

THE REVIEW

Vol. 108 No. 21

Student Center, University of Delaware Newark, DE 19716

Tuesday, April 17, 1984

Math dept. revitalizes pre-calculus

by Mark Weinberg

Students looking through next fall semester's course selection book for pre-calculus 115 will not be able to find it. The course is getting a new name, M167, and a complete overhaul.

M115 has a history of problems and student complaints, and the mathematics department, with administrative supervision, has done something about it. "This course is not being changed because of its failure rate, but to make it more effective," said Dr. Ronald Wenger, director of the university's Mathematical Sciences Teaching and Learning Center. Wenger estimated 25 to 30 percent of the students who take M115 fail.

One problem, said BettyAnn Daley, Wenger's assistant, is that students do not make use of the resources available to them, such as the math center and problems on the university computer system, PLATO. To help correct this, she said, some of the resources are being "built in" as requirements to the course.

To improve "feedback" on how students are progressing quizzes are being incorporated into the course. "The quizzes are extra credit," Daley said, "and they can only help the student."

There is much concern with the reputation of M115, Daley said. Many students do not take the class, and are not prepared for their first calculus course at the university. Said Daley, "They miss a lot of that they are expected to know."

Some other major changes that are



staff photos by Jonathan James

A STATE TROOPER INSPECTS THE INTERIOR of a mini-pickup whose driver was fatally injured late Sunday evening in a one-car accident on Delaware Route 896, north of Newark. The vehicle flew about 84 feet before striking a huge tree. See police beat, p. 9.

being implemented next fall include making the course letter-graded instead of the present pass/fail format. Said Wenger, "We're hoping to improve the students' motivation."

Smaller classes are also a possibility. The mathematics department hopes limited class size will put pressure on students not to cut and to participate in the class. "The attendance rate is pitiful," Daley said. "We're lucky if we get 50 percent of the class there."

The content of the course will now include trigonometry and less algebra review. "The algebra won't be given

as a chunk in the beginning anymore," said Dr. Ivar Stakgold, chairman of the mathematics department. "It will be diminished and spread throughout the course."

A new textbook is also being selected that organizes the content differently, Wenger said, so "students don't come in and think they know it already."

Daley, who teaches M115, is working to maintain the standards of the material. "We want to be sure that a student can go directly into calculus without having any problems with the

(Continued to page 10)

City nears new union agreement

by Mark Weinberg

A tentative contract settlement was reached Friday between Newark city employees and city management, a union official said. The city's 63 blue-collar workers had been working without a contract since Dec. 31.

Antoinette Eaton, the city's chief negotiator, said she thinks the settlement is a good one and hopes it is ratified, but she could not discuss details until the union membership and the Newark City Council have had a chance to vote on it.

The major "stumbling blocks" of the disputed proposal, Eaton said, have been salary increases and the city's proposal for a health insurance plan.

In order to prod the city into further negotiations, union members began to "abide by the letter of the contract," said Lee Gray, president of Local 1670 of the American Federation of State, County and Municipal Employees.

This meant the employees would do no work other than that specified in the contract, Gray said, no matter how routinely the job had been done previously.

The situation began to intensify when workers refused to come in for overtime shifts during a March 8 snowstorm.

"They wanted people to plow snow," Gray said. In the past workers would do so "out of the kindness of their hearts, but since the city was not

(Continued to page 8)

Symposium highlights needs of Delaware's kids

by Valerie Meisel

Calling children "our greatest asset" and the "we" of tomorrow, University President E.A. Trabant welcomed 150 people to a statewide symposium on children at the Brandywine Sheraton Friday.

The symposium, "Delaware's Children: Changing Culture ... Changing Needs," was sponsored by the College of Urban Affairs and Public Policy to bring representatives from state, private agencies and industry together to iden-

tify with the needs of local children.

Trabant asked for suggestions on how the university could be part of the solution and looked for ways to better influence the children of university employees.

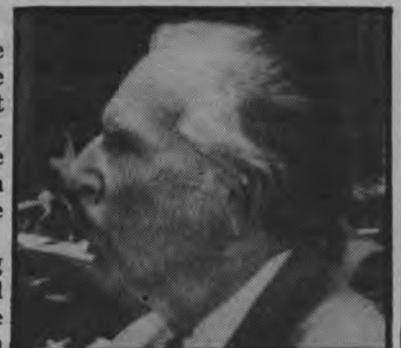
Dr. Edward Zigler, a national leader in the development of programs and policies for children, said people must "respond to new realities and new demographics" in his keynote speech. By 1990, 70 to 75 percent of all mothers will be in the work force, he said.

The Yale University professor said the family, school and external childcare are the social institutions that impact directly on the quality of children's lives.

Zigler expressed concern that as more couples marry late and choose to remain childless, child-related issues may have a lower priority as a social concern.

As a member of the National Planning and Steering Committee of Project Head Start, he said the schools can offer more to families by increasing their health

(Continued to page 12)



E.A. Trabant

INNER VIEW

Historian to discuss Roosevelt era

Historian David McCullough will give a dramatic presentation titled, "Theodore Roosevelt and the Makings of the 20th Century," tomorrow evening at the University of Delaware Library Associates Inc. dinner.



David McCullough

McCullough is currently host of public television's series "Smithsonian World" and author of four award winning books: "The Johnstown Flood," "The Great Bridge," "The Path Between the Seas," and "Mornings on

Horseback." McCullough is senior contributing editor for American Heritage magazine and a member of the Harry S. Truman Centennial Committee.

The dinner will be held at 6:30 p.m. at the Wilmington Country Club on Kennett Pike in Greenville and will cost \$25. For further information contact Susan Brynteson or Nathaniel Puffer at 451-2231.

Milwaukee Symphony performs at UD

The Milwaukee Symphony Orchestra, directed by world-famous American composer and musician, Lukas Foss, performed Thursday night in a crowded Mitchell Hall.

The symphony was presented in cooperation with Friends of the Performing Arts and the Office of the President, in celebration of the university's 150th anniversary.

The 90-member orchestra opened with the "Sesquicentennial Fanfare," composed by Dr. Robert Hogenson, assistant chairperson of the department of music, in commemoration of the school's anniversary.

Highlighting the evening was the symphony's performance of Ludwig van Beethoven's classic work, Symphony No. 5 in C minor.

New Castle County to get new landfill

Wilmington City Council approved the sale of 136 acres on Pigeon Point and Cherry Island for a new landfill and dredge spoils removal site, Friday.

The agreement will provide a new landfill for New Castle County and give the Army Corps of Engineers a new location for dredge spoils removed from the Port of Wilmington on the Christina River.

If Congress approves the agreement, the Army corps will build a bulkhead in the river running from the port to Pigeon Point that could also function as an expanded port at no cost to the city.

Main Dover roads need improvement

Two main roads in the Dover area, Delaware Route 8 and U.S. 113A, need improvement to accommodate the more than 8,000 vehicles which travel each of the two-land roads daily, state highway officials said.

Route 8 would be widened from the Division -Forrest streets intersection to Mifflin Road by expanding the road to five lanes and improving drainage.

U.S. 113A would be improved from Delaware 10 to U.S. 13. Five possible plans for improvement are being considered.

New housing developments and traffic going into Dover are responsible for the congestion necessitating the improvements, said Paul Welsh, Manager of the Department of Transportation's community relations section.

*compiled from dispatches

Voices

English professor Dr. Thomas Calhoun commenting Friday to his Biblical and Classical Literature class about the importance of maintaining high academic standards for the rest of the semester.

"Keep working and remember—just five more weeks and then you can dissolve into a ball of silly putty and bounce around the beaches all summer."

TODAY IS THE LAST DAY!

To appear on the ballot for DUSC, RSA, UCA and the College Councils you must sign up by 5 p.m. today in the DUSC office, 307 Student Center. There will be a mandatory meeting of all candidates to 5:30 p.m. in The Rodney Room of the Student Center, today!

All must attend, NO EXCEPTIONS!

HOLY WEEK THOMAS MORE ORATORY



45 Lovett Ave.

MASS: Monday, Tuesday, Wednesday: 8 a.m., 12:05 noon, 5 p.m.

Holy Thursday: 12:05

7 p.m. (Mass of the Lord's Supper)

Good Friday: Celebration of the Lord's Passion and

Holy Communion: 7 p.m.

Holy Saturday: Easter Vigil Mass: 7 p.m.

Easter Sunday: 8, 10:30, 11:30.

SACRAMENT OF RECONCILIATION:

Monday, April 16: 7 - 8 p.m.

Tuesday, April 17: 7 - 8 p.m.

Wednesday, April 18: After the Tenebrae Service

TENEBRAE SERVICE:

Wednesday, April 18 at 7 p.m.

Who doesn't know John Barcewski?

Officials rap detour



Staff photo by Thomas Brown

by Dan Tipton

Driving to the beach, a road trip enjoyed by many in the past, could be one big headache for vacationers in upcoming months.

Construction on both south-bound lanes of St. George's Bridge, (U.S. Route 13), one of four bridges spanning the Chesapeake and Delaware Canal, has caused the lanes to be closed until early June, according to a state highway official.

The Army Corps of Engineers, who is responsible for the construction and maintenance of all four bridges over the canal, also warned highway officials that similar repair projects can be anticipated for the next five to seven years.

"After these projects, they would have to completely redeck the bridge, something that would take a year or two to complete," said Michelle Ackles, public information officer for the Delaware Division of Highways. "It would be completely unacceptable for that to happen. Under present conditions, we just have nowhere to put the traffic."

Two possible detours exist, but both are one-lane roads. "You have a problem," she said, "when you take two lanes of a four-lane highway and try to fit that traffic onto a one-lane road."

Damage to the main detour route, which takes traffic west to Summit Bridge on Delaware Route 896, has already cost Delaware over \$200,000, Ackles said. "The west route was not built to handle the volume of traffic the detour puts on it."

The east route, which takes traffic on Delaware Route 9 to the Reedy Point Bridge, is even worse, she said. "Route 9 runs through marsh. If you have a lot of rain, the whole road floods out."

"If something happens to the St. Georges Bridge, we just don't have an adequate detour route," Ackles said. "We are very anxious to get the Army Corps of Engineers to begin the process of looking into building a new bridge. We feel that nothing has been done in the past."

Roy Pirritano of the corp's Philadelphia-based regional office said that a new bridge would take at least 10 to 12 years to build, "And that's if the planning, funding, designing and the actual construction all take place under optimum conditions," he said.

The corps has not replied to Delaware's bridge request, Pirritano said, because they are studying traffic patterns and the availability of federal funds. "It's a matter of perception as to how much work it will take to get the

bridge repairs finished."

The Delaware Division of Highways is trying to step us this process. "Ten to 12 years is too long," said Ackles. "We have indicated to the Army Corps of Engineers that they are already not working as quickly as possible on the St. Georges Bridge. They don't have enough men on the job, although they say they are stepping up their effort."



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1984-85 COORDINATOR POSITIONS

Pick Up Applications in Room 304
Student Center

Applicaton Deadline April 24th

Buying a Better Blue Hen

Have you heard the news? The U. of D. will now award financial aid to students on the basis of athletic ability, not solely on need as in previous years. This reversal of policy is being hailed by the athletic department, but others are quietly voicing other opinions. I say quietly, because who would want to be known as undercutting the chances for more winning teams at our dear old University? Isn't winning everything?

At a time when the nation's secondary school system is being exposed for laxity in academic standards, what kind of a pacesetter is the University becoming? At a time when college costs start skyrocketing, why aren't we protecting the funds for scholarships for the truly needy?

Frank Perdue is going to get some competition from U. of D. He's no longer the only one in the market for strong, plump, meaty chickens. Move over Frank, here comes the U.D. chicken buyers. How about these slogans? It takes a tough coach to recruit a tender blue hen. Oven stuffer roasters-make way for football stuffing hens!

Gadfly

Advertisement * Advertisement * Advertisement *

THE ARMY HEALTH PROFESSIONS SCHOLARSHIP PROGRAM

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Graduate Medical Education: Students are given the opportunity to apply for Graduate Medical Education (GME) in the specialty field and location they desire. Almost all medical and surgical specialties are offered at eight medical centers and five community hospitals within the United States (such as Walter Reed Army Medical Center, Washington DC).

Obligation: All HPSP students will incur an obligation to serve in the Army Medical Department upon receipt of their professional degree. The minimum period of service is three years, calculated at one-half year of service for each half year of program participation. There is no voluntary withdrawal from the program. Pay back period begins following any internships, residencies or fellowships.

Eligibility Criteria: Highly motivated U.S. citizens who are enrolled in or are in receipt of a firm letter of acceptance from an approved school in the United States or Puerto Rico. The individual must be motivated towards service in the Army Medical Department, and must be able to meet all requirements for appointment in the United States Army Reserve as a second lieutenant. There is no obligation to accept the scholarship once the student has applied.

Applications and Additional Information: Call station-to-station collect to (609) 562-4271/4556 and Mrs. Josie Koszuta or LT. John J. Schafer will be glad to assist you; or write:



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Graney — Are you still...?

DUSC committee lobbies for dollars

by Jennifer Sprouls

Students do not have to sit back and watch tuition go up while financial aid spirals downward—they can get out and do something about it.

Through the efforts of the Delaware Undergraduate Student Congress lobby committee, students can have a say in important issues like these.

The lobby committee, under chairperson Joan Pauley, works to convince the state and federal government to increase spending in areas of student aid. The lobbying process involves letter writing, telephone calls and visits to Congress and Senate members in Dover and Washington, D.C.

"Dover is on a smaller scale than Washington, consequently, lobbying is on a one-to-one basis," Pauley said.

"We need to increase intensity in lobbying in Dover," said DUSC President Chris Christie, adding that students should spend more time trying to secure part of the \$21 million budget surplus for the university to help stop future raises in tuition.

The committee's lobbying in Washington is conducted as part of a larger organization, the National Student Lobby. With this group, committee members target politicians who can help by making them more aware of student concern over budget cuts. Pauley termed Sen. Joseph Biden (D-DE) and U.S. Rep. Thomas Carper (D-DE) "very responsive and receptive." "On the whole," she said, "senators and congressmen are interested in the student's point of view

and seeing that students have input."

The Senate Budget Committee will begin working on the education aid budget after their Easter recess. According to a legislative update in the United States Student Association newsletter, "Senators Stafford (R-VT) and Pell (D-RI) are pushing for a \$17.8 billion level for education programs."

In an attempt to encourage students to contact their representatives, the committee held a "Write Your Congressman Day" last week.

"We would like to take student awareness one step further by involving more students in the lobbying process," said Pauley. A lot of students do not know how much financial aid we will lose if the students are apathetic."

Christie, who was lobby chairman before becoming DUSC president, said the committee's success in the past came not with concrete action, but in establishing an attitude of respect for student lobbyists on campus. He said their attempt to have two students serve on the university board of trustees was not passed, but because of the committee's work DUSC can make reports to the board freely and act as a responsible student government.

Both Christie and Pauley encourage interested students to join the university lobbyists. "The lobbying committee can be enormously important and exciting, and the payoffs can be great," Christie said. Students wishing to get involved can attend meetings every Monday at 3 p.m. at the Student Center.

SUMMER JOBS

YMCA Camp Tockwogh, Co-ed Resident Camp on Chesapeake Bay, June 12 - Aug. 25. Openings for:

- Sailing Instructors
- Waterskiing Instructors
- Horseback Riding Director
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- Office Secretary
- R.N.

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Moment's Notice

Meetings



CAMPUS COALITION FOR HUMAN RIGHTS - April 19, 9 p.m., United Campus Ministry.
PSI CHI MEETING - April 18, 1 p.m., 226 Wolf Hall. All majors and minors welcome.
BUSINESS AND ECONOMICS COLLEGE COUNCIL - April 18, 3:30 p.m., 114 Purnell Hall. All BE students welcome.
DIETETICS AND NUTRITION CLUB - April 19, 4:30 p.m., 201 Alison Hall. Come and get in on the Spring activities planning.

Exhibits



"ONE MAN WATERCOLOR PAINTING SHOW" - Water color paintings by Professor Bart Morse from the University of Arizona at Tuscon. April 17-27, Monday-Friday, 12-4 p.m., Student Center gallery. Opening reception on April 18, 6-8 p.m., refreshments.

Concerts



REGINALD PINDELL, BARITONE - April 17, 8 p.m., Loudis

Recital Hall, Amy E. du Pont Music Bldg. Sponsored by the dept. of music and the Minority Center.
EILEEN GRYCKY, FLUTE, AND SANDRA CARLOCK, PIANO - April 18, 8 p.m., Loudis Recital Hall, Amy E. du Pont Music Bldg. Sponsored by the dept. of music. Miss Grycky is a member of the university Music faculty and the Del'Arte woodwind quintet.

Lectures



"THE LAW OF FACSIMILIES" - Chapter 6, "The Flute of God" by Paul Twitchell. April 16, 7:30 p.m., 46½ E. Main St., Sponsored by Eckankar. For more info. call 453-0288.

"CROCODILIAN BREEDING AT PHILADELPHIA ZOO" - by Denise Robinson, Reptile Dept., Philadelphia Zoo. April 18, 7:30 p.m., Ashland Nature Center, Hockessin. Lecture is first meeting of newly formed organization. For more info. call John LaMedica, 453-9754, or Jim White, 239-2334.

"DENESTING RADICAL EXPRESSIONS" - by Professor Allan Borodin, computer science department, University of Toronto. April 19, 2 p.m., 140 Dupont Hall. Sponsored by Computer and Information Sciences.

"HEALTH BELIEFS AND PRACTICES SURVEY" - by Jeanne Kandra, Director of Food Service, Bridgeton Hospital. April 17, 4 p.m., 240 Alison Hall. Refreshments will be

served at 3:30 p.m.
"THE IMPORTANCE OF CROP PROTECTION" - by William McCollum. April 19, 7:30 p.m., 201 Townsend Hall. Sponsored by Agricultural Club.

"MALE-FEMALE DIFFERENCES IN SPORT" - by Dr. Mimi Murray. April 23, 7:30 p.m., Collins Room, Student Center. Sponsored by the department of physical education, the Visiting Scholars and Speakers Subcommittee and the Visiting Women's Scholar Fund.

Cinema



STATE THEATRE
 "The Return of Martin Guerre" - 7:30 p.m. and 9:35 p.m. Tuesday through Thursday.
 "Tommy" - midnight Thursday.

CINEMA CENTER
 "Police Academy" - 1 p.m., 7:30 p.m. and 9:45 p.m. Tuesday through Thursday.
 "Moscow on the Hudson" - 1 p.m., 7:15 p.m. and 9:25 p.m. Tuesday through Thursday.
 "Swingshift" - 1 p.m., 7:30 p.m. and 9:25 p.m. Tuesday through Thursday.

CASTLE MALL
 "Friday the 13th" - 7:30 p.m. and 9:30 p.m. Tuesday through Thursday.
 "Footloose" - 7:30 p.m. and 9:30 p.m. Tuesday through Thursday.

CHESTNUT HILL TWIN CINEMA
 "Racing with the Moon" - 7:30 p.m. and 9:30 p.m. Tuesday through Thursday.
 "Up the Creek" - 7:30 p.m. and 9:30 p.m. Tuesday through Thursday.

CHRISTIANA MALL
 "Smurf and the Magic Flute" - 1 p.m., 2:25 p.m. and 3:50 p.m. Tuesday through Thursday.
 "Hard to Hold" - 5:20 p.m., 7 p.m. and 9 p.m. Tuesday through Thursday.
 "Romancing the Stone" - 1:10 p.m., 3:15 p.m., 5:20 p.m., 7:40 p.m. and 9:50 p.m. Tuesday through Thursday.
 "Iceman" - 1 p.m., 3:10 p.m., 5:10 p.m., 7:30 p.m. and 9:45 p.m. Tuesday through Thursday.
 "Splash" - 1:20 p.m., 3:45 p.m., 7 p.m. and 9:30 p.m. Tuesday through Thursday.
 "Greystoke" - 1:30 p.m., 4 p.m., 7 p.m. and 9:25 p.m. Tuesday through Thursday.

NEW CASTLE SQUARE
 "Children of Corn" - Call theatre for days and times.
 "Against all Odds" - Call theatre for days and times.

Misc.



EPISCOPAL STUDENT EUCHARIST AND FELLOWSHIP - April 18, 10 p.m., St. Thomas

Episcopal Church. Sponsored by Anglican Student Fellowship.

WORKSHOP - "An Introduction to the UD Silk Squad" April 18, 3 p.m. to 5 p.m., Amy E. DuPont Music Bldg. out on back lawn. Sponsored by UD Marching Band.

DISCUSSION - Panel discussion with Victor Navasky, author of Naming Names, Martin Popper, defender of the "Hollywood 10" and Leslie Goldstein, a university professor of constitutional law. The moderator will be Dr. Gary Reichard of The University Honors Program. April 17, 8 p.m., Rodney Room, Student Contest.

ALL MALE REVUE - Come see the bare facts. Theta Chi Second Annual All Male Revue. April 19, 9 p.m., Cost is \$1.

A FRENCH CABARET EVENING - April 20, sets at 8:45 and 10:30 p.m. Bacchus. Featuring Anne Eder and John Southard in French, German and American numbers. Sponsored by La Maison Francaise and The Student Center. French refreshments available starting at 8:15 p.m. Free and open to the public.

NOMINATIONS FOR COSMO CLUB OFFICERS - Due April 23 at International Center, 52 Delaware Ave.

GREEK WEEK - April 23-29. Everyone invited to attend all events. Sponsored by the Panhellenic Council and the Council of Fraternal Presidents to benefit Special Olympics. Come join the fun and excitement.

WELL AWARENESS WEEK



Tuesday April 17 Alcohol Awareness

Wednesday April 18 Sexuality Awareness

Thursday April 19 Eating Awareness

Tues. - Thurs. - Open House in Wellspring

Each day during Well Awareness Week, Wellspring Peer Educators will be in the concourse of the Student Center. Tables will be set up with displays, myth quizzes, books, pamphlets and Peer Educators will be available to answer questions. Please stop by our open house during this week.

THE REVIEW

Vol. 108 No. 21 Student Center, University of Delaware Newark, DE 19716 Tuesday, April 17, 1984

Adding it up

It is no secret that the quality of American education -- and especially literacy -- is being questioned by everyone from local school board members to President Reagan. It is surprising, however, that the most frightening statistics are those that relate to adults' lack of proficiency with numbers rather than words.

A study in U.S. News & World Report reveals that the level of reading incompetency is dwarfed by the corresponding level of basic mathematical aptitude. While 22 percent of Americans cannot read, 33 percent cannot perform menial arithmetic tasks.

The responsibility for the current state of affairs is unclear. University officials blame the high schools. High school administrators blame the grade schools. Grade school teachers blame the parents. And Reagan blames everybody.

Amidst all of the name calling, the university mathematics department has taken the first step forward in dealing with the problem -- rather than just talking about it.

In addition to creating the university's Mathematical Sciences Teaching and Learning Center several years back, department officials recently decided to abolish the format of the highly unsuccessful pre-calculus course, M115.

The case against M115 is not a new one. Since its creation in 1978, the course has been criticized for the high failure rate of students in the class. In 1982, associate professor John Bergman reported that 50 percent of students enrolled would either drop or fail the course. The latest estimate by Department Chairman Ivar Stakgold is slightly more conservative, but it was still obvious that something had to be done.

As well as receiving a new title, M167, the course will involve required computer work and extra credit quizzes. A letter grading system will replace the pass/fail format, and smaller classes are a possibility. All of these are welcome changes and reflect a sincere desire to improve the pre-calculus program.

But the math department should not stop there. The success of M167 hinges not on the changes that have been made, but on those that still need to be made. Unfortunately, the needs of M167 will be similar to the short comings of too many existing math courses, since the failure rate in those classes is not that different from M115.

Stakgold stresses that standards will not be lowered to "cater" to students who are merely fulfilling requirements. Those same students however, are taking required courses in other departments -- and passing them. What is the difference?

One chemical engineering student sums it up: "The math professors all know what they're doing; they just have a hard time getting it across."

Hopefully, the math department will follow its own example and continue to implement programs and policies that deal realistically with the problems of academic incompetence. By taking a good look in the mirror and developing constructive solutions, it has set a precedent that is applicable to all facets of the educational crisis that we face.

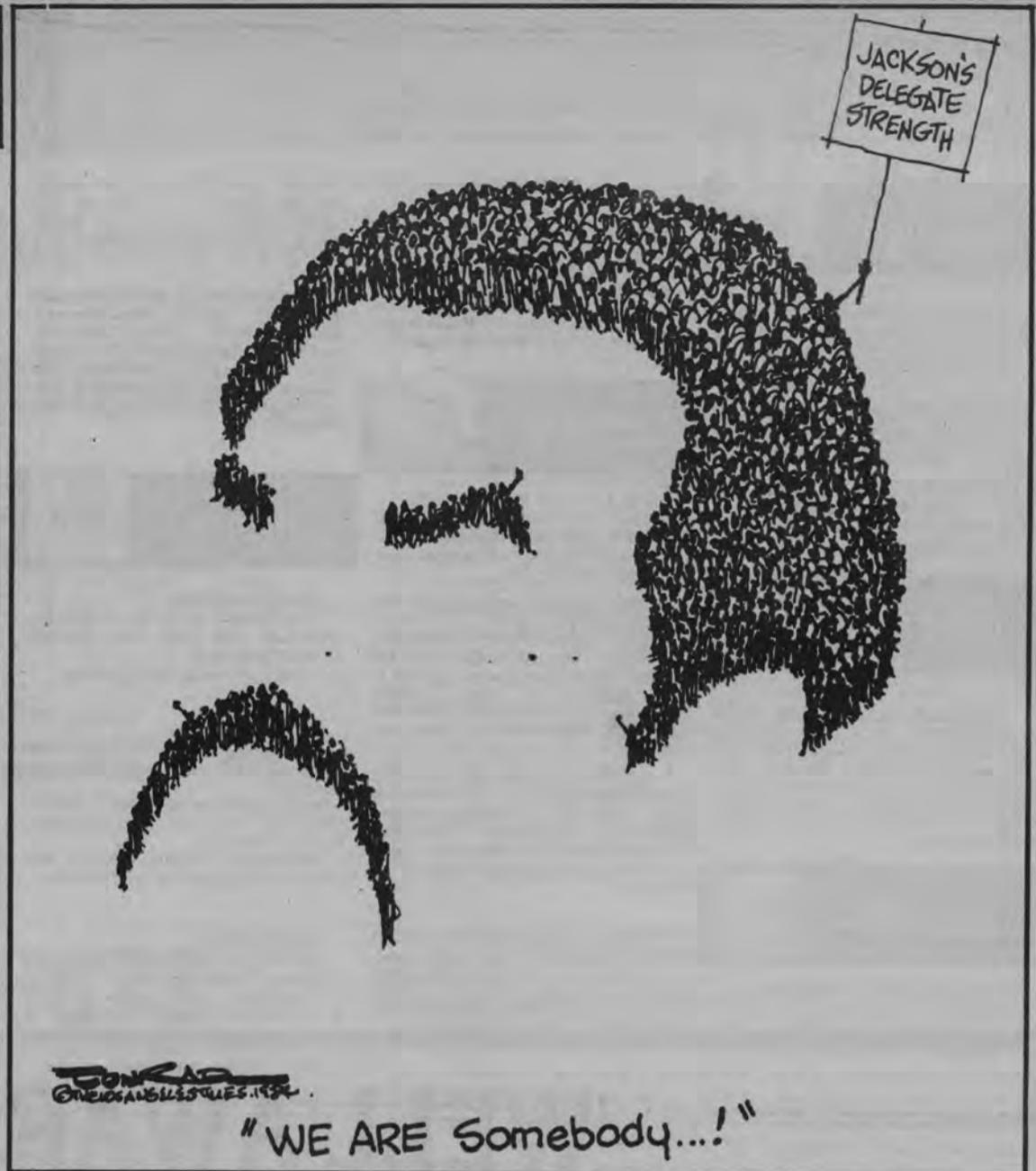
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DON KAD
 CRENSHAW SQUARE, 1984

"WE ARE Somebody...!"

letters

Buzz about the Gadfly

Editors:

Over the past two weeks there have been a few responses to the March 15 Creation/Evolution discussion, culminated by a quite erroneous Gadfly column.

The "other theory" that Mr./Ms. Gadfly referred to has been discussed more than once every two years. I have seen many notices for a lecture or discussion on the creationist viewpoint within the past two years. Included in this was a creationism talk that Dr. Moore gave on March 14 sponsored by the Inter-Varsity Christian Fellowship (IVCF). Although representatives from IVCF were involved in the program organized by Tri Beta and the American Chemical Society two years ago, no other organization has tried to bring together two representatives of creation and evolution in a manner such as that on March 15 and the similar program two years ago.

Mr./Ms. Gadfly discredits him/herself in commenting on the spokesmen for the creation viewpoint in the past two discussions. The dentist, Dr. Robbins, was suggested by the proponents of creationism, because he seemed like a worthwhile candidate

for the creationist position. Dr. Moore, the "elderly retiree with a degree in education" is in fact a scientist and has degrees in Botany and Plant Pathology. Furthermore, he is a nationwide proponent of the creationist viewpoint and is considered to be one of the best available in presenting and defending those ideas. He is indeed "one of the many reputable scientists who are creationists" that Mr./Ms. Gadfly asked for. That was the reason that Dr. Moore was asked to do the discussion. If he was an "easy target", this is more a reflection of the paucity of science in the creationist argument than it is a reflection on the organization of the program.

If the proponents of evolution were really "throwing up the bolts of their own preconceptions across the doors of their minds" to "bar out any serious thinking", then why did they help sponsor such an event as the discussion in which the creationist viewpoint was presented concurrently with the evolutionist viewpoint? As mentioned previously, no creationist organization has sponsored an event where the two issues were presented face-to-face. As to the "one

hurried presentation" for the creationist, that is untrue and misleading. Both sides had the same amount of time to provide an adequate presentation. In the March 15 discussion Dr. Moore was provided with both the first and last opportunity to provide his presentation, what I would consider a quite advantageous position.

It appears that Mr./Ms. Gadfly shows a "few bolts on the doors" of his/her mind by questioning "what pernicious thing might happen to young student minds if they were exposed to the truth by one of the reputable scientists who are creationists". The main issue of the discussion was not that of truth but one of what is or is not science, as was shown by the title: Creation? Evolution? Alternate Scientific Explanations? Not once in his presentation did Dr. Moore address this issue.

Had Mr./Ms. Gadfly attended the discussion and understood the reason for it, he/she could probably have written a more pertinent and concise criticism of it.

Marnita Chintala (AS84)
EDITOR'S NOTE: The Gadfly is a paid advertisement and has no affiliation whatsoever with The Review.

Growing Up

Pyrex-mania

It is, they tell me, an American institution. Grown women gather in living rooms, fortify themselves with murky, sherbert-laden punch, and applaud for dishtowels, measuring spoons and Pyrex bakeware. It is universally known as the wedding shower.

I attended my first last weekend, held in honor of a friend who is to be married this summer. It was a surprise party held in a room filled with smiling faces, crepe paper, and blue-grey hair. As the guests sipped their sherbert punch I began to sense I was somewhat out of place. My first clue was that I wasn't armed with a disc camera. My second was that no one, with the exception of 2.5 people, knew who I was.

"I'm sorry dear, what was your name?"

"Laura."

"Ohhhhh, Laurie. Are you a Pearce?"

"No, I worked with Cindy."

"Ohhhhh, you're not a Pearce. I'm sorry."

I wasn't sorry that my name was not Pearce if merely for the fact that my mother would have problems reconciling the change and I would have to apply for a new driver's license and Social Security card. Unfortunately, I was faced with a roomful of blue-haired ladies who wished I was, because they then could spend hours discussing how wonderful life is when you're blessed with the surname of Pearce. I headed to the punch bowl.

"I'mmmmm...AUNT MARY!" My drink sloshed in its cup and I found myself face-to-neck with a woman about four foot ten inches tall.

"I'm Aunt Mary, and I'm 87, 87 years old."

Laura Likely

This is my sister, and she's 81. Eighty seven, yep, 87." As quickly as Aunt Mary came, she went. Why she had decided to descend upon me and jolt me into spilling punch all over my hands escaped me. Dealing with eccentric aunts, I concluded, is one of the many hazards involved in conducting a wedding shower and a good enough reason not to conduct one at all.

The shower finally got underway, and much fuss was made over glassware and kitchenware and bathroom accessories and bedroom accoutrements. Everyone oooooohed and ahhhhhed and remarked at how well the towels fit the color scheme. And my friend thanked five of the ladies for their generous Pyrex gifts, gracefully finding something new to remark about each set.

"I can do a lot of baking in this one."

"Ohhhh, this is pretty. I like the wicker around this one."

"I love this pattern. This will go with the kitchen."

I sidled over to the punch bowl and poured myself some more liquid sherbert. Another ooooooh was heard in the living room. Some more Pyrex, this time a loaf pan. My friend was wearing a paper plate decorated with ribbons on her head. I decided that if I ever marry it will be to someone with a fully-equipped kitchen.

letters

A religious grievance

Editors:

On Tuesday, April 17, there is a scheduled Physical Science 102 exam. April 17 is also the Jewish celebration of Passover. Dale Hoover, the Teaching Assistant who has taken over the class for the ill Dr. Ewing, announced a makeup exam would be given two days later on Thursday, April 19. Apparently, this has caused some problems for Mr. Hoover; regrettably, we feel he has handled the situation in a discriminating and insulting fashion.

Mr. Hoover announced in his 10 a.m. class a few weeks ago that a makeup exam would be given for those celebrating Passover. He told the class that very few people would have to take Thursday's test and he didn't want a large number of students signing up for the makeup. He announced he would want proof that those taking the makeup are Jewish. We found this comment very insulting. What proof would he like of our religion.

On Thursday, April 12, Mr. Hoover told his 10 a.m. class not to expect the makeup to be the same test — the makeup would be more difficult than Tuesday's test. A number of students expressed their opposition to this statement, wherein Mr. Hoover

said simply, "If you don't like it, file a grievance against me." After class, Mr. Hoover explained to a few students that many people had signed up to take the makeup, and some obviously not for religious reasons. He said that he would have to work 60 extra unpaid hours to hand grade the makeup tests, and he doesn't want to be penalized in such a way, so the makeup would be more difficult.

Dr. Ewing also gave the class an option in the beginning of the semester: A student could opt to take only two of the three semester tests, and take the class average as their grade for the missed test. Mr. Hoover told the 10 a.m. class that if they didn't want to take the makeup, simply elect to use this option.

We have found Mr. Hoover's behavior to be belligerent, arrogant, and worst of all, discriminatory. Why should those who are electing to observe their religious holiday have to suffer because Mr. Hoover feels put out? We don't think that these people are interested in getting answers to Tuesday's test. Rather, they want to honor their religious beliefs. We're sorry that some

students have used this option simply as an excuse to delay their test; however, it is unfair to penalize those who are using the option of the makeup test because of a religious belief. Furthermore, why should we or anyone be forced to use the option of missing this test? If we missed the first test, then we can't miss this one. Mr. Hoover said he regrets offering a makeup at all. Nevertheless, the fact is he did offer a makeup test, and those using this option are being discriminated against if the makeup is more difficult than the original.

Finally, some students offered Mr. Hoover a seemingly viable solution to his dilemma — hold Tuesday's tests for two days, then grade all the tests at once. We do not know Mr. Hoover's feelings on this, for he didn't offer an answer to our suggestion.

Mr. Hoover, we sympathize with your problem, and we regret that certain students have abused this privilege. However, please do not insult or penalize those of us interested in observing our religion.

Maurice Segall (AS 84)
Ron Feldman (BE 84)
Jeff Lipton (BE 84)
Steve Harrison (BE 87)



RONALD REAGAN'S MINEFIELD

Campaign '84

Ken Murray

What type of aid, if any, does Walter Mondale say should be given to El Salvador? What will be the major budget emphasis of a Gary Hart-led administration? What would Jesse Jackson have done if faced with the Lebanon crisis?

These and other questions relating to the three Democratic presidential candidates' platforms seem to matter little, in the eyes of voters.

So far, monetary strength and prudent organization is leading Mondale away from the other two challengers. The former vice president has garnered more than half of the 1,978 delegates needed to wrap up the nomination. Hart trails in second with 544 and Jackson is last with 150.

Jackson, however, won his first primary, in South Carolina, Saturday.

Most experts attribute Jackson's victory not to his stand on issues or proposed policies, but rather to the large turnout of election-aware black voters and non-committal attitudes of white voters.

A recent ABC news poll reported 32 percent to 46 percent of those voting in the primaries so far have indicated their preferences a week or less before the actual voting dates.

The race to the nomination has become a contest to see who can unseat President Reagan, a goal admitted by Reagan himself.

In another poll, conducted by Teichner Associates Inc. of Philadelphia, 40 percent of the Democrats voting in last week's Pennsylvania primary thought Reagan would be re-elected no matter which Democrat opposed him in November.

Of course, these statistics do not bother the Democratic candidates as they fight their way to San Francisco. Each bases his campaign on different issues — Mondale on his executive experience, Hart on his "new" ideas and Jackson on the plight of the poor — but none has emerged as a true trubador, capable of wrestling the Reagan domain by the horns.

This is a not a race of issues and ideals, but rather a contest to see whose face graces more magazine front pages and headlines.

In fact, Hart admitted in a recent Pittsburgh debate that his and Mondale's policies and goals are basically no different.

This concession hurt Hart's chances in upcoming primaries simply because for candidates to separate themselves from each other, and be identifiable, they need to promote and advocate specific and different ideas.

What voters are awaiting is a major policy shift — from any of the candidates — to stimulate interest and provoke legitimate thoughts about the election.

And Ronald Reagan sits smiling in the White House.

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...workers

(Continued from page 1)

discussing the contract, no one would come out."

The old contract allows the city to place workers on "stand-by" at additional costs, something the local would not oppose, Gray said, but the employees would do no additional work otherwise.

The three and one-half-month old dispute centered on the city's offer of a 3 percent annual salary increase and continued coverage of individual and family medical insurance. Local 1670 was asking for a 6 percent increase.

Another proposal by the city would increase salaries by 5.5 percent each year, but the employees would have to

pay any increases in health insurance.

Annual health costs have increased 18 percent in the last year, Eaton said. "Given these kinds of costs the city can no longer pay the full share."

"By the time we've paid the income tax on the proposed 5.5 percent raise," Gray said, "we can't afford the costs of Blue Cross anymore."

Said Eaton of the negotiations, "It was a give and take situation - pretty much of a compromise."

The union and the city council will be discussing and voting on the tentative agreement at separate meetings later this week.

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The Wesleyan Witness

COMMENTARY BY VERNON SCHMID

In a brochure developed some time ago by Christian and Jewish campus ministers the theme was "Learn to be a Questioner." It trusts is to alert students, to the groups, pseudo-Christian as well as non-Christian, who appeal to feelings of loneliness, vulnerability, pain, guilt, and lostness by producing "instant friendships", "magical answers to problems", and manipulation of student feelings of guilt. Some obvious things to remember are: There Are No Magical Answers to your Problems; There Are No Instant Friendships; No One Knows What's Right for You Except You; Guilt Induced By Others Is Rarely A Productive Emotion; BeWare Of Invitations to Isolated Weekends Away From Friends, Family and the University That are Not Explained in Full Because There is No Reason to be Vague Unless There is Something to Hide. Two things that all student should keep in mind regarding the principle of mind control (brainwashing) are: 1) If you can get a person to behave the way you want, you can get that person to believe the way you want. 2) Sudden drastic changes in environment lead to heightened suggestibility and to drastic changes in attitudes and beliefs. Keep these two very real principles in mind for they are well substantiated principles used by cults, both non-Christian and pseudo-Christian. In other words never accept vague answers, always know the name of the sponsoring group (for example C.A.R.P. is a front for the Unification Church), know what's going to happen at any workshop you are about to attend, know what is expected of you, know that you will be free and able to leave anytime you want. Finally, when you feel alone, overwhelmed by decisions to make, reach out to someone you know you can trust like a real friend, a teacher, a parent, a counselor, a crisis hotline, a clergyperson, or a campus minister from a recognized mainline denominational ministry. If you know someone else struggling with the same problems reach out and help them get to someone you can trust before they are lured away from their faith by easy answers, phoney friendship, and pseudo Christian easy steps to salvation and problem solving.

TO MEDITATE ON

"The task of the Church is to make and keep life truly human." - Paul Lehmann.

WESLEY HOUSE HAPPENINGS

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Kim Montsch, Student Resident at Wesley House, and experienced counselor in dealing with cults is available to UD students. Call 453-9882.

ADVERTISE IN THE REVIEW!!!

Wilmington man killed in accident on Rt. 896

A Wilmington-area man was killed late Sunday evening about one mile north of Newark on Delaware 896 after his late-model mini-pickup truck skidded off the rain-slicked road, flipped over a curb and struck a large tree, according to state police.

John V. Mauk, 29, of 512 Cranbrook Road, Woodbrook, was pronounced dead on arrival at the Newark Emergency Center at 8:25 p.m., said Cpl. Dale Hall, state police public information officer. No one else was injured in the accident.

Hall said the 1980 red Plymouth pickup truck was travelling north on Route 896 when the driver attempted to illegally pass another car on a curve just south of Wedgewood Road. When Mauk tried to complete the passing maneuver, he apparently lost control and his truck slid across the wet road, hit an eight-inch curb on the right side of the highway, flew 59 feet before hitting a stump, flew another 25 feet and finally came to rest after bouncing off a large tree.

According to Hall, Mauk was not wearing a seatbelt and it is not known if alcohol was a factor in the crash.

An unidentified witness travelling south on Route 896 said she saw Mauk's pickup passing a vehicle on a double-yellow line. He then swerved in front of that car, lost control and flipped and rolled to a stop in the front yard of the Bristol Knoll office building.

This was the 22nd traffic fatality in Delaware this year, Hall said. This compares to the same number at this time last year.

* * *

A grease fire broke out in the Student Center Dining Hall kitchen Friday afternoon, causing the evacuation of the building.

The fire lasted only five minutes and was put out with little difficulty, fire officials said. No one was reported injured, but the dining hall closed for dinner.

The source of the blaze was a deep fat fryer, according to Jeff Smith, one of several fire officials on hand.



An Aetna firefighter awaits instructions atop the university's Student Center Friday.

According to Smith, the kitchen workers were preparing dinner when one of them spotted smoke coming out of one of the deep fat fryers. The building's automatic extinguishing system was activated, and the fire company was notified.

The Student Center was then evacuated and Aetna Hose, Hook and Ladder Co. fire trucks arrived minutes later and squelched the blaze.

"It was just a simple grease fire," said Smith, "a run of the mill type. We had no problems putting it out. It's just a big cleanup now." he said. "The Board of Health was notified which is routine whenever a food service fire breaks out."

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ADVERTISE IN THE REVIEW

...M115

(Continued from page 1)

background material," she said. "That is the main goal at the math center."

"I think this is the right way to improve the course," Stakgold said. "But I'd rather see students getting remedial algebra skills in high school."

"The administration is worried about student satisfaction," Stakgold said. "But personally, I'm more worried about student standards and work habits."

Students not being prepared in high school for college level math, Daley said, is a "definite problem and adds to the difficulties involved in M115."

To "catch the problem early," Wenger is administering math placement tests to local high school students, then informing them of mathematical deficiencies. "We're trying to deal with the causes," he said, "not just the symptoms."

The course has received its share of complaints, Stakgold said, with most related to

grading and the failure rate. "The changes in the course are a reaction to the administration's view of the complaints."

One administrator endorses the departments actions. "They are making an effort to respond to the needs of the students," said Eudora Pettigrew, associate provost for instruction. "The mathematics department should be commended for it."

Most students see the course as "painful," Stakgold said. While this view will change some, he said, students still won't "like" M115.

In the last 15 to 20 years, Stakgold said, the number of students going to college has risen dramatically. Professors, he said, have "had to cater" to students with relatively little interest in math and who are merely fulfilling requirements.

Said Stakgold, "The system has always had to balance mass education with quality."

"Where's the hat "



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Air Force and Army trek to Md. ROTC cadets in the field

by Jennifer Fenton

Eggs, balloons and bats were the weapons used by military cadets last Sunday at Air Force ROTC's semi-annual Field Day which was held at the University of Maryland.

Delaware's Air Force ROTC Detachment 128 came in second place in the overall competition and they won the Super Athletic Competition in both the male and female categories.

The field day competition, which lasted from 11 a.m. until 5 p.m., is an athletic competition which tests each flight's athletic and teamwork abilities.

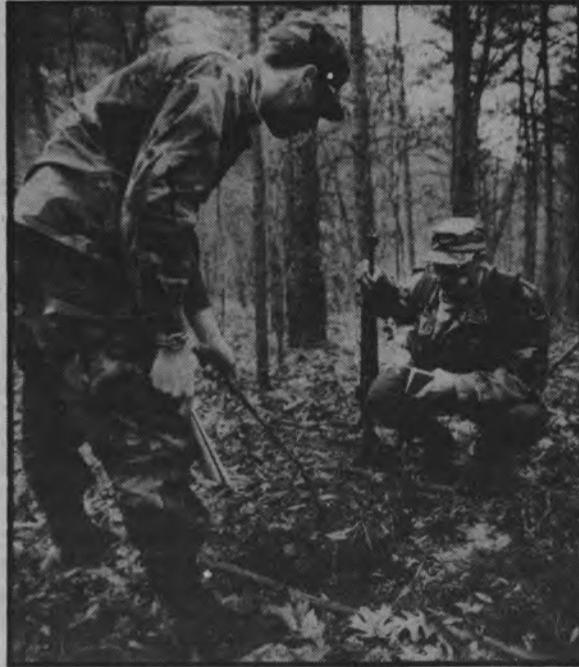
Seven flights (six from Maryland and one from Delaware) were involved in the day-long competition which included such events as the wheel-barrel race, dizzy bat relay, soft ball throw, egg toss, 6-legged race, balloon war and the always grueling tug-of-war.

"These field day activities were produced to promote flight harmony, spirit and morale," said Major Anthony Catullo, commandant of Delaware's cadets.

Delaware's AF ROTC detachment has been participating in the Maryland field day event for the past two years, said Captain Davis, assistant professor of the leadership lab at the University of Maryland. "We invited Delaware because their AF ROTC detachment is rather new and since they are small they don't have enough cadets to have their own field day."

Maryland's AF ROTC program, which started before World War II, has over 280 cadets, compared to Delaware's 60 cadets. "When we first began in 1983, we only had about 28 cadets in our program," said Major Catullo. "We are hoping to have about 90 cadets involved in our program by this fall."

Despite Delaware's small 12 member flight, they left a mark at the competition. Besides



Staff photo by Debbie Smith

SENIOR ARMY ROTC CADET David Critics briefs junior cadet John Shahad on combat maneuvers at last weekends field training exercises held at Fort George G. Meade, Md.

winning the 2nd Place trophy overall, Delaware took both medals in the Super Athletic Competition.

"This event is the most challenging event of the competition," said Major Rich Binger, who heads the Mission Support Staff which organized the field day. "One member from each flight must do the best he can in the pushup and situp event, the spring and the long distance event."

(Continued to page 12)

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...field maneuvers

(Continued from page 11)

In the female category, Cadet Nancy Duarte, a freshman engineering major, won the event for Delaware and Cadet Ed Bordas, a junior engineering major won the men's competition.

"We are planning to host future field days in which we would invite all our military brothers, including the Army ROTC program," said Catullo.

* * *

The University of Delaware's Army ROTC cadets teamed up with Salisbury State College last weekend for a three day long "Junior Weekend" at Fort Meade, Maryland to prepare

and test third-year cadets in field maneuvers.

"The exercise gave the juniors the opportunity to realize their weaknesses and strengths," said cadet Lieutenant Colonel David Critics.

A group of 36 Delaware junior cadets went through numerous field training exercises ranging from basic military skills to tactical field maneuvers.

Sunday's poor weather forced the cancellation of the helicopter and tower rappelling exercises and the obstacle course, but those involved felt the weekend was a success.

"It was a valuable learning experience for all those involved," said Critics.

discussing parental leaves for the first six months of a child's life.

"Children have a right to childhood," Zigler said. Today's adults can restore children's right to play.

...kids

(Continued from page 1)

care services. Pre-natal care for women could prevent some health-related learning problems. Zigler also said corporal punishment in schools should be eliminated.

"Mothers work because they must," Zigler said. He called for training competent caretakers, developing standards for day care facilities and for the private sector to examine itself in relation to flextime, job sharing and child/parental needs.

"It is time for the United States to move into the twentieth century and do what every other industrialized country does," he said, when

...softball

(Continued from page 17)

Stacey Tobia scored what turned out to be the game winning run, on an error in the fifth.

* * *

The Hens showed a flare for the dramatic in sweeping Rider by identical 1-0 scores on Thursday.

In both games, Delaware won on a clutch hit with two out in the final inning and the game tied 0-0.

Brown, who won a game at Drexel in the same situation on Tuesday, lined a 1-1 pitch into left center field to bring home the winning run. The senior co-captain, who holds several of Delaware's offensive records including most career hits, had managed only five all year going out the game.

"She (Brown) struggled the whole game," said Delaware Coach B.J. Ferguson. "I just had a gut feeling she was due."

...Classifieds

(Continued from page 16)

Awesome Omicron Pi's - time to do it again! Greek Games '84.

IT'S ALL GREEK TO ME. Buy your Greek Games painters caps and lollipops in the Student Center Mon - Wed., April 16 - 18. GET INTO THE GREEK SPIRIT.

To the best roommate possible! Tina, Happy 21st Birthday! You've been the greatest friend and I love you. Hope you were surprised!!! Joan.

Mary, you turn my socks inside out. All my love, Bob

Ace dat physiology o' I breaka ya face! Aldo Sterone

CONGRATULATIONS TO the models for the TDC 218 Fashion Merchandising Fashion show. You're lookin' good!!

B & B

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staff photo by Charles Fort

The Hannah Chamberlain House Quaint shops: a crafty idea

by Dan Tipton

The other day, a woman stopped in one of the newest stores in Newark, the Hannah Chamberlain House, and said, "I don't want to buy anything. I just stopped in to tell you that what you have done for the city of Newark is incredible."

Marianne Mihaly, the prime coordinator of the store, beamed.

Formerly the musty, abandoned B&M Market, the two-story Hannah House opened last Saturday across from the Deer Park at the head of Elkton Road. Off-white paint with gray trim brightened up the dull exterior. Hand-carved wares now hang in two plate glass windows once coated with dirt.

From the outside, it appears that the Hannah House is one store, but once inside, the customer realizes that there are actually three: The Wildflower Country Shoppe is a combination of hand-made Williamsburg crafts and dried flowers; the Pied Piper, which opens tomorrow, will be serving light meals; and the Country Crossing is geared to the cross-stitching enthusiast.

"Everything we sell is artisan work from around the country," said Marianne, owner of the Wildflower and the Pied Piper. "And we are craftsmen here too."

The interior is open and airy. On the first floor, most of the merchandise sits on shelves along the walls. Jars of vinegar from the Apple Pie Herb Farm sit on one shelf; clocks set in hand-made porcelain tiles sit on another. Cloth chickens wait in a basket on the floor beside wreaths wrapped in multi-colored dried flowers.

The Pied Piper, a small deli in the rear corner, will serve coffee and danish in the morning, lunches at noon and then an afternoon tea with a fruit and cheese board and croissants. Customers may sample cheese before ordering, and if they wish, may eat at one of several pine tables.

Above the Pied Piper is the Country Crossing. This shop, owned by Jean Salve, has enough kits to keep any cross stitcher occupied. In the other room upstairs, Marianne and her aunt make all the dried flower arrangements that are scattered throughout the store.

As Marianne tinkered with the flowers encircling a straw bonnet, she explained how she decided it was time for her own store after renting space in the Fairfield Shopping Center for a year. She set up shop around the corner, next to Val's Hairstyling.

When the lease for the store came up this year, Marianne moved. "This building looked really bad," Marianne recalled, "but the owner was willing to refurbish the place to our specifications. We knew what we could do with it."

The women named the store after the first woman principal of the Newark Academy. "She was a woman at work in the 1860s and this store is women at work," Marianne said.

After their first week of business, the women seemed confident of their future. Smiling, Marianne said, "We've come a long way."



staff photo by Sharon McCurdy

A VARIETY OF VINEGARS and a basket of meat seasonings sit in the Hannah Chamberlain House, which opened last week on Elkton Road.



staff photo by Charles Fort



staff photo by Charles Fort

THE NEWEST STORE IN TOWN, the Hannah Chamberlain house, features cheeses, fruit and croissants at its deli, above, as well as dried flower arrangements and other crafts. Its old-fashioned atmosphere should appeal to just about everyone.

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Thursday April 19

**EATING
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When you come close enough to touch (but please don't) you discover that these works of art are pure silk shirts, dresses and boas hand-painted and sewn by senior fibers major Lilian Bomgardner. Her silk display, entitled "Wearables," is in the Christiana Commons' exhibit room until Friday, April 20.

"My garments function in much the same way as a painter's canvas," her exhibit statement reads. "They are the ground upon which I build my work."

Bomgardner, who will try to market her garments and accessories to local stores and craft fairs, began painting silk last spring because of "its luscious connotations, sheen, drape and feel."

By painting the silk with countless layers of liquid dye, Bomgardner creates a colorful iridescence that enhances the fabric's own sheen. After she determines the design, she patterns the fabric into a simple "T" shape. This classical form shifts emphasis from costume considerations to a study of fabric," she said.

Her garments, muting delicately air-brushed shades, are either "design-oriented," contrasting bold colors, or "texture-oriented." The eye is drawn to this myriad of hushed pale yellows flowing into peaches and pinks, and startling blacks instantly colliding with reds. Regardless of the coloring, Bomgardner considers her creations "architectural pieces that give clothing a whole new look, moving from wall to dowel to the human body."

Bomgardner stressed the importance of making one's own imprint in the field of silk design and painting. Experimenting with silk led her to discover shredding the fabric into a uniquely structured silk boa.

"I wanted to see how far I could stretch it," she said, adding that she burned silk form into some of her garments to further personalize her designs.

Her garment designs are based on the designs she uses for earrings. She first paints a small section of material to see what colors work well together and what design will give her a good, bold look.

She then enlarges the design onto silk, creating versatile and timeless pieces. Each piece takes approximately three days to complete.

"Wearables," which opened April 2, began on an encouraging note when Bomgardner sold all but four of her 29 pairs of earrings. Her earrings (\$10 per pair), and shirts and dresses, approximately \$75 each, will be on sale today and Thursday, 5-7 p.m. in the Christiana Commons.

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Playing mind games

Visitor knocks 'em out

by Tracy Randinelli

"Now, watch this shiny ball go back and forth, back and forth. Your eyelids are getting heavier and heavier, you're getting sleepier, sleepier..."

If this is your opinion of the process of hypnotism, you've probably been watching too many Gilligan's Island reruns. A psychological reality, hypnotism is "a known tool... that can be used for many good things," said professional hypnotist Theodore Eiferman, who demonstrated his work in front of a packed crowd in Bacchus Monday night.

"Hypnosis is a state of mind in which you are concentrating on one thing until everything else becomes oblivion," Eiferman told the audience.

Eiferman, who was also one of the most popular attractions at Student Center Night last month, compared hypnosis to watching television, reading or sleeping because of the mental focus involved. "Everyone can be hypnotized," he said, "because you couldn't fall asleep without it."

Eiferman stressed that a hypnotist has no control over people who are hypnotized. He said he couldn't make a person do something they didn't want to do because "if you go under you have good control of your own mind."

The people easiest to hypnotize, Eiferman said, are people who "take orders rather than give them," and people who do not fight the relaxation process.

Eiferman, who has a masters degree in education from Temple University, said he has been practicing hypnosis since he was eight years old. He is certified by the Hypnosis Society of Pennsylvania and, in addition to performing his hypnosis act, is also a practicing hypnotherapist in New Jersey.

Friday night's show in Bacchus differed from the one at Student Center



Night in that there were more volunteers and less people who actually "went under." Out of 18 hopefuls, only a third were hypnotized enough to participate in the show.

Participating in Eiferman's show was quite an experience for the volunteers. They were hypnotized by concentrating on a spot in the room and relaxing themselves. The transformation into a hypnotized state could actually be seen as the participants' bodies became limp within minutes.

Once they hypnotized, Eiferman had the volunteers believing some



staff photos by Joanne Dugan

HYPNOTIST THEODORE EIFERMAN puts volunteers from a Monday night Bacchus crowd into an amusing trance.

very strange things. At one point, he told them that it was extremely hot in the room. "You must cool off anyway you can," he commanded, and shirts and shoes were immediately discarded by many.

Eiferman also had various participants selling imaginary peanuts and popcorn to the audience, imitating a ballet dancer or opera singer, and seeing naked people through a pair of eyeglasses.

Not all the volunteers did everything Eiferman asked because subconsciously, they didn't want to, he said. "Some people react to things and some people don't, depending on how they feel."

Eiferman's "Bela Lugosi" voice, as he put it, was what participant

Valerie Lipincott remembered the most about her experience. "It was the most interesting thing," she recalled. "I just wanted to listen to his voice all the time."

Another volunteer, Kevin Burton, felt like he "was in a no-man's land." "I was trying to fight to keep myself under," he said. "I felt like I was being compelled to respond to a lot of things."

Eiferman said anyone can learn to hypnotize others and that being hypnotized by an amateur is not dangerous. The important thing, he said, is to know how to bring someone out of a hypnotized state correctly. "If people come back too quickly," he said, "they may experience after-effects."

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Tuesday, April 17

ALCOHOL AWARENESS DAY



Sweetie,

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— Puppy

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lost-found

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Lost, Gold ring with greenstone, please call Alicia, 366-9267.

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SUMMER SUBLET or LEASE TAKEOVER: Furnished University Garden Apt. - 2 bedroom, NO BUGS, very close to campus, reasonable rent. Available June 1; Call Steve 368-8707 (days); 451-2633 (evenings).

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1 or 2 male or female roommates wanted to share 2 bedroom Paper Mill apt. Available June or Sept. Call Bonnie or Ellen at 368-9260 after 6 p.m.

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Available: 2 bedroom Towne Court apt. Take over of lease starting June 1. Contact: 453-1331.

2 bdrm. Paper Mill apt. to sublet starting June 1. Room for 4 people. Walk-in closet. 2 bathrooms and large living room. Building close to pool. Reasonable rent, may take over lease in Sept. Some furniture available. Call 738-9652.

Female roommate wanted to share Paper Mill apartment for summer. Call 454-1566.

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To the person who took my white Beacon Beach jacket from the Commons III Beach Party last Saturday - please return it to Commons III!!! I miss it! It means a lot to me, not to mention my P.D.I. card, I.D. card & drivers license. No questions asked, just get my jacket back to me.

(Continued to page 12)

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Hens stretch win streak

by Andy Walter

Delaware's softball team has talked all year about turning the season around. After sweeping three doubleheaders in one week, they have - taken a 360-degree turn.

The Hens, who a little more than a week ago were 1-6, have reeled off seven straight wins to go over the .500 mark for the first time this season.

"We go out now and we know we're going to win," said co-captain Jill Fuchs, after Delaware's latest sweep, 2-1 and 5-4, over East Coast Conference foe Bucknell on Saturday.

Delaware 2 5
Bucknell 1 4

"We've always had the confidence, it was just a matter of executing."

In the first game, the only one that counts towards the ECC record, Delaware (8-6, 3-1 -ECC) rode another strong effort by pitcher Sue Coleman (3-3) for the win. Coleman allowed only one hit in lowering her ERA to 0.34.

The Hens got clutch RBI singles from Marge Brown in the first inning, and Lisa Bar-

toli in the fourth to account for both runs.

"Instead of getting a hit with two outs and nobody on, we're getting them back to back with no outs," said Fuchs.

Bucknell (4-5-1, 3-1 ECC) scored in the seventh to snap a string of 37 shutout innings for Delaware.

Carol Carter knocked in three runs in the second game, as the Hens held off a late charge by the Bison.

Carter drove in two runs with a double in the fourth to give Delaware a 4-0 lead.

(Continued to page 12)

Golfers seek consistency

by Lance Hill

Consistency is a key element found in every sports dynasty. It's something the Delaware golf team is in search of as the East Coast Conference championships draw near.

The Hen's up-and-down week included blowing out Johns Hopkins and losing to Lehigh and Navy.

At John Hopkins, Brad Hublein (79) and Bob Mattone (80) paced Delaware to its lopsided 381-411 victory. But at Saucon Valley, Lehigh edged Delaware 381-387.

"I think we're their equal and they are ours," said Duncan of Lehigh. "None of our ball players had ever played Saucon Valley before either."

Mattone (81), Paul Ritter (82), and Hublein (84) played Delaware's best rounds. "Lehigh is tough to play at Saucon Valley," said Mattone. "We just didn't get the breaks we needed."

Navy was a completely different story.

"Navy right now is one of the four top teams in the whole East," said Duncan. "You have to play some teams like that to prepare for the ECC championships."

"They played very good and we played very bad," said co-captain Matt Unsworth of Navy's 389-432 victory. "We were three or four strokes high a man," said Duncan. Mattone, Kevin Gallagher, and Ritter were low men for Delaware with scores of 86.

One thing Duncan would include on this week's shopping list is a steady low scorer. Perhaps no single player stands out due to the balance and depth of the squad. But it would comfort any coach to know he has a player that will consistently be there in the clutch.

"No one has stepped forward at this point," said Dun-

can. "That is what disturbs me."

"This week we'll sharpen up the things that bring your score down," said Duncan. "We have some tough matches. "We're a week away from being sharp."

Delaware continues its heavy road schedule when it travels to play Widener today and Rutgers and ECC-foe Rider tomorrow.

"Having so many away matches can be an advantage and a disadvantage," said Mattone. "Playing different shots and different courses will help us in the ECC championships."

CERTIFIED SCUBA INSTRUCTIONS CLASSES START APRIL 15

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Crucifixus etiam pro nobis:

MAUNDY THURSDAY (April 19)

6:00 p.m. - Simple supper (soup and bread)
7:00 p.m. - *Maundy Liturgy: Footwashing, Procession to the Church, Holy Eucharist, Stripping of the Altar
Night: Watch with the Lord, a vigil.

GOOD FRIDAY (April 20)

12:00 noon - The Proper Liturgy of Good Friday
Holy Communion from the Reserved Sacrament

HOLY SATURDAY (April 21)

9:00 a.m. - Holy Saturday Liturgy

Et Resurrexit!

THE GREAT VIGIL OF EASTER

(SATURDAY NIGHT: April 21)

10:00 p.m. - Reading of the Nine Lessons of Deliverance
11:00 p.m. - *Lighting of the New Fire, Exsultet, Holy Baptism, Easter proclamation, First Eucharist of Easter.

SUNDAY OF THE RESURRECTION:

EASTER DAY (April 22)

8:00 a.m. - Holy Eucharist
10:00 a.m. - * Sung Eucharist of Easter Morning
5:10 p.m. - Evening Prayer
5:30 p.m. - Holy Eucharist

*The liturgies marked with an asterisk take their form from very ancient practice in the Church and full historic ceremonial elements, including some use of incense, are a part of these services.

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BLOOD BANK OF DELAWARE



Tennis team whips Hawks

Delaware's men's tennis team defeated St. Joseph's 8-1, for its third straight win Thursday at the Delaware Fieldhouse.

Team captain Ron Kerdasha raised his personal record to 7-2 by crushing Paul Shultz in two straight sets 6-0, 6-3.

The only obstacle on the way to a possible Blue Hen sweep was the play of the Hawks' Pradeep Crasto. Crasto defeated Delaware's number one player, Chuck Herak, 6-4, 7-6.

Other Hen winners in singles included Sam Sneeringer, Jaime Ferriero, Mark Quigley and Mike Epstein.

Sneeringer, last year's Player of the Year, handily

put down his opponent Jeff Nayeem in straight sets, 6-3, 6-4, while Ferriero defeated Steve Zardet in three sets, 2-6, 6-3, 6-0.

With a 5-1 lead going into doubles, Coach Roy Rylander replaced some of his regulars with promising young players.

Freshman Paul Bozentka teamed up with Sneeringer to defeat Shultz and Zardet 2-6, 6-3, 6-0.

Jim Kelly and Jeff Alecci, also freshmen, put down Bill Hoedt and Steve Barnco in straight sets, 6-3, 6-3.

The Hens (5-4) travel to Bucknell Wednesday and will host Lafayette Saturday for two more East Coast Conference matches.

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ADVERTISE IN THE REVIEW

Donatelli, Redgrave help Hens gain split

by Jay McLaughlin

The Delaware baseball team needed sparks from Andy Donatelli and pitcher Geoff Redgrave to split an East Coast Conference doubleheader against Rider on Saturday and finish the week at 2-2.

Donatelli's solo home run in the top of the eighth inning provided the winning margin in the Hens' 5-4 victory as Geoff Redgrave notched his third win in four decisions.

Rider won the first game of the day 8-4 and took a 4-1 lead into the sixth inning before the Hens scored four unanswered runs.

Mark Rubini tripled in the sixth to break up Jack Armstrong's no-hit bid and Dar-

Rider 8 4
Delaware 4 5

Delaware 12
West Chester 3

rell Booker walked before Donatelli doubled to center to score both Rubini and Booker to cut Rider's lead to 4-3.

Mark Ringie singled in the seventh before Todd Powell tripled to tie the score at four.

"We were flat the first game and the early part of the second game," Donatelli

said, "but we turned on the switch and got a few big hits."

Redgrave gave up four runs in the first five innings, but settled down in the last three to retire the last nine Broncs in order while the Hens 17-9-1, 4-2 ECC rallied from behind.

"I knew the offense could come back," Redgrave said, "so I just concentrated on getting the last six outs by jumping ahead of the batters and just throwing strikes."

Sunday, the Hens avenged last week's 2-1 loss to West Chester by beating the Rams 12-3 behind the hitting of Mark Ringie and Mike Hebert and the strong pitching of Chris Curtis.



Andy Donatelli

Ringie's two-run homer in the third inning gave the Hens a commanding 4-1 lead and also extended his own hitting streak to 14 games.

Hebert was 2-for-2 with three RBI and his first home run of the season, a two-run shot in the fourth inning.

Curtis pitched eight innings to raise his record to 4-1 by scattering 10 hits and allowing only three runs.

The Hens' batting average dropped 15 points over the weekend to .349, but Donatelli is not concerned.

"We are in a slump right now, but we will bounce back this week. Our four ECC games are all 'must wins'."

The Hens play Drexel at home Wednesday and travel to Drexel Thursday before hosting conference-leading Lehigh on Saturday. Delaware travels to non-conference rival Villanova today.

Mitchell runs to 10K win

by Mike Fagnano

On what head coach Sue McGrath called a "pretty miserable day" the Delaware women's track and field team produced some very good results.

Heading the list of Hen athletes to do well at Saturday's Mason Dixon relays was Kim Mitchell who won the 10,000-meter run in 37:08.

"Kim was trailing by 200 yards for most of the race," said McGrath, "then, with eight laps to go (two miles), she started to chip away (at the leader). Kim took the lead with two laps left and just held on." "I thought I'd never catch her," said Mitchell. "I saw her start to slow down with two miles left. I caught her and threw in a surge."

Mitchell's final lap became somewhat of an ordeal. "When I came around for the 25th lap, I was feeling

good and ready to try and break 37 (minutes). All of a sudden, when I tried to pick up the pace, I felt really weak and I felt like I couldn't breathe."

Nancy Zaiser set a new school record in the long jump at 18 feet ¼ inch, while finishing fourth. The old mark was 18-0 set last season by Laura Fauser.

"I expected to do my best the night before the meet, but not when I got there. When I saw the weather, I decided to not even try for 18 feet," said Zaiser. "I guess I still had it in the back of my mind, though."

Zaiser credits the busy schedule for the improvement that has seen her set two personal records in seven days. "We've had a lot of meets, and my racing speed is better. I'm sprinting, not just floating down the runway. I'm getting more of a feel for where I am in the air, and gaining more experience."

Also placing well for the Hens were, Barb Wolff, fourth in the javelin 124-5 and fifth in the discus (105-0), Carol Peoples, fourth in the discus (123-3), and Jody Campbell, fifth in the 3,000 meters (10:29.6).

Whalen wins on 183-ft. toss

by Meghan Kirk

Greg Whalen's approach to throwing the javelin has changed tremendously since last year.

Scott Reynolds, the new field event coach has been a big factor in the changes Delaware's top javelin thrower has made. Reynolds has shown training films to his throwers and has helped Whalen make the changes in his form.

"He's been a really big help as far as my steps go," said Whalen. "My steps are radically different and I've speeded up my approach."

Whalen has finished first against every school this season and the East Coast Conference meet against Drexel and Rider Saturday was no exception. He won the javelin event with a throw of 183 feet.

Delaware defeated Drexel while losing to Rider. Delaware (4-1, 1-1

ECC) also defeated Philadelphia Textile and Columbia University on Saturday.

Whalen said his biggest competition is Rider's top javelin thrower.

"I've changed a lot between the two meets we've had this season," he said, "and I'm trying to get through some injuries."

Whalen credits some of his improvement to several Delaware graduates he works out with and to fellow javelin thrower Miles Mettenheimer. "He's almost like another coach," said Whalen.

Whalen hopes to qualify for the IC4A championships in May. "My goal right now is 210 feet and I need a throw of 209 feet to qualify for the championships."

"The field events count a lot in meets, especially in our school," he said. "And I'll definitely get better as the season goes on."

In Saturday's meet, Delaware's Grant Wagner pole vaulted 14 feet to win the event and Dave Loew finished first in the 200 meters. Dan Miller won the shot put with teammate Steve Hansen finishing second.

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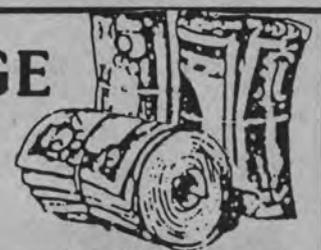
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SPORTS

Penn St. loss keys turnabout



staff photo by Charles Fort
Missy Meharg

by Lon Wagner
"To lose a few games wouldn't kill us," said Delaware women's lacrosse co-captain Karen Emas at the start of the season.

Apparently Emas was right.

Delaware suffered a humbling defeat to Penn State last Tuesday, but bounced back with impressive victories over Towson State (21-10) on Thursday and Lehigh (14-7) on Saturday.

The Lehigh victory was an important one for the Hens as they boosted their East Coast Conference record to 3-0 and broke the five game win streak of the Engineers (3-1 E.C.C.).

The game was marked by unusually aggressive play by Lehigh, which coerced the Hens into the same style of play.

Delaware	14
Lehigh	7

"They're scrappers," said Emas. "They'll do anything to beat us."

Emas should know. Last year, Emas and the Hens had to scrap to beat the Engineers, 9-8 in overtime, in the ECC championship finals.

With 19:25 gone in the first half and the Hens narrowly

holding the lead at 5-3, Emas took the ball in for a score, but not without being abruptly knocked to the muddy turf.

The goal, her third in a row, propelled the Hens to an 8-3 halftime lead and the Engineers would not pull close again.

"This being a conference game," said Delaware Coach Janet Smith, "It's an important game for the seeding of the (E.C.C.) tournament."

Junior Missy Meharg led the Hens in scoring with six goals and two assists. Emas also had six goals followed by Anne Wilkinson (1 goal, 2 assists), Denise Swift (3 assists), and Joanne Ambrog (1 goal).

"They wanted so badly to

do well after losing to Penn State," said Smith, "they were tense in there."

The Hens were tense in the beginning of the Towson State game on Thursday, but it didn't take them long to loosen up and turn in one of their most convincing victories to date.

Towson charged out to a 5-2 lead, but a key interception by Maureen Wilkinson sparked an offensive comeback that was led by Emas (8 goals) and Meharg (5 goals, 2 assists).

Swift played an inspired game (4 goals, 3 assists) and was followed by Ambrog (2, 2), Anne Wilkinson (1,1) and Beth Manley (1 goal).

Newark Bicycle Classic

Olympic hopeful Steve Tilford of Topeka, KA won the Newark Bicycle Classic on Saturday with a time of 1:16.55 for the 35-mile course.

Eric Conrad, director of the race, said that the caliber of racers that showed at the classic exceeded his expectations. Conrad, of Newark, finished 16th in the feature race in 1:19.

There were approximately 250 riders in all eight races on Saturday, 54 riders in the feature race alone. Of the 54 riders there were two U.S. Olympic hopefuls in Tilford and Steve Pyle.

Tilford, the current National Cycling champion, raced Sunday in the National Capital Open, in Washington, D.C. and finished 20th.

Conrad said Tilford used Saturday's race to loosen up for the race on Sunday in Washington.

The Open was one of the races on the national circuit that adds points to a racers standing. The



STEVE TILFORD CRUISES to victory.

points that the racers accumulate help to select competitors for the Olympic trials and also decide the National champion at the end of the season.

Conrad is hopeful that the Newark Classic could someday be part of the national circuit.

"Newark has the potential," said Conrad, "to be a host to a National Classic Race."



FIFTY-FOUR RIDERS competed in the professional race through Newark Saturday.

Staff photo by Jonathon James

Men try to make top 10

by Tom Mackie

"We're now in a position where we have the chance to make our own destiny," men's lacrosse coach Bob Shillinglaw said after Delaware's 25-6 destruction of Lehigh Saturday.

Shillinglaw, however, was not speaking of the lopsided away victory over the Engineers, but rather today's meeting against nationally ranked Adelphi.

Delaware	25
Lehigh	6

Adelphi beat highly ranked Hofstra this past weekend thus giving the 6-2 Hens an opportunity to knock off yet another top ten team.

"Adelphi is a proven winner and if we beat them we'll be in a great position for a solid ranking," said Shillinglaw.

For the Hens, Saturday's victory was a real confidence builder for the entire team.

Delaware led in every statistical category except for penalties. Having suffered excessive penalties in the beginning of the season, the Hens limited themselves only three against the Engineers.

With Delaware leading 10-0 at the end of the first quarter, the starting team was pulled to give the younger players some playing time.

Regulars Randy Powers and Mark Seifert led the Hens with four goals each. Fellow attackmen Pete Jenkins and Chris Guttilla chipped in with three goals and two assists each.

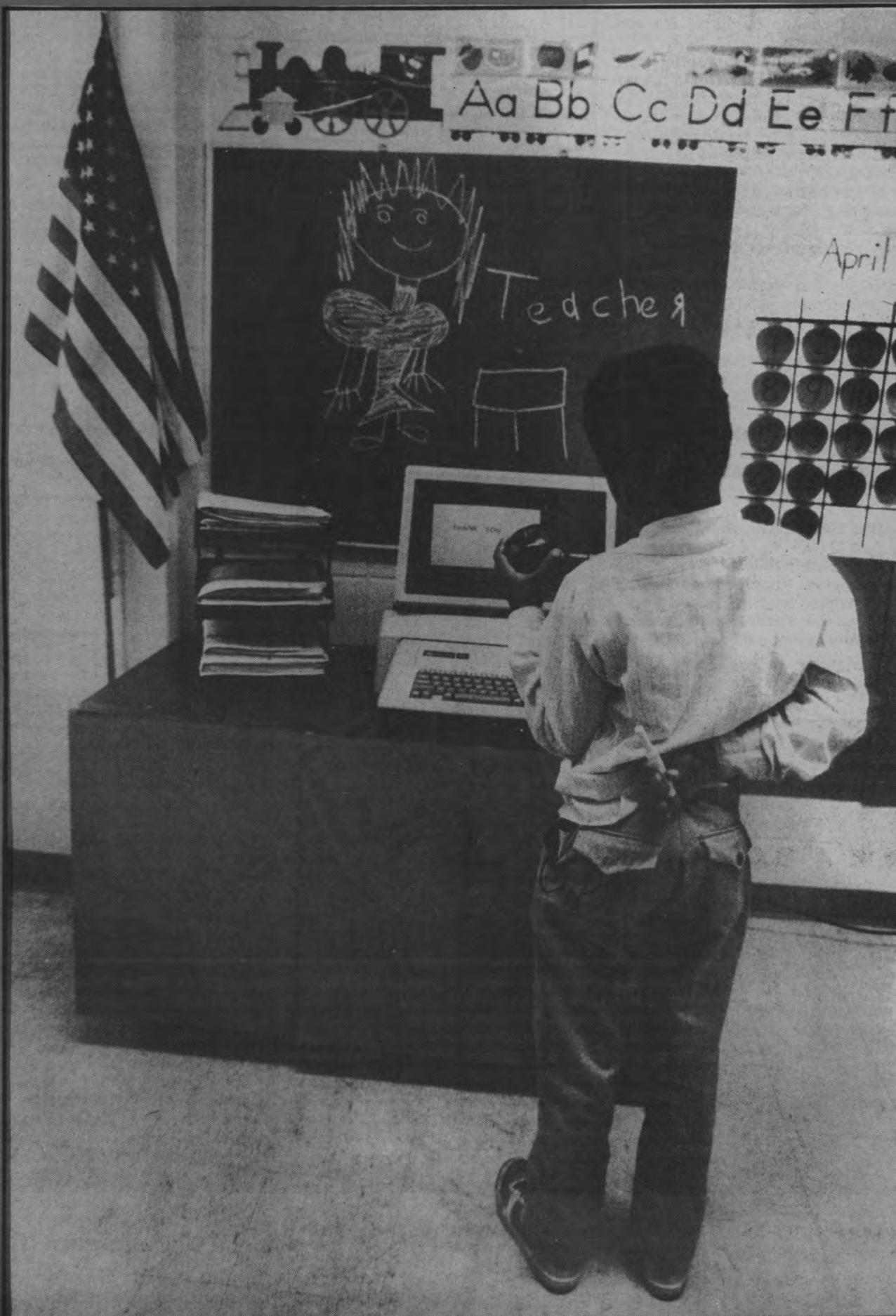
Goalie Jim Rourke stepped out after the first five minutes of the game with two saves. He was replaced with freshman Steve DeLalgy, who recorded eight saves.

"The second team came in and was impressive," said Shillinglaw. "They showed me they are a very capable group."

THE REVIEW

EDUCATION

April 17, 1984



from the editor....

*'Tis education forms the common mind:
Just as the twig is bent, the tree's inclined.*

—Alexander Pope, *Moral Essays*

Education. The word provokes a thousand thoughts.

This is the age of information—an era dominated by new advances in technology and computer-based instruction—but there is a dark side to the situation.

Illiteracy, a term usually reserved for “backward” Third World countries, is a dark cloud hanging over America—a disease that needs to be eliminated.

According to 1983 White House statistics, 23 million Americans—one in five adults—lack reading and writing abilities to cope with the normal demands of daily living. In addition, 13 percent of all high school students in the country graduate with reading and writing levels of a sixth grader.

In the past 20 years, educators have experimented with such innovations as the open classroom, and parents fed up with the public school system have sent their children to private schools in record numbers in search of a better education. Some parents, rejecting any institutional approach, have attempted to teach their children at home, without any professional instruction.

Recently, governments at the national, state and local levels have proposed measures to curb the rising tide of mediocrity. High schools and colleges have also constructed specific proficiency requirements for graduation, but the problem lingers.

Part of the predicament lies in the increased interest in technically related fields—and money. College graduates are flocking to higher paying jobs in industry, leaving the nation's classrooms intellectually naked.

A few years back, a person wanting to be a teacher could not buy a job. The problem has now taken a difficult angle, as schools are busy offering jobs, but those becoming teachers cannot afford to buy dinner.

Hopefully, the new educational proposals will lead to reforms making the teachers the respected and esteemed artisans they once were. Theirs is the craft that molds intellectualism—an ideal we cannot ignore.

* * *

This magazine focuses on the state of education, and what lies in store for the future.

The project is a culmination of tremendous effort on the part of many individuals. Special thanks goes to the Reader's Digest Foundation, whose funding helped make this special section a reality, the Review photography department which devoted many hours, and especially M. Daniel Suwyn, who coordinated and managed the entire project.

—K.C.M.

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CONTENTS

April 17, 1984

Gov. Pierre S. du Pont **B-3 Looking toward the future**

E.A. Trabant **B-4 Time For a New Emphasis**

*Linda Koszarek
Ellen Skolnik* **B-5 The Candidates**

*Valerie Greenberg
Derrick Hinmon* **B-6 Profile**

*John Holowka
Kimberly Bockius
and Rose Tibayan* **B-7 Trends & Ideas**

Clare Brown **B-8 The Open Classroom**

Dennis Sandusky **B-10 Asimov**

Dennis Sandusky **B-11 A Nation in Crisis**

Owen Gallagher **B-12 "We Won't Let This One Drop,"**

Jackie Marquez **B-13 An Exceptional Student**

Andy West **B-15 Amateurs in a Professional Game**

M. Daniel Suwyn **B-16 The Pendulum Has Swung Back**

cover photo by Debbie Smith

LOOKING TOWARD THE FUTURE

by GOV. PIERRE DUPONT IV

Six months ago in Denver, I was elected chairman of the Education Commission of the States, a national organization dedicated to improving education in America. As ECS chairman, I have travelled all over the country meeting with students, educators, parents and business leaders who have become involved with our nation's schools.

The people I have talked to are deeply concerned about the state of education in America. If we are to believe public opinion surveys, most Americans want education to improve, and they are willing to do whatever has to be done to help — to work with teachers and administrators, to support tougher standards, and in many cases to spend more on education.

Not since Sputnik has such concern and broad support existed in this country, and for the first time in decades we have the opportunity to effect basic changes in education, renewing the emphasis on reading, writing, mathematics and communication.

What does this mean for education and, more important, for the students in school today? If we succeed in making academic excellence a fact of American life, what can we expect over the next five or ten years?

To answer that question, it is necessary to first consider what kind of world today's students will face when they graduate from high school and college and look for work.

For most of its history, the United States, with its vast natural and economic resources, has been insulated from the effects of international trade. But in last few decades advances in communications and transportation, combined with energetic foreign industries often able to match our producers in quality at a lower cost, has made much of American industry vulnerable to international competition. Since 1958, the value of foreign

trade relative to the U.S. gross domestic product has more than doubled.

Faced with foreign competition and trying to keep up with high-speed advances in

technology, American industry is evolving faster and faster. There was a time when a man or woman could go to work and remain with the same company, and even

in the same skill, until retirement. No longer. The American worker, whether he finds his or her first job after graduating from high school or goes on to college,

must be prepared to change careers two or three times as technology and competition change the workplace.

We are beginning to see this happen in America, as markets disappear or foreign competition squeezes U.S. industries. Structural unemployment is beginning to plague the nation, although Congress and the Washington bureaucracy ignore the growing problem. Eventually Washington must act to help the workers who already have lost their jobs, but in the meantime we have the opportunity to provide the basic education that will enable today's students to prosper in a world where lifetime jobs are becoming a thing of the past.

Obviously, computer literacy should be part of this basic education, because computers now touch virtually every aspect of our lives. But I do not think we should build the curriculum around twelve years of bits, bytes and subroutines. Rather, we must concentrate on producing adults who can read intelligently, compute accurately, write clearly and think precisely. And our schools must assure that their students learn how to learn.

Every high school senior, whether headed for college, a high-tech factory or a corner business, can bring no more valuable skill than the ability to learn what is expected of him or her and do the job.

So what kind of educational future can we look forward to five or ten years from now? If we keep our national resolve to do something about education, if we can maintain the involvement of parents and business, if we succeed in making school a demanding and rewarding experience, then in the next decade we will begin to see a much more skilled American workforce. We will be producing adults who are able to meet the requirements of sophisticated, high-technology industries, and who will have the basic learning skills to take on new and more challenging jobs as industry evolves.



ESSAY

BY E.A. TRABANT

TIME FOR

A NEW EMPHASIS

The following is based on remarks University President E.A. Trabant gave before the university faculty senate on March 5, 1984.

I want to address an issue that I believe should be one of our pre-eminent concerns for the next few years: namely, undergraduate education at the University of Delaware. This goes beyond quality of undergraduate education. It goes to the strength and stability of our total enterprise. Much of what we do derives from a foundation of strong undergraduate programs. Before I tell you why I think we must assign more importance to undergraduate education, I will summarize some observations about the distance we have traveled since the direction was set by the work of the Community Design Commission some thirteen years ago.

The decision to increase the faculty by one-third during the 1970's provided a stimulus for program development that has enhanced our reputation several times over. Graduate education, research, and service activities of the faculty have received great emphasis during these thirteen years. And this is the way it should have been. The emphasis upon scholarly activity has paid great dividends.

When the recent assessment of research doctorate programs was reported by the conference board of Associated Research Councils last year, eleven of our departments received recognition for the quality of their faculty and graduate programs. Only two of our departments received such recognition in a similar survey performed in 1969 by the American Council on Education. In 1969, federal obligations for academic science placed the University of Delaware into the top 200 universities and colleges receiving such funds; in the latest report of federal obligations for academic science, we placed just below the top 100, with several of our departments ranking well into the top 100. This is remarkable progress.

The key to preserving and enhancing the reputation of a university is to make selective changes. Several of our departments have established records of nationally recognized excellence in graduate education and research. These pro-

grams are distributed through out the disciplines, providing the balance required of a good university.

Our immediate task calls for a transition to a balanced emphasis on undergraduate instruction and scholarly work. It requires careful treatment and full attention.

I am not suggesting a retreat from the endeavors of the past thirteen years. By any measure, the education and services we provide today are richer by far than they were just a decade ago. Our emphasis upon quality and the diligent efforts of our faculty have strengthened our programs and our reputation. What I do propose is that we preserve these gains while simultaneously increasing the emphasis upon the total undergraduate learning environment at our University.

Why should we place emphasis upon undergraduate education? Speaking very simply, the answer is as follows: I believe it is time for our university to reaffirm as a primary function the nurturing of the intellectual growth of our undergraduates. Our graduates must be prepared to find and effectively use information. They must live and study in an environment which will extend their capacity to function well and wisely in the activities they pursue.

We have accomplished a great deal. We have established a fine Honors Program. We have recently implemented new general education requirements. There has been an increase in the number of double majors, and we have been able to offer more undergraduate research opportunities as well as a variety of organized cultural opportunities.

However, we need to do more. As I went back and reviewed the Community Design, I found that much of what we planned has come to pass. But most of what is yet to be done has to do with undergraduate education. In particular, we need to examine the things which must be done to strengthen the total learning environment of our undergraduates. In other words, we must examine the whole of the undergraduate experience, to effectively propose and put into place changes that will enhance the likelihood of graduation for the students we enroll and better prepare them to function as capable leaders in the international, multi-cultural world of the 21st century. We must also propose and put into place possible changes

so that the interactions of the faculty and students may revitalize the total undergraduate learning environment.

Therefore, I am asking the president of the faculty senate to meet with me to form a Commission on Undergraduate Education which will have as its principal charge the development of recommendations to strengthen the undergraduate education environment at the university. This is not a study of individual academic units or programs, although the Commission may wish to examine individual programs as a source of information. On the contrary, it is my intention that this commission be encouraged to examine all aspects of undergraduate education; in short, the scope of inquiry will be unlimited. The work of the Commission will help us to understand better the total undergraduate education experience at the university so that we may build upon an already established tradition. I am naming Dr. Frank Murray, Dean of the College of Education, Chair of the Commission on Undergraduate Education. Dr. Murray will advise me directly on the activities of the Commission. I expect that the Commission will be under way very shortly and that it will be able to report significant recommendations no later than the May Senate meeting, 1985.

As any observer of our university knows, we have worked hard to integrate research into our undergraduate program. In general, the future of our university depends heavily upon our ability to broaden and deepen our involvement in research. The obvious need to find new funds for research has become a matter of discussion on our campus and among business and political leaders in our state.

When I appeared before the Joint Finance Committee of the Delaware General Assembly on February 28, I reiterated a plan that I had set forth last year under which the state would provide additional funding to the university, which the university would match using outside funds to generate new research activity. The spin-off benefits of this activity were recently demonstrated in a survey of UDRF grant recipients. During the period 1976-1981, there were twenty respondents who had received research support from

UDRF in the amount of \$213,000. Subsequently, as their research developed, these investigators received an additional \$2.4 million from outside sources to continue their work. The beneficial effects of this activity have not been lost on the members of the Delaware General Assembly, particularly the sponsors and supporters of House Joint Resolution 12, introduced last year, under which funding may be provided by the General Assembly as supplemental support for the university to advance this additional research activity.

I mention this because I want to relate the efforts under way to provide increased funding for research at the university. As we expand our activity, it becomes more apparent that we must better understand how our research efforts relate to each component of the total educational program. We must carefully examine the allocation of university funds to research so as to obtain the maximum possible educational advantage from these funds.

In addition to the research function on our campus, you may be aware that the university is now developing two research parks — one in Lewes and one adjacent to the new site of the Wilmington Medical Center at Stanton. The development of these research parks is believed to be important to the university for the future of our overall research program, as a part of our university/industry interaction efforts, and as a source of potential revenue to the university in the future.

I am sufficiently concerned about the future development of our total research undertakings, and at the May meeting of the faculty senate, I will be reporting further on this topic. In the meantime, I encourage anyone who might wish to work closely with me on this to contact me directly. As I continue to develop a university-wide examination of this issue and a program for its implementation, I will seek the advice of the faculty senate Committee on Research as well as other faculty senate committees to which Dr. Smith and the Executive Committee of the Senate may wish to refer this subject. In short, I expect to take specific action before the end of the current academic year and will appreciate hearing from any of my colleagues who have views or question on the research efforts at our university.

How the candidates stand on **EDUCATION**

The Race for President



President Reagan

Education has become one of the major political issues of this year's Presidential campaign, with President Reagan's policies being intensely scrutinized.

Whereas the Democratic candidates are emphasizing increased spending to improve educational quality, Reagan strongly opposes more Federal spending on education.

During this term, Reagan had hoped to eliminate the Department of Education and return control of education to state and local governments.

Reagan has urged schools to re-emphasize the basics and instill discipline. He is also in favor of merit pay, a system of raising the salaries of superior teachers.



Jesse Jackson

Jesse Jackson will be stressing the importance of education through a program he calls PUSH-EXCEL, an education-improvement organization.

As a part of Jackson's campaign, he emphasizes the need for children to learn basic skills, and for parents to become more involved with their children's studying.

The funding Jackson would receive if elected would go towards the improvement of bilingual education, predominantly black colleges, Pell Grants, and work-study programs.



Gary Hart

As senator of Colorado, Gary Hart introduced the American Defense Education Act, a fund to improve programs in science, mathematics, computer science, and foreign language.

In 1983, Hart also co-sponsored the High Technology Morrill Act, a plan to provide grants in higher education for improving science, engineering, and technology-related fields.

Hart has worked in cooperation with the National Education Association and has recently proposed an increase in vocational-education funding.



Walter Mondale

Walter F. Mondale, is a strong advocate of education and federal spending to improve educational programs.

Last May, Mondale proposed \$11 billion in federal spending for education. His program included funding to support community-level reforms, improve teaching quality, increase student aid, and support education studies.

Mondale is against school prayer and tuition tax credits and is endorsed by the American Federation of Teachers and the National Education Association.

TIME PHOTOS

Delaware's Gubernatorial Bout

Democrats

Dave Levinson

Quality education for all Delaware students from elementary through graduate school would be a top priority for the Levinson administration. Specifically we must make certain that we attract and retain high quality dedicated teachers at all levels of education. This can be accomplished only by maintaining high professional standards at all levels and paying salaries competitive with competing professions.

An important priority is better communication between our schools and industry in our state to assure jobs for our graduates and properly trained employees for our industries.

Full support for and encouragement of higher education is mandated by an increasingly technical society. Cooperation between state government and the administrators of higher education can produce great strides.

Bill Quillen

Improving the quality of public education in the State of Delaware will be my number one priority as Governor. I would urge curriculum, funding, management and professional development.

In the area of professional development, we cannot engender students' respect for teachers if we show them no respect ourselves. I believe that we must encourage parent participation and create an atmosphere conducive to learning and respect. I would propose raising entry pay scales to attract high achievement college students for teaching jobs. If we indeed believe that educational reform is a critical priority, we must be ready to make the financial commitment necessary to improve public education in our state.

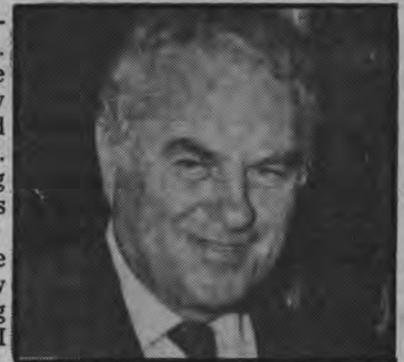
With regard to curriculum standards, we must make major and not merely cosmetic advances in curriculum requirements and we must emphasize and require proficiency in the basics.



Sherman Tribbitt

Higher education requires two things: constant attention and substantial appropriation. Education is a lifelong discipline and if the funds are available there is every reason why older people, as well as young people should have access to learning without reservation. At the University of Delaware the continuing education policy makes this possible and as governor I would encourage its expansion.

I would favor continuing the studies of the Task Force on Education. I would ask for new research to discover why some of your young people are turned off from education and I would try to find remedies for this. I would expect recommendations for changes in education policy to inspire debate and I would encourage community-wide participation in discussion.



Republican

Mike Castle

The improvement of education is a top priority issue for State Government. Our children must receive an education which better prepares them to meet the challenges of an ever changing society which is on the leading edge of high technology.

As Chairman of the Task Force on Education for Economic Growth, I've recognized Delaware's public education system is doing quite well when compared with surrounding states. However, there is room for improvement. Our Task Force Report calls for an increase in student achievement, testing for grade level advancement, decreases in class size in key grades, better reward systems for teachers, the increased utilization of technology in the classroom and many, many more important issues.

I am determined to see the Task Force proposals implemented. We can talk about the future and put our energies into defending the status quo. Or we can get to work now on what is needed while we plan for the future. If we do the latter, we'll acknowledge that the future is now -- and that the education we grant our children today is our most meaningful commitment we can make to the generations to come.



PROFILE

BY VALERIE GREENBERG

Taking A Burden From Their Shoulders

First she taught children. Then she taught others how to teach children. Now retired, Dr. Sarah Van Camp is working to make it financially possible for others to learn to teach.

Van Camp, professor emeritus of early childhood education, is responsible for the establishment of the Teacher Education Merit Award. The award is available to students enrolled in a teacher education program who are in need of financial assistance.

"I've spent my whole life teaching and it upsets me to see students so close to a goal that seems impossible," Van Camp said. "The fund is to help students make ends meet, to help returning students finish and also to encourage people who have dropped out and feel they could never come back to make it through."

Van Camp approached the university's Development Office in November with the idea of the scholarship fund. "It was my own education that planted the seed of the idea for the fund," she said, recalling the financial problems she faced as a student.

After what Van Camp called "a long process and a lot of paper work," her proposal was approved, and the first award will be made in the Fall.

"Priority will be given to undergraduates in early childhood education studies for assistance in their senior year," Van Camp said. "However, anyone working for a degree in teacher education can apply."

"Teacher education students have an extra burden that straight-tuition students do not have," she said. "With the student teacher program, they have to pay for transportation, a fee



Dr. Sarah Van Camp

for student teaching, materials for their projects and for better dress. I would estimate that they have about a \$200 extra expense," she said.

"I'm concerned about education," said Van Camp "and students who have to work as waiters and waitresses until 2 or 3 o'clock in the morning to put themselves through school struggle to get their studies done.

"Too many times students can not make grades because they are forced to take time from their studies to

work at jobs to support themselves," said Van Camp, "and that should not have to happen."

Academic merit will not be a criteria for selecting recipients, she said, but "students must prove themselves worthy, dedicated and motivated."

According to Van Camp, recipients of the \$100 awards will be selected based on one page essay applications by a three member administrative committee, although the procedure is still tentative.

At the time of her retirement, Van Camp asked faculty and students, who so desired, to contribute to the fund, rather than make contributions to a customary fund for a retirement gift and party.

Van Camp hopes that in ten years, through wise investment and more contributions, the fund will grow and truly assist many students.

Estimating that in her 14 years at the university she taught about 2,000 students, Van Camp said, "I'd like to see each one contribute to the scholarship fund."

Van Camp began teaching at the university in Fall 1970 and was the first director of Winter Session from 1971 to 1974.

"I had 28 jobs by the time I came to the university," she said, noting her work at a day-care center, the YWCA, nursery schools, and both public and private schools.

Van Camp received a Bachelor of Arts degree in Sociology in 1942 from Antioch College in Ohio. In 1952, she earned a Masters of Education degree, concentrating in early childhood education, at Johns Hopkins University in Baltimore. She completed her doctoral work, specializing in reading and learning problems, in 1970 at the University of Massachusetts.

Students who would like to apply for the Teacher Education Merit Award should contact Alex Doberenz, dean of the College of Human Resources.

Persons interested in making contributions should contact the Department of Individual and Family Studies or the University Development Office.

BY DERRICK HINMON

Black Students Shy Away

The small population of black students attending the university has been a source of controversy during the past few years, and the recruitment of black state residents is posing a serious problem for the university.

In an October 14, 1983 Review article about the retention and recruitment of blacks to the university, Dean of Admissions Douglas McConkey said, "In-state blacks are likely to have negative perceptions toward the university because they have more access to information about the university's black population."

According to a study done by the office of Institutional Research last fall, the university's black population is about 3 percent.

At Newark High School where the total population is about 1,400 and the black population is about 20 percent or 280 students, three college bound seniors supported McConkey's claim. Only one of them may be headed for the university in the fall.

"The problem is that as Newark residents we are surrounded by the university and its campus," said 17-year-old Angela Griffin. "We are just overexposed to it."

Stacey Sharpe, 18, the only one of the trio who may be headed for the university agreed. "I am probably going to Delaware because of my family situation and the convenience," she said, "but if I had a choice I would most definitely not be going there."

More important than the

overexposure problem, Griffin said, is the university atmosphere. "College is supposed to be a social and academic experience," she said, "but I feel I can't grow socially or academically at the university."

Bernie Caffee, 18, who is headed for North Carolina Agricultural and Technical in the fall, supported Griffin's claim. "There is such a small number of blacks who attend the university, it seems as though they are isolated from the rest of the university. Maybe if they expanded their minority programs it would be better."

Both Griffin and Caffee attended the university FAME program last summer. FAME is a program geared towards high school students

interested in engineering. Students involved in the program are housed at the university and attend math and engineering classes.

"It seems as though smart blacks are pushed towards engineering," Griffin said, "after the FAME program ended we were bombarded with information about the minority engineering program."

Griffin applied to the university and was not accepted. But as soon as the university discovered she had participated in FAME, Griffin said she was offered a minority engineering scholarship.

"How can the university offer me a scholarship when they didn't even accept me..." she asked. "I think

they are just desperate for students."

The university is trying to give money to black students, Caffