elected in 1964.

Even Richard M. Nixon correlated with this rule as the Detroit Tigers won in 1968 over St. Louis, 4-3 and the Oakland A's triumphed in 1972 over the Reds 4-3.

Finally, Carter was elected in 1976 while the Reds destroyed the Yankees 4-0.

What can Reagan say? "So what. You know, I'm 69 years old and every President since 1840 elected in a '0' year has died in office."

Yes, William Henry Harrison did die after his election in 1840, along with Abraham Lincoln (1860), James A. Garfield (1880), William McKinley (1900), FDR (1940), and JFK (1960).

Both coincidences have held for seven consecutive tries. Nov. 4 will decide this debate.

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Arts/Entertainment



Murray Perahia played here Friday. Photo by Matt McGuire '83

Perahia stuns audience

By Marton Radkai '81

A combination of grunts, complaints, curiosity and excitement greeted the massive publicity campaign which preceded the arrival of pianist, conductor and composer Murray Perahia in Middlebury; but during the concert he gave in Mead Chapel on the Middlebury College Campus, most of the members of the audience remained riveted to their pews.

Rather than begin with a dashing piece, Perahia chose to perform Mozart's Fantasy in D minor, K. 397, which he had never offered in public before. From the opening arpeggios, to the final chord, the music reflected a perfect sense of equilibrium between improvisational style and what one could term as compositional style — Mozart's Fantasies were for the most part improvisations committed to paper. Perahia was distinguished and precise with the composer's music, yet he did not forget that the human heart is not a metronome.

In the performance of the *Fantasiestucke* Op. 12, Schumann's creative genius and impassioned senses were clearly expressed. From the frail ardour of the first piece, "Des Abends", to the majestic, almost pompous harmonies of the finale "Ende vom Lied", the whole spectrum of Schumann idioms were to be found. Murray Perahia understood the duality in the music which some consider an expression of the composer's madness, schizophrenia, manic depression, whatever. Only once, at the beginning of "Traumeswirren", did he appear a little unseated when an uncalled for clap came from a member of the audience; fortunately in his career, Perahia has performed in some very remote outposts, and his nerves permitted him to regain full composure.

Bartok's music can be a little hard on the layman's ears, and a person seeking standard harmony may be shocked or even amused, as some were by the blatant accoustical clashes. Some sighs and giggles were in fact heard from the gallery when Perahia slammed the minor second which signals the opening of the eight improvisations. Struggling somewhat with a piano which could not entirely take the strain, he nevertheless succeeded in keeping the melodies of the folk songs above the accompaniment, which ranged from fierce disonant chords, to ghostly sustained single notes. And one must note at this point what a large range of musical colours Murray Perahia was able to find, from the elegance of Mozart's Rondo K. 485, to the primitive peasant rhythms of Bartok's Op. 20.

The concert closed with four impromptus by Franz Schubert, Op. 90. The golden melodies were brought out superbly, but the interpretation remained nevertheless simple. The silence from the audience, and the electric feeling in the air of Mead Chapel was most eloquent: here I shall let it speak in my stead. The standing ovation at the end of the concert, and the throng which greeted the pianist at the reception in Proctor Lounge are symptoms of the great performance given by Murray Perahia, who has definitely won himself a new crowd of fans.

Altogether, the program offered an interesting change from the standard "sonata plus" repertoire. In the future one may look forward to hearing Perahia explore some of the larger (should one say massive?) works, and one may hope to experience some of his own compositions. In the meantime, congratulations to Murray Perahia, and Chairman of the Music department Fanning and the Middlebury College music department, for having made everything possible.



Mrs. C.R. Landon, music professors Greisheimer and Fanning, Mrs. Perahia, C. Robbins Landon and Murray Perahia pose after Perahia's successful concert. Photo by Matt McGuire '83

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Electrifying music created

By Charlie Tercek '83

The next time you wander into Sunderland Hall for some language tapes and hear what sounds like the Starship Enterprise landing outside, don't hit the dirt or run back to your dorm for your Star Wars light saber! It's probably just George Todd's electronic music class experimenting with sounds in their Sunderland basement electronic music studio.

According to Todd, professor of music, there are two kinds of electronic music. The first is made with electronic sound equipment, including oscillators, white noise generators, and frequency shifters.

The sound created with this equipment, Todd explained, can be subsequently colored and shaped with other equipment and recorded on tape.

The second type, Todd continued, is electronic music made, using concrete, natural sounds: water sounds, the human voice, conventional instruments, even common "noises". These natural sounds can be transformed into musical events by electronic equipment.

Todd defended the position of electronic music in a liberal arts curriculum. "It's a marvelous teaching device," he argued. "It's possible to take a student who may not have had experience in music — who may be ignorant of notation or may have never played an instrument — and teach him something concrete about music by having him compose it himself."

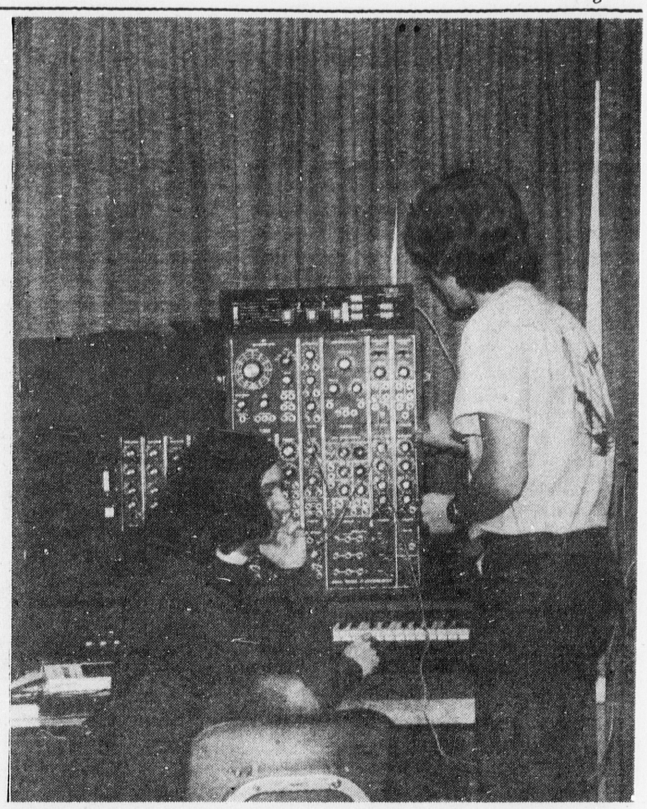
The electronic composer, Todd maintained, works directly without an intervening language such as notation. In composing for conventional instruments, he pointed out, one has to learn notation and probably an instrument before composing. "The electronic music composer can hear what he is doing all the time he is doing it, just as the sculptor can see what he is doing as he sculpts," Todd said.

The student in Music 201 (Electronic Music) is required to use the electronic music studio's equipment, learn how it behaves, and compose a piece of music using electronic and concrete sounds.

"It's not that hard to learn the technical aspects, how the equipment works," confessed Kip Stone '83, "but it's pretty difficult to come up with a musical composition, a coherent collection of sounds."

Todd agreed. "The students in my electronic music classes end up better listeners of composers such as Beethoven as a result of having to struggle with the problems of musical design they have had firsthand experience trying to solve themselves."

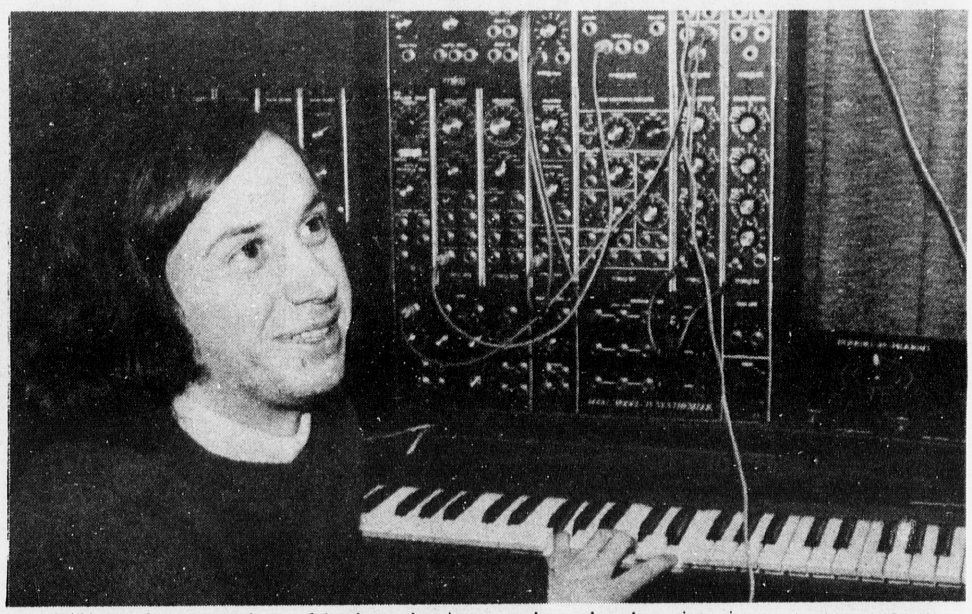
Todd teaches his students not to exclude anything as a potential musical idea. "This course has really opened my eyes, well, my ears, to all the musical possibilities around us," Stone remarked. "I could go to the Crest Room with a tape recorder and find some sonic events. My ideas of what's music and what's noise have really changed."



Electronic musicians in Music 201 ponder over "what's music and what's noise." Photo by Matt McGuire '83



Classical guitarist John Bigelow and soprano Lorraine Saltre performed October 23 in the Music Department's Lecture, Concert and Thursday Series. Photo by Matt McGuire '83



Bill Ivy '81 demonstrates the use of electric sound equipment used to produce electronic music. Photo by Matt McGuire '83

Cole and Johnson perform

"Music From Five Continents" will be performed as part of the College Thursday Series today at 4:15 p.m. in the Johnson Center Gallery.

Free and open to the public, the program will feature Bill Cole on the reeds, and Farel Johnson, percussionist.

Cole is associate professor of Music at Dartmouth College and is director and creator of the John Coltrane Memorial World Music Lecture-Demonstration Series. He also is producer-director of his own program "Jazz with Bill Cole" on Vermont Public Radio.

A specialist in African-American music, Cole plays a variety of exotic instruments including nagaswarm and shenai from India, the Chinese and Korean sona and Ghanian flute. He received his B.A. and M.A. in music from the University of Pittsburgh and his PhD. in African-American Music from Wesleyan University.

Also a specialist in African Music, Johnson has studied at the University of Legon in Ghana, the Lavinia Williams School of Dance in Haiti, Olatunhi's School of West African Culture and the Ile-Ife School of Music in Philadelphia.

He has performed as a drummer with such groups as The Visitors, Lionel Hampton's Band, African-American Ballet and Arthur Hall's Afro-American Dance Ensemble and has been on a number of national and international tours. He is a skilled artist on several drums from around the world.

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International Club President Mahnaz Rahbar '81 counts proceeds from International Dinner with Treasurer Pascal Borno '81. Photo by Matt McGuire '83

International cuisine consumed by Proctor weary palates

By Stacey Littlefield '84

"This is the best meal I've ever had since I got to Middlebury!" exclaimed delighted students at the International Club's Food Fair last Saturday night. About thirty different dishes representing Haiti, Turkey, Persia, Brazil, Japan and other Middle Eastern, Latin American and Oriental countries were spread buffet style in the Chateau dining room.

For Proctor-weary palates the variety was a welcomed change. Loobia Polo—rice with string beans, Dolmne—stuffed tomatoes, Turkish cucumber yogurt soup, ginger chicken, poieserie, humus and Russian cheese pudding were a few of the delicious offerings.

White and rose wine were served with dinner and Ouzo, a potent Greek liqueur with a licorice flavoring, was served afterwards. This feast was well worth the three dollar admittance charge.

The atmosphere was equally engaging. Latin American, French and Persian music charmed the party goers, as did the white table cloths and the wide variety of cultures represented.

Mahnaz Rahbar '81, president of the International Club, was enthusiastic about the dinner. "Everything worked very smoothly, thanks to the cooperation and devotedness of the club members. The College community also showed so much interest that we are planning to organize more dinners and similar activities in the future," she said.

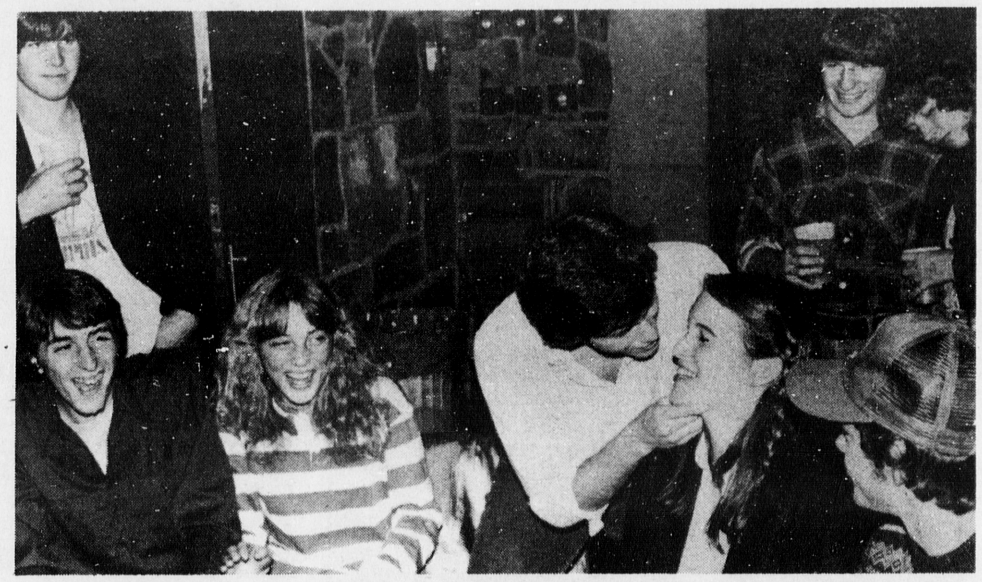
Preparation started at noon on Saturday as different club members commenced cooking their specialties. The choice of entrees was limited only by the availability of ingredients in the Middlebury area.

Layn St. Louis '84, one club member remarked, "I think there should be more things like the dinner on campus because it brings different cultures together." David Cimino '84 agreed, "I think it was a complete success. It's always nice to be able to eat."

The dinner was followed by a party at the Hamlin social dining unit where the satiated diners could dance off their meal to international music and converse some more.

Middlebury celebrates Oktoberfest





The German Club sponsored an Oktoberfest last weekend, featuring Lowenbrau brew. Here is a pictorial essay of the evening's activities.

Photos by Dorsey Milot '81.





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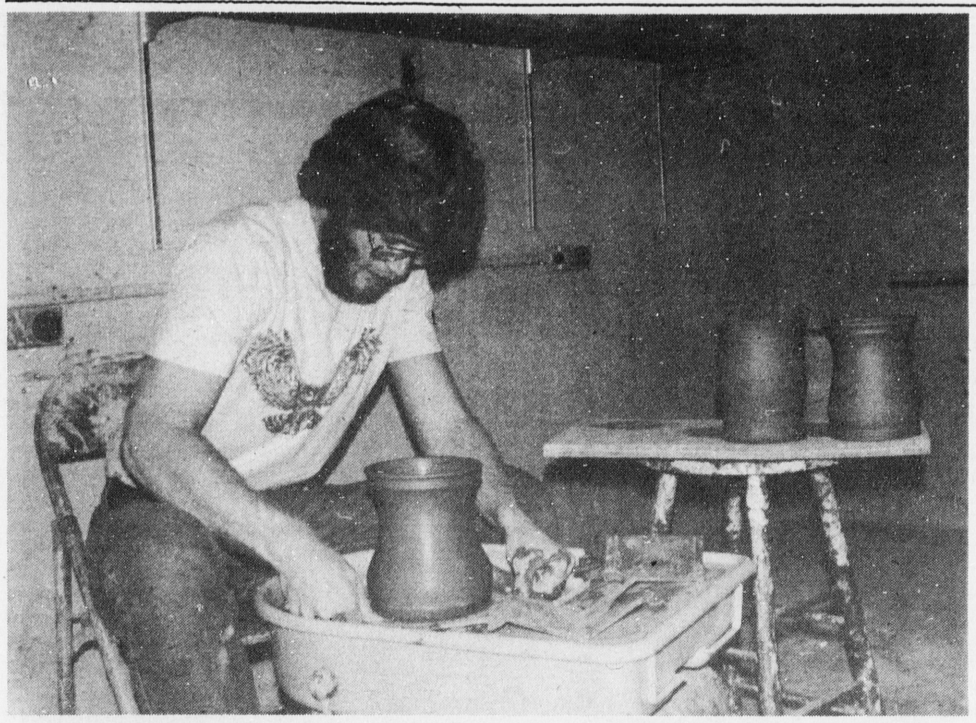


Pottery Club supervisor Bob Stearns '81 works on the pottery wheel in the club's workshop in Lower Forest West.
Photo by Bruce Morehouse '81

Potters sculpt

By Beth Potier '84

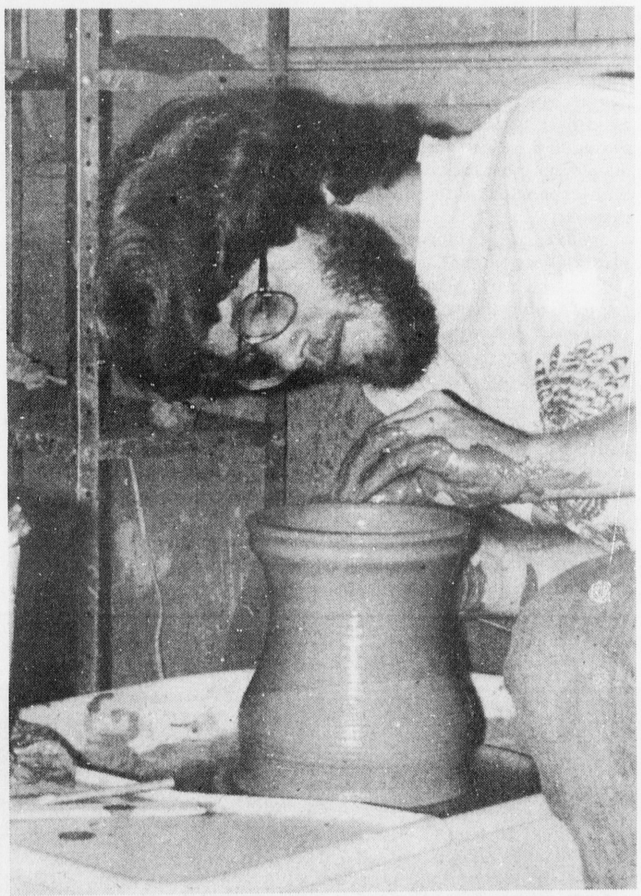
The Pottery Club would be a virtually unknown organization if its workshop were not en route to the laundry room. Such is not the case for the club's 25 members, however. "The most interesting part of the club," stated supervisor Bob Stearns '81, "is the people involved, what they're doing, and what they're learning."

The club is open to both beginners and experienced potters. Members buy a key from Director of Student Activities Jackie Flickinger, which entitles them to use the workshop and club materials anytime. "The key costs $20, but we'll reduce that price by Spring Term", reported Stearns.

A firing fee will also be charged once the club receives a kiln, which Stearns hopes will arrive sometime this week. "We've never had a kiln before," said Stearns. "I hope we can do a lot more with glazes and firing now that we don't have to fire at Frog Hollow."

Beside supervising the operation of the kiln and materials, Stearns also teaches pottery classes. The classes of six beginners meet either Tuesday or Thursday night. Stearns reported that about half of the club members are beginners, adding, "We have a lot of freshmen taking classes...A lot of them came to us through the activities fair or were influenced by friends in the club."

Stearns is presently training a new freshman supervisor, whom he said he hopes will "take the kiln to its limit". Explained Stearns, "I've been the supervisor for three years, and I knew that I wouldn't have the time to devote to the job this year...I wanted to find someone I could train so I wouldn't have to turn the club over to someone completely new."



Stearns puts the finishing touches on a vase. The Pottery Club will soon acquire a kiln for firing finished works.
Photo by Bruce Morehouse '81

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Carlton's impressive *American Tragedy* convinces

By John Nelson '83

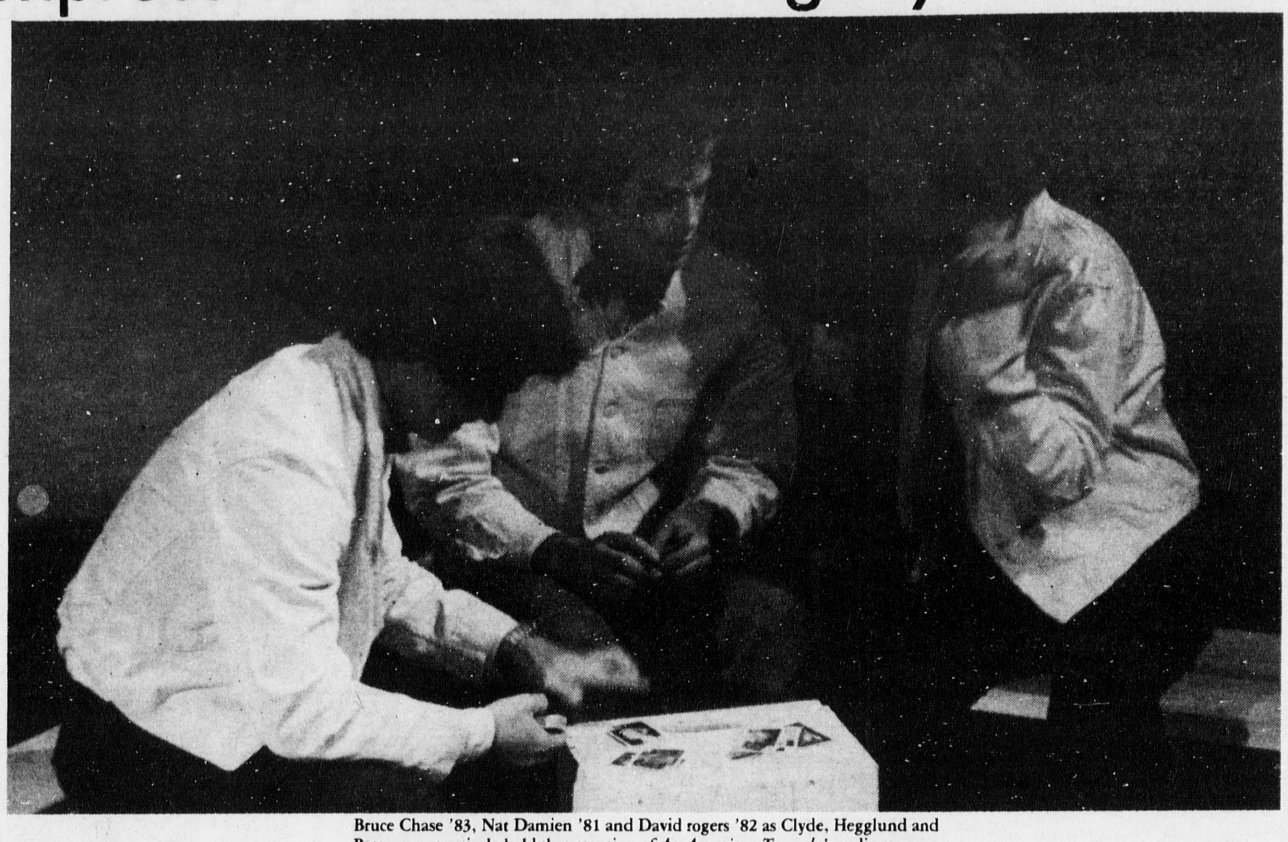
An American Tragedy, adapted from Dreiser's novel by Ken Carlton '81, played last weekend in the Hepburn Zoo. Carlton directed the energetic and often convincing production.

An American Tragedy was impressive. Carlton worked on the play since the first day of school, and on the script since April. His efforts have paid off well; although the show was melodramatic, it was entertaining and worth seeing.

Seventeen actors are a lot for a young director, especially in a space the size of the Zoo, but the stage never seemed unduly crowded. Carlton directed many scenes with little movement, posing a challenge for the actors—to hold interest with voice and gesture—a problem they generally surmounted. A notable example came in the first act. Clyde, Hegglund, and Ratterer—Bruce Chase '83, Nat Damien '81, and David Rogers '82—played the scene seated around a game of cards. The rowdy energy and concentration put into their work was highly captivating.

The pace in the second act dragged. Part of this was due to contrast with the first act, and part could have been taken care of by cutting and compressing. Some of that energy came back in the third act, channeled into different characters.

Chase had a difficult role to play. He was on stage for most of the two and a half hours and confronted with many contrasting situations. Although not always focused, Chase displayed a wide range of emotion. He retained too much of his nervousness in some scenes; opening night jitters and exhaustion from the amount of time on stage could account for some of that. His girlfriends, Roberta and Sondra—Dana Morosini '83 and Vicki Lamphere '84—were natural and convincing. In a solo scene, Morosini was strong and affecting.



Bruce Chase '83, Nat Damien '81 and David rogers '82 as Clyde, Hegglund and Ratterer respectively held the attention of *An American Tragedy's* audience even during scenes with little movement. Photo by Dave Foord '83

Two actors in a generally able supporting cast stood out. Both Paul Shoup '83 and Gerard Bossard '81 were double cast, demanding careful and accurate delineation of characters. Both succeeded. Shoup played an almost stereotypically kind and just upper class father, and a hard, unscrupulous district attorney. As Samuel Griffiths, he relied on facial gesture and an adaptable voice to paint a vivid character. Middle age is difficult to play for the young actor, as he cannot experience it firsthand, but Shoup was convincing. As Mason, he had some difficulties. The cynical style Shoup adopted was appropriately harsh for the early 1900s, but today's audiences find it humorous. Despite frequent laughter, Shoup maintained concentration throughout his energetic scene.

Bossard played Mason's counterpart in the courtroom—a concerned and compassionate lawyer— and a priest. These roles presented a particularly difficult problem, for they are close together in the script. Bossard, a physically powerful man, was vigorous and persuasive as Belknap. For Father McMillan he subdued that physical power, creating an effective and affecting character.

Senior John Monaghan's set was simple and functional; his arrangement of the flexible theatre unique and interesting. There were some technical difficulties during the show, undoubtably worked out after the opening performance. Claude Bolling's "Suite for Flute and Jazz Piano" hurt the show a little since the music is modern and out of place for a time over fifty years ago.

Carlton showed initiative and drive in this project. His cast included few experienced actors, but for the most part, they mounted an energetic and believable show. *An American Tragedy* represents a kind of work people in the arts should encourage. Deceptive companies with old credits and poor shows abound, and one way to counter the growth of the "deadly theatre" is to introduce and encourage young and vital playwrights, actors, and directors.



Emma Mayer read her poetry at *Palantir's* reading Thursday, Oct. 23 in the Abernethy room. Photo by Matt McGuire '83

Classics studies expand

By Beth Cleary '83

Classics — the study of Latin and Greek language, history, and culture — is a vital department at Middlebury. The dynamics of the Classics program have expanded in the past few years, prompted by Eve Adler, chairman of the department. The major now includes, in addition to the core study of four years of Latin and three of Greek, courses in related fields, such as sociology, history and anthropology. These complementary courses are meant to enhance a contemporary understanding of the material. There are presently eight signed-up Classics majors, which is sizeable for a school population the size of Middlebury.

Professor William Harris is enthusiastic about the benefits of studying Classics. Although the study seems narrowly focused, the study of Classics are still regarded as an excellent preliminary to almost any field.

"Our department offers plenty of time," Harris noted. "For the student who wants a small group in which to learn...I raise the question: Why would anyone study Classics? Well, if you're going in the liberal arts tradition, it's important to choose your teachers, and those who can offer time...the relevance of the study doesn't count as much as the quality of the work." Harris suggested that the study would enrich any interest.

Harris delivered a lecture two weeks ago on "The Future of the Classics," as part of the Classical Lecture Series. He explained that he "suggest(s) Classics should become 'anthropology in a time depth.' In a minimum of cases — ancient Chinese and the Greco-Roman world — we have fully documented *lives* of the people...their ethics, manners, and an elaborate history of material which has never been used as social science material."

"In 20 years," Harris predicts, "Classics will go under, unless we...study man's history and development through documents." He cited the example of the 7th century writer Hesiod, who wrote a document about farming methods. "*That's* interesting to me...but we don't usually read Hesiod that way."

Harris envisions "teamwork between modern scientists and ancients' texts. I see a whole new use of Classics," he continued, "with the sad thought that Classics people tend to be conservative. It's a shame to see such valuable material unused. There are wonderful materials to be used for human resources, not close-circuited research."

The Classics department's new visage is in the form of a written program, soon to be reviewed. When it is evident that there is enough interest, "we'll be clear sailing," said Harris.

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Babel performs

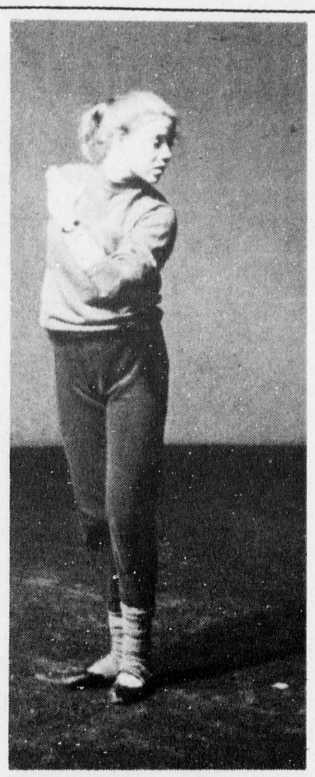
By Katherine Brown '83

"Babel," a student theatre-dance production, will be performed at 8:00 p.m. in Wright Theatre tonight and tomorrow. Tickets for the 45 minute show are free and available at the Wright Theatre Box Office.

Brian Reddington '82 choreographed and directed the entire show as an independent Theatre project.

The seven pieces which constitute "Babel" can be viewed as separate entities, or as elements of the major themes: communication, conformity vs nonconformity, and the interactions of the individual. The piece progresses from the communication and interaction of the individual with society, to interaction with other individuals and finally, to interaction with the independent self. As "Babel" comes to a close, the focus is again on the individual's interactions with society. Reddington is concentrating in Sociology, and sociological implications are prominent in "Babel."

The performers in "Babel" are of varied dance experience; some are actors who have never danced, while others are competent and technically advanced dancers. Reddington states that "the nature of my choreography" accommodates all levels of dancers, and also enables performers to bring different perspectives to his choreography.



Sue Nahley '82 dances in the preview of a student theatre-dance production, "Babel," which will be presented tonight and tomorrow night at 8:00 in Wright Theatre. Photo by Matt McGuire '83

Reddington kept in mind the specific people who had been cast while he was choreographing the piece. "Babel" is a reflection of the performers' abilities and of Reddington's ideas. With this in mind, "Babel" should provide an interesting and thought-provoking visual experience for viewers this Thursday and Friday evenings.

Dance explores body

By Katherine Brown '83

The first workshop of the recently combined Theatre/Dance department was held last Saturday, when Alexander Technique dance instructor Lisa Adamson conducted a group from 2:00 p.m. to 4:00 p.m.

Adamson opened the workshop with the question "How do you use yourself?" The goal of the workshop, she explained, was to acquire some perception of the most efficient way to use yourself.

For the first exercise, the approximately 25 actors, dancers, teachers and interested students who participated in the workshop were asked to find a space on the floor and perform an everyday action, such as speaking, brushing their teeth, or doing a plie.

At Adamson's instruction, the participants then stopped their action and analyzed how their bodies felt; they identified which places were relaxed, and which places were tense.

Other exercises were also designed to increase body awareness. Participants paired off, and one member of each pair observed as his partner got up and sat down in a chair. Each observer immediately placed his hands on the nape of his partner's neck and the small of his back. Most noted an extreme tensing of the muscles in these spots.

Participants were then instructed to place their hands on either side of their partners' heads and move them from side to side. Adamson asked them to visualize two axes upon which the head moves, one from front to back and the other from ear to ear. Similar axes were imagined between the hip sockets.



Alexander Technique dance instructor Lisa Adamson works with a Middlebury student to "acquire some perception of the most efficient way to use" himself. Photo by Amy Spangler '83

With eyes closed, participants then "painted" the bones of their torso with any color they chose. Adamson asked each to imagine that his collar bone, arms, wrist, and hands were coated with color, until it streamed out from his fingertips into space.

Each participant then raised his "colored" hand together with his unpainted one. Most said that they could discern a definite difference between the two hands; the "colored" hand felt directed and full of energy, whereas the other hand did not.

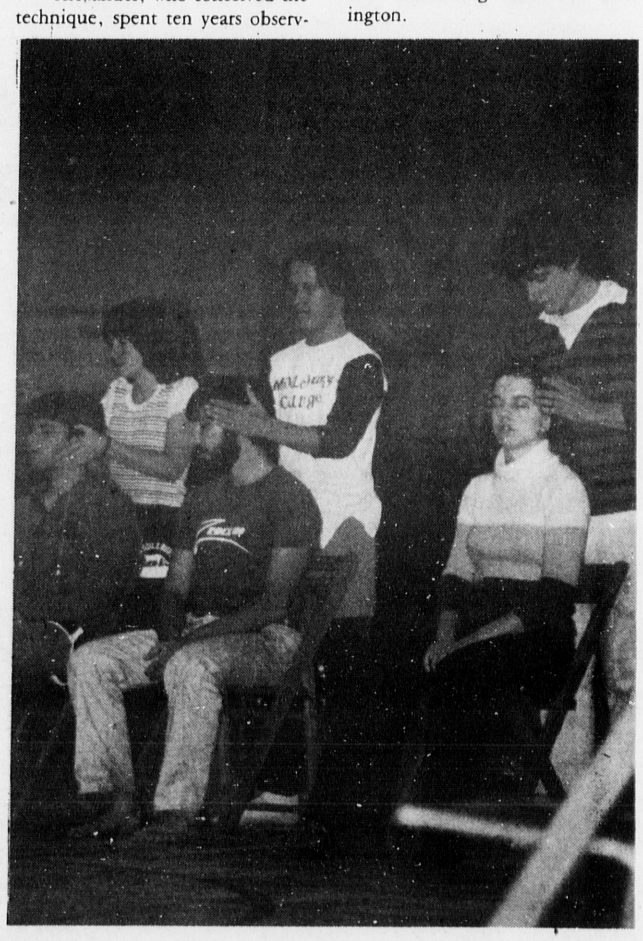
Adamson next demonstrated a way to sit down and stand up while remaining relaxed. She explained that by "letting the head float" and by changing the lengths of the muscles in movement, she is able to relieve the overall tension in her body.

Alexander, who conceived the technique, spent ten years observing himself in a mirror, according to Adamson, and concluded that most bodily tension originates in the neck and head, and then spirals down to effect the rest of the body. Once the head and neck are free, Alexander's theory states, pressure is removed from all joints.

Adamson remarked that the Alexander technique did not pretend to remove all tension from the body, since "the only body which doesn't have any tension is a dead one." The technique's goal, she maintained, is to minimize tension.

Adamson became involved in the Alexander Technique several years ago, when she was suffering from acute back pain. She said that her pain was a result of postural problems, and has been relieved through the Alexander Technique.

She trained at the American Center for Alexander Technique in New York City. The intensive training consists of four hour classes, four days a week for two and one half years. The training must be thorough, Adamson explained, because it involves the complexities of the body's energy flow, and not merely musculature. Adamson is now conducting classes in Burlington.



Dance and theatre students practice Alexander Technique exercises at last Saturday's workshop. Photo by Amy Spangler '83

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Picasso retrospective coordinator lectures

By Thomas May '84

In honor of the 99th anniversary of Pablo Picasso's birth last Saturday, William S. Rubin presented three lectures at Middlebury. He is the director of Painting and Sculpture at the Museum of Modern Art and coordinator of last summer's "Picasso in Retrospect" exhibition in New York City.

The three lectures given last week formed a series which treated themes essential to an appreciation of Picasso's life-work: the autobiographical or "subterranean" aspect of the Spanish artist's painting; his work in relation to past and contemporary artists; and his rapport with his public. In delving into each of these themes, Rubin ultimately showed their substantial unity; Picasso's "multiplicity of styles" comes not simply from an erudite eclecticism but rather from a private and emotional response to a given subject. It is this private interest which underlies Picasso's stylistic richness and which makes him the epitome of the twentiety-century artist, for whom the "shared meaning" which the Old Masters enjoyed with their public is gone.

Rubin pointed out how the use of personal iconography and of various personae which Picasso developed forms a characteristic link between the canvas' subject matter and the artist's life. The scholar illustrated this theme richly with examples both famous and little-known. For example, Rubin suggested that the distorted and bony figure in "Seated Bather" (1930) reflects Picasso's attitude toward his jealous wife, Olga Koklova, a Russian ballet dancer whom he divorced in 1935.

Rubin gave an analysis of the evidence behind the creation of the majestic "Bread-Leaf and Fruit Bowl on Table" (1909). He revealed it, at least on one level, as a harmonious compendium of the styles of two of Picasso's artistic "avatars" — Cezanne and Rousseau. Rubin traced Picasso's marauding of either the style or content of such painters as de Chirico, Grunewald, and Courbet. He convincingly demonstrated that this exploitation was really part of a search for more effective ways to express the artist's deepest emotional concerns.

Rubin confronted the overwhelming stylistic range of Picasso's work and revealed this range to be unified by the constant of the artist's own forceful personality.

Throughout the series Rubin made fascinating excursions into often-neglected aspects of Picasso. He showed, for example, how Picasso's constructions marked a new conception of the art of sculpture. Previously, sculpture had been either modeled or carved. Picasso broke this tradition in introducing the idea of construction; that is, miscellaneous objects joined together to create a whole.Rubin also cited the influence of Picasso's contructions on the Constructivist movement which flourished in Russia after the revolution in 1917.

In the final segment of his series, Rubin offered a new insight into *Guernica*, the artist's mysterious and powerful work of 1937. He claimed that it is the most successful attempt in modern art to make a political statement in the form of a monumental work. Rubin's examination of the sketches leading to the final product supported his thesis that *Guernica* is exceptional in that it goes beyond the expression of "private character" and strives for a universal appeal. It is, however, a "negative monument" which offers no resolution to the destruction it portrays. In the past, works of this kind were resolved by an accompanying image of serenity,such as Grunewald's Isenheim Altarpiece.In this way, the work reflects the conflict and confusion in the modern world

The lectures represent the first attempts to comprehend and analyze the depth of Picasso's life and work, and Rubin was particularly effective in bringing to life the excitement of this new endeavor.



William S. Rubin, director of Painting and Sculpture at the Museum of Modern Art, presented three lectures at Middlebury last week.

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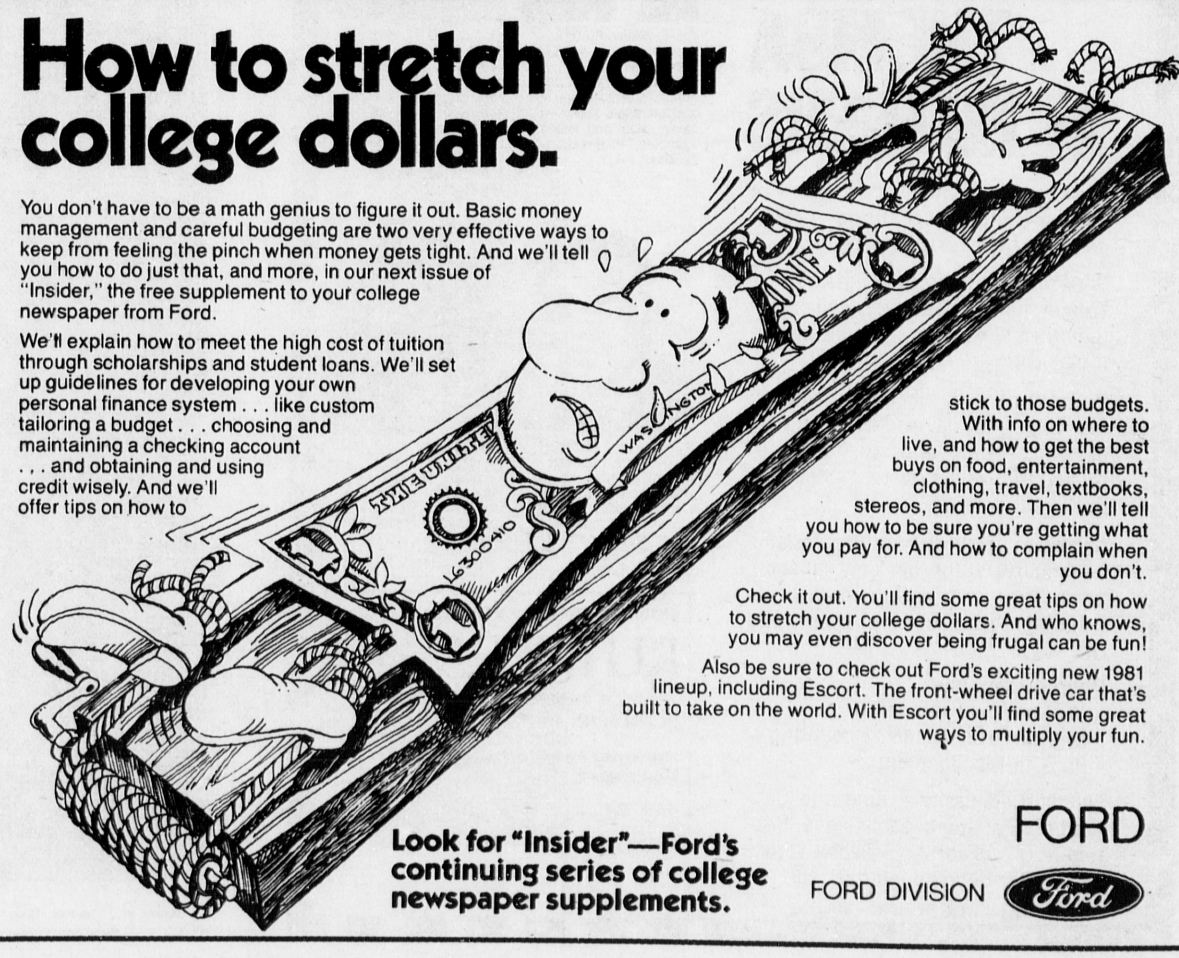

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Sports

Hamilton loses 20th straight football game:

A streak continues; Panthers mop up

By Steve Riley '82

The issue was never really in doubt.

After all, Hamilton entered the game with 19 consecutive defeats, while Middlebury came in with a strong, deep 3-1-1 squad. Even the torrential rain which saturated Steuben Field could not provide the great equalizer as it did in other New England college football games last Saturday. The pregame overconfidence which Panther coach Mickey Heinecken feared never materialized.

Paced by a Scott Sandblom field goal on their opening drive of the game, Middlebury geared up the third-leading total offense in national division III statistics en route to a 17-0 decision over the host Continentals. The Panther defense was equally stupendous, scoping up five Hamilton fumbles and intercepting three passes.

The mood of the game was set on the opening kick-off, as the pigskin skidded through a puddle into the Hamilton end-zone for a touchback. A steady rain drenched the field, the players, and the handful of fans present at kick-off time.

Even when the downpour subsided in the second half, a gale-force wind made for a 15-20 degree wind-chill factor. "It was so cold out there it really was an unreal atmosphere for a football game. That's why the first score was such a key factor," stated Heinecken.

That first score came quickly, with just 4:44 gone by, as Middlebury drove 46 yards in 10 plays on its first possession to set up Sandblom's 27-yard three-pointer. Senior quarterback Dave Caputi hit his leading receiver, junior Ted Virtue, on completions of 31 and 13 yards to highlight the march.

Next John Underwod '81 recovered a fumble on the Hamilton 34 and the Panthers were back in command. However, sophomore Mark Conroy's 21-yard touchdown scamper was nullified by a penalty, and the Continental defense stopped the visitors on fourth-and-goal from the two.

Linebacker John Weeks '83 recovered another Continenal fumble and four plays later fullback Jody O'Donnell '81 followed the blocking of Steve Harasimowicz '81 and John Lyons '82 over the left side for a one-yard touchdown plunge. Sandblom's PAT made it 10-0 with 7:56 remaining in the second quarter.

The final six points of the afternoon came in the third period, as Middlebury converted a 47-yard drive after receiving the second half kick-off. Ed Gunther '81 returned the kick 32 yards and seven plays later Conroy pursued the right-side lead blocking of Bill DeSantis '82, Mike Hoffman '81, and center Jim McKeon '82 on a four-yard scoring run.

To assess the total domination which Middlebury enjoyed, one needs only to look at the final staistics.

Middlebury, averaging 410 yards per game, rolled up 379 yards in total offense while holding Hamilton to a mere 106. Last year the Continentals amassed 321 yards in passing alone against the Panthers in a 20-14 defeat.

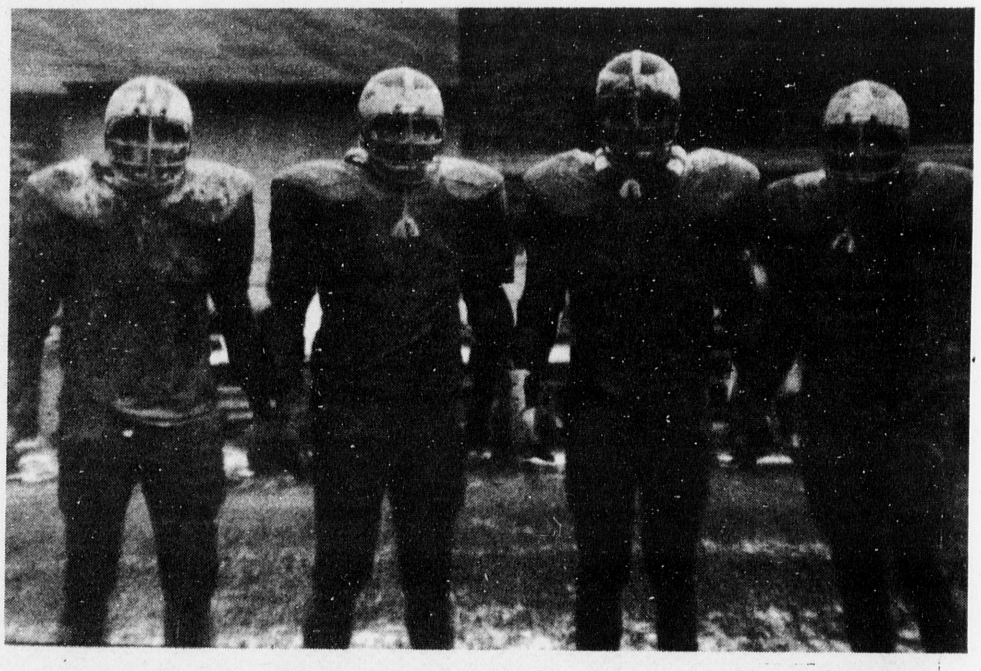
Other significant figures saw Middlebury run 90 offensive plays to Hamilton's 49, and the Panthers allowing the hosts just one first down and 23 yards total offense (all rushing) in the first half.

Individually, O'Donnell rambled for 99 yards, the best performance of any Panther back this season, and halfback Jack Brennan '81 added 74 more including some fine gainers in the second half. Virtue caught four passes for 72 yards, and is just 68 yards short of the single season Middlebury record of 574.

Defensively, end John Burchard '81, linebacker Bill Genovese '82 and safety Pete Price '81 again headlined another strong effort. In addition, Weeks, John Hayes '82, and Charlie Robinson '82 had fumble recoveries, while Doug Dickson '81 and Scott Laughinghouse '83 recorded pass thefts.

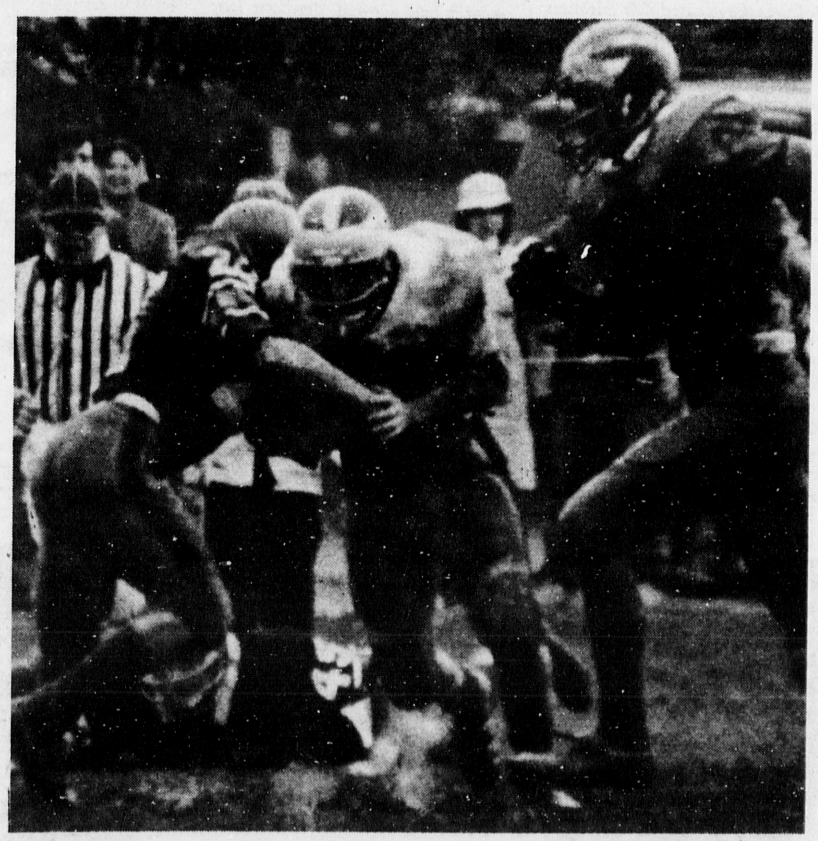
This Saturday, the Panthers travel to Schenectady to face the 1-5 Dutchmen of Union. On paper, the Blue are a solid favorite, having rolled up 53-13 and 33-0 routs the past two seasons, but on a lumpy Alexander Field the upset possibility exists.

Despite a large statistical advantage, the Panthers must heed Heinecken's words about playing to become the best football team they can be and not worry about piling up numbers. Only then may the final shadow of doubt be removed from the current season.



The four horsemen of the Apocalypse? Actually it's Middlebury's defensive front four during last Saturday's Hamilton mud-bath. From left to right is John Burchard '81, Bob Mahl '82, John Underwood '81 and Gil Amaral '82. Photo by Lori Geiger '82





Chip Ablondi '81 carrying the pigskin in 17-0 win over Hamilton. Photo by Lori Geiger '82

Female booters end year at 6-4-1; tie Lyndon St. 0-0

By Paul Quinlan '84

The much-improved Middlebury women's soccer team concluded its season last Saturday by playing Lyndon State to a 0-0 tie at Lyndon, Vermont.

The rather uneventful game left the Panthers with a 6-4-1 overall record, two victories better than its inaugural season last year. "I was quite pleased with the season," commented coach Russ Reilly. "We had a number of key injuries, but the women who played did a fantastic job."

Playing in cold, rainy weather, the Panthers simply suffered a dearth of goals, outplaying Lyndon in every other asepect of the game except the score. "It was like there was a piece of plywood covering the goal-mouth," stated Reilly. Middlebury outshot Lyndon 33-3 and also controlled the midfield play. "You can't dominate a game much more than we did and still not win," said Reilly.

Although Reilly can look forward to coaching essentially the same team next year, the services of senior co-captain and stopper-back Cammy King will be missed. King was instrumental in the drive to make women's soccer a varsity sport and captained the team for two years. Concluded Reilly, "Cammy will definitely be missed, but we are a young team and with added maturity, we should improve even more next fall."

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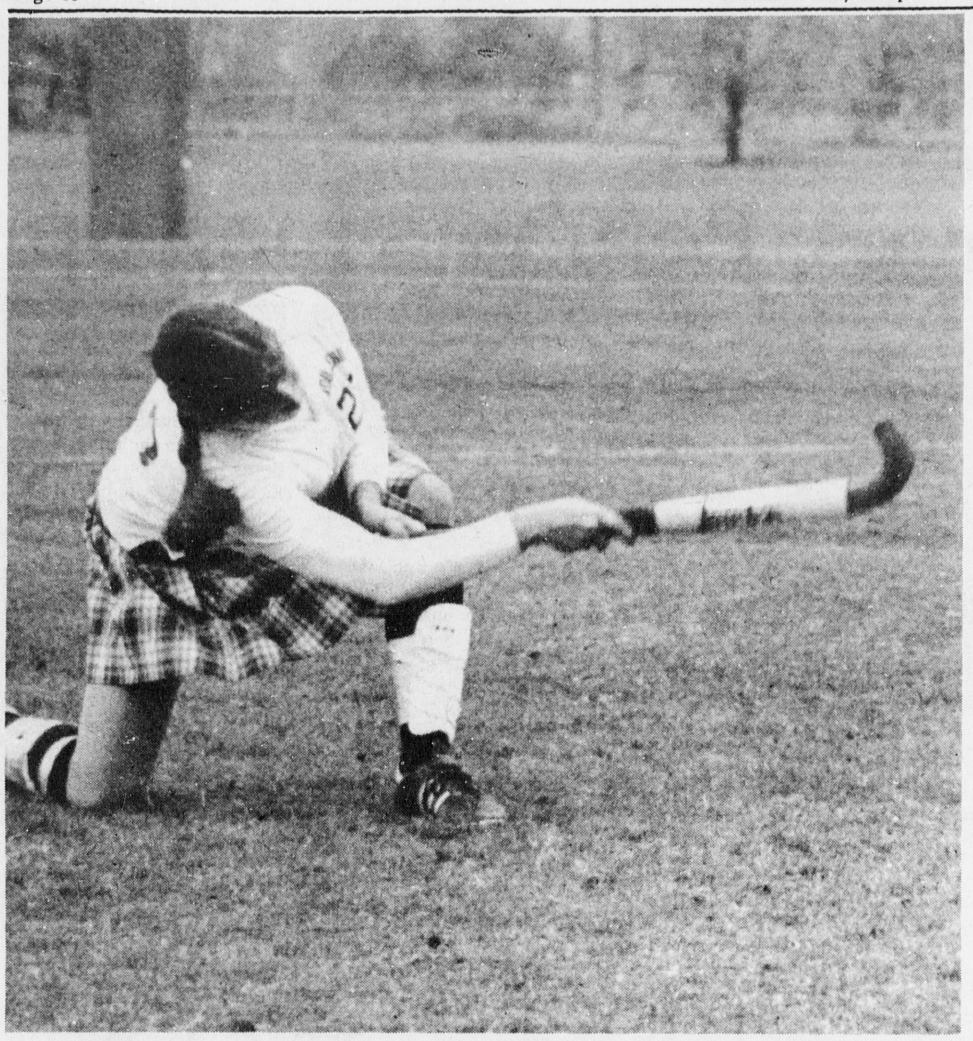


Michelle Plante '82 fires in a penalty shot in last Saturday's 2-0 victory over Norwich. Photo by Lee McShane '82

Stickwomen ambush Cadets; await tourney

By Lydia Fitler '84

The varsity field hockey team ended their regular season last Wednesday with a smashing 2-0 victory over Norwich. Both goals were made by Michelle Plante '82 in the second half, following penalty shots.

Coach Missy Hopkinson mentioned that in the first half "we tended to play at their level, which is slower and marked by less finesse," thus accounting for the scoreless first half. However, the second half was faster and harder hitting.

Hopkinson also commented that Norwich had a very tight-checking team and played man-to-man defense throughout the game, making it exceptionally difficult to get the ball into the cage. Middlebury outshot Norwich by far and dominated the game, and the Panther goalie made only three saves.

High-scorer Plante played particularly well throughout the game. Marty Taylor '81, who came in as a forward in the second half, played well also. This was the final regular season game for the varsity, providing the team with a 6-4 record. Tomorrow, they travel to Mt. Holyoke for the weekend to participate in the NECFHA tournament.

Rugby squad one for two

By Christopher Wall '84

Vermont Law escaped with a controversial 8-6 verdict over a stubborn Middlebury rugby club in an Oct. 25th match played in rainy, windy conditions at Middlebury.

Middlebury's Ed Brown '83 had a 30-yard, three-point dropkick disallowed late in the first half which would have provided Middlebury with the winning margin. The referee ruled that the ball never hit the ground and was therefore illegal.

Fullback Dave Taylor '82 rambled across the goal-line for the lone Middlebury try. His score came after a fine run by junior John "Ratman" Ratoff, who had as outstanding afternoon. The two-point conversion kick by Chris Hug '81 accounted for the other Middlebury tallies.

Defensive breakdowns in the second half allowed Vermont Law to score two tries on breakaways. Both their conversion attempts went awry.

Player-manager Steve Kiernan '82 played well, and other individual stand-outs were scrum half Doug Rich '82 and back Dave Lynch '83.

In a relatively unexciting match, Middlebury squeaked by Keene State 3-0, on Oct. 18 in New Hampshire. Hug converted a penalty kick for the only points of the defensive battle.

The game was highlighted by the fine play of the much improved Middlebury scrum. The big members of the rugby club were able to control the flow of play, which is critical in rugby, a game of field position rather than high-scoring.

Fullbacks Hug, Taylor, and Eric Egertson '83 were instrumental in the victory as they played tough defense and fielded long kicks admirably.

An epic goal-line stand by Middlebury closed the door on Keene, and gave the Panthers the push to victory.

In the "B" game, Gene Cleaves '83 was good on a penalty kick to lead Middlebury a 3-0 triumph.

Women third in New Englands:

The tale of two X-C squads

By Jeff Clarke '82

The Middlebury women's cross country team cruised into Boston last Saturday and lined up with 39 other New England schools in Franklin Park for the New England Championships. The rain made for sloppy conditions over the three-mile course, but after the mud had cleared the Middlebury women found themselves with a highly commendable third place finish behind Vermont and Rhode Island

A happy Panther coach Terry Aldrich commented, "The third place finish in the New Englands by the women's cross country team represents a tremendous achievement by a school the size of Middlebury because the competition included the top Division I schools in New England."

To capture third place a total team effort was required and, like so many other times this season, the women did just that. Aldrich said, "It was a great team performance, with all of Middlebury's runners coming in close together, highlighted by some outstanding individual performances."

Leading the women was Jane Ogden '83 who probably had the best race of her running career, finishing 14th in a field of over 250. She was clocked in 17:53. By virtue of her 14th place finish Ogden was named to the 1980 All-New England team. An injured Beth Paxson '84 also had an outstanding run, placing 16th, less than a second behind Ogden in 17:54.

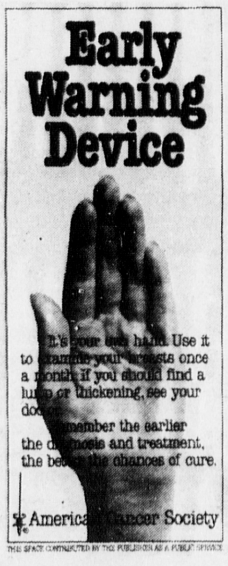
Sue Long '82 and Tara McMenamy '82 once again helped each other during the race as they ran together. Sue finished 28th in 18:06 while Tara followed in 29th in 18:07. They were also less than a second apart. Also with good finishes were Captain Karin Von Berg '81, 39th, Jamie Maerder '83, 75th, and Anne Leggett '81, 78th.

Aldrich concluded by saying, "The team is, without question, the strongest team in its five year history and it has a chance to be the top Division III team in the East in the 1980 EAIAW Regionals at Indiana State this coming weekend."

The men traveled to Albany State last Saturday to race in the Albany Invitational, which is one of the biggest x-c races in New York. They too were greeted by a driving rainstorm and cool temperatures. The rain and wind were not very helpful as they caused race numbers to fall off, making the scoring process impossible.

Mike Graham '84 was the first Middlebury finisher in the field of over 150, as he finished approximately 59th. Jeff Clarke '82 was the next finisher at 75th. Other Midd finishers included Eric Menck '84, 99th, Chip Audett '82, 102nd, Brett Hulsey '82, 104th and Dave Spaidal '84, 106th. Mac Moore '83, Dave Mayfield '82 and Doug Woodsum '82 also ran, but their positions of finish were unknown at press time. In fact, none of the results are official.

This was the last race of the year for the men, and they are all looking forward to next year, when several returning veterans are expected to help the team improve.



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Seven of the Panther defensive eleven converge on MCI ball-carrier in last Sunday's frosh football game.
Photo by Lori Geiger '82

Freshman football nipped by Preppers

By Doug Dickson '81

On a blistery fall afternoon, the Middlebury frosh football team dropped a 20-6 decision to a tough Maine Central Institute squad last Sund . With cold hands and mental precision destroyed by the weather, the Panthers beat themselves with fumbles and costly penalties.

Middlebury now stands at 3-2 and hopes to finish the season on a winning note when they travel to Hanover, New Hampshire, to tackle the Big Green of Dartmouth tomorrow.

Speedy Martin Beatty started things rolling early for the Blue against the Preppers from Maine with a dazzling 52-yard touchdown scamper in the first quarter. With a chilling, swirling wind, Bob Crews stepped up to boot the extra point but shanked it. The Panthers led 6-0.

The Panthers were in control and seemed to drive at will in this first half but each time mistakes thwarted their drives. MCI capitalized on a turnover by Middlebury with a 30-yard drive on the second stanza to knot the score 6-6. Maine opted to go for two points on the conversion but were stopped cold by Walt Donnolly and sure-tackling Chris Pierson.

Donnolly, handling the punting chores and playing safety on defense, turned in a fine all-around effort in a losing cause.

The second half brought more of the same cold weather and same sloppy play as Middlebury made many mistakes. Maine's offense was now gearing up and in the third quarter the visitors pushed across a score with a perfectly executed 10-yard screen pass.

The Panthers were struck a death blow in the third quarter as Beatty and fellow running back Rick Meringlo were helped off the field with injuries on successive plays. With this in mind, the Preppers regained control and ground out a 60-yard scoring drive to seal the fate of the game, 20-6, which was the eventual final score.

With the numerous mistakes by the offense, Middlebury's defense was tested throughout the game and did a good job. The secondary was particularly impressive along with linebacker Craig Born and Ken Rapuano who had a couple of key sacks.

Coaches Eric Kemp and Don Roach hope the squad will be able to finish the season with a strong effort against a perenially-tough Dartmouth eleven.

Men's soccer drops two close calls

By Steve Siegel '84

The men's soccer team continued its losing ways, dropping two more matches last week. A 2-1 loss to an outstanding Plymouth State team and another 2-1 defeat at the hands of University of New Hampshire left the team sporting a wounded ego and a disappointing 3-6-1 record. In a season that was to have been one of Middlebury's finest, the team has been plagued by an inability to get the big goal in its key matches, leaving the Booters frustrated, weary, and usually on the losing side.

Last Saturday's loss to UNH was perhaps the most disheartening yet. The Wildcats, having thrown seven veterans off its squad this year because of attitude problems, played a freshman-laden line-up that somehow managed to manhandle a more experienced Middlebury squad.

The first half found the Panthers totally outhustled by the green, but eager New Hampshire team. The contest proceeded in a torrential rain which was characteristic of most New England college pitches on this day.

Middlebury, also going against the wind, was continually beaten to the ball, and was unable to get the sphere out of their own end for most of the first half.

After intermission, in which coach Ron McEachen's talk patted few fannies, the team came out more fired-up. The defense played tighter, but senior Chip Doubleday missed a penalty-kick, and the offense couldn't come through until John Harris '81 put in a header with 30 seconds left in the game.

The previous Wednesday saw the Booters play almost evenly with highly-regarded Plymouth, who came into the match with an 11-1 record. Unfortunately for Middlebury, they left with a 12-1 record. The Blue got their lone goal from John Sorice '81 on the assist from Harris.

Plymouth got both of its goals from highly-regarded freshman sensation Steve Clark. Clark, who has 21 goals thus far this fall, is the main addition from a Plymouth team which was bitterly disappointed after being left out of the NCAA playoffs last year despite a 13-3-1 slate. This season they appear to be shoo-ins for a post-season berth.

Middlebury's long season draws to a close this week with games against Norwich and the finale this Saturday as the Panthers host North Adams State at 1:00 p.m..

Pre-season talk of an undefeated season has turned into disappointment and frustration for the Middlebury side. However the prospects for success next year are bright. The Panthers have received strong play from freshman goalie Bart Lombardi, "The Pride of Wilton, Connecticut". For now, the Booters must play for pride rather than for playoffs.

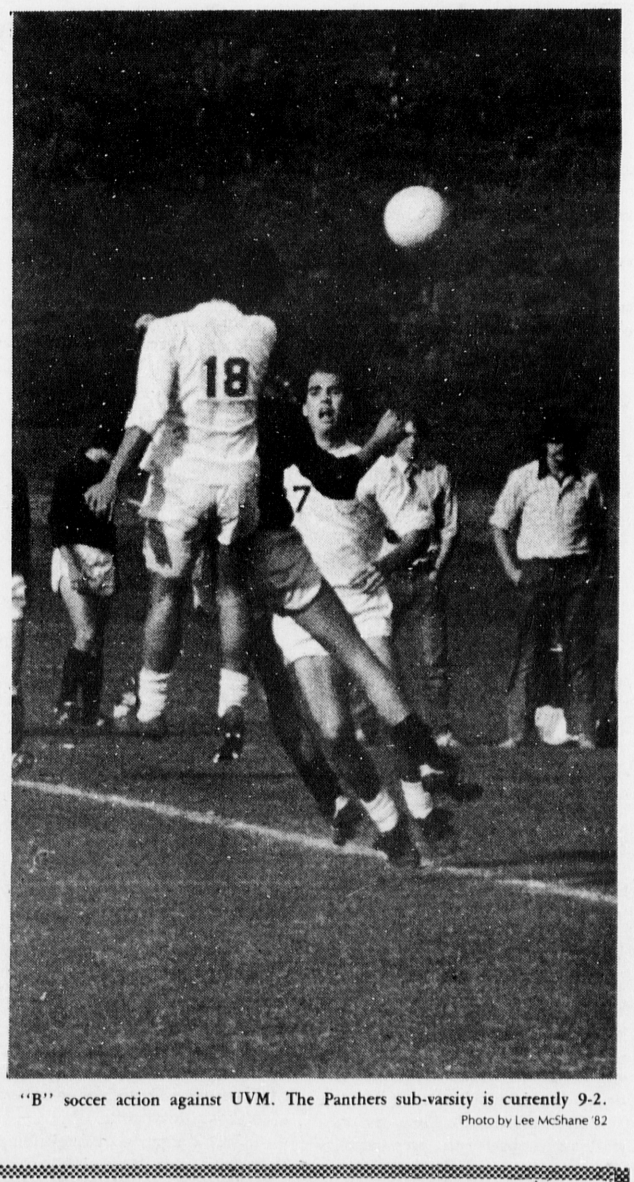
"B" soccer

By Dave Schwartz '82

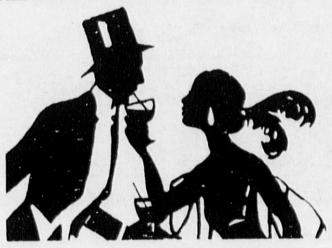
The men's "B" soccer team played RPI in Troy last Saturday and the Panthers held on in the second half for a 1-0 victory.

With the return of Pippo "The Other Pride of Wilton, Connecticut" Caroti '84 the team appeared ready. Middlebury had many chances in the first half but managed just the one tally. The cold and rain seemed to dampen the enthusiasm in the second half, but coach Chris "Calinkula" Lincoln seemed happy that night as the team raised its record to 4-2.

Yesterday, the Panthers faced arch-rival Norwich and concludes the season with a week-end doubleheader in southern New England. Saturday the "B" Booters meet Babson and the following day they face Brown, attempting to finish with a very respectable 7-2 mark.



"B" soccer action against UVM. The Panthers sub-varsity is currently 9-2.
Photo by Lee McShane '82



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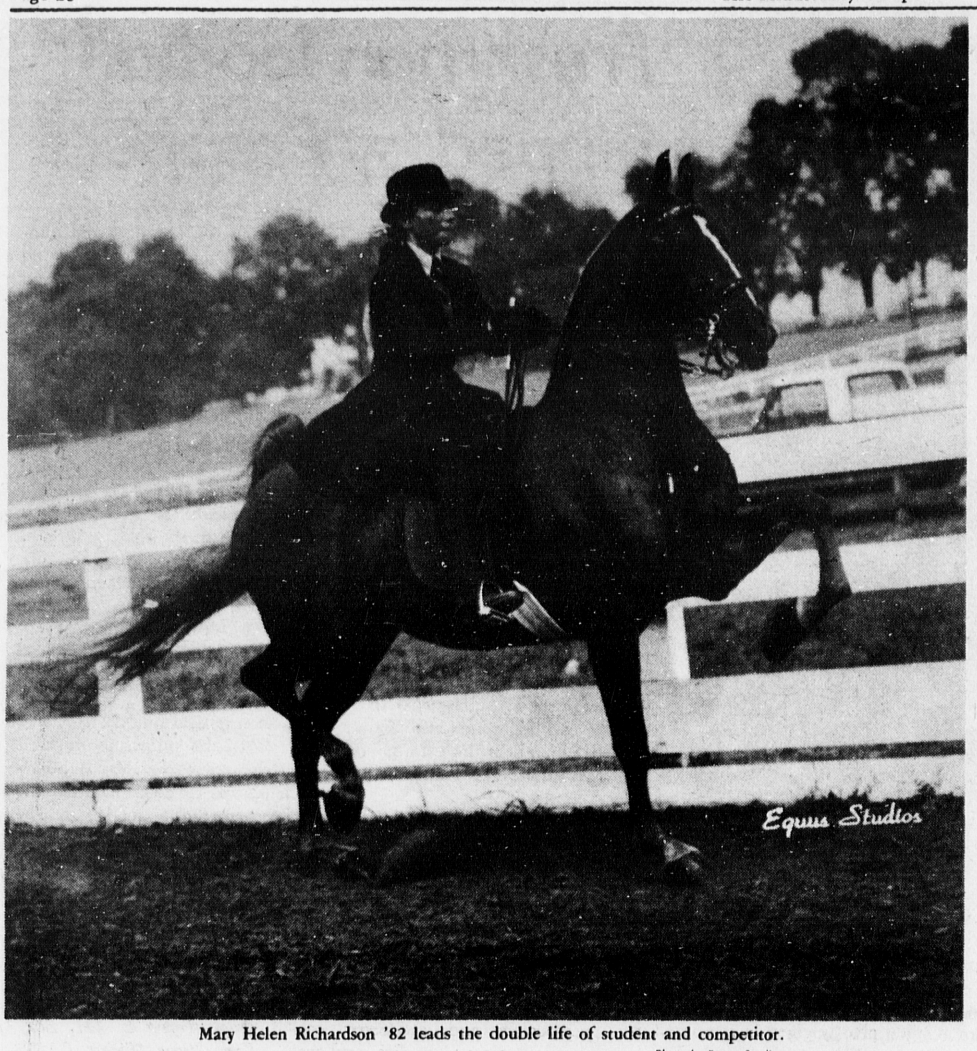


Mary Helen Richardson '82 leads the double life of student and competitor.
Photo by Equus Studios

Horseback makes a comeback

By Beth Potier '84

Middlebury students certainly do move around these days. Not only are bicycles almost as common as Nike sneakers on campus, but also skateboards, roller skates, roller skis, and even unicycles are everyday sights. Next thing we know, students will be galloping to class on horseback.

Woah! Horses at Middlebury? While the clip-clop of little hooves isn't a familiar sound right on campus, it resounds at the nearby Morgan Horse Farm and at one of the three stables which participate in the Middlebury physical education program in horseback riding.

The College Physical Education department actually has very little to do with riding instruction; it merely sets credit standards for the lessons given to Middlebury students at the Cobble Hill Farm, the Eddy Farm, or by Lydia J. Brown.

The department awards one credit for ten hours of lessons taken within a five or six week period. Students must arrange the classes with one of the three stables, pay their own riding fees and provide their own transportation to the stables.

Brown's farm, the smallest of the three, is located seven miles east of Middlebury. Owner Brown stables her six horses and one colt there and teaches the fundamentals of riding to beginning horsemen, as well as such advanced techniques as drills, dressage and jumping.

In addition, she invites students to observe the preparation of a horse for a ride. Brown charges $9 per hour for small group sessions and $12 per hour for private lessons.

The Cobble Hill Farm offers more complete facilities, including a schooling ring, dressage ring, hunt course, cross-country jumps, boarding facilities and many trails. Several riders in the farm's residential summer program have won local and statewide shows.

Instructor Peggy Blish teaches group lessons at Cobble Hill for $9 per hour and private lessons for $9 per half-hour. At just two miles from Middlebury, the farm is a shorter bicycle ride away than Brown's.

Eddy Farm is also a two-mile pedal away. On the farm's 100 acres are two school rings, two standard elementary arenas, an indoor ring, outdoor courses and trails; this is the most extensive facility of all local stables. At $10 for a two-hour group lesson or $12 for a private lesson of the same duration, it is also the least expensive.

The farm's 54 horses are primarily Thoroughbreds, Arabs, Anglo-Arabs, and Halfbreds. Students are encouraged to assist in the care of the horses, and Eddy Farm offers a course in the training, schooling and handling of "green" horses.

Those unwilling to dedicate the time or money required to become an experienced rider can whet their equestrian appetites at the University of Vermont's Morgan Horse Farm in Weybridge.

According to a tour guide, the Morgan horse which brought to Vermont from Massachusetts in 1879, was considered a "freak" breed. Its genes were so dominant that Morgan characteristics prevailed no matter what species of horse a Morgan was bred with.

The Morgan's distinguishing characteristics include a very thick neck which comes straight from its shoulder, a short back and muscular body, prominent eyes, and flaming nostrils.

More important to the Vermont farmers of the late 1800s, however, the Morgan could outwork and outrun any other horse. Originally quite small in stature, they are now being bred for height so that they can better accomodate riders.

Directed by Dr. Balch, the Morgan Horse Farm breeds, trains, sells, and shows its 60 horses. Trainer Steve Davis shows the horses in Burlington, Northampton (MA), and Syracuse (NY).

The farm, one of many Morgan Horse Farms across the country, sells approximately 25 horses each year. The horses are priced somewhat over the average college student's budget, between $2,000 to $10,000.

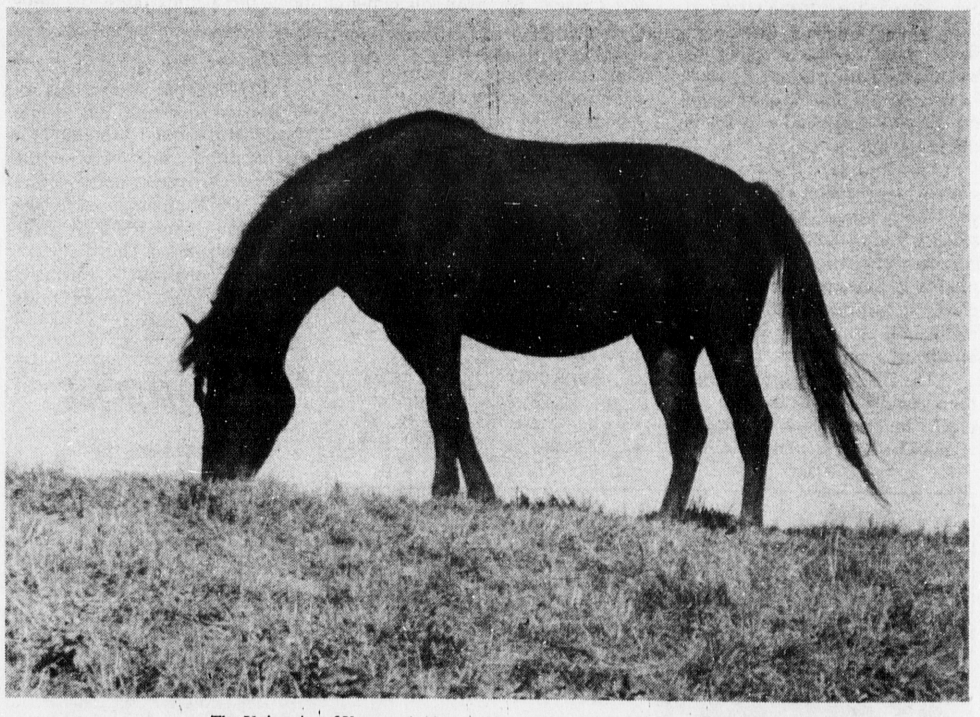
Horses donated from other farms sell at the lower end of this price range, as well as castrated males. The cost of a Morgan is contingent on its reputation or potential as a showhorse.

The UVM Morgan Horse Farm receives less than 10 percent of its funding from the University. Donations, sales of horses, breeding fees, souvenier sales and ticket sales for the annual raffle of a colt, provide the remainder of the money necessary for the farm's upkeep. This year's colt, Jackpot, was given away just last week.

Most of the work on the Morgan Horse Farm is done by seven female volunteers. These volunteers, usually between 18 and 21, live on the farm for six months to a year and learn training and horse care by riding, cleaning and grooming specific horses. The volunteers also give tours and assist the trainer.

Hourly tours of this National Historic Site cost 75 cents and will be held until the winter months.

The Morgan Horse Farm, together with the other farms and stables in the Middlebury area, should satisfy both the rider's and the spectator's equestrian interests.



The University of Vermont's Morgan Horse Farm breeds, trains, sells and shows its sixty horses.

Richardson favored to win riding awards

By Maria Padian '83

I first met Mary Helen Richardson '82 in our Playwriting I class. The class is an unusual one — it meets for three hours every Monday night, during which time we read our weekly assignments out loud and offer constructive criticism to one another.

Whenever Richardson read her work, I was struck by its highly imaginative quality. Her enthusiasm was obvious as she described, in precise detail, all the color and excitement of a horse show arena. Anyone would have thought she was writing from first-hand experience.

In fact, Richardson was writing from experience. Winner of numerous horse shows, owner of 26 American Saddlebred horses, and currently favored to receive the 1980 American Horse Shows Association Amateur Five-Gaited Horse of the Year Award, the A.H.S.A. Amateur Three-Gaited Horse of the Year Award, and the Overall A.H.S.A. Horse of the Year Award, Richardson is not just any rider; she's one of the best.

The American Saddlebred, Richardson explained, is a cross between a Morgan and a thoroughbred, the only breed of horse originating in America. She shows five of the 26 Saddlebreds which she keeps on her family's 100-acre farm in New Jersey.

Two of her horses, Sparkling Delight Again and Roman Spring, are currently competing with one another for the 1980 Overall Amateur Horse of the Year, and both are leading the country in the five-gaited and three-gaited divisions respectively.

"I have been on a horse since I remember walking," she recalled. "I used to ride my aunt's old thoroughbred when I was very young. My parents did not know anything about horses or showing. But I couldn't get enough of riding."

Richardson travels all over the country to show her horses. The Florida "Sunshine Circuit," the Louisville Horse Show in Kentucky and the Youngstown Charity Horse Show in Ohio are only a few of her annual trips.

"I know I'm not getting the full college experience," Richardson admitted. She misses about 3 weeks of classes in the fall, and spends much of March in Florida in order to attend shows. Most of her time at school is spent working. "I don't get to do as many things here," she said.

Richardson, an English major, says that she is glad to be at Middlebury, experiencing a side of life totally removed from horses. Somehow she is managing to lead two completely different lives — one of study and one of sport — with great success and enthusiasm.

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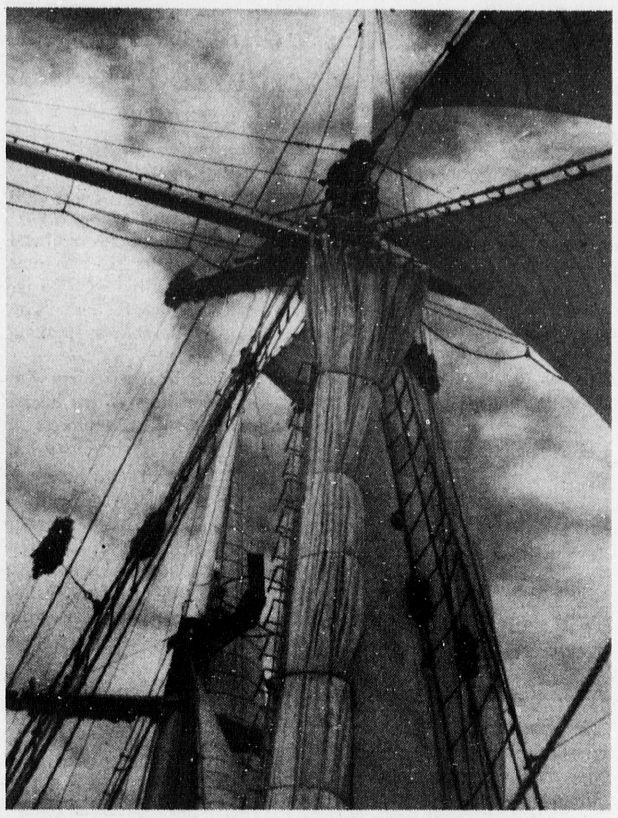
Course at Mystic Seaport is smooth sailing



Mystic Seaport's Westward is a far cry from the lecture halls and classrooms of Middlebury.
Photo by Dorsey Milot '81



No, the *Westward* didn't take stowaways; two students merely took a break from the demanding life at sea.
Photo by Dorsey Milot '81

By Dorsey Milot '81

Sarah talked me into checking out the Williams College-Mystic Seaport program in American Maritime Studies when Director Benjamin Labaree came to Middlebury in fall '79. The program sounded good: the combination of sailing, studying, living in our own house, working at the Seaport, and coming up against new obstacles.

Once there, some of my newfound housemates and I realized that we had no idea how to cook. Mr. Creeger, instructor in English from Wesleyan University, and our fearless professor of Maritime Literature in the Mystic program, was expected for dinner at any minute.

Our house was, for perhaps the first time, ship-shape: dirty laundry, notebooks, papers, books, and beer bottles were all out of sight, and the table was set for six.

We lounged with our pre-cocktail hour drinks while Lynne tended the roast carefully...or so we thought, until she called me in for a second opinion. Why wasn't it cooked? Check the recipe. It's been in for 120 minutes? No, twenty. Can you eat pork raw...?

Creeger probably preferred our literary endeavors to our culinary ones. He guided us through Jack London's *Sea Wolf*, Joseph Conrad's *Typhoon* and *Nigger of the Narcissus* and, of course, Herman Melville's *Moby Dick*.

Jim Carver, our science professor, kept us busy on a multitude of projects. I never did figure out why the Oceanography students spent one afternoon on the river throwing empty plastic milk jugs overboard. But they probably didn't understand why those of us in Marine Ecology crawled through salt marshes for hours, counting *Lepidus lepidus*, spiders, and mussels, and noting *Spartina alterniflora*. When we started to run around with the big butterfly net, they really must have begun to wonder.

Professor Labaree was navigator on our historical voyage from Old Europe to the New World, from past sea travel to present. He informed us about mercantilism, the American Revolutions, the War of 1812, the age of the clippers, the Great White Fleet, and the state of modern shipping.

Under Labaree's direction, we combed the southern New England seaboard, researching aquaculture projects at local fisheries, fishermen's Unions, and the Woods Hole Oceanographic Institute.

Labaree lured maritime lawyers, officials from the oil industry, members of the United Nations Law of the Sea Conference, shipbuilders, and ecologists to speak to us. Our guests revealed their functions in the world of the sea and offered insights into the ocean's role in global relations.

Larabee made certain that we were saturated with our studies before we embarked on *Westward*. We were anxious to be out at sea for an eleven-day break from formal classes.

After driving to Gloucester and indulging in a farewell drink ashore (once at sea, the captain is the only one with the authority to pass the bottle), we clamored aboard. We fell into the routine of sea life quickly, although no one ever appreciated emptying the garbage or cleaning the heads.

Most of us scrambled aloft at every possible opportunity to enjoy the sights of the sea from 80 feet above the deck, while rocking over the ocean swells. Porpoises played in our bow wave, and occasionally, a whale surfaced nearby. We were involved in some whale research, so the cliche cry of "thar she blows!" floated down from the rigging to the deck watch at all hours.

While the scientists on board kept us busy with plankton nets, salinity tests, thermometers, barometers, bathythermographs, titrations, and hours of sifting through planktonic larvae, the crew kept us enthralled with sail handling and navigation, and baffled the less-experienced sailors among us with their peculiar vocabulary.

Our incessant fishing sometimes paid off, and one afternoon, we pulled in eight or 10 healthy bluefish. Dinner that night was a massive fish barbecue on deck, complete with hot homemade bread and a rare, wonderfully sufficient quantity of wine.

Unfortunately, as we dined on deck, the wind began to howl and the waves kicked up. Silently, the less hardy souls slid towards the lee rail, and an occasional glimpse of their ghastly green faces warned us to stand clear.

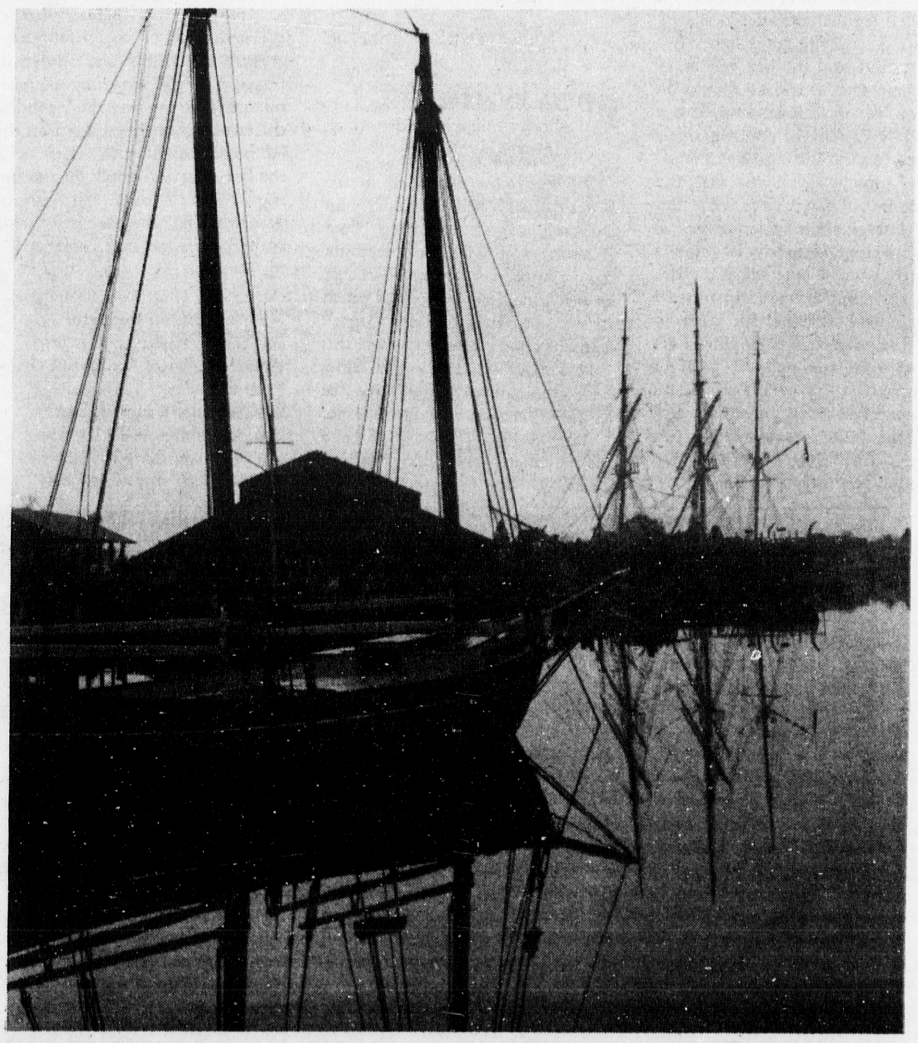
The cruise was crowned with a grand swizzle party which revealed a fair number of the gang to be hopelessly inept and utterly unseaworthy, in spite of the fact that the *Westward* was anchored in the quiet lee of Martha's Vineyard.

We pulled into the harbor at Woods Hole the next day, and raced back to Mystic to shed our layers of grime in the showers, hopefully before the hot water ran out.

Although the *Westward* trip was the highlight of the semester, the remainder of the program was by no means a let-down. In fact, the voyage gave us a broader perspective and a deeper enthusiasm for our studies, and we completed our courses, papers, and exams with considerable satisfaction.

In leaving, we distanced ourselves from the Seaport, but in no way loosened the ties we had formed with our fellow-students, instructors, and the sea itself.

Students of any major department who are interested in the WILLIAMS COLLEGE-MYSTIC SEAPORT PROGRAM IN AMERICAN MARITIME STUDIES for fall 1980 or spring 1981 should contact Associate Dean of students Dean Lindholm, seniors Dorsey Milot (Forest E. 321, Box 3729), Kim Stieve (Forest E. 223, Box 3479), Melanie Menagh (Henckels 6, Box 3714) or Greg Merz (Gifford 212, Box 2977). A meeting and slide show by Program Director Benjamin Larabee are tentatively set for Nov. 17 at 7:30 p.m.



Dorsey Milot '81 studied Maritime Literature, Marine Ecology and history at the Williams College—Mystic Seaport Program.
Photo by Dorsey Milot '81

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Correspondence

continued from page 5

morale during the fall and spring.

Problems with this new system are not difficult to foresee. Aside from adding academic pressure to students and faculty, as well as intimidating the intellectually adventurous, the system will create vastly uneven class sizes, with most students shying away from graded courses and flocking to pass/fail ones. Eventually the faculty members seeking smaller classes and fearing "gut" course designations will opt for a graded program. This will result in a vast majority of graded WT courses in the near future.

Graded WT courses will also create a dilemma for the unplaced freshman or sophomore. Imagine a first year student finding himself stuck with a choice between a grade course in beginning Chinese or Computer drawing. We feel there are more viable options than those that have been presented. Grades in some WT courses may be necessary, such as Freshman writing courses or those which contribute to a major. For those students who wish an intensive atmosphere, why not allow them graded or pass/fail option? This would eliminate course bias and leave students choosing their WT program on the basis of the curriculum rather than the grading method.

Sincerely,

ROGER HARPER '82
TOM POHLAD '82
DREW SCHEMBRE '83

Alternity praised

TO THE EDITOR:

Alternity was great fun. I realized for the first time how easy it is to get by with fewer lights, less rock n' roll, and another sweater, to save energy. I think we should do things like this more often. It is a valuable exercise in realizing one's dependencies, and a great conversation topic, as it breaks the monotony of day to day college life.

Energy conservation seems to be practiced seriously by only a relatively small percentage of people, and a bunch more who turn off a light now and then. It seems to me that people are beginning to get bored with the periodic plea for community conservation and awareness of energy overuse, such that the desire to participate in cutting back seems to be diminishing. The fad seems to be fading.

Word has it that we presently have a surplus of oil, and Gov. Reagan seems to feel that we have all the energy we need, we just have to dig it up and develop it. So my suggestion for a new social activity that we can all have lots of fun and learn something about ourselves as well is, "Energy Abuse Week," where we see how much energy each dorm can use unneccessarily. I'm sure that it will be a big hit for a while, and then die out as people's concern and desire for conserving energy has shown to be. All it takes is a flick of the switch, and best of all, we don't even have to pay for it.

Sincerely,

JAMES HOWARD '83

Review harsh

TO THE EDITOR:

In reading the review of the New Globe Theatre's recent productions at Middlebury (*Campus*, Oct. 23), I was disappointed with the attitude of the reviewer. Granted, a reviewer is entitled to look at the play that is being examined in a critical light. But must this criticism be so negative? John Nelson, from the start of his review, attacks the productions of *Candida* and *As You Like It*. His backhanded praise of certain aspects of the productions came only as tacked-on comments after torrents of criticism. Certainly it is the reviewer's freedom to express his views. But in the future I would hope that he would attempt to convey the positive points of the production as well as it's faults rather than concentrating on a purely negative criticism.

DEBBIE SMITH '83

Boot battered

TO THE EDITOR:

I was quite surprised to see Maria Padian's article praising John Bergeron of the Battered Boot (*Campus*, Oct. 23), but indeed not at all surprised at her assertion that he invested "in a business of which he has absolutely no knowledge." The first time I left my shoes at this "dilapidated" (let me add filthy and unorganized) building, he forgot to do them; the second time I came back (the next day), he *and* his "helper" couldn't *find* my shoes — didn't remember what they looked like. I started to panic a bit, looked around in the mess and, thank goodness, found them myself. Though the workmanship, I must confess, was (finally) done very nicely, the experience was exasperating enough to make me never want to go back there again, and to recommend to anyone to avoid the place.

Moreover, the most vivid memory I have of that bus stop is anything but "fond." A little over two years ago I was leaving Middlebury to go home and then to Europe, after my first two summers living and working in town. The hell with Paris, I did not want to leave Middlebury after a great summer with my friends, and getting to know a wonderful town, which is chock full of Padian's "dying breed:" merchants who are "adventurous, warm, and untouched by so much of the commercialism which permeates our society." Unlike Bergeron, many local merchants make a real effort to be friendly and efficient; many have even taken the trouble to learn my name, and greet me when I walk in the store.

I guess I'll have to join the disposable society; in Middlebury, I'd rather see the people who sell me new shoes than the one who'll fix my old ones.

SANDRA SHAW '81

Lambettes receive acclaim

TO THE EDITOR:

If you had asked a parent what a lambette was before Parents Weekend, he or she would have grinned sheepishly and shrugged. But now they're returning to points far and wide carrying the legend of the lambette with them. Soon the lambette will be right there with the hot dogs and apple pie on dining room tables throughout America. The time has come to sing its praises, so we have composed.

Ode au Lambette

At Proctor, I have stood in line
And dreamed of bread and cheese and wine.
But there upon my tray I see
A pickle and some Tetley Tea.
For a stranger thing I've never et,
Then that mystery they call lambette.

The lambette is a mellow meal
It makes me think of beef and veal
And lobster claws and steak so rare

The raspberry torte, the cream eclair.
But of dining treats I can't forget
The most outstanding is the lambette.

So cut and fork and knife and grind
A finer meal you'll never find
And no one in your dining set
Will be able to tell you
Just what's a Lambette!

Bon appetit,

JIM COLLINS '81
TOM PANSKY '81

Pumpkin pilfered

TO THE EDITOR:

To many of you this may seem inconsequential; however, the growing number of thefts on campus has now reached the depths of depravity. Saturday night around 10:00 p.m. a most wretched act of thievery occured in our temporarily vacant room. Some obviously heartless and perverse individual felt the need to enter our room uninvited and make off with the pumpkin we had adroitly carved. This act alone was rude enough; however, it could have almost been forgiven if the culprit had stolen the pumpkin with the intention of decorating another part of campus. Instead, he/she chose to vulgarly adorn the steps of our dorm with shattered bits and pieces of our beloved jack-o-latern.

In all seriousness we find theft and vandalism of this sort, not to mention trepassing, at Middlebury College by Middlebury students a pitiful disgrace.

Whoever you are, you pumpkin-pinching-pervert, we hope the great pumpkin puts rocks in your trick-or-treat bag tomorrow night!

JODY FREYER '83
KAREN MANELL '83
LINDSAY JAMES '83
MARTHA MARSHALL '83

Politicizing criticized

TO THE EDITOR:

According to last week's front page article, Mr. Murray Dry opposes an Arabic Studies Program on the basis that such a program ignores the difference between liberal learning and politics. It seems to us that it is Mr. Dry himself who ignores the difference; for it is he who has politicized the issue by speaking in front of Hillel!

We are in total agreement with Mr. Dry when he says that liberal education should be a process of "cultivation of the rational faculties". We are also in agreement with Mr. Illick in saying that a school should prepare students to be citizens of the world. To ignore or neglect a culture and people that comprise 700 million of the plant's inhabitants seems to us to be a gross neglect of a school's responsibilities.

As for any eventual political orientation of an Arabic School we assume that, no such orientaion existing in any of Middlebury's other language schools (including the Russian and Chinese), there is no reason to believe that one need exist in an eventual Arabic School. There is an enormous and rich body of Arabic literature and culture. Any courses concerning Middle Eastern history or politics would of course be the domain of the History and Political Science departments — as indeed it already is, with Mr. Spencer's "Modern Middle East History".

There are more rational reasons for hesitations on an Arabic Program here: the expense, facilities and simple energy required would be great; the College needs to determine whether or not it is willing and able to devote the necessary resources to the establishment of another Language School. As for funding, we have always assumed that the College would take no action that would compromise its intellectual independence and integrity.

We regret that Mr. Dry saw fit to present this issue in political terms himself, when it was unnecessary to do so — thus obscuring further an already complex process of evaluation.

C. PRESTON NIBLACK '81
GRACE MARGARET COSTON '81
MARTON A. RADKAI '81



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Chun peace essay wins

By Kim Haymans '82

Senior Rosemary Chun received acclaim for her essay on the advantages of pursuing a policy of peace, and became the recipient of the 1980 Deacon Boardman Peace Prize.

Chun's essay was "an attempt to point out the flaws in using war to settle conflicts, thereby advocating peace as the only alternative."

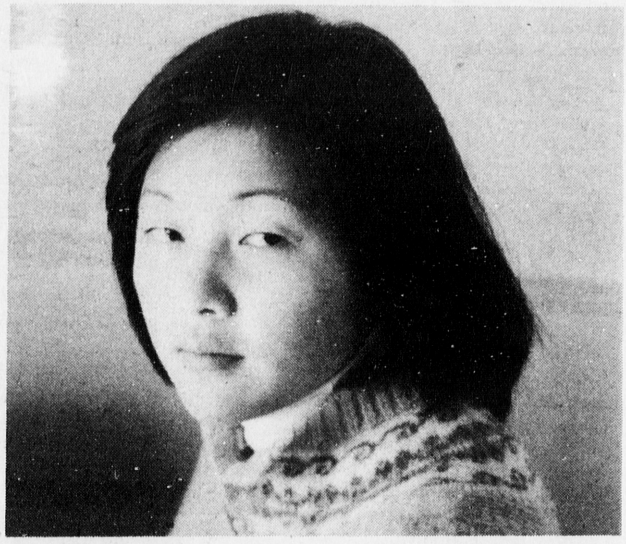
Responding to a spring announcement in the *Campus*, Chun "attacked (the project) like a research paper," feeling that it followed as a "natural progression" from her fall 1979 political science seminar on the causes of war.

The contest, which required an essay of at least 3000 words, was open to all Middlebury juniors, and had for its topic why peace is a better alternative than war for resolving international conflict. The prize was a check for $165.

Chun's exposition revealed the devasting consequences of war in our nuclear age. She argued that war's failure "to resolve the initial point of contention" between the parties resulted in the defeated party's natural tendency toward revenge. Irrationality in thought as well as its "propagation of the decay of society" were the damaging side effects of violent conflict, she noted.

Chun expressed "surprise" at her selection, for the prize, and said that notification of her award came just recently by way of a congratulatory letter from Dean of the College John Spencer. She added that given the long duration between entering the competition and the announcement of her prize, she had forgotten about the essay.

Chun, who lives in Worcester, Massachusetts, is a political science major with a particular interest in international affairs/foreign policy. She is at present planning her senior thesis topic and hopes to attend law school or to obtain a degree in public policy.



Rosemary Chun '81 received the 1980 Deacon Boardman Peace Prize for her essay on the advantages of pursuing a peace policy. Photo by Matt McGuire '83

SAA wants you!

The Student Alumni Association (SAA) Admissions committee is currently organizing College students to discuss Middlebury with various high schoolers. According to SAA officer Wendy Behringer '82, volunteers are needed to travel to their own and surrounding high schools early in Christmas vacation for these informal meetings.

The SAA works in conjunction with the Admissions Office throughout the academic year in arranging not only these high school visits but also campus hosting, phonathons, Enrollment parties, and Enrollment Day.

Behringer explained that the hosting program provides an opportunity for high school students to stay overnight with students on campus, while Phonathons organized throughout the year promote the College to interested high school students.

The SAA also participates in Enrollment parties for accepted students. These parties, which are held in various alumni areas, provide students with information before they make a final decision about college.

The final activity of the Admissions committee is an Enrollment Day in April which gives students a chance to visit the campus for a weekend and attend classes, meet students, and find out more about Middlebury before making a final decision.

Behringer said that volunteers are needed for all these activities. Interested students should contact her at Box 2065.

Barenbaum speaks

Middlebury College French Professor Simon Barenbaum was a guest speaker last week at a day-long conference, "Quebec and Vermont in the 1980s," held at St. Michael's College.

Sponsored by the Vermont Academy of Arts and Sciences, the conference featured speakers on Franco-American culture and contributions and on the Province of Quebec and its people.

Barenbaum, whose French students at Middlebury have published a detailed guide of Montreal, spoke on "Discovering Montreal Step by Step".

Nearly 200 people from the Northeast attended the conference.

Classifieds

PERSONALS

Bubba: Don't worry, you couldn't bomb it you tried, but "break a leg?", I don't dare, I.J.K. — Be loose, goose. You'll do it.

Alibi II will rock again — cover charge expected (Dutch treat). Special attractions: Shawnanigans and

Do you ever feel like staying in your P.J.s? Well... FRIDAY is HALLOWEEN! SO... wear your P.J.s to class!

Tanya — Zero hour past. Where were you!?! — From 500 of your closest friends in Pearson, Hillcrest, Voter and Hepburn.

EWC, Where were you? I waited in the parking lot all Mon. eve! Long drives, cozy interior... Oh well, maybe when you're 21. Love, Phred.

"Nothing is a waste of time if you use the experience wisely." Thank you for inspiring a purpose to my existence.

To Hunk of Forest Third: I've never slept in a loft — I'd love to try it sometime. Passionately, Maenad.

Do you get *really* excited about these classifieds? How 'bout being CLASSIFIED AD MANAGER? See the Help Wanted section below.

Happy 20th Ben! Love, SAR & TJ

Hey you — yeah you — Happy 20th — boy do you make me angry. Many happy returns — yeah, sure.

Cameron McCall: Happy eighteenth Halloween Birthday Little Taco, with Love from Moscow.

No matter what, you will always be my little floozie.

Backgammon Buddy — I'll bring the buns, you supply the cream — Shirtless.

Harsh hare — Poke high bunny? Save me from the Russians. Let's get rolled in the mud — Dig me.

Stu — HELP! Please rescue me, I'm lost again. I guess I really lost my wacker Friday night. Signed, Your Wallet.

Keeeeeeeeet! Have you talked to your soup lately? OM.

To you, "Eggs" and "Shag-ear'd" of Voter — Eye of newt, and toe of frog, Wool of bat, and tongue of dog. Love, Hecate (571).

"H.G." — Weeeeeee Kend: A real trip. Well, that's my kind of fall for u. But my glittering eyes were gay. Be blue and twirl. "J.C."

My bro may be a split-pea but you bro's a half-sack.

Jean: Does your camel have winter start-up problems? So does mine. Any questions?

PERSONALS

ROO — Thanks — Friday the 17th was memorable — Friendship is Fun!. Dobbin & Rich.

What have you done for Skybo's Birthday lately? Why not give him a call: 3384. Girls only; he's not that type of guy.

To Zilli and the Little Retard: We have your unicycle. Ransom: One box Freihoffers. Love, Roommates in a drum.

Hey New York: Library at Madison & 61st? Study-break at the end of the Rainbow? Yea or Nay? California & Texas.

Seduc — I'm sorry. Of course you understand...I love you. Hooch.

Hey you guys. Here's to Daquiris, munching-out, 3 am nights, and new faces! Let's do it again... Signed, Cheered-Up.

BETTY!!!

Hey New York: Yea or Nay? California and Texas.

Happy Halloween, Pammy — I'm doing it! See how much I love you? You're the greatest! Apauled? Don't be. xox...Awesomely Witty Edmirer.

Hey OPY! Aunt Bee just baked some blueberry pie! Let's go get some! or we could go fishin' at the "crik". Come and get me.

Meliss, Happy Birthday, you swinging bachelorette! Much Love, Kate Hepburn, Yanet, Hanci, Skip-Bob, Spencer dahling, Nancy, Tinafish, Grace-Kelly-Party-Animal-Roomie!

Ruth, "Mitigating circumstances" are more fun! Can you say "cut in"? Sure you can. Knew you could! Co. Dobbin and Richard M. Nixon.

To Annie Goomba: This is *"it"*! The moment you've been waiting for since September has indeed arrived. Remember — We aim to please...et voila! —C.P.

"Pidge": Congratulations!! French!! Love, John Travolta & Ginger Rogers!

Bambina, you're so good. You know just the right time and place. Orfa.

Bubbalou — Thanks for you inspiring sideline comments. Looking forward to a "bubbly" celebration. — "The Baggies"

SS: Hormone shots *do* work. Beth.

Chutkitty — Beware! This is a public warning. Curb your feline smells or else... Cyclopes No. 3

Chicken wings Friday? Thanks for the great (late) Birthday — you guys are the nads, I mean it. (wack, wack, wack) Roscoe.

You're welcome.

PERSONALS

Lost — One set of scruples. Great sentimental value. Please return to T. Floozy, Jr. c/o this paper.

My "Teddy Bear" — It has been a fantastic first year: Happy "Anniversary"! I love you! Love, you "Gerbie Cheeks"

To the stud in Hepburn — Don't go to Tufts — keep your wick at Middlebury.

J. Harris: Do you play tennis? I'll keep the balls in play until you want to put them away! L.H.

Wanted: Mink walker several hrs. a week.

Mom and Dad, Thanks tons for a great weekend. It was so wonderful to have some time for just three of us! Love, Lori.

To all raisin pickers: Do you know that others like granola with raisins too? Especially C.S. — You're the worst. We're watching. (Annoyed Granola Eaters.)

H and D (The Giggle Twins): The final score: Wind 31-New England 13. Just wait till later. We'll kick the bull out of Buffalo.

Dan B: Keep the beard! I think it's sexy. Get your roommate to grow one! A mellow old(er) admirer.

Hey, Kelly and Kelly: Some people make all the difference. Thanks for both of your friendships. No more paste pies. Meow! — Steve (your raft captain).

Mink me out on my head trip.

Dewsker, Big Guy, Roscoe Jr., Doc, P.G., Murph-Guy, Al — Spain is the nads. Burt.

Oops. Geesh you skip scappers holy macaroonsky! What a couple of wise guys. Bubble eyes peanut size. "Filthy" Phil T. Scrapper.

Mom: Gone climbing, be back. Kip.

Minks love english muffins and so will you.

Hey Stanley — How come it took an all-nighter and an extra day? Missed you — Love, B.

T.W.: How about getting some film for that camera? I see an empty bulletin board that needs some life.

BetsyBoo — O joy and bliss and happy, happy, happy, (whew!) Birthday! xo HEMK.

Hey — Thanks for the extra hour!

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Tired of Nickel and Dime-ing it? Are those worn-out, idealistic scruples preventing you from making all the money you could be? At the Steve Genereaux School for Unfettered Capitalism, we guarantee that in just three short weeks, you'll be willing to sell your mother for a lifetime subscription to the New York Times. Call Steve today for more info. Or better yet, write him at Box 3110 and save the dime.

FOR RENT

Room in 2-bedroom apartment to sublet for Winter Term. On College St., close to campus. Stereo, TV, full kitchen, etc. Box 2974 or 8-7813 (John).

FOR SALE

New England Football Newsletter: For the best in coverage of the teams you follow. Call Steve at 388-7853 (See our poll on page 17). Now available: Newsletter t-shirts.

Alpine racing skis, lengths in 204, 207, 210 cm. With or without bindings. Most in excellent condition. Contact Jeff Nichols, Starr 111.

FOR SALE

Contact Lens Wearers. Save on brand name hard or soft lens supplies. Send for free illustrated catalog. Contact Lens Supplies, Box 7453, Phoenix, Arizona 85011.

1976 Datsun pickup, 68,000 miles, *new* paint, muffler, and brakes; excellent condition, must sell: $2,800.00 (below book) Call: 877-3555 or 388-6614 leave message.

1974 Audi Fox, $500 or best offer, AM/FM, stereo, new Michelins, needs work, call Curt at 9316 or see it at Sig-Ep.

Green/blue hooded CB pullover for sale; size L, never worn. $30. Contact Kimburly, Box C3604 or 877-3555.

HELP WANTED

Airline Jobs — Free info nationwide — Write Airline Placement Bureau, 4208 198th SW, No. 101, Lynnwood, WA 98036. Enclose a self addressed, stamped, large envelope.

CLASSIFIED AD MANAGER Position now open for position with this newspaper. Good typing skills required. Less than 2 hours on Monday. Experience on MDTs helpful. Respond to Box C2537. GREAT FUN! (and you get to find out who writes these things...)

LOST & FOUND

Lost: Silver ring with 3 turquoise stones, between Warner and Science Center. Please return to Box 2616.

CANCER CAN BE BEAT.

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Announcements

Election covered

There will be all night election coverage on WRMC-FM, 91.7.

Live reports from student correspondents will cover national state and local elections. States include Vermont, New York, Connecticut, New Hampshire, and Massachusetts. There will also be a crew stationed in Washington, D.C.

Features include analysis of the race by various Middlebury professors, student commentaries, and National reports from the Associated Press and CBS.

Pancakes!

The Knights of Columbus will hold a Harvest Pancake Breakfast on Sunday from 8:00 a.m. to 12:00 p.m.at the Knights of Columbus Hall, Middlebury. All College students are welcome.

The menu includes orange juice, pancakes (seconds), sausage or bacon, coffee or milk for $2.00.

Bio trip slated

The Biology department is offering a Winter Term field course entitled "Natural History of the Okefenokee and Everglades Wetland," scheduled from Jan. 6 to Feb. 5, 1981.

Trips to the Okefenokee National Wildlife Forest, Everglades National Park and nearby wetland areas are planned. The cost is $400 per person, and enrollment is limited. Persons interested in further information should contact Biology Professors Root or Baker.

Amnesty

Joshua Rubenstein, New England coordinator for Amnesty International, will speak next Wednesday at 7:30 p.m. in Munroe Lounge. He will discuss political prisoners and dissidents.

All are invited and refreshments will be served.

Spanish meet

There will be an important Spanish Club organizational meeting tonight at 7:00 p.m. at Perkins, the red Spanish house located behind Proctor tennis courts.

Everyone interested in possible Spanish Club activities, please attend to make future events possible.

Registration pending

The Dean of Students office has announced the following registration information.

Winter Term Registration

Students will register for Winter Term courses during the period of Nov. 3 through Nov. 10. Registration cards will be placed in mail boxes on Nov. 3. Winter Term Course catalogues will be available at Proctor Information Desk, and registration instructions will be included in the Catalogue.

Spring Term Registraton

Registration for spring term courses will be held in McCullough Gym on Saturday, Dec. 6, 1980 between the hours of 8:00 a.m. and 1:00 p.m. (The date in the Course Catalogue and Handbook is incorrect.) Registration cards will be in mail boxes on Nov. 28.

Students should consult their advisers and choose courses during the week prior to registration. Copies of the course catalogue supplement, course schedule and registration information, including the hours designated for each class to register will be available at Proctor Information Desk. Sophomores and Freshmen will register by random numbers which will be posted at Proctor.

In addition, sophomore students who have not declared a major must do so before registration. Forms are available in the Dean's Office.

Sophomores will also receive a Concentrations Card which must be handed in at registration.

Freshmen and Sophomores are reminded that they must pass at least one Foundations Course in each of three divisions before the end of the sophomore year.

There will be a $25 fine for failing to register on Dec. 6 unless excused by a Dean. If you are unable to attend registration you may have a friend in the same class register for you. Students who owe fines or bills will not be able to register until their accounts are cleared. Do not wait until registration day to pay debts.

Physics offered

Learn about energy first-hand in the winter term course, "Physics, Energy and You" that will start with a look at the fundamental physical principles. Then nuclear energy will be explored with a trip to Vermont Yankee Nuclear plant. Fossil fuels will be probed with a look at the internal combustion engine and energy alternatives will be assessed, including a examination of a totally self-sufficient home.

See Bob Prigo, physics or Brett Hulsey '82, Hillcrest 1, for more information.

Rhetoric addressed

Lloyd Bitzer of the University of Wisconsin will lecture today at 4:15 p.m. in Munroe Lounge on "Political Rhetoric: Ideals and Reality".

Bitzer, who is considered a leading political analyst, will discuss some of his general reflections on political speeches. He also will make more specific remarks on recent presidential campaign oratory.

Nassoons vocalize

The 19-man Princeton University *Nassoon* from Princeton, N.J. will present a varied program of songs tomorrow at 7:30 p.m. in Mead Chapel.

The Princeton men's group will perform a variety of songs ranging from strictly barbershop to current hits.

Sponsored by the Middlebury *Mischords*, the program is open to the public with admission of $.75 at the door.

Delinquents discussed

There will be an organizational and informational meeting for those students who are interested in volunteering for the Youth Diversion program.

The meeting will be held in Proctor Lounge (upstairs) at 7:00 p.m. on Nov. 6. All students interested in working with juvenile deliquents and youthful offenders are encouraged to come.

The program is looking for people to help review each case and to devise a satisfactory contract for the offender. Contract terms include apologies to victim, community service work, and financial restitution to the victim.

Magic and music

In addition to David Deutsch '81, Middlebury's resident magician, tonight the Bandroom also features vocalists Maggie Threadgill '81 and Margaret Miller '82, pianist Debby Richman '82 and flutist Martha Cooke '82. They will play "soft rock" music before and after the magic show.

The schedule is as follows: Music 10:00-10:45 p.m., Magic show 10:45 p.m.-12:00 a.m. and more Music 12:00 a.m.

Be in the Bandroom tonight for the most for your 50 cents!

Rural America

continued from page 3

grade with no diagnosis of his problem and subsequently no remedial help.

The remedial center plays an important role in this situation, Fodor pointed out. If teachers suspect that a student may have a learning problem, they can refer him to a learning specialist.

The specialist will then check the student's records, get in touch with his parents, and possibly give him a preliminary screening and evaluation. "We're educational diagnosticians, basically," Fodor commented.

Tom O'Connor, remedial specialist for the seventh and eighth grades at the junior high school, added, "Our job is to help a student survive in a regular classroom. Each student's needs are different — it's hard to give a student individual attention in a regular classroom, and we realize that and try to work with the teacher."

Fodor contended that unless a student with a learning disability is diagnosed and helped, he may develop a severe sense of frustration and become a "problem student". Or, Fodor added, the student might be diagnosed as a "slow learner", a term which he claimed has been too broadly applied in the past, to students who might be suffering from any one of a number of learning disabilities.

According to Linda Shiller, another learning specialist at the high school, children with problems such as these may develop a real dislike of school. "So often school becomes a negative experience for a child such as this. By the time the student reaches high school he no longer wants to try, because he's been frustrated for so long."

Fodor added, "If a child has a learning disability, he almost always figures he's 'dumb', but actually he may just have a specific learning problem."

Fodor explained that there are two schools of thought on the treatment of learning disabilities. One theory, he said, states that learning disabilities are perceptual and cannot be remedied. Thus, the way to combat them is through emphasis on compensatory skills; instead of being taught to concentrate on his specific problem, the student is instructed to make more use of his other skills.

The other school of thought, Fodor continued, maintains that the student's specific problem should be attacked directly. The student should be given small increments of work related to his problem until he is able to function with the disability.

Fodor explained that MUHS tries to formulate an eclectic approach to the treatment. "There are no really clear-cut ways of dealing with these problems; we need a good combination of both remedies," he remarked.

Could home be a contributing factor to a child's learning disability? All of the MUHS learning specialists agreed that home life was a factor in many cases. One teacher aide commented, "It's interesting to note that the most children in the program come from families with an average of five or six children."

In addition, the specialists pointed out, many of the students' families are economically deprived. The junior and senior high schools draw a large part of their enrollment from the rural farming communities around Addison County, and often the children are needed at home to help with harvesting, planting, and chores. This can result, they maintained, in absenteeism and a lack of spare time to study, which in turn can aggravate existing problems.

Fodor remarked that most of the parents of the children receiving remedial help were extremely supportive of the program. "Parents can be incredible," he said. "They really want their kids to do well and get help."

Often, Fodor added, parents do not know how to deal with their child's learning problem, and in some cases, will have had the same problem themselves. He cited the case of a woman who informed him that her husband, when a child, had had the same learning disability as their son, but that no one had diagnosed his problem.

O'Connor said that he has also encountered enthusiasm from parents for the remedial program. "Parents are very helpful," he said. "Most of them are really starving for help for their kids."

Shiller added, "Sometimes, though, parents aren't able to deal with the problem, or don't want to deal with it. I believe there's got to be a support system between the home and the school. Sometimes that's very hard to carry out."

Most of the learning specialists said that while peer pressure can also contribute to a student's learning disability, it can have a positive effect as well.

"There are both positive and negative effects of peer pressure," Shiller commented. "If kids sneer at others in the resource center, the student with the problem can get very frustrated. On the other hand, some students with learning disabilities see their friends in here, and this encourages them to come, too. It can be very positive, even to the extent that we have students coming in who don't even need help!"

When asked whether a student with a learning problem may fall into a "rut" if not helped, O'Connor commented, "Sometimes the students become almost conditioned to behave in a certain way. In some cases it's the only way they can get attention drawn to them. We have a pretty good relationship with them here at the resource center — in fact, sometimes it's not a problem of too little attention given to the students with problems, but too *much*."

The learning specialists at the Middlebury Union Junior and High Schools are obviously a dedicated group. Perhaps the force behind the remedial program was expressed best by Fodor, who said, "The kids are great. I love working with them!"

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