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THE BATES STUDENT

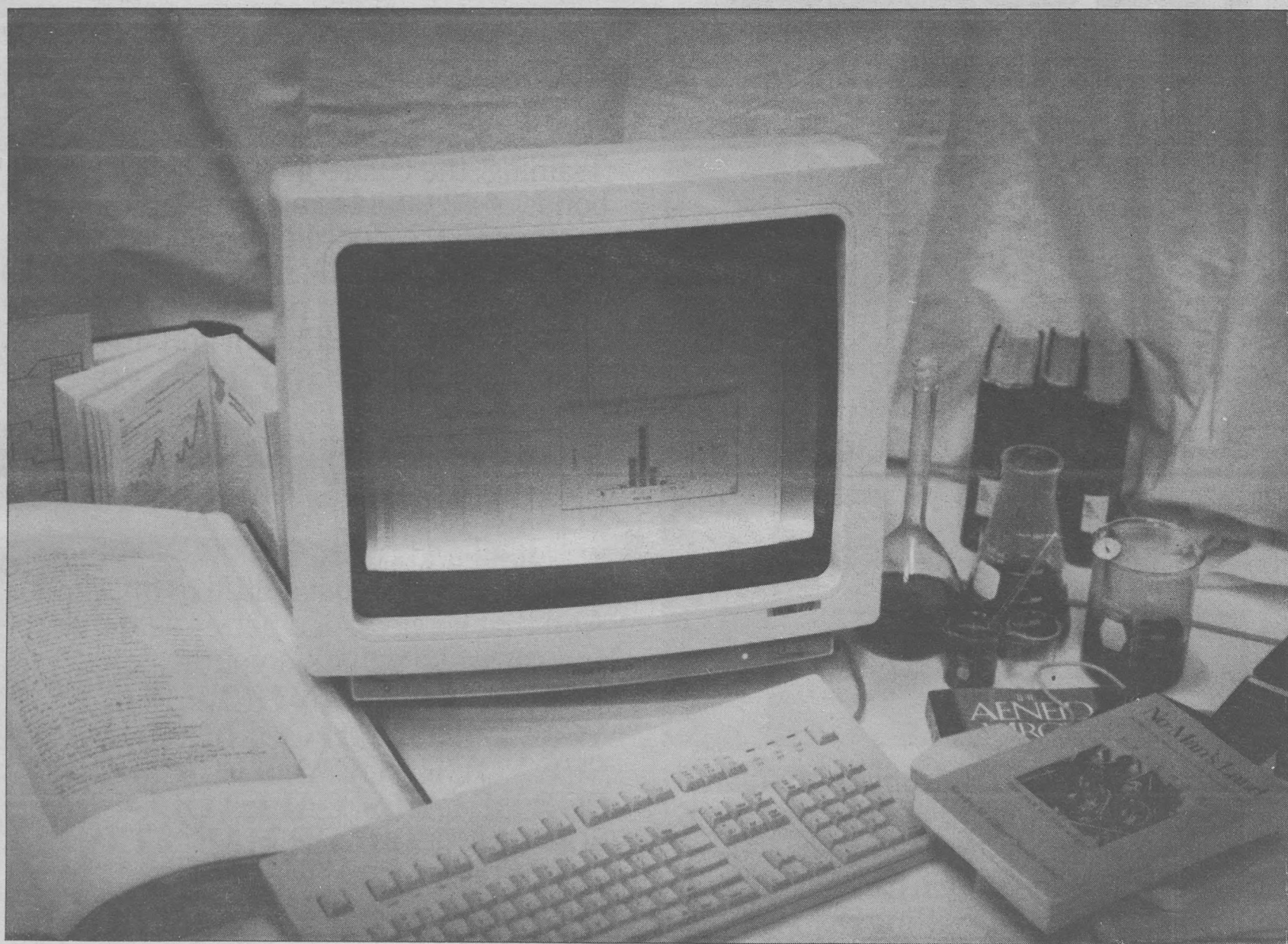
GARNET
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Established in 1873

March 23, 1990

Volume 119, Number 15

Bates and Academics



Exploring the Diversity in Research

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COVER PHOTO by Marlan Proctor

News

John's Place Sold: Lewiston Native Takes Over

by Michael Lieber

Ron St. Pierre of Poland, Maine, gained ownership of *John's Place*, the variety store across from Wentworth Adams Hall on Russell Street, from John Nevitt for an undisclosed amount of money on March 8, 1990. He has decided to rename the store *College Variety*.

St. Pierre likes the way Nevitt operated the store, but he would like to make a few changes that he feels the neighborhood residents and the college popula-

tion will enjoy. "John put five children and his wife through college with this store. He worked very, very hard, and I respect the man very much."

The new owner promises some changes. New bread racks and potato chip racks will arrive shortly. A deli-type sandwich bar which would serve several different types of sandwiches is also under consideration. He may even decide to sell pizzas. St. Pierre encourages anyone with suggestions on how to improve the store to talk to him.

St. Pierre grew up in Lewiston, but moved away. He first went to Northern California and later to Utah before returning to Maine in the early '80s. While in California, St. Pierre owned and operated a restaurant. In Provo, Utah he ran a convenience store and a *Winchell's Doughnut* store.

St. Pierre returned to Maine after discovering business opportunities not far from his boyhood home. For several years he owned a convenience store in South China, Maine, near the campus

of Unity College north of Augusta. The store included fast food, an arcade, a bottle redemption center and other features.

Currently he and his wife, Sun, live in nearby Poland. Together they represent the primary employees of the store.

He has found the neighbors as well as Bates students quite congenial. "It amazes me how friendly all the people have been. I have never experienced so much friendliness among customers."

"HOW I MADE \$18,000 FOR COLLEGE BY WORKING WEEKENDS."



When my friends and I graduated from high school, we all took part-time jobs to pay for college.

They ended up in car washes and hamburger joints, putting in long hours for little pay.

Not me. My job takes just one weekend a month and two weeks a year. Yet, I'm earning \$18,000 for college.

Because I joined my local Army National Guard.

They're the people who help our state during emergencies like hurricanes and floods. They're also an important part of our country's military defense.

So, since I'm helping them do such an important job, they're helping me make it through school.

As soon as I finished Advanced Training, the Guard gave me a cash bonus of \$2,000. I'm also getting another \$5,000 for tuition and books, thanks to the New GI Bill.

Not to mention my monthly Army Guard paychecks. They'll add up to more than \$11,000 over the six years I'm in the Guard.

And if I take out a college loan, the Guard will help me pay it back—up to \$1,500 a year, plus interest.

It all adds up to \$18,000—or more—for college for just a little of my time. And that's a heck of a better deal than any car wash will give you.

THE GUARD CAN HELP PUT YOU THROUGH COLLEGE, TOO. SEE YOUR LOCAL RECRUITER FOR DETAILS, CALL TOLL-FREE 800-638-7600,* OR MAIL THIS COUPON.

*In Hawaii: 737-5255; Puerto Rico: 721-4550; Guam: 477-9957; Virgin Islands (St. Croix): 773-6438; New Jersey: 800-452-5794. In Alaska, consult your local phone directory.
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MAIL TO: Army National Guard, P.O. Box 6000, Clifton, NJ 07015

NAME M F

ADDRESS _____

CITY/STATE/ZIP _____

AREA CODE PHONE _____ US CITIZEN. YES NO

SOCIAL SECURITY NUMBER _____ BIRTH DATE _____

OCCUPATION _____

STUDENT HIGH SCHOOL COLLEGE
PRIOR MILITARY SERVICE YES NO

BRANCH RANK AFM/MOS _____

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Americans At Their Best.

CRC Helps Students Cope With Harassment

by Rebecca Sanferrare

Often students do not know where to turn for support and information when they become upset by instances of harassment or other social ills. The Community Relations Council (CRC) exists to address such problems.

Faculty and students comprise the group which provides comfort and attempts to help and/or informally resolve conflicts regarding harassment. Harassment can involve discrimination on the basis of race, ethnic origin, religion, gender, or sexual orientation.

Slang or a simple joke can cause a great deal of harm, yet often a person does not realize that they have behaved offensively—although even ignorance cannot excuse discriminatory behavior. The college initially created the CRC to "try to solve problems (of harassment, and to address) incidents through mediation," according to the current Chair Steve Hochstadt, associate professor of history. The Deans and the Student Conduct Committee remain fully separate means of confronting incidents of harassment.

The members of the CRC help those who bring problems to them on a personal, often one on one, level. Those involved usually do not desire to include any administration intervention in the situation.

Hochstadt further explains, "Prob-

RA Discusses Short Term

by Alexander Lofft

Dean Reese went to this past week's RA meeting to discuss the problems which arose during this year's Short Term registration process. Professors that had prematurely registered students were asked directly to reopen their lists and review student priority. The school issued cards to denote student priority for professors who required written permission to enter a course, but the Deans did not forewarn the faculty against pre-registration.

Many ideas have sprung up for next year's registration, but the Deans have made no decisions as of yet. The suggestion was made to open a student/faculty forum discussing registration, prerequisites for Short Term courses, mandatory Short Term courses to graduate for certain majors, and housing for students not enrolled in specific courses but working on campus in the spring.

Regarding the pass/fail option submitted a few weeks ago by Chaplain Crocker, the RA has drafted and approved a letter that they will send to each faculty member. The letter expresses students' interest in instituting the option, and the RA's specific request that

lems that arise at a place like this can often be solved better by conversation."

The CRC often arranges an informal meeting between the victim and the offender which provides an atmosphere more conducive for reasoning. The meeting allows both sides to better understand both the problem and all the adjoining emotions.

Since the CRC holds no disciplinary power, the results of the meetings come in the form of reconciliation and/or learning.

Most cases which the council has experienced have involved sexual harassment. Women have managed to express their humiliation at obscene notes, gestures, grabbing, or jokes. Such simple actions can unknowingly offend another. "The men too have been able to see how such behavior does have its own horrible effects," explains Hochstadt.

The other purpose of the CRC stems from its role in community education. The council organizes educational forums concerning harassment. They urge both faculty and students to attend these meetings.

The CRC would also like to improve the attendance at the forums which it hosts. "The people who need most to hear what we talk about are the people who don't come," Hochstadt does speak proudly of the March 4 activities of the past three years. "It is the best thing

they address with urgency.

The RA approved five nominees to the Committee on Committees. This committee selects student representatives for each of the thirteen student/faculty committees such as Student Conduct, EARL, and Calendar and Curriculum.

Michael Lieber, '92, and Wayne Perry III, '92, presented the Priorities Committee draft of priorities for Bates over the next ten years. The draft, available in the library, divided the priorities into two groups: Capital Needs which will need the support of the Trustees, and Program and Policy Support Needs which can be addressed with funds and resources already available at Bates.

Dean Sawyer arrived to discuss the Student Services Subcommittee of the Reaccreditation Committee. He presented a list concerning student life, the Health Center, Commons, athletics, Admissions, and financial aid and asked for RA members to think about important questions. Much of his list parallels that of the Priorities Committee.

Two members of the Environmental Coalition requested that the RA recognize environmental issues such as recycling and waste disposal. □

Admissions Dodges Break

by Alexander Lofft

This year the Admissions staff has decided to hold three April student receptions instead of just one as in past years.

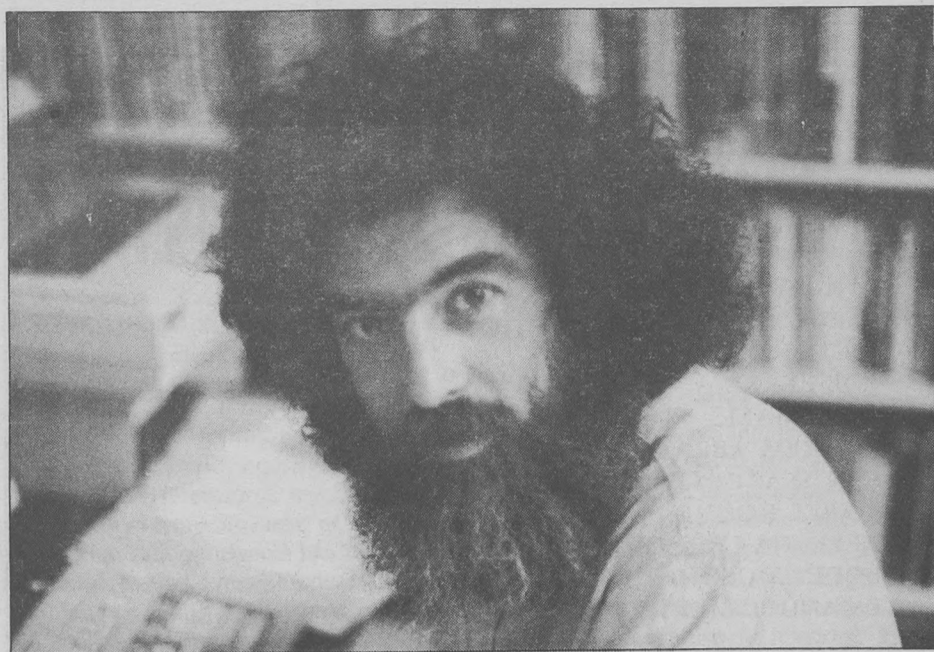
Admissions scheduled the receptions for Wednesday, April 11, Wednesday, April 18, and Monday, April 30. The first two fall during the reading and exam weeks, and the third is on the first day of Short Term. The main reason for this emanates from the 1990 Bates calendar in which spring break falls at the end of April rather than the middle.

Because accepted students must respond by May 1, the Admissions staff has had to work around spring break so that potential new students could see

Bates in action. As Dean Hiss put it, "you may like reading books about cars, but you'd rather take one for a test drive," thus went the decision not to hold a reception over break.

The two added receptions will hopefully accommodate even more students than previous years which had been 150-250. These days represent the last chance to solicit new student interest.

This year's 3365 applications was smaller than last year, but Dean Hiss believes that "it is a very strong pool with approximately 500 international students and applications from every State but three." The Admissions staff is aiming for a freshman class of 437. □



Associate Professor Steven Hochstadt, chair of the Community Relations Council. *Marlan Proctor photo.*

we've done," he comments.

Yet the CRC does not achieve complete success in its goal to curb discriminatory harassment. Incidents continue to occur and many victims do not come forward.

"They feel that such behavior is normal for Bates," Hochstadt said despairingly. CRC hopes to thwart the peer ridiculing which often prevents the accusation of another peer.

The CRC tries, however, to reach everyone. They would like to include a mandatory lecture during the freshman orientation. This would enable the council to speak to an entire new class.

The CRC members and phone numbers are posted on the bulletin board across from Concierge. The members urge anyone suffering from anxiety or feelings of helplessness to contact one of them for a casual discussion. □

C.D.I.P. Gives Experience

by Alexander Lofft

"Don't be left out! The competition for work is keen!" So goes the opening explicative of the Career Discovery Internship Program booklet presented by the Bates College Office of Career Services.

Each year in December the OCS sends out letters to various Alumni in an effort to expose current students to possible career opportunities or even just for some offbeat experience. This year over 100 Alumni responded with internships of 3-5 days during April break.

"Bates Alumni are tremendously supportive," said OCS counselor Gene Durkee. Over half of the participating Alumni have made special accommodations in their own homes for student interns. And almost all are available outside the program to discuss their positions and how they enjoy their work.

CDIP "takes an address and turns it

into a conversation in which you begin to learn a professional language," commented Durkee. For those students who use this opportunity to explore possible careers, this program provides a special insight to specific working communities both personally and through the eyes of new contacts.

Internships include doctor, high school head, farmer, engineer, archivist, Captain in the Armed Forces, pharmacy, scientific research, clergy, social service. Some of the internships act as prerecruitment tools. They have led to summer internships and career entry for some CDIP interns.

The application process is not competitive, but for popular internships there has to be some decision-making. Sophomores and juniors get priority—who generally have not started job hunting.

Durkee emphasizes that CDIP "humanizes the whole process of job hunting." □

Club Bulletin Board

compiled by Michael Lieber

FRIDAY

4:00 p.m. Chapel Board's Friday Forum Lecture Series: "What Faith Means to Me"—Professor Paul Kuritz from the Theater Department conducts an informal discussion. Refreshments will be served. Skelton Lounge.

4:15 p.m. TGIF Program: "The Future of the Latin American Debt: problems and solutions"—Eduardo Honold from the Political Science Department addresses this topic. Muskie Room, Muskie Archives.

6:30 p.m. BCTV Weekly—News from around the world and around the campus, as well as the latest weather, sports, and opinions. Tune in on Channel 4.

8:00 p.m. Concert: *Parts II and III of Handel's Messiah*—John Corrie of the music faculty conducts the Bates College Choir. Olin Concert Hall. Also on Saturday at 8:00 p.m.

9:00 p.m. to 1:00 p.m. *Gay 90's Party*—G.L.S.A. sponsors this event. \$4. Hirasawa and Skelton Lounges.

SATURDAY

2:00 p.m. Bates Men's Volleyball Club hosts UMO—Support the team in one of its few home games. The fun and excitement can be found in Alumni Gym.

TUESDAY

3:00 p.m. to 9:00 p.m.—*Blood Drive*. Sponsored by Campus Association in Chase Lounge.

Forum

THE BATES STUDENT

L. KATHERINE REISZ,
STEVE PETERS,
RICHARD SAMUELSON,
BOB PARKS,
KIM SMALL,
ANDREW ABRAHAM,
DAVID AARESTAD,
ISABEL ROCHE,
REBECCA LAROCHE,
BODIN MUSCHINSKY,
EMANUEL MERISOTIS,

Editor-In-Chief
Managing & Photography Editor
News Editor
Arts & Entertainment Editor
Sports Editor
Focus Editor
Copy Editor
Copy Editor
Business and Circulation Manager
Advertising Manager
Production Manager

Base Reports on Facts

This past Tuesday, the Committee on Priorities held an open forum to discuss its initial plans for recommendations to President Harward. The forum disturbed many because of the Committee's confessed ignorance on some important figures and their irresponsible assumptions based seemingly on misperceptions and biases. A committee designed to begin charting the course for Bates' future should not make recommendations in such a manner.

Page 10 of the report has received the most attention with its discussion of the future of Bates' athletics and extracurricular activities. The introductory paragraph expresses a certain bias of the committee:

The College must recognize the importance of extracurricular and athletic programs to the community. These programs should support the diversity of interests among students, thus providing the opportunity for all to participate. Because there is a sense that extracurricular programs are weighted toward athletics, and that athletic programs interfere with the academic mission, there is a need to reexamine the role of athletics in the life and purpose of the College.

This paragraph seems to have inherent inconsistencies, especially appearing on a page headed by the sentence, "We value learning that occurs outside the academic curriculum." Athletics provide at least as much learning experience for those involved as the Representative Assembly, the Photo Club, the Robinson Players, and all other non-athletic activities provide for their members.

Sub-paragraph B stresses the need to "evaluate the costs and values of the intercollegiate athletics programs, especially football." Why does the committee single out the football team, while mentioning no other teams? No one on the Committee gave a real reason. Rather the Committee gave the impression that they believed the football team to be the most expensive sport at Bates.

When informed by Webster Harrison, head coach of the football team, that football is not the most expensive sport per student participating, the committee reacted with some surprise. In fact, out of all the athletic programs at Bates, football is in the bottom half as far as cost per student participating. Apparently, this came as news to committee members.

Once the committee found out this fact, they immediately backed away from singling out football. They admitted that they simply did not know these figures and apologized.

Speaking from such ignorance is not a good idea. One committee member submitted that the committee had such a short time table to write a report. While one must consider the pressure of a deadline, no excuse exists for speaking from assumption. Responsible reports rest on facts, and if a committee does not possess specific facts, then they should not write about the issue.

In the future, this and other committees should look into the facts before singling out anyone or anything. It is frightening to think that a committee charged with the task of helping our President set the future path of Bates would base conclusions on anything less than facts.

NEWS & FOCUS STAFF: Fawn Johnson, Marc Freeman, Mike Lieber, Alex Lofft, Gary Lombardo, Julia Opler, Kristen Pierce, Steve Ryder, Tabitha Sparks, Rich Woolfson

SPORTS STAFF: James Ash, Peter Carr, Andy Cerillo, Ben Drew, Mike Evans, Becky Farr, Mike Leahy, Emanuel Merisotis, Grace Murphy, Evan Silverman

ARTS STAFF: Dan Cantor, Lauren Holden, Isabel Roche, Lara Strong, Aaron Worth

FORUM STAFF: Dave Aarestad, Jon Custis, Lyle Cutchin, Tina Gibson, Jesseca Timmons

PHOTOGRAPHY STAFF: Sarah Dunham, Chris Keller, Kate Miller, Scott Pim, Marlan Proctor

Letters to the Editor

Kissed's Philosophy Impurely Fanatical

To The Editor:

This letter is written in response to Ana Kissed's talk on March 15. I will try to be direct. After leaving the Chapel feeling thoroughly frustrated I tried to clarify my thoughts by discussing the talk with other persons who attended.

I think my main frustration was with separatism in general. I think it is irrational and ignorant and I am by no means trying to single out lesbians who claim to be separatists. I am speaking to separatism on the whole. I think most rational people find separatism, in itself, problematic.

I also started thinking about the issue of having men present at the talk. The first objection that I had, and I think many had the same objection, was that if any speaker comes to Bates College, sponsored by the College, then there is a mandate that every student be able to attend if she so desired.

At the inception of the talk it became clear that Ms. Kissed's message was not going to be complete simply because of the fact that men were present. I guess that is too bad because certainly it would have been a chance for women to learn a lot more about lesbian separatism and women's oppression in general if men had been absent from the talk. However we would have created a serious dilemma which would have essentially denied the

very premise this community was founded upon.

But then something struck me. From the minute it was announced that Ana Kissed would be speaking at Bates College, there was not a single word mentioning that men were really not welcome. There was no mention that Ms. Kissed herself was indeed going to have to change her message because men decided to, "Stick it in" her talk at Bates. All that came up was that Ms. Kissed would not recognize questions from any man who attended.

Perhaps this was an oversight by Womyn's Awareness. Perhaps Womyn's Awareness consciously decided that they were not in the position to exclude men. Now certainly there was the option that men could have left from the very beginning as Ms. Kissed prodded. But I think most men were there to learn about lesbian separatism like many women were.

Obviously this was not a lecture with education as its goal. In fact, I think it made a lot of people, and not just men, very angry. This is the real problem because a lot of this anger was channeled right at feminism in general, and not just lesbian separatism. This is indeed a problem.

Once I decided that I was going to stay and that I felt I had the right to be there, and my tuition payment, not my gender said so, I tried to focus on Ms. Kissed's

■ SEE DODSON, PAGE 12

Professors See Exclusion Justified

To the Editor:

We would like to thank Womyn's Awareness for inviting Anna Kissed to campus and for handling so well the controversy surrounding her visit. Her presentation on lesbian separatism was a particularly valuable educational experience for the entire college community.

Unaware of Anna Kissed's aversion to addressing mixed audiences, we attended the talk. However, as soon as we learned that she would have preferred to speak to a group made up exclusively of women and that she usually asks any men present to leave the room, we felt extremely uncomfortable and out of place.

We felt we should not have been there. We had prevented Anna Kissed from speaking in the manner she finds most effective. We realized that our presence constituted a violation of the space she was struggling to create - a space for women only, a space free from sexism and male domination. While many members of the Bates community responded enthusiastically to Anna Kissed's presentation, others reacted with hostility and aggression. Some men (and women as well) were offended by Anna Kissed's desire to exclude men from her talk.

We feel strongly that this exclusion is completely justified on both pedagogical

and political grounds. The temporary and symbolic exclusion of men by a woman who wants to fight patriarchy in her own way presents no real threat - political, economic, or otherwise - to the men of Bates College.

A much more serious problem facing the College is the very real threat posed by the exclusion of women and other minorities from full participation in the life of the college. Would seven hundred people turn out for a talk on the under-representation of women and people of color on the Bates faculty? For a talk on sexual discrimination, sexual harassment, and rape? For a talk on the exclusion of gays and lesbians from the United States Armed Forces? We suspect not. That is an indication of how misplaced our priorities are. These are the exclusionary practices that cry out for our attention.

Finally, we hope that other men will join us in asking Anna Kissed to return to Bates to speak - this time to the audience of her choice.

Sincerely yours,
William S. Corlett, Jr.

Associate Professor of Political Science

and

Loring M. Danforth

Associate Professor of Anthropology

Student Goes Desktop Publishing

The Bates Student will begin using a Pagemaker desktop publishing system with next week's issue. This week's Forum section provides a view of what the future issues will look like.

Next Friday will be the last issue of *The Student* this semester. Submission deadline for Letters to the Editor for this last issue will be Monday March 26th by 12:00 Noon. Typed letters must be signed, even when delivered in person to Chase Hall 224. Letters over 500 words must be submitted on an AT&T/IBM disk or on a Macintosh disk.

The Politics of Diversity Pervades Bates' Education

The topic of diversity has popped up frequently in the last few weeks. From the various "awareness" campaigns, to the flood of controversy over the Ana Kissed lecture, students have been subjected to a very close-minded drive to make them more sympathetic to the plight of others. Womyn's Awareness's recent program, "Perspectives" did not show many perspectives. By simply looking at the program that they assembled, one can see that only two groups were represented: feminists, and radical feminists. Is it me or are

Richard Samuelson

not all women feminists? If the womyn's group wanted a true diversity of opinion they should have brought up speakers that range from lesbian separatists to those with a more traditional view of how women should lead their lives, not the truncated group that they chose to bring to campus. This limited version of diversity reflects a pattern on this campus (as any specific problem inevitably does). What passes for diversity on this campus lands far from that laudable goal for the academy. When boasting about the diversity on campus,

Admissions quickly points out how many different states are represented in each class. Does living in a different place necessarily make someone different? I tend to think not. Most of those on this campus who come from off of the east coast share a similar set of beliefs with those who do. This phenomenon does not surprise me because people tend to associate with those who are like themselves.

However, we should not kid ourselves into believing that this campus achieves diversity, or even represents a reasonable cross section of the country. Diversity does not lie in absolute characteristics such as geography or race, rather it rests in the way that different people look at the world around them.

I do not differ from my roommate because we grew up in different places and went to different schools, but rather we are different because we have different beliefs. I differ more from many of the people who grew up near me, and with whom I went to school for twelve years, than I do from my roommate.

Having a broad spectrum of beliefs represented on a campus is essential to the learning process. A diverse campus en-

sure that each one of us has his or her beliefs challenged, thereby helping each of us to mature. Such a challenge forces one to reexamine his or her beliefs and thereby either come closer to understanding them or drop them.

Such a cross-examination of all of our beliefs is also necessary to ensure that we do not lose those which have the most importance. In other words, only by allowing an anti-semitic argument to be expressed do we ensure that we will learn the counter-argument, and thereby preserve the freedom of religion which is so dear to so many of us.

As a conservative, I came to this campus in order to ensure that my college experience did not merely reinforce my beliefs, but rather test them. Because of the overwhelming predominance of the liberal outlook of the faculty and students, liberals on this campus do not have the opportunity to benefit from such an experience. While liberals do not agree on everything, and therefore do see some new viewpoints, any two liberals agree a hell of a lot more among themselves than they do with me. Teachers often argue that their students have already seen the "accepted" perspec-

ive, and therefore the liberal perspective will show the students a different outlook. However, this argument is flawed for two reasons.

In a room full of liberals, all that this approach to the subject matter does is to confirm the students's faith. It does not give them an intellectual justification for it, or submit it to cross-examination.

Such a justification for teaching from a "progressive" perspective also does not take into account the maleability of the beliefs of college students. Very few students really understand why they believe what they do. In other words, the beliefs which the society has supposedly ingrained into a student's mind are not nearly as strong as they are presumed to be.

It seems as if Bates has deserted the idea that the liberal arts education is about exposing students to a wide range of outlooks. To quote Lincoln Steffens, they have "seen the future and it works." Rather than giving credence to all viewpoints, Bates overwhelmingly stresses one, limited, perspective. Ironically, this perspective is instituted as the paradigm in the name of openness or what I like to call "glasnost."

Pugh Dismisses Browning Stereotypes

To the Editor:

I write to respond to the letter of Robert M. Browning, which uses me, and my presentation at the Ana Kissed forum last Wednesday, as introduction to an essay describing his view of "a History of Oppressing Others."

First, my speech, in its content and presentation, had nothing to do with bravery. The only item at issue was my beliefs, and nothing else.

Second, I am not Christian, as implied, nor atheist. I am a Zen Buddhist.

Third, Mr. Browning's presentation of history and the present in terms of absolute generalizations and stereotypes is faulty. He states in quick succession: ALL people of color consider ALL white people bigots, ALL homosexuals consider ALL heterosexuals homophobes, ALL members of the Jewish faith consider ALL non Jews anti-semitic, ALL women consider ALL men sexist. Later he states that NO women care if men are oppressed and NO African-Americans care if whites are oppressed. Each of these statements is unfortunate, and unfair to both parties involved.

One of the characteristics of Afro-Am, as one of its leaders discussed with me today, is that it does not claim to hold some absolute unanimity of opinion that all its members, and all African-Americans, believe. African-Americans are wonderfully diverse, as are Jews (Orthodox, Conservative, and Reform, just for starters), homosexuals, and women.

Some on this campus apparently believe that all women, now or later, are and will be represented by, and in agreement with, some universal ideology, but this is patently wrong. The women at Bates are diverse, and I suspect that the members of Womyn's Awareness similarly refuse to be stuffed into a neat little stereotype.

A quick survey of any number of randomly chosen female students will reveal that only a small minority feel a close affinity to Womyn's Awareness, and I know that its members are not unanimous about courses of action. As I stated at the forum before being hissed down, mugged by a certain faction of the campus community, Womyn's awareness is feared, yes feared, on this campus by the great majority, female

and male.

Further, the Ana Kissed speech, presented as it was (I never, ever, opposed the speech itself, and have made this clear), has only heightened this fear and dislike. While the speech has undoubtedly gotten people talking (I never said it wouldn't), most are not talking about feminist issues, but about how much they didn't like the speech. This is neither good nor bad, but simply the easily predictable outcome of such a speech. Finally, I would like to address the implied attack upon myself in Mr. Browning's article. He states that my sole reason for opposing the Ana Kissed program, as carried out, was that I feared some attack on my, presumed, power and dominance, by a woman. I will not bother to deny this, as the very implication stains irrevocably, but will rather ask a number of questions.

Does Mr. Browning know my parents? Does he know the home countries of my ancestors? Does he know where I lived, how I grew up, what troubles and harassments I went through in school and elsewhere? Does he know my values and how they developed?

Does he know my activities and experiences before I came to Bates and during my year away? Does he know the times I have faced death, and why? Does he know what marches and demonstrations I have taken part in?

Has he ever been sexually harassed by an older woman, as I have? Has he ever been denied entry into a temple of his faith, solely because of the color of his skin, as I have? Has he ever been denied service in a restaurant because of the color of his skin, as I have? Has he ever had the experience of being stared at everywhere he went, dogged by cries of "foreigner, foreigner?" I have. Has he experienced my joys and sorrows? My greatest achievements and worst failures?

Who is he to make these sweeping stereotypes of men, women, African-Americans, European-Americans, Jews, Gentiles, homosexuals, heterosexuals, "Asians, Native Indians (sic), Middle Easterners, etc?" Who is he to claim to know all people, when he doesn't even know me?

Sincerely,

Scott Parker Pugh '92

Questioning Feminism in a Sexist Society

To the Editor:

Dear Women of the Bates College community,

As I listened to Ana Kissed on Thursday night, I could not believe what I was hearing. I felt angry. I felt confused. I felt afraid. But I am a woman, a woman who believes in the power and rights of women. Ideas were rushing through my head so quickly I could not articulate them. I left the chapel feeling as if I had been run over by a Mack truck. Really.

I have had time to think now. The anger and fear are not clouding up my head any longer. But I am still very confused. Ms. Kissed had valid points; I needed to be reminded that it is in fact a man's world in which we live and that sexism, therefore, is all around us. I need to remind myself of that every day.

Ms. Kissed is a separatist. I think that it is safe to say that she knows that she wants nothing to do with men and the society in which they have created. She has abandoned that society.

I, however, do not wish to abandon that society. I love my father, my brothers, my male friends. I have hope that society can change.

I have an obvious dilemma. While I am becoming aware of the sexism in society and working to adapt my personal ideals, I have to depend on the very society in which

I know is at fault. So how, as a woman, can I exist as a feminist without rejecting society?

How do I enjoy a magazine that includes in its pages a sexist liquor ad or watch a great movie with a sexist scene in it? Or listen to the radio? Do I condemn the entire movie? Do I refuse to buy the magazine? If I do, I will eventually end up rejecting everything we see and read. I want a job someday in business. Do I reject that society based on a principle?

I am not trying to sound sarcastic. I am truly confused. By remaining a member of this society, am I submitting to men? Am I a hypocrite? How do I reject sexism without rejecting society?

I can continue to try and acknowledge the sexism around me. I can continue to demand respect as a woman. But I will face constant obstructions along this path.

How do I watch an occasional episode of General Hospital and continue to acknowledge sexism and demand respect? Maybe if I was a true feminist, or truly believed in the rights of women, I would recognize the need to reject society.

Am I just a product of a man's world? Is hoping and working to change enough? I am not looking for an easy solution, or any solution. Just insight.

Sincerely,
Jill Lemon '92

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Dana Research Provides Opportunity for Experience

by Mark Freeman

"It's an amazing opportunity," says Melissa Friedling, speaking of the research apprenticeship in which she is now engaged with Bob Branham. "You can't beat the experience, as far as graduate school goes," said Brenda Hall, expressing a similar sentiment concerning her apprenticeship with Mike Retelle.

Both of these students are participants in the Dana Research Apprenticeship Program (DRAP). Initiated by a contribution from the Dana foundation of \$200,000 (matched by a Bates contribution of \$400,000 more), the program was designed to help students meet the basic financial demands of a school year at Bates for the duration of the research. It replaces the loans and work-study contributions to tuition required of students on financial aid with funded scholarships.

Rebecca Conrad, Assistant to the Dean, clarified this point, saying, "We 'credit,' in a sense, their account against their bill instead of getting them to take out a loan . . . (we) take it from the Dana fund."

In addition, a \$500 stipend is granted directly to the student, because most students with an apprenticeship do not have time for the summer jobs that for most students meet basic financial necessities, like books.

"It wasn't Bates' decision to have this open to only 'aid' students, that was Dana's stipulation."—Rebecca Conrad

"We provide room and board on campus for the summer, or give a certain amount so they can live off campus . . . (and) on top of that they get \$500," said Conrad.

The program, clearly a positive one, has, however, inspired considerable controversy because of the program's exclusive availability to financial aid students. Non-aid students, while in some cases able to still meet the tuition fee, regardless of the time spent on research as opposed to a summer job, still face the same lack of personal funds for books and entertainment.

Commenting on this controversy, Conrad said, "It wasn't Bates' decision to have this open to only 'aid' students, that was Dana's stipulation."

Conrad observed that, while the money Dana donated is gone and the program is now running on Bates money, there is an obligation to continue the program under the name of Dana, its founder. Whether or not their stipulation of availability to only 'aid'

students is modified to include all students, however, is under consideration.

"After (the) Dana money was gone, the college . . . decided to continue it for three years . . . (and) then decide how much longer it should go on," said Conrad, adding, "it is a scholarship program . . . (but) the college is aware the it possibly should be made open to all students . . . (It) will be discussed."

Right now, the DRAP lacks sufficient funds for all the positions that faculty make available for research apprenticeships. "The funding of (the DRAP) needs to become more broad-based . . . now there are more (willing) faculty than there are students to fill the positions."

Conrad said that response to the program "is very positive," and that it will most likely be continued, concluding that the program, "is important . . . something we'd like to see grow."

Speaking of the drawbacks to apprenticing in research, Conrad said, "not every 'aid' student is interested in (the DRAP) . . . it's a lot of work . . . you have to work harder . . . (and) could probably earn more with a summer job."

However, Conrad feels the pros of the DRAP certainly outweigh its cons, saying, "the skills that are learned are really incredibly useful . . . (it's something to put on a resume) that you're not going to find coming out of a classroom."

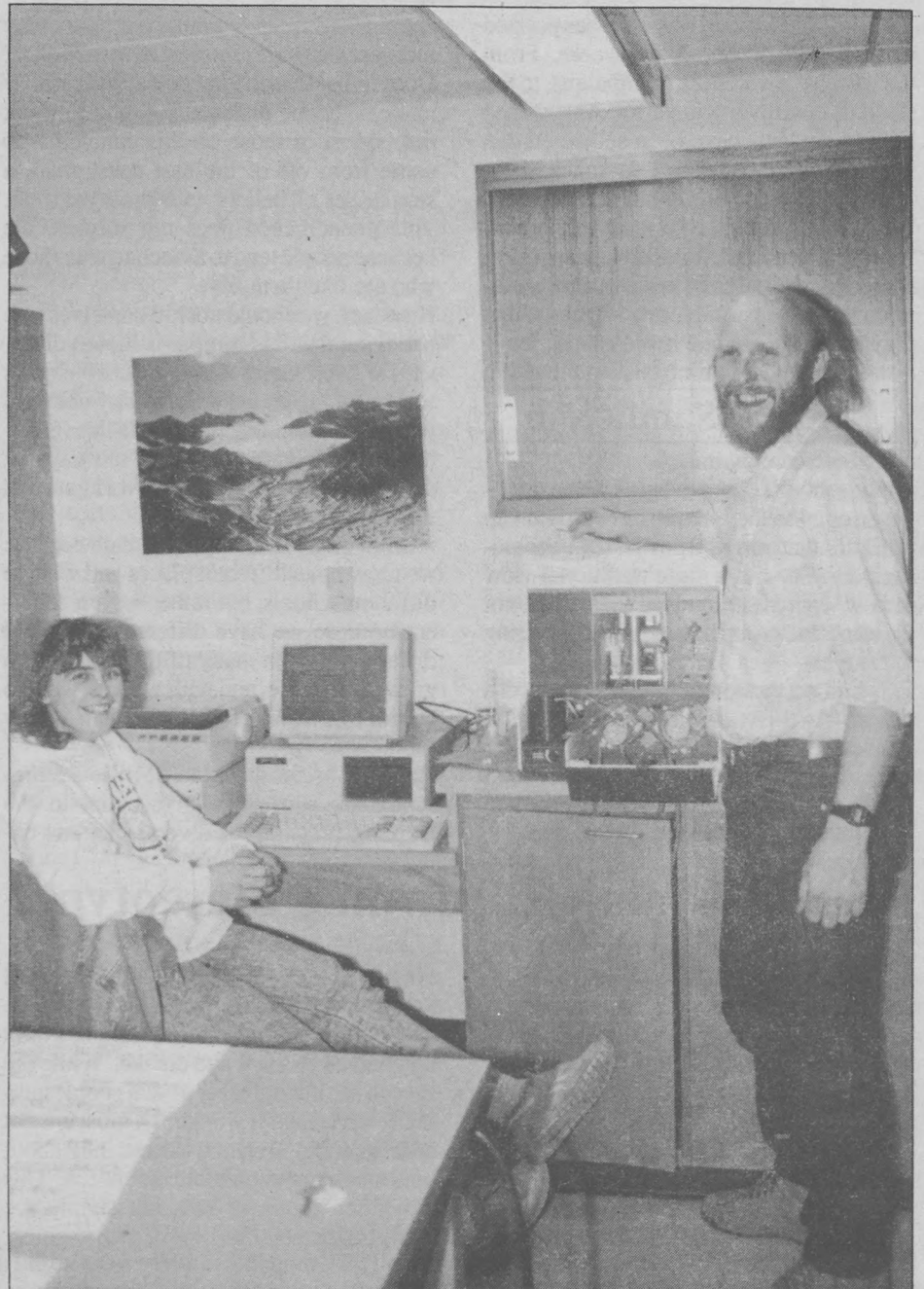
"It gives (DRAP participants) a lot of 'hands on' experience with what they will most likely experience in graduate school," added Conrad.

Attempting to assure the DRAP participant does get sufficient experience in the research, Conrad said that the program organizers, "specifically say to the faculty member that (the apprenticeships) are not routine . . . apprentices are co-workers . . . they aren't there to fill in the blanks."

"The natural sciences seem to be more conducive to research," said Conrad, because of the nature of scientific research in its need for vast amounts of data, while she observed that, "in the social sciences, there's a lot of sitting in the library, going through microfilm, and maybe that's less exciting."

Melissa Friedling in her research with Bob Branham, producing documentary film, has not noted this to be the case, saying, "we've been finishing up . . . a documentary on the 1928 Bates 'World Debate Tour' . . . (which is) to be presented at the inaugural ceremonies (for Pres. Harward on March 30) . . . I'm really pretty active . . . Bob and I have been in the editing room most of the time . . . doing the same things."

Friedling is especially appreciative of her opportunity for apprenticing and the financial assistance from the DRAP be-



Brenda Hall and Mike Retelle are researching in the Dana Research program. Steve Peters photo.

cause, "I'm looking to keep working in film, so this apprenticeship has been really helpful to me . . . We (Bates) don't have a 'film' major, but this made me competitive with people who go to undergraduate school in a 'film' major."

Commenting on the demands imposed on her time by the apprenticeship, Friedling said, "It is a lot of time. Right now I probably spend more time on it than I do on my classes."

Brenda Hall's apprenticeship with Geology professor Mike Retelle involved a trip during short term of '89 to the arctic, specifically, "76 degrees North Latitude," where, at the time she was there, "It wasn't (ever) dark . . . the sun was up all the time . . . (we were) right over the magnetic north pole . . . the compass would spin around,

and even try to point down."

Hall found the arctic environment exciting for study, saying, "I liked the travel . . . I really enjoyed the time I was up there." She is planning on a study at the opposite geographic pole, the antarctic, next year.

Hall voiced some difficulties she has had as a result of her participation in the DRAP. Her financial aid grant for tuition has not been significantly improved by the DRAP and she says, "My biggest problem with the Dana program is that ever since I've been on it I've been broke . . . I could earn a lot more on work-study . . . I worked in the summer to pay tuition . . . now I can't do that because of the Dana program . . . (but) for some people it's a really good deal . . . if you get a lot of financial aid, then it's a pretty good deal." □

Hunter Enjoys Research at Bates Despite Drawbacks

by Tabitha Sparks

For Mary Hunter, Associate Professor of Music, research within the Bates community is a mixed blessing. Finding her resources on eighteenth century Italian opera, Hunter's field of research and interest, is difficult from Lewiston. Yet the multi-faceted nature of Bates is rewarding to Professor Hunter: by working in a small liberal arts institution, her perspective is not narrowed to her potentially esoteric realm of study.

Opera became interesting to Hunter only after she learned to read Italian. As an undergraduate, she "hated opera . . . I thought it was horrible. I actually skipped classes (that were about opera) in college."

"Now," continues Hunter, "I find it completely fascinating. All the media—music, acting, texts,—play off each

other in different ways." eighteenth century Italian opera has been Hunter's main concern since she wrote on this topic for her dissertation at Cornell.

"I tend to think of what I do in terms of the Humanities in general because of the liberal arts emphasis at Bates - which makes me conscious of whether or not what I do has any meaning outside of the realm of musicology."—Mary Hunter

Since then, she has written on the subject for smaller projects, like research pa-

pers for conferences and journals. Her approach to this field has recently changed; while Hunter's dissertation focused on the technical side of music in these operas, her analysis now pertains to the expressive and dramatic qualities of the music.

As she describes it, Hunter's research on Eighteenth Century Italian Operas is a study of how we, the audience, interpret the characters on stage by means of the style and implications of the accompanying music.

Hunter is specifically interested in the use of sentimental, self-consciously "beautiful" music in opera and its significance to the characters on stage. Even more specifically, she concentrates on the musical procedures in conjunction with the female characters of these operas, in her study of what she calls "music articulating the drama." To

paraphrase, Hunter is asking why, when, and for which characters do composers use music that is particularly beautiful.

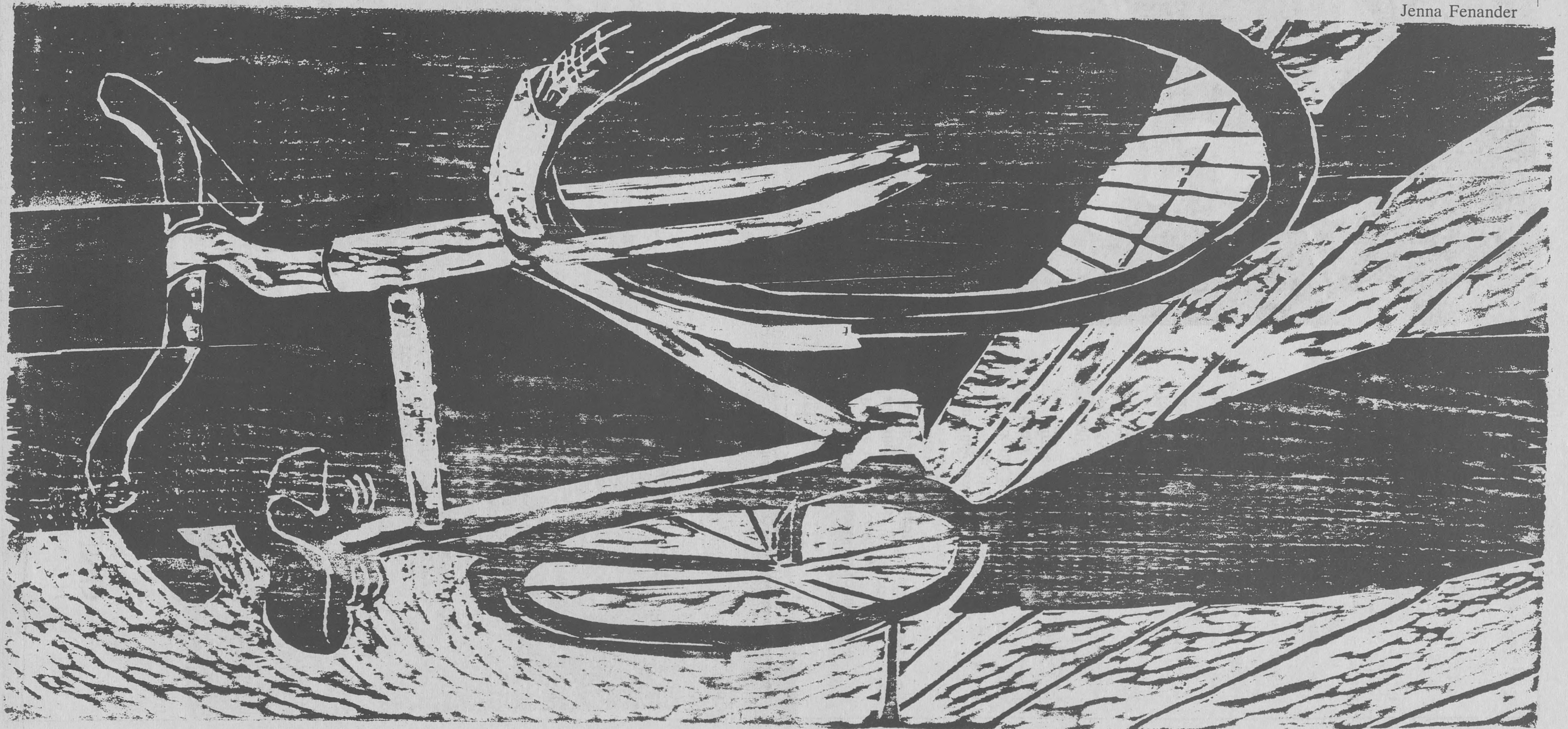
In the near future, Hunter hopes to consolidate her studies into a book, which would probably involve taking time off from teaching at Bates. She has taken two previous leaves of absence: in 1983-84, Hunter received a grant from the National Endowment for the Humanities, and she studied 18th Century Italian Opera in Washington D.C.

In 1987-88, Hunter, aided by Bates sabbatical funding as well as financial assistance from the American Philosophical Society, researched this same topic in Vienna. A future leave of absence, she expects, will necessitate another trip to Vienna, and most likely a trip to several

■ SEE HUNTER, PAGE 7

THE GARNET FOLD OUT

Jenna Fenander



DID NOT CRY

Small girl
not more than six
sat behind us at the restaurant
docile
When I heard her speak
she was soft
but her father

don't ever interrupt me Nicole
Let's face it Nicole you are a very slow little girl
slow
slow
slow
in everything you do
Nicole doesn't want any dessert here do you Nicole
(quiet small quiet girl)
Daddy will make you a nice dessert at home Nicole
No thank you she doesn't want any dessert
(bye-bye nice lady little girl waves)
You know what we're going to have for dessert
(what small little full of hope what)
Peace
And
Quiet

(mommy laughs.)

Claudia Goldstein

ALMS ROUND

Our saffron woke the sun at six.
The cold steel bowl at my ribs
I haven't eaten since yesterday noon.

Eyes cast down.
Cool drying breeze in the nostrils,
And on the new shaved scalp.
Virgin soles and toes
On the gravel road to town.

Peasants mouth prayers
As they offer their food to the Holy.
I bow, and lift the lid-
To hear grunts of oxen pulling plows,
And taste the salty sweat of rice pickers.

I continue the round
knowing I am not separate
From the food in my bowl.

Adam Lynn

XTC

Hallucinogen-aholics surround me--
Peyote tripping cowboys
shooting coyotes
in the neon sublime
of Houston--

Kneeling down
like addicts
to lick the sticky drug
bitter
from a bare glass table

Thirsting bored
with \$5 bar drinks
searching the dryer parts
of the night
for the artificial light
convenience store beer--

Beat! Beat!
beating the drug
through our systems
with vitamin C
500 mgs at a time--

Then caught in waves
stark raving
babbling drained
then silence--
intimate as a kiss
in the unnatural dark
backwall dance floor light
of a nightclub.

Chris Beard

Alex Winter





Matt Pollitz

"Iowa"

the day the lake boiled

today i spent the morning thinking about the lake;
i wanted to wash off the people around me.

trying to recover from the party the evening before,
i couldn't wait to get away.
two sets of friends came together,
juxtaposed.
both worlds now over for me,
i felt no interest.
i watched my sister's abusive ex hitting
on my old high school friend, the valedictorian
but i couldn't get away.

(now it's late afternoon, and scorching.)

we all sweated profusely
(even more than that).
i sat steaming in silence,
sucking on a strand of my hair.
finally, i got up to go to the lake,
seeking salvation in its coolness.

i sat on the dock watching the lake, my toes making ripples over
the edge.
slowly, the water came to a boil before my eyes.
i pulled my feet back, under me;
there was nowhere else.

i dropped my head in my hands,
and cried for rain.

Kate Faragher

UP

up and down...
up and down...
...up and down
down and up
up and down
up and 'round
----something different, please
middle
middle, middle
middle...middle
mid/dle mid dle
mid and dle
----can't stop

-Josh Friedlander

I read the modern romance in which
the happy ending never arrived and triumph
only arose from spite, but the romantic
sexual plot led me to think of you and
me and could I seduce you
convince you to live with me
and in a flight of fancy if you had walked through that
door I would have --
done something to convince you
to entice you into my flat
breasts, morning coffee, overdue library books, sex
life in intimacy with me.

L. Katherine Reisz

CLEARING OUT

It started with a noise
the small creaking sound of a bedspring
wrinkled up, under love:
this slow whine and the quick rise of heartbeats.
We moved from upstate to the city that summer,
astonishing, the noises,
the elbows of other people's lives
sticking us in the ribs.
It used to be that we were surrounded
by spaces open with sound and light,
a mile or three miles wide.
Now we lie in our beds at night
embarrassed, trying to ignore the intimate sounds
of other people's lovemaking.
The windows are open, the hot air and city
lights flash in.
We turn towards each other,
trying to remember ourselves as ourselves, not
faint animal sounds in the long moan of night.

Erika Jensen

BLUE

I wander through the museum light wood laid floor galleries
stopping, absorbing, walking;
then, there it hangs --
large, slightly off angle rectangle, stunning and absorbing
(I had heard rumors of its existence --
I had laughed,
then debated its merits)
a canvas -- all, completely
blue.
I stand, fold my arms, shift my weight, tilt my head, begin to observe
the steady blue . . .

I've always loved blue
it was "My favorite color is . . ."
now I change my favourite colour with the season

I have met blue in intimate moments . . .
it belongs to the atmosphere, the sensual, my soul
. . . blue is the sky,
then it fades indistinguishably into lavender or
white foggy morning gray,
and it is the crystal clear lakes until they become aqua-green
or murky mud and slime filled brown.

Blue invites exploration,
begs me to ask who or what it is --
blue is never
only blue,
there is no blue,
only an unlimited spectrum of hues, of emotions, of escapes.
Blue invites me to run away and sleep soothing dreams
with my head curled against its breathing pulse.

I pull myself from the trance,
sketch the frame shape in my notebook
scribble lines replicating brush stroke angles
and turning my back set off wandering again
after a love affair with the blues.

Katherine Reisz

"Seemingly never until one's dead
is there possible measure." (Creeley)

Snapshot, creased and captioned
simply "Pigeon man"

stashed mid souvenirs to Uncle
Walter's vacation

took time for only one in
eighty years

clearing out this house, of him
I never knew

whose yellow photos turn up
oddly • one maybe

summer some old park bench man
spotted with pigeon

shit and feeding one, his
hat worn Bogart style

shirt open with religion
medalion settled

between a pair of breasts
sagging arms

white and face white faded
with • passing

figures blurred in background
half figures •

worn furniture and photographic
oddments

Kenneth Sherwood

Nothing around here moves anymore
and the silent static tension mounts.
Sameness and inertia abound
I am surrounded.
Absorbing the loss of motion
was my hobby -
Now it is my life.

Slower
Slower
Things come grinding to a halt
while elsewhere the pace picks up.
Each new dawn my world
takes a little longer to turn
While others spin like crazed yo-yos
through the void of space.

I am dangling
twisting, turning at the end of a string
I hang.

Anonymous

Okrent Highlights his Work in Philosophy

by Gary Lombardo

Professors at every college and university in the United States undertake research at some point in their career. To some professors, doing research is equal in importance to teaching. Research is necessary to remain intellectually active and on top of your field. Performing research, and teaching are an integral part of Professor Mark Okrent's life and each have an equally interesting background to their development.

Okrent has been teaching at Bates for the past eighteen years. In this amount of time, he has done extensive research in the field of philosophy. In 1988, Okrent finished a book relating Heidegger to some English philosophers with whom he is not usually related. The success of his book has been keeping him busy to the extent that he is being called upon to do things that relate to what he was doing a few years ago.

Okrent explains, "This summer I am going to spend a few weeks in Santa Cruz under the NEH (National Endowment for Humanities) at an institute seeing the relation between Heidegger and an English philosopher Donald Davidson."

The institute will have a group of specialists, to which Okrent will belong, who will teach a variety of other university and college professors about the subject of their research. Seven or eight people will be on the staff, and twenty five out of two hundred and fifty applicants will be chosen to study. The program will last six weeks.

What Professor Okrent is doing at the present moment is also just as intriguing. Heidegger, the philosopher Okrent is most concerned with, gives an analysis of what it is to think that makes it depend upon what it is to think. That is, what are the necessary conditions for thinking in such a way that only beings that can act purposeful can count as thinking?

All the research that Okrent does, as well as what every other professor does, is not done without a financial burden. Bates itself does pay a professor's salary for taking time off once every seven years, but very few places, including Bates, give enough money to take a whole year off. The money needed for this purpose, then, would come out of the professor's own paycheck. Considering that many professors have a family to support, this is too much of a burden.

Some programs do exist to help this funding problem in research. For example, Professor Okrent was one of 508 applicants to the NEH research funding program. The program is limited, however, and Okrent was not one of the thirty applicants chosen, so he will be teaching at Bates next year. If funding is limited, so is the amount of time that can be taken off.

There is a tremendous amount of work that is left up to a professor at a liberal arts college because of the lack of graduate students for help in grading, etc. Consequently, this further limits a professor's time spent researching.

There is a time when research can be done without taking time off and does

not need funding. This refers to the summer season. Okrent explains, "The summer is great. There is not enough time to write a book, but it is enough time to do some serious work. This summer I will not be here so I cannot do my own work, but what I will be doing will be helpful to my research."

"I would rather be an active philosopher opposed to someone who translates information from another person's work. The happiest time of my life was the two years I spent writing my book. I loved it. I just did what I wanted to do. It is important to me."—Mark Okrent

Every professor attributes a great degree of personal importance to their research. The importance parallels teaching, but research has its own unique, personal satisfactions. Okrent finds his own satisfaction as he explains, "While I think about philosophy while I am teaching, I primarily think of philosophy. It is my love. It is also important in terms of self-image, the way I understand myself.

"I would rather be an active philosopher opposed to someone who translates information from another person's work. The happiest time of my life was

the two years I spent writing my book. I loved it. I just did what I wanted to do. It is important to me."

Teaching is a whole different enterprise. In teaching, the professor is being paid primarily not to write, do research or whatever, but rather to teach. This does not mean that it is impossible for the professor to remain intellectually active. Quite the contrary, it is possible for professors to think about the material they are trying to communicate.

The professor can follow what is going on in his or her field by reading journals, writing papers, and interacting in a variety of ways without carrying on research.

However, a danger exists by doing this all the time (especially at a small school). A professor can convince himself or herself that he or she knows what he or she is talking about if he or she is always talking to the same people. In this way, the professor can become isolated from new thoughts, and stunt his or her intellectual growth. In this instance, research becomes vitally important.

A danger exists in doing research. Okrent explains, "The danger is that you can get so wrapped up in your research that you do not care about the students, or alternatively, (the professor) will still care about the students, but not be interested in what they are doing anymore that they cannot communicate effectively. You must continue to remind yourself that you are not talking to people who have been doing this for the past thirty years." □

Wenzel Explores Chemical Separation

by Andrew Abraham

Thomas Wenzel, associate professor of chemistry, currently does research to develop general procedures for analyzing chemicals in complicated mixtures. His research especially pertains to environmental groups who would like to one day examine chemicals in water and air samples more efficiently and accurately than present capabilities allow.

Currently, Professor Wenzel works on three projects. In the first project Wenzel attempts to develop more efficient chromatographic methods. Chromatographic methods consist of separation schemes which separate and distinguish lots of chemicals within a complicated mixture, for example a puff of cigarette smoke.

Chromatographic methods involve the use of a "column" through which the sample will pass. Because of the nature of the column, different chemicals will move through it at different speeds.

Finally, they will "slip off" the col-

umn at different times and one can then distinguish the chemicals by how much time they take to move through the obstacle. Wenzel's research attempts to develop better ways to detect chemicals as they "slip off" the column.

Wenzel's second project entails the development of a pre-column which could filter out specific chemicals. Once these specific chemicals are isolated, the chemicals can then be removed from the pre-column.

The third project Wenzel hopes to complete involves distinguishing chemicals that appear the same, but react in different ways. Many chemicals in our body present a mirror image of other chemicals, but do not react in the same way. Wenzel tries to find ways to destroy these mirror images. This research especially has implications for drug companies.

In the past, Wenzel, like other natural science professors, has received grants from many groups. Wenzel's third proj-

ect, for example, uses funds from the Research Corporation which has grant programs for chemists and physicists at solely undergraduate institutions.

Other sources of money include the American Chemical Society, which runs the Petroleum Research Fund and programs for chemistry, physics, and geology research at undergraduate colleges. The National Science Foundation provides funds for both instructional equipment and research costs. In addition, The National Institute of Health runs a program specifically for small schools like Bates that do not have graduate students to assist professors.

The last major monetary source for natural science professors comes from the Dreyfus Foundation which funds programs in chemistry research. Wenzel has a grant from this foundation to hire a post-doctoral teacher to do research and teach classes. Not only will this teacher help Wenzel, but it will help him/her decide if he/she would like to teach at a small school like Bates. □

Hunter

■ HUNTER, FROM PAGE 6

cities in Italy.

Extended research trips are certainly a requisite part of Hunter's study; to no fault of the Ladd Library, her main tools of research, 18th Century Italian manuscripts, are generally unavailable in this area.

Hunter compensates for this lack with day trips to Harvard, where she "xeroxes in lieu of reading," the Inter-Library Loan system, and research over the summer vacation. Also, the recent availability of opera on videotape greatly facilitates her studies. Nevertheless, Hunter has accepted that working from Bates is "just slower, and you have to expect not to do as much research. More time is spent teaching here . . . everything just goes slower."

On the positive side, Hunter has found that working and researching at Bates, as opposed to a big university, has allowed her to focus on her own personal interest, and yet not isolate her within the sphere of musicology.

Because she is not exclusively surrounded by other professors of music, Hunter often finds herself explaining her work to people who have no background in music. Thus, she has retained a perspective in her studies that is not limited to the details of her field. Her decision to study opera, therefore, is not surprising; it is an art that many enjoy without formal training in music. As Hunter says, "opera is a lovely subject to talk to other people about."

By continually justifying her research to herself and to others with different professional vocations, Hunter says that "I tend to think of what I do in terms of the Humanities in general because of the liberal arts emphasis at Bates - which makes me conscious of whether or not what I do has any meaning outside the realm of musicology." □

Professors Examine Media Effects

by Rich Woolfson

For most professors at Bates College, research and publication provide a major route for the exploration of their intellectual interests.

Political Science Assistant Professors Mark A. Kessler and Arlene E. MacLeod recently received a Charles A. Dana Foundation Research Apprentice Grant to pursue their mutual interest in mass media as a form of popular culture. The Grant calls for them to include a student in their research studies.

MacLeod and Kessler collaborated to investigate a separate project secondary to their own research. Specifically, the two professors aim to research how various forms of resistance and protest can stem from popular culture.

MacLeod feels that "people from one ethnic group see something differently than people from other ethnic groups." They plan to study reactions to a particular form of popular culture by diverse groups of people from various backgrounds.

Kessler, MacLeod, and their apprentice, who is yet to be named, may inquire into television programs, radio shows, movies, and advertisements. MacLeod looks to delay any final decisions involving the definition of the problem and the approach to the study until the selection process for a Dana apprentice is complete.

She feels that in order for the student to receive the fullest experience from this project, he/she must see the research through from its very beginning.

MacLeod does have some possible ideas in mind, such as conducting the study through the use of a television program followed by interviews.

MacLeod claims that "what looks like everyone agreeing is actually people looking at a form of mass media in different ways." She further wants to explore the elements of popular culture that could lead to resistance or protest.

As of yet, Kessler and MacLeod have not pursued a monetary grant to cover their expenses within the project, but MacLeod feels that if the project becomes more advanced than expected, a grant proposal will not be out of the question. The form in which the project will result is still uncertain, but MacLeod and Kessler want to keep their options open. □

Straub Outlines Research Grant Possibilities

by Rich Woolfson

There are many different ways that a professor at Bates can attain money for doing research in his/her perspective field.

The school offers a number of different financial grants for professors to use for research. One such grant fund, The President's Discretionary for Faculty and Curricular Development has two subdivisions.

The Fund for Publication of Scholarly Work awards a sum of up to \$2,500 to one or two faculty members per year to secure the "... publication of book-length manuscripts," and the Fund for Post-doctoral Study also awards \$2,500 to one or two professors, but this fund assists "... members of the Faculty who participate in educational programs which enhance the quality or range of the Faculty members' teaching."

For added support during a sabbatical leave, Dr. Robert Akers '39 developed The Kathleen Curry Akers '41 Fund for Sabbatical Leave Support. This fund provides income not to exceed \$500 for professors taking a sabbatical preferably one year in length.

The McGinty Faculty Research Fund

supports faculty members in post-doctoral research in the humanities division, and The Lincoln and Gloria Ladd Faculty Research Grant helps faculty members with research "... through the acquisition of scholarly materials essential to research but not in the collections of the George and Helen Ladd Library. A professor can win up to \$3000 for their project and have exclusive access to the new library materials until completion of the project.

The most popular among the Bates College grant funds, The Roger C. Schmutz Faculty Research Grants allocates funds to up to 12 professors a year. The Committee of Four makes the final decision on which faculty members win the grant, and selection is extremely competitive.

In general no fund awards money "... to support research associated with the completion of a doctoral dissertation," and faculty members who realize substantial returns from a book published with support from a Bates College grant are expected to reimburse the fund.

The school further adds incentive for research by matching outside grants when the terms require it and offering \$400 to defray the costs for professors at-

tending professional meetings. The Dana Student Intern Program along with the Secretarial Assistance for Faculty Publications provide human resources to aid professors in their research projects.

Straub locates his responsibilities as the Dean of Faculty in the "... overseeing of programs that are in place to give various forms of support to faculty," and further claims that "the college expects every member of the faculty to have an ongoing research project."

He feels that "long term development as a teacher depends upon the faculty member having his or her own research." Bates tries to create an incentive by conveying the fact that in order to be a good teacher one must constantly be involved with research.

Other incentives such as the relevance of publication to the tenure decision and general interest drive the vast majority of faculty members at Bates to involve themselves with research of some sort. Furthermore, the only restriction in the use of a grant that a professor may encounter covers the responsibility of faculty members to maintain work on their proposed project.

Straub says "... that in terms of various research grant programs about

\$25,000 to \$30,000 per year is awarded to faculty members for research purposes," but this is not nearly all the money spent for faculty research reasons. In the sciences for example, the money spent to renovate the Carnegie Science building will provide professors with the space and the materials needed to conduct more extensive experiments.

According to Straub, "what distinguishes the best undergraduate colleges from others is how vital a place it is as an institution in exploring new ways," and the "... measure of whether a college is good or not depends in part on the perception of it as intellectually exciting."

Straub expressed disappointment that certain research projects were either too long or too expensive for the college to aid in any way, but "in terms of themes and topics, Bates does not seem to restrict research at all."

Straub feels that "... the various programs are modestly helpful to the faculty," but they are always in need of more time and money to conduct their research. Altogether he is "... not satisfied that we're (Bates) doing all that should be done," but Straub strongly believes that "the future will provide more funds for research."

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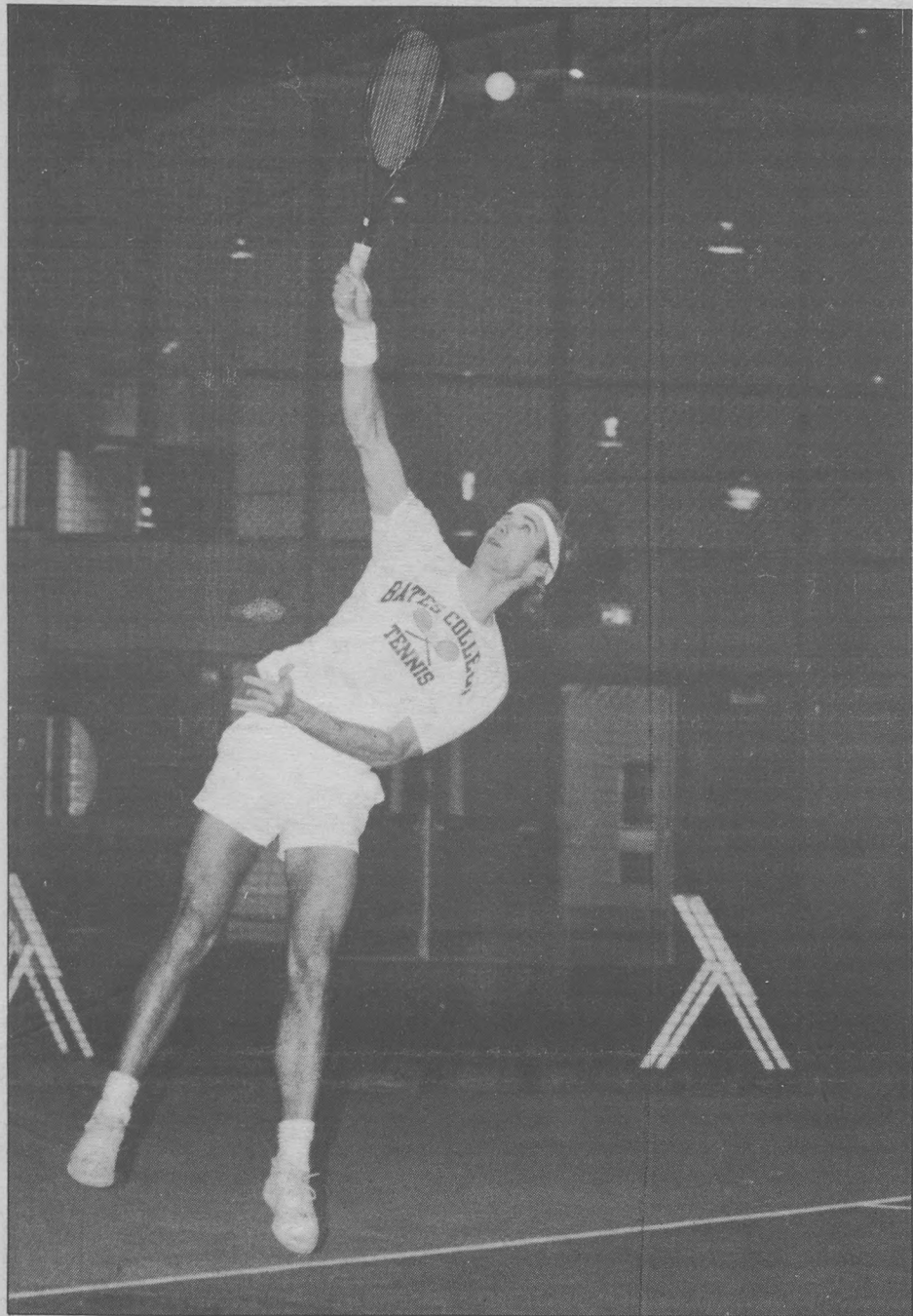
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Sports

Bobcats Lose Ground on Home Court



Ted Barksdale '91 competes in the Bates Invitational Tournament last weekend. Scott Pim photo.

by Kim Small

The season could not have opened under any better circumstances. They had the home court advantage. They had the number one seed in the tournament. Yet, they could not seem to come up on top.

The Bates men's tennis team, known for having strong players, could not pull together and win the Bates Invitational, held this past weekend.

Hosting a group of four teams, Bates had the edge in the tournament as Blair Tuttle took the number one seed followed by Josh Wolman of Colby. Brandeis' Jon Cordish, ranked third in the seedings and Southern Maine's David McNaughton placed fourth. Overall, the tournament had a 32 man draw with four of these players being seeded prior to play.

Tuttle, Bates' greatest hope, lost in the semi-finals to Michael Gratz who went on to play against Wolman in the final round. Although the match remained even, Tuttle could not beat Gratz and ended up losing in the final set 7-6, losing a 9-7 tie breaker.

In the first round, Bates' next two players both lost despite playing some competitive tennis. Nick Monogenis lost in straight sets to Rodrigo Prudencio of Middlebury while freshman Josh Holde- man fared a little better, being defeated by Colby's Ed Ramirez, 4-6, 6-3, 6-3.

Although somewhat disappointed about the top three players' perform-

ances, Coach Rick Boyages appears optimistic about the upcoming season. He also mentioned the tough play of his next three players who showed a great deal of promise in the tournament. In the second round of play, senior Rob St. Jean fell to Wolman in a continuous battle that ended at 6-4, 7-5.

Southern Maine's McNaughton defeated Matt Sonne in the second round but only won the match in the final set after winning a tie breaker, 7-5. Pleased with Sonne's play, Boyages saw this as one of the stronger performances for Bates in the tournament.

Holding his own, sophomore Sebastian Kuelps made it to the second round as he finished the day with a loss from Gratz. Playing in the consolation round, Ted Barksdale '91 beat Larry Carter from Brandeis and played consistently throughout the weekend. According to Boyages, "Ted improved over the course of the weekend" and should be an important team asset.

In evaluating the team's results this past weekend, Coach Boyages said, "The top three players did not play up to their potential, whereas the next three players played beyond expectations." A combination of unforced errors and the absence of two of Bates' top players added to the difficulties Bates had in the tournament.

Hoping to start anew, the team faces Salem on March 31 in an away match that should better determine the direction of this year's team. □

Will the Rumored Hockey Rink Ever be Built?

by James Ash

Here at Bates, we have a very enthusiastic club hockey team that must reserve its ice time, whatever possible, at a rink in Lewiston.

In the Northeast, hockey holds an important part in many people's lives and in many athletic programs. Our two closest NESCAC and two CBB neighbors, Bowdoin and Colby, have established powerful and competitive hockey programs.

With all due respect, our club team is nowhere near the caliber of the other colleges in the region. One obvious reason we lack an NCAA Division III hockey team stems from the fact that Bates does not have its own indoor hockey rink.

James Ash

Several rumors have surfaced over the past few years concerning this deficiency. Craig Shibley, head of BCTV sports, has collected the information below that clears up some misconceptions in the Bates hockey rink saga.

Someone gave the school the money to build a hockey rink. This is true. Joseph "Pep" Underhill '17 kindly granted Bates the largest endowment the college has ever received. After his death in 1984, he left Bates approximately 1.2 million dollars specified in his will to "build, operate, maintain, and staff a regulation-size indoor hockey rink.

Mr. Underhill, nicknamed "the father of Bates hockey," served as the captain and coach of the first-ever Bates hockey team, a program that continued until the late 1930's.

If Bates does not use the money within five years, the school will lose the gift. This is not true. Mr. Underhill set no time limit in his will. In the bank the money presently collects interest faster than the price to "build, etc . . ." rises. As of June 1989, the endowment stands at 2.47 million dollars.

Under the will's specifications, the school cannot use the money or the interest for any purpose other than an indoor hockey rink. In order to fulfill Mr. Underhill's wishes properly, and to give Bates the top notch facility it deserves, the cost would fall in the neighborhood of 4 million dollars.

The Bates administration does not want a hockey program as shown by the fact that nothing as of yet has been done. It is true that to date the athletic department and the administration have not communicated concerning the building of a hockey rink. Before the construction of a rink can begin the college needs to address several problems, including the lack of sufficient funds to execute construction.

The College Committee on Priorities, consisting of administrators, faculty, and students, has kept busy making a list of Bates' priorities for the next twenty five years. In their preliminary report on the needs of Bates, the committee mentioned the possibility of constructing a hockey rink.

The committee used the word "reconsider" to describe the future expectations of the project, suggesting that it should not be a primary concern of the College. They will submit their final report to the president in April.

Recently, when interviewed for BCTV President Harward, an active sports enthusiast, and Athletic Director Bob Hatch discussed these priorities. In addition to athletic priorities President Harward also mentioned new housing, a student center, more library space, and improvement of the outdated chemistry labs as priorities.

Under the will's specifications, the school cannot use the money or the interest for any purpose other than an indoor hockey rink. In order to fulfill Mr. Underhill's wishes properly, and to give Bates the top notch facility it deserves, the cost would fall in the neighborhood of 4 million dollars.

While expecting to complete other improvements first, Hatch has stated that the Athletic Department is by no means against a hockey rink. The renovation of Alumni Gym and its accompanying areas (locker rooms, the cage, etc . . .) begin the department's ranking of priorities.

Also, Hatch said that the school needs to improve outdoor field space. This may include an artificial turf field; not to be used so much for games, but for practices, summer use, and to allow other game fields time to rejuvenate.

Student input may help the process along. For hockey to grow, the club and/or the student body should show the administration that they want a hockey rink and a Division III program, similar to what the crew team has done in the past few years. A rink would undoubtedly benefit the school.

Thirdly, the department wants to complete the outdoor track. Despite these major changes, Hatch did say about the hockey rink, "I think ultimately it will be built."

Student input may help the process along. For hockey to grow, the club and/or the student body should show the administration that they want a hockey rink and a Division III program, similar to what the crew team has done in the past few years. A rink would undoubtedly benefit the school.

A women's hockey team could begin. In addition to the men's teams, Bowdoin and Colby both have women's hockey teams. Students could use ice time for free skating.

A recent article in the Lewiston *Sun-Journal* talked of the necessity in the Lewiston-Auburn area for another hockey rink. Bates could use this opportunity to improve and aid relations with the community.

Hopefully the school will address this problem soon. A hockey rink would be a great addition to this school. By completing the process properly, Bates would fulfill its moral obligation to "the father of Bates hockey," Joseph "Pep" Underhill. □

Arts & Entertainment

Don't Take Things Too Seriously/ Everything is Copy

by Lara Strong

Monday night's lecture by screenwriter and author, Nora Ephron, had the potential to be a solemn affair. Ephron had not come to campus as part of the regular lecture series. She came in honor of Dan Goldstein, class of '92, who committed suicide on November 28, 1989. The lecture marks the first in what is to become an annual event.

Dan's parents have established a memorial fund and have already made several gifts to the college in his name. Gina Tangey, vice-president of Development who is responsible for corresponding with Dan's parents, said the Goldstein's main concern is that Dan "be remembered in some permanent way."

They plan to sponsor an event every year which will relate to Dan's interests in theater and film. Nothing more specific has been determined concerning the nature of the annual events. "Dan's parents were still grieving when the arrangements for the memorial fund were made," said Tangey, "so nothing long range has been determined. His parents are still talking with the college about the ultimate purpose of the fund."

Nora Ephron, who wrote the scripts for such highly acclaimed films as *When Harry Met Sally* and *Silkwood*, is a personal friend of the family, having attended Wellesley College with Dan's mother, Marcia. As a screenwriter, she

shares many of Dan's interests and concerns. Said Ephron with an amused smile, "He was the youngest movie fanatic I ever met." Dan loved the theater and was such a devoted buff that he even knew the names of the grips and gaffers in his favorite films. With touching honesty, she remarked, "I never knew anyone who had more questions. He was a fabulous kid."

Ephron talked very personally and with a great deal of humor. She spoke candidly of her life's experiences, in particular her early years following college graduation

You may slip on a banana peel one day and everyone will laugh at you, but the next day you tell the story of how you fell to someone else and you are the hero.—Nora Ephron

Her primary message was that everything in life is funny or will be someday. "Don't take things too seriously because someday you can write about it," said Ephron, "Everything is copy." "You may slip on a banana peel one day and everyone will laugh at you, but the next day you tell the story of how you fell to someone else and you are the hero."

■ SEE SILKWOOD, PAGE 12



Nora Ephron talks about *When Harry Met Sally*. Scott Pim Photo.

In the Universal Race *Anchorman* Is a Success

by Isabel Roche



Ozzie Jones '92 and Norval Soleyn of Portland as son and father. Steve Peters photo.

When you leave a musical humming its theme, that attests to the strength of the score. When one leaves troubled over the ideas, that is a credit to the effectiveness of the cast. And when one leaves doing both, it is safe to say the musical was a success—such was the case with the Bates Theater Department's production of Paul Carter Harrison's *Anchorman*, which took place in Schaeffer Theater last weekend and will continue with performances tonight, tomorrow and Sunday afternoon.

School is jail in a different way for Ignatius; it is a place where he doesn't really understand the rules.

Anchorman tells the story of father, mother, and son. They are the nuclear family without a nucleus. The father is a truck driver/blues singer named Red Rooster (played by Norval W. Soleyn of Portland). Rooster has been on the road too long for his wife Delta (Adona Butler of Lewiston). She has turned to Jim Jones's "People's Temple" church for support. Their sixteen year old son Ignatius (Ozzie Jones '92) isn't sure where he stands; at the onset he can't decide whether he would rather go to prep school on a track scholarship or go to jail.

The characters are individualized to the point of being idiosyncratic. Rooster is never without his red attire, and Delta sells worthless trinkets blessed by Jim Jones. It makes one wonder, "What has brought these people together?" Perhaps that is the point. Their randomness hits home, in their uniqueness they become disturbingly ubiquitous.

Thus the theme is rooted in universal-

ity. *Anchorman* is about doing the right thing. Ignatius's mother has blind faith in her religion. She sells their worldly goods and moves to Jonestown, Guyana. His father offers Ignatius little more than occasional advice. He has to learn to live his life his own way, and to make choices.

Ignatius chooses to go to the symbolic "Peninsula" Prep School and surround himself in the unfamiliar. He constantly fidgets with his prep school attire; he can't find himself. School is jail in a different way for Ignatius; it is a place where he doesn't really understand the rules. He relieves his stress on the track field, outshining former team star Peter (George Schmidt '93). Peter acknowledges Ignatius as "the better anchorman". He undoubtedly is—he just needs to find the mental strength to deal with difficult moral issues.

The music in *Anchorman* is wonderfully executed by Elliot King Smith '90 on the piano, Bob Berkeley on bass, and Peter Bysshe '93 on drums. The semi-moralizing "shadow chorus" also does a nice job. Reservations for this weekend's performances can be made by calling the Schaeffer Theater Box Office at 786-6161. □

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Creeley is Coming, Please Stand By

by Bob Parks

Robert Creeley reads his poems carefully, tentatively, holds himself back on each word, lets his names spill from the page.

Creeley is definitely one of those few who threw their watches off the roof to cast their ballot for Eternity outside of Time. He is reading as part of the Bates Poetry series in Olin Concert Hall next Wednesday, March 28 at 7:30.

One of the designers of modern American poetry, Creeley is the most famous poet to read since Allen Ginsberg last February. He was born in 1926 in Arlington, Mass. He studied at Harvard until it was time to get his degree (he had one term left). He graduated from Black Mountain College and later went back to teach there. Since 1966 he has been at the State University of New York at Buffalo.

Creeley's poems are short and intimate, mostly filling part of a page. He is influenced by Charles Olson and vice-versa. The Creeley-Olson letters are published

and in our library. Wednesday's reading is free and here is an example:

I Know A Man

As I sd to my friend, because I am always talking,—John, I sd, which was not his name, the darkness surrounds us, what can we do against it, or else, shall we & why not, buy a goddamn big car, drive, he sd, for christ's sake, look out where yr going.



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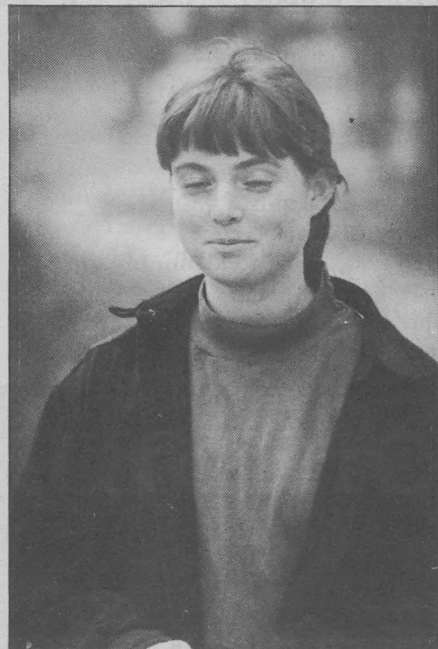
What Do You Like to Do on a Warm Spring Afternoon?"

Reported by
Kristen Pierce

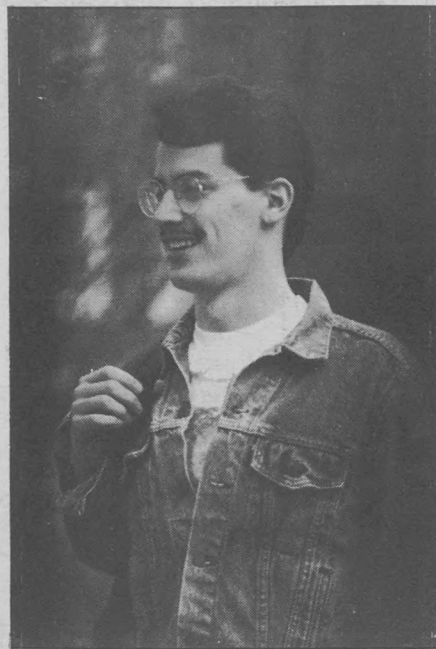
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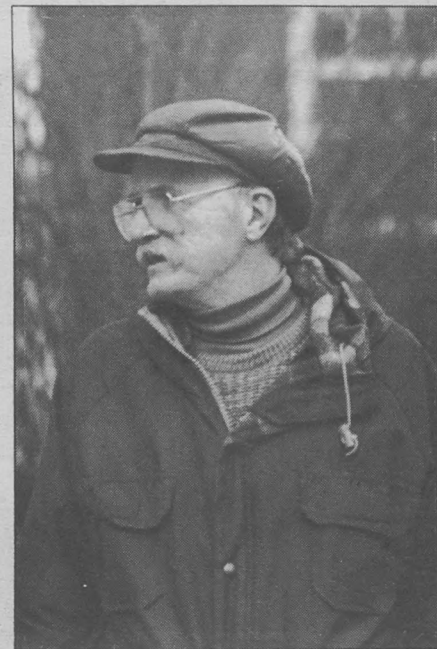
Andrew Decker-Fetherolf '10 "I have a bike. I like to play outside."



Mary Barry '90 "Sleep!"



Ken Sherwood '91 "I like having a warm breeze trickling through my toes while reading Walt Whitman's *Leaves of Grass* on the Hathorn steps. Wax poetical."



Richard Wagner, Professor of Psychology "Think about baseball." Gumby '91 "I like to wander through a few books with Pokey."

A Man's Reaction to Kissed

■ DODSON, FROM PAGE 4

message. I think her philosophy can be considered as impurely fanatical. The reason I came to this conclusion centers around what she stated about racism.

She made the claim that she was willing to interrupt racism when she saw it. Further, that she was willing to interrupt racism in herself and that she indeed could do so as a non-Afro American, i.e. white, woman.

I find this inconsistent because she clearly denies that no non-woman, i.e. man, could effectively interrupt sexism, not even within themselves. Her solution to sexism is male absence, probably even extinction but that is certainly not her position regarding a solution to racism. Of course the problems are different, but their similarities suffice for the above discussion. That is the impurity.

Her fanaticism comes from the fact that she feels men are so corrupt, biologically, that she even gave away her own son and abandoned any hope for his en-

lightenment. That is pretty close to my idea of a fanatic. But an impure, inconsistent fanatic.

I have grown up in a society which carries anti-separatist ideology with it and I believe all of the ideology. I certainly am not trying to deny that sexism exists in all of the ways Ms. Kissed articulated and countless other ways which she did not mention.

I think it is indeed a troubled society which oppresses to the extent that lesbian separatism would be viewed by individuals as the only solution. I think above all, that is the message that unfortunately got clouded with anger and frustration.

I think there are solutions to sexism, or at least ways for change. I do not think that I would choose lesbian separatism as one of those solutions. Maybe I have some paper thin vein of hope in education and persistence. But I am a man.

Sincerely,
Jason Dodson '92

Nora Ephron Speaks in Series

■ SILKWOOD, FROM PAGE 10

She was evidently concerned about keeping a positive tone to the evening, which she did successfully. Ephron offered the audience a glimpse into her uncanny sense of humor and her ever cheerful perspective on life. She has a wonderful way of understanding the world and expresses herself with a great deal of verve. To Ephron, life is funny, and she never misses an opportunity to point out either its ironies or its absurdities.

Ephron focused her talk on her most recent film, *When Harry Met Sally* which is a movie, "About how different men and women really are." Ephron described with hilarity the process of making the film. Many of her ideas for the character, Harry, came from personal anecdotes told with all seriousness by the movie's director, Rob Reiner.

Ephron described how she would sit and listen to Reiner tell his stories, "I would nearly fall off her chair laughing . . . not

with him," Ephron emphasized, "but at him!" She described Reiner as "a very comical man." "Rob Reiner is Harry," said Ephron, "a very depressed person, always wallowing in his feelings, but so happy to be depressed!" Ephron's laughing description of Reiner's dramatic personality highlights her light-hearted attitude to all things in general. She delights in the human predicament and teaches people to approach their world with both humor and sensitivity.

Ephron encouraged the audience to ask many questions at the end of her talk. "I consider it part of Dan's legacy that you ask many questions, because he would have both hands up right now," said Ephron reminding the audience of the occasion which brought her to Bates. Ephron's deep sense of humanity and faith in the value of life, expressed with such honesty and humor, reaffirmed the occasion, as Dan's friends and family had hoped, as a time to celebrate Dan's life rather than mourn his loss. □

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