New beer law affects L.U.

by Nancy Van Sloun

Each year the university selects four seniors to be submitted as applicants for Watson fellowships for study and travel abroad. This year Carol Arnosti, Mary-Terece Consola, Pete Dulak, and Laurie Hovell were selected from seventeen Lawrence applications by a faculty committee. They will compete with 180 students from private colleges and universities throughout the country for one of the 70 fellowships offered by the Thomas A. Watson Foundation.

These $10,000 fellowships are awarded to graduating seniors who desire to explore abroad a specific field of study which is important to their personal interest. Each applicant submits a proposal outlining the specific field of study the applicant wishes to pursue. The first Watson candidate is Pete Dulak, a music education major. His proposal is to study music education methods and philosophies in Great Britain. He hopes to get a broader perspective of what can be done with music education by examining curricula and teaching methods. The view he seeks is cross-sectional, one that will include all levels from elementary school through college.

Dulak will take an overview of music education in Great Britain rather than trying to isolate a single factor. There are various elements which must be considered. For example, the British have a different culture and the support of the arts by the government is different. Also, the children in Great Britain are exposed to more music at an earlier age.

By comparing these various factors, Dulak hopes to put his own ideas on music into perspective. "After studying for music four years at Lawrence I am expected to teach, to know what my philosophy is. This year would give me the opportunity to explore my teaching philosophy in a different environment."

Laurie Hovell is the final Lawrence candidate. She proposes to study the revival of Buddhism in the India subcontinent. Buddhism first began 2500 years ago and spread throughout Asia. However, it died in India for 1000 years and was not revived until the modern revival to be a very secular thing. She sees a "difference between the philosophy of religion and the way that religion is expressed in a given human society." Hovell will study the modern, secular impact of Buddhism in India.

Hovell's participation in the India Program has helped prepare her for continued on page 2

Watson candidates discuss vacation ideas

by Carl von Eustaff

Imagine being a Lawrence freshman and not being able to obtain beer or any other alcoholic beverage. This is exactly the situation which the enforcement of a new State of Wisconsin law would create. Wisconsin recently raised its legal drinking age from 18 to 19, a change which went into effect on July 1, 1984.

What specific changes Lawrence will make in regard to its alcohol related activities is at this point not entirely certain. Much will depend upon the policies adopted by a diverse group of campus organizations: the Office of Campus Life, the L.U.C.C., the Interfraternity Council, and the various hall councils of the seven dormitories.

The general policy of the University is fairly clear. It will not seek strict enforcement power even underaged student drinkers. As Assistant Dean of Campus Life Paul Shrode stated in an interview with this reporter, "Our role is one of education. You still have a choice to make. For example, hall council counselors and dorms such as Colman could, despite the new law, allocate hall funds to buy beer for a party at Colman. The University would try to discourage students from drinking in violation of the law, but it would not pursue actions even for that reason."

Although it would be futile to try to forecast all consequences, in many situations, it would seem that Campus Life could strive for some control over excessive alcohol consumption which is organized by hall councils. However, this aspect of University policy, as explained by Mr. Shrode, reflects a new approach to deal with the legal drinking age issue. Last May, the Campus Life Alcohol Task Force recommended that the legal age should remain at 18. Mr. Shrode feels that raising the age to 19 was a mistake. "Acculturation to alcohol use will take place regardless of the legal age," he said. "Raising the age is just postponing the inevitable."

Thus Campus Life intends to place emphasis on educating the student body about the new law and about alcohol use in general, rather than to seek strict enforcement of the law. The University does not have new legal obligations due to the new Wisconsin law but, as Mr. Shrode pointed out, "It is not our responsibility to enforce state law." According to Mr. Shrode, Lawrence's legal liability for underage drinkers can be alleviated by enacting an offer policy which merely endorses state law. Some schools, such as Stanford University in California, where the legal age is 21, have beer parties sponsored by all freshmen dormitories. Mr. Shrode does not agree with such a policy, which he calls "negligent." "We don't want to encourage underage drinking through neglect." But the lack of enforcement pressure here at Lawrence would allow students to violate the law.

However, the Wisconsin law will have some practical effects on the Viking Room. And depending upon L.U.C.C. and Interfraternity Council action, it could also affect hall and fraternity parties. The question of the Viking Room was addressed in the first term of last year's Alcohol Task Force report and proposal concerning Viking Room operations were made by Mr. Shrode last week. Mr. Shrode has suggested that a food service be established at the Viking Room which would allow students to exercise the legal right to enjoy the atmosphere and activities in the Viking Room. According to Mr. Joe DeLuc of the Wisconsin Department of Revenue, minors would be permitted to enjoy the ambience of the entertainment as long as they were drinking, "negligent." "We don't want to encourage underage drinking through neglect." But the lack of enforcement pressure here at Lawrence would allow students to violate the law.

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continued on page 3

GPA change: Profes speak

by Mary-Terece Consola

Since first term of last year, the pluses and minuses you may or may not have been receiving from your professors have been counted (with the exception of your A pluses) into your G.P.A.'s. Talks with various faculty members reveal that although most do not find their own grading policies very much affected by the new (twelve pluses) system, many were surprised by the pluses and minuses, and even contradictory views about the role grades do or should play in the educational system. The following is a sampling of comments from interviews with twenty randomly-selected members of the faculty and administration. While it is certainly not a definitive representation—people were in fact chosen purely on the basis of whether or not they were in their offices at randomly-selected moments—the results may be enlightening and even heartening to anyone who feels at all confused about what grades really mean especially at this point in the term.

Some comments upon the pro's and con's of the new plus/minus system:

Lokensgard: "I think it’s an all right idea..."

Longley: "I think it provides a finer tool, a better tool for determining what a student's evaluation should be."

Laurie Hovell: "It just allows you a lot more leeway in defining grades."

Boardman: "On the whole, I think it’s probably going to help students."

Golzgar: "All in all, I feel more relaxed about the grades I'm giving than I did before."

Lawton: "It just allows you a lot more leeway in defining grades."

Rosenthal: "Our boardman: "On the whole, I think it's probably going to help students."

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Rosenthal: "Our
Residents of Ormsby hall and the Lawrence campus participated in two activities these past weeks which, in light of the approaching Thanksgiving holiday, are not so detached. One activity, the lunch the students came to realize he or she was at the mercy of his or her midst. The players experienced, to a degree, helplessness and the fear that magnitude of the feelings of the peoples of these war torn countries. Unfortunates—those scared, starving people, in other places. We sometimes don't ciency. An air of slight tension permeated the usually carefree halls of Orm­

The second activity was the campus-wide Oxfam. Students were given the chance to give up one or all meals on Thursday, November 17th. The sacrificing meals was donated to the Oxfam program. Individuals par­

I think it's an inevitable part of education that people be judged. If nothing else, it creates the incentive for them to do the work so they might, just on a matter of chance, learn something. At least, you get to judge them, you have some responsibility to inform them about your judg­ment as accurately as possible.

Aziz: “Because of grade inflation...the faculty in its wisdom decided that since we now have a system of grades such that there’s a significant difference between B-plus and B-minus students, in the quality of their perfor­mance of course, arbitrarily as we may judge that, the system of grades should reflect that difference...and when I refer to grade inflation, I refer to grade inflation everywhere..."

Gaines: “I think the new grading system causes grade inflation...I know that everybody says the opposite, that it is going to make for more rigorous grading...but I think it’s a lot easier for teachers to give an A-minus than it is a B-plus..."

O'Brien: “In some ways it makes A’s easier to give, because before if you gave an A, there was nothing better, whereas now you can give an A-minus and still say there’s an A...I think it might lead to greater grade­inflation in general terms..."

Whitman: “I think if it’s a more accurate representation, (grades) should go up..."

Fritzell: “Last year Maravalo wanted to know, where’s that student who was always so happy he got the C? You know? (Expletive). I worked like a son-of-a-(expletive) and I got the C. Now you get a student, (expletive) (expletive), if they get a C they think the world has collapsed..."

Goldgar: “The only thing that I don’t like about the new system is that I think we should allow for A-plus..."

Whitman: “I think you could argue both sides...

Flanker: “If people are doing A-plus work they should be rewarded..."

Longley: “I think that for the sake of symmetry and logic there should be an A-plus. There are some faculty who feel that having an A-plus was an impossible grade, a meaningless grade, because there is no such thing as a perfect performance..."

La Roque: “I don’t quibble over how in a four point system, you know, mak­ing possible for someone to have a 4.3, and I wouldn’t want to have to explain those things to any of my students, anybody else for that matter..."

Levton: “I think it’s pointless..."

O’Brien: “The grading system pre-supposes competition...the need to sort out winners and losers, and vary gradations in between..."

La Marca: “I think we’d all recognize that the most difficult thing to do is assign a grade, and I think we’d also recognize that without it we wouldn’t have the incentive, the club that we use, openly to get students to work at their best..."

Miller: “I think a lot of us feel that the problem in the whole exercise of doing grades is a pretty time-consuming thing, and it does not really relate directly to the educational process...the educational value comes from the exercise, not from getting a grade on it really...I’m sorry that there’s so much pressure on students to get, you know, really top grades, because I think it makes them think more about what you have to do to get a grade rather than what you have to do to learn.."

La Marca: “In my experience with students, the only way to convince them that you’re serious is to give them a grade on it...in no other way will students realize that you are serious about something, and that is the perception of the student. I think, that is at fault...I find that they respond more precisely and accurately to a grade on something, a numerical grade, than to the comments..."

O'Brien: “...Given the context of competition...I have a responsibility to my students that hold the prospect of some success within the system of distinguishing them from others, although I think those distinctions are basically invalid. Only then can I provide pedagogical functions I can conceive of that people suggest grades perform are more accurately found in

Guine: “…the only fair way to grade would be a subjective grade that is cumbered to our registrars to handle and for laws schools and graduate schools and whatnot, for it to be written down, that’s the only fair grade..."

Long: “You have to distinguish between local uses for grades and global uses for grades..."

Fritzell: “There is no significant difference between a ‘3.7’ and ‘3.2’ in the ways that really count...a ‘4.0’ ought never to occur..."
Kuhn paradigms visited

On Thursday, November 3, a chartered coach entitled "Paradigm Round" pulled out of the Chapel parking lot and headed south on Interstate 41 toward the University of Wisconsin-Madison. Thomas Kuhn, the Harvard educated Historian/Philosopher of Science and author of "The Structure of Scientific Revolutions" was speaking on scientific revolutions.

Before leaving the coach, Professor Brackenridge suggested that we arrive at the lecture hall at least thirty minutes early. The University's Administration had informed him that they were uncertain of the campus audience attendance number. There could be anywhere between 300 to 900 people wanting admittance to a Hall capable of seating only 300.

The lecture was scheduled to begin at 7:30. By 7:20 all the seats in the immense auditorium were filled and people had begun to crowd the aisles. The hallway leading to the auditorium was also overflowing with people. Thirty minutes later the slide projector or speaking.

"Before the lecture started, Professor Kuhn proceeded to formulate three examples of revolutionary change that would illustrate a significant change in language as well as in form. As a graduate student in Physics, Kuhn discovered that it was necessary to forget what he had learned from Newtonian physics if he was to understand what Aristotle in his Physics means when he used such terms as motion, growth, matter, and place. The analogies that followed this example were complex. He cited Bohr's invention of the first electric battery (created in the eighteenth century) and Planck's block body problem in the nineteenth century as being changes that brought a drastic shift in scientific language. With the aid of several slides Kuhn attempted to epitomize revolutionary change: change that disrupts and redefines previous generalities about nature. According to Kuhn, objects and situations in science are redefined and new metaphors and analogies are needed to make clearer observations. Physics was not as poor a physicist as Kuhn had first imagined when he read the Physicists, rather the terminology and objects that Aristotle posited had a different meaning for him, a meaning which Kuhn could not easily comprehend. Kuhn proceeded to argue by saying, "If I am right, the central lock of the characteristic, of scientific revolution is that they alter the knowledge itself. He added, that prior to scientific revolutions, observation and experimentation can only be formulated by altering the language with which nature is described.

Unfortunately, Kuhn was unable to answer questions after his lecture due to his earlier promise of giving two lectures in one evening.

During this delay, Kuhn was busy lecturing up and down the aisles adjusting the slide projector or speaking with the administration. For those freshmen who have at one time or another wondered over the physical appearance of the authors and characters in their freshman studies books, I will here briefly describe Thomas Kuhn. Kuhn told us, after all that William Faulkner was a short man who wore a mustache. Socrates is described as having a "heavy, rather ugly face.

Venturous ideas proposed

the 1990's when the oil runs out.

The fourth area she will look at is Southwest Scotland, the Strathclyde region. Many American industries had developed there but they suddenly left in the late 1970's, leaving many people jobless. Cozzola will examine this area to see how the people cope with this loss. She finds a similarity between the "intellectual type." Kuhn's presence in the aisles and hallways would be welcome.

Carol Arnosti

The countries she plans to visit include:

1. Norway, Sweden, Denmark, France, Germany, Britain, and The Netherlands.
2. She wants to see how maritime history is depicted today, and how different countries document their maritime past. By talking to the museum curators, she will find the reasons why people decide to set up exhibits as well as the philosophy behind the exhibits.
3. Arnosti visited some European maritime exhibits while on the London program in 1982. She found that most guide books ignore the importance of maritime sites. They mention interesting and important sites briefly or not at all. Arnosti would like to use the information she gathers in her studies to write a guide book on maritime exhibits.
4. Mary-Teresa Cozzola proposes to investigate the effects of North Sea oil exploration on Scottish conceptions of Scottish culture. She plans to visit four parts of Scotland for several months each. At Aberdeen she will have an internship at the British Oil Company. Aberdeen is called the "Hive of the North." There recently has been an influx into the area by "ethnic Yankees"-people who imitate American dress and accent. The Venturous ideas proposed

LU law policy anegflectul

In a policy which requires alternative drinking, said, "It will be next to impossible to enforce at fraternities."

With all of the practical problems raised by the enforcement of the new drinking age, Mr. Shrode hopes that the change in the law will arouse student interest and provide an opportunity for Campus Life to raise the issue of what makes for responsible drinking. While raising this issue has been a goal of Campus Life for several years, Mr. Shrode feels that the University has not done enough to inform students. Both Mr. Shrode and Mr. Druckman believe that the LUCC should adopt a policy which restricts alternative beverages to be served at all campus-wide parties.

The issue of changes in the Viking Room's operations is still an open one. At the present time, the LUCC's Drug and Alcohol Committee is considering questions concerning the operations of the Viking Room. In the meantime, it is expected sometime during the winter term.
Grenadians and the New Jewel Movement: The Peaceful Revolution

by Ann Blinder

On March 10, 1979, the leadership of the New Jewel Movement in Grenada was informed by sympathizers in Prime Minister Eric Gairy's own Army and Police that he had ordered their arrest and liquidation. Immediately they went into hiding. On Monday, March 12, Gairy flew to New York—"his 'passport' leading Grenada after ordering his security forces to carry out repressive actions was well known, and his departure provided the final confirmation along with the arrest and detention of Vincent Noel, one Movement leader who did not receive the warning in time that violence was imminent." (Grenada: The Peaceful Revolution). In just twelve hours, the Movement, well-used to operating underground during Gairy's repressive reign, was able to organize a successful takeover that cost Grenada a total of three lives.

"Their strategy was based on three crucial assumptions. First, they believed that a majority of Grenadians would rise up to actively assist the NJM in bringing down the Gairy government. Secondly, the NJM calculated that Gairy's supporters, his minority political base, would not fight to save his regime. Thirdly, they gambled that the PRG in Grenada would also have enough of Gairy and would offer no real resistance to the takeover." (Grenada: The Peaceful Revolution). In the EP Query, the following was reported:

Another four- or five hundred pages Through your letters and comments from the Grenadian people, we learned how much support was given to the Revolution from the overseas Grenadian community. Fanning beams on a pot and fire break / Ambassadors who worked from New York... People everywhere wrote letters to us.

K e y l o g W o r d s in D i a l r c i

T h e C o o p e r a t i v e s : C o m m e r c i a l B a n k , N a t i o n a l C o m m o n s e c t o r ; G r e n a d i a n s : F o r w a r d t h e w e a k e n e d ; t h e P R G B e t t e r J o b F o r O u r S e l f s ; G a i r y : T h e G o v e r n m e n t D e c i d e d t o R e v i t a l i z e t h e T h r e e S e c t o r s : A g r i c u l t u r e , A g r o - i n d u s t r i e s , F i s h i n g .

The New Jewel Movement was able to take control of the government only because it enjoyed the support of large numbers of the Grenadian people, long tired of the violence and excesses of the Gairy government. Following a call sent out by the Bishop over a captured radio station, crowds of people descended on police stations around the country demanding a show of the white flag.

"On March 13, following the radio station take over, we marched to our local police station at Bir­ chmore—about 200 of us, mostly women—and told the police to put up the white flag. Then we took up positions in different areas, cooking for our soldiers, running messages and keeping guard—and also listen­ ing out for any counter­revolutionary plans..."

There were no brutal reprisals, no injuries done, to Gairy's supporters. While Gairy's government officials and the top members of his security forces were arrested, no one was harmed, not even members of the Mongoose Gang, a brutal arm of repression under Gairy. The Provisional Revolutionary Government subsequently created faced many problems opposition from right-wing Grenadians, the U.S., and some governments in the Caribbean; severe economic pro­blems inherited from the Gairy government, and a largely ill­educated population. The tragic disintegration of the PRG im­mediately prior to the U.S. invasion of Grenada may obscure the gains of the PRG in confronting these prob­lems; the New Jewel Movement had clearly made progress: the nature of Grenadian economy and society under its leadership had changed, and markedly, for the better. Before we can clearly examine the way the new U.S.-backed provi­sional government handle itself in the future, it may be useful to ex­amine the ways in which the NJM addressed the economic and social ills of Grenada in its time.

The World Bank praised the economic policies of the PRG in an August 1982 memorandum: "The government which came to power in 1979 inherited a deteriorating economy, and is now addressing the task of rehabilitation and of laying better foundations for growth within the framework of a mixed economy...Government objectives are centered on the critical development issues and touch on the coun­try's most promising development areas..." "The public investment pro­gram of the government stresses three sectors: agriculture (including fisheries, agro­industries, and tourism). The ongoing effort to im­prove infrastructure—particularly the construction of the new interna­tional airport, the roads and feeder roads, as well as investment in elec­tric power and telecommunications—is designed to revitalize the three priority sectors..." The mixed economy sponsored by the PRG included a public sector, a private sector, and a cooperative sector. Most of the PRG's economic initiatives have aimed at creating a strong state sector of the econ­omy which can generate profits for social programs (Grenada: The Peaceful Revolution). These social programs included free medical care, free milk and school lunches, loans for housing repair, free secondary education, and more. The PRG built a fish-processing plant, which not only came to supply cheap salt-fish to Grenadians, but also exported to neighboring islands. Previously Grenada had been importing salt­fish from Canada. "While apparently little more than common sense," reports the Guardian, "this was a radical departure from the dependency economics of the Carib­bean."

The PRG stimulated the private sector through the liberal lending policies of the Grenada Develop­ment Bank and the National Com­mercial Bank, and through subsidies for capital improvements. "such as feeder roads and fish storage facilities," to further aid the in­dependent farmers and fishermen. The cooperatives were private ven­tures of groups of individuals in each coop, with startup financing by the state. The government's spending policies were conservative: "the recurrent budget is financed ex­clusively through revenues and tax­ation, so that loans from abroad can be reserved for capital improve­ments." (The Peaceful Revolu­tion). The economic policies of the PRG, both rational and creative, have only been very skimpily represented here (for more information, see Grenada: The Peaceful Revolution, pp. 74-81).

The PRG's efforts to educate Grena­dians formerly denied that right, and to correct many social injustices generated by colonialism and the Gairy govern­ment represented another significant aspect of the New Jewel Movement.

"Revolutionary democracy is not completely built in Grenada; we have only started the process of building it. But we must all work to build it, because it is only when a people actively exercise full power in their own society that they would have a freedom and a democracy that can prevent any form of dic­tatorship in the future. We must get used to expressing our opinions and to making decisions, because in the future we will all have to decide what type of governmental struc­tures we will put into our new con­
Progressive policies and people’s participation

But let us remember what our experience has already taught us—that no revolution, no education, and no parliament can guarantee freedom for a people unless they actually take part in what is going on in their society. Only revolutionary democracy, people’s democracy, can ensure people’s power and freedom for all our people.

"Revolutionary Democracy is People’s Power," National Women’s Organization newsletter, February 1981.

The educational policies of the PRG were based on the belief that all Grenadians ought to take an active role in deciding that country’s priorities. Under Gairy, the primary school system had virtually collapsed. “Schools deteriorated, furniture fell apart and was not replaced...The majority of teachers were unqualified, and thousands of dollars which should have gone to the education budget were siphoned off policies. Under Gairy, the primary and secondary education and National In-Service Teacher Education Programme, and the Community-School Day Programmes, were launched by the PRG. The Centre was in charge of the World Council of Churches literacy program, and Angel Arceha, a literacy expert from Cuba, were brought in as consultants. The literacy campaign was divided into two phases. Phase one involved basic literacy training for those with no education. Phase two included five basic courses: mathematics, English, Grenadian history, geography and natural sciences. What distinguishes the CPE programme from other adult education courses in the English-speaking Caribbean is its emphasis on popular participation. It is not merely a matter of increasing people’s knowledge, but of the adults using their new knowledge and skills to participate actively in building the society,” (Peaceful Revolution).

The PRG had placed strong emphasis on health care as a basic right. Its approach stressed the concept of preventative medicine and primary care, and the link between health, democracy, and education.

Films, lectures and workshops were sponsored in each parish to popularize concepts of preventative medicine and to involve people in identifying and preventing health problems in their communities. Health was viewed as a community responsibility. “In Revolutionary Democracy is People’s Power,” National Women’s Organization newsletter, February 1981.

In 1981, the PRG began an assistance program to help the poorest families pay for their children’s school books and uniforms. Secondary education was made free in 1981, and at the University level, the number of scholarships for study abroad had been dramatically increased. The Gairy regime had a massive debt to the University of West Indies, most of which the PRG had paid back in instalments, so that Grenadian students could attend UWI. Universities in Africa, Mexico, Cuba and Europe had offered scholarships to Grenadians, due to the PRG’s cooperative political and national relations. (In the last year of Gairy’s regime, only three Grenadians went abroad to study on scholarships—one of whom was Gairy’s own daughter). The PRG had placed strong emphasis on the need to build a new spirit of understanding and co-operation among us. By working together to build a better society, we can sweep the Caribbean, Grenadians fell apart and was not replaced...The island-wide campaign was successful: Grenada was spared an outbreak of Dengue Fever.

With help from OPEC and several Arab states, the PRG sponsored loans to help low-income families repair their frequently subsiding housing. The poorest families were required to pay back only two-thirds of the loan, at $8.50 a month over a ten-year period; and the rest at $87 a month for ten years. Community volunteer work was encouraged, and the PRG had saved the PRG millions of dollars, making other needed expenditures possible.

"When we use our free time to do voluntary work in our community, we are doing much more than just repairing a road or cleaning our community—we are building a deep and meaningful unity among us By working together to build a better community for all we are destroying the old and to a new spirit of understanding and sacrifice.

"We will put the American in Grenada!" (Peaceful Revolution)

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"Free West Indian, Oct. 24, 1981.

The Gairy regime was characterized by "exploitation," sexual favors were demanded from women in exchange for scholarships or employment. "Women usually had to sell their bodies to get work, either to Gairy himself or his Ministers," (Pasty Romain, from Hodge and Searles).

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OVER THE BOTTLE

by John Huber

If it is the pot who suggests that the kettle is black, does that make the kettle's blackness insignificant? Isn't the kettle black regardless of the pot's color? May I write an opinion column on opinions?

Everybody who turns him with a look of opinion. In the last Lawrentian, for example, one uncommonly perceptive student offered an inordinately nasty diatribe against President Warch's "arrogance" disregard "for the general intelligence" of his convocation audience. The New York Times was lambasted for its inability to correctly interpret certain "words" which are "short-hand" for Marxist concepts. I was berated by a student for "massaging" my ego with misconceptions about large universities. Two students offered diametrically opposed viewpoints concerning the events in Grenada. The results of a poll showed the opinion of 158 Lawrence students regarding U.S. foreign policy. There was even a story about a nice man who spent an entire year collecting the opinions of others.

Opinion is, indeed, ubiquitous. Sit at a table in Downer and hear conflicting views as to which girls possess remarkable beauty and which ones appear to have stepped in front of a rapidly moving Mack truck. Or read the walls in the library bathroom to discover conflicting beliefs as to which fraternities are full of homosexuals.

Free thought and free speech are hallmarks of the American way, but it appears they are "hollowed" out attack. "Free speech" is all-too-frequent divorced from any thought whatsoever, and "free thought" is often dismissed as tactical, or clouded by emotional appeals or ideological assertions.

Certainly free thought combined with free speech—the voicing of opinion—should not be stifled. But it matters a great deal how one's opinion is voiced. Everyone holds private beliefs and opinions which are discussed, but it is in public expression that serious matter, not to be taken lightly. Opinions which are not grounded in knowledge which are "insignificant" opinion. When such opinions are expressed publicly, however, their impact can be very significant, and that is bad.

It seems that, thanks to opinion polls, "insignificant" opinions have taken a prominent place in the decision-making process of our government; politicians must now consider how actions they take will be reflected in the next Gallop Poll. Perhaps the great influence of polls can be attributed to a belief inherent to the American character that good citizens are obligated to give an opinion. A glimpse into the philosophy of the religion department tapped with religion. That is her opinion, but is it "significant"? Rather than giving evidence for her accusations, Pasko digresses into a cruel and brutal condemnation of Warch, the man. She gives no substantial evidence for her wicked accusations; rather, she strays from her own point discussing the philosophy of the religion department and the role of Warch at this university. That is seems, is on "insignificant" opinion. And that is bad.

Heroes 'Tango' for virtue

by David Pickus

Anyone who visits theater pro­fessor Fred Gaines' home and looks at his bookcase will see a book they expected to find: it's called The Myth of the Hero. If you go see Tango (playing through Saturday, 8:00 p.m., Cloak Theater, tickets free with L.U.E.D.), you will have a chance to see a hero myth about people who don't believe in heroes. A hero is someone who over and above the mass of humanity em­bodies admired qualities of virtue, reversion, and power. So throughout history we find people championing heroes over dependence, the City of God over the city of man, being over com­ing, etc.

What happens when a young soul with heroic ambitions finds the no­ble qualities he is supposed to em­body are so relative and ambitious, thereby making him impotent? And the people he is supposed to champion are more interested in avoiding com­mitments than redeeming the soul of the era? Well, he goes home with a notion to change things and...

Besides these ideas and some political overtones about what kind of people end up in power in times of social change, Tango is pretty open to interpretation. Newsweek in 1968 called the play, "A blend of Drama (Greek), Existentialism (depressing), Kafkaesque farce (a real hummer but it's o.k. to laugh if you're fascinat­ed) and Shaw." I'll not say it's a brilliant play (makes no sense)." Well, that's Newsweek. The play is open to interpretation.

As for the production itself it is very well done. The set consisting of a chaotic collection of cultural debris is great. The acting is very good and the direction is superb.

At this point you're probably say­ing: "But Dave you can't just end

'Travesties' to play

by Amy Bell

What would happen if you and a couple of friends were in Zurich, Ger­many during World War One, and one of you tried to put on a play, and ended up in a lawsuit? Tom Stop­pard just took this situation (more or less) and turned it into his play "Travesties," which will be produc­ed here next term by English professor Mark Dintenfass.

According to Dintenfass, the play is based on two things: "During World War One, Tzara, Lenin and James Joyce all lived in Zurich simultaneously," said Dintenfass. ""Stoppard picked up the historical fact that Henry Carr and James Joyce did a production of 'The Importance of Being Earnest,' which ended in a lawsuit. 'Travesties,' then, is both a parody of 'The Importance of Being Earnest,' and Henry Carr's feelings on Tzara, Lenin and Joyce during a great war and an art revolution."

"I wanted to do 'Travesties' for a long time, and I wanted to do a modern classic," said Dintenfass. "For a lawrence production, a play should have certain literary value."

After looking over somewhere bet­ween 30 and 40 plays, Dintenfass chose "Travesties" for several reasons. "I was looking for a play that was doable at Lawrence, one that could be cast with young ac­tors," said Dintenfass. "I also need­ed a play that was doable for me, since I'm not a professional director. I also didn't want a play with insur­mountable technical problems."

Dintenfass has great optimism for the play's production at Lawrence: "I like doing funny plays. It gives me great pleasure to foresee a produc­tion."

Auditions for "Travesties" will take place November 30 and December 1 at 7:00 p.m. in Stansbury Theatre. There will be a cast of eight; five men and three women. "I encourage anybody with any desire to act to come to auditions," said Dintenfass. "I'm hoping to discover some new talent."

And of the play itself? Said Bert Goldfar, another English prof, "'Travesties' is Stoppard's best play; it's one of the funnest plays I've ever seen."
The 25c Personal

"PETE, um... could you drop me off at the Deli party?"

Which of the following "fits":
1) A bowling ball
2) A hockey stick
3) A flak jacket
4) Amy Malcolm's candle

SHIRLEY ANDREWS — What's new? Vell, of American Tel. & Tel... not to be confused with International Tel. & Tel, a multinational corporation. Oh, the things that make us laugh.

1x
Aye's
more
Eye's
She better not see you with...

KRIS BORK — What was it that you wanted for Christmas?

Today in the Viking Room at happy hour the Lawrentian with the most beautiful/seductive eyes! Voting continues from 3:45 until 5:00.

MELANIE WOOTEN — We must talk about the noises that you make while sleeping in the Library, not to mention the things you say.

private eyes, bull's eye, 4 eyes, split eyes, dotted i's, eyerish eyes, crossed eyes, sleepy eyes, dead eyes, sparkling eyes, merry eyes.
What do these four things have in common?
1) satin
2) no-tel-motels
3) lace
4) Barb Kutt

Don't forget to guess who the 10 sets of eyes in the grill showcase belong to...the winner gets a prize, 25¢ per try. All money is used for aid to the blind and sight conservation.

Hi, my name is Buck, and I need a date to the Sig Eg Christmas Formal. I'm 5'9", 145 pounds of pure muscle, and I have strawberry blonde hair. I am an English major...sarcasm is my specialty. I enjoy running and riding bicycles. Those interested please call 6869.

Did you know...
—every 12 minutes someone goes blind?*
—there are an estimated 500,000 legally blind people in the U.S. today?
—half of all blindness can be prevented!!!

For more information, check out the union between 3:45 - 5:30.

Muskox-face: I love you! I miss you terribly! —Me

The Admission Office: The Total Prospective Vortex.
Cross country seniors achieve flying finish

by Kermit

They had gotten what they had come for: they had won the Midwest Conference meet. The team, however, that there were some loose ends to tie up. A few needed to be quelled. Both Carrol College and Carthage were within the Vikes reach. More importantly, both Carrol College and Carthage had beaten the harriers at the Wisconsin Small College Invitational. The cross country regions was the Vikes last chance for vengence.

With this in mind, the Vikes left for their final meet of the season: regions, held in Rock Island, Illinois. For the seniors, this was it, their last cross country meet of their illustrious college career – Carl vonEstorff, Todd Wexman, and Bill Thorman were soon going to find out if there is life after Coach Davis. Last year's team could only manage a less-than-respectable 9-13 record, but had watched, and participated in a pappin’ seasons their senior year the team finally showed their exceptional quickness. He has good ball-handling skills and can labor great deal offensively at those times when he's hot. It's difficult to tell, however, how often that will be. Wexman is the quickest Viking and he can hit the outside jumper. He will face the difficult task of guarding the opponents quickest player. Wexman has a reputation as a scorer and his teammates must get him the ball on offense if the Vikes want to keep the ball out in a better way.

B-ball bouncing better

by John Huber

Few people knew what to expect when the Lawrence basketball team takes the court tomorrow night. Last season's team only managed a less-than-respectable 9-13 record, and this year's team has less talent than last year's. But basketball is a team sport—a fact often ignored last year. When the Vikes placed in the bottom half of competition conference. And they had watched, and participated in the building up of the team. Their

Viking success this season will rest largely on the shoulders of two senior big men, Dan Busiel '85, Highland Park, Ill. and Steve Cohn '85, Menasha, Wis. Busiel, an All-Conference Honorable Mention performer as a freshman, is a powerful player with exceptional quickness. He has good ball-handling skills and can labor either inside or outside, though much of his time must be spent near the hoop. Busiel is the only player this year who has a reputation as a scorer and his teammates must get him the ball on offense if the Vikes want to keep the ball out in a better way.

National's weren't within the Vike reach but Carrol and Carthage were. On this note the Vikes left bright and early Friday morning. The squad was treated to a spectacle few would dare witness—much less participate in. Coach Davis' driving skills were beyond a doubt at their peak. Nonetheless, undaunted, the harriers happily arrived at the posh Sheraton Hotel in downtown Rock Island. The accommodations were plush and roomy. Not a disgruntled cry was heard by Coach Davis (the walls were very sound proof)

After checking in and a brief freshening up the Vikings drove to the course, a mere hop, skip and a jump from the hotel. After a quick game of football the Vikes watched as EJ Griffin demonstrated to all those around him an incredible hurling skills, skills which can be costly if not executed correctly. The Demonstration completed, the runners jogged the five mile course.

The women led off the festivities. The Vikes had their season in a poll of coaches released today (Monday, Nov. 14). Beloit defeated Monmouth 57-56 in last year's playoff. The conference coaches predicted tight 1983-84 divisional races with St. Norbert's nose behind in the North and Coe a close second in the South. Knox was given the edge over Illinois College for the No. 3 spot in the South and Ripon had a similar rating over the harriers in the North. All 12 teams received support to finish in the top half of their division.

Non-conference play will begin this Saturday with the Midwest Conference meet. Each team will play 10 divisional and four inter-divisional games, all of which will count in the standings. North and South Division winners will meet Feb. 26, to decide the overall championship. Playoff will be hosted by the South winner.

Mommont and Beloit, who have tangled for the Midwest Conference men's title each of the last three years, picked up favorite's tags again for the league this season in a poll of coaches released today (Monday, Nov. 14). Beloit defeated Monmouth 57-56 in last year's playoff.

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Coach poll: Beloit is first

St. Norbert, under Coach Mike Haasman, and Illinois College under Coach Bill Morris, will be making their initial forays into the new league this year. Illinois College replaces Carleton, which left the league after the 1982-83 academic year.

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“in one ear and out the other to you, Mr. Big 10”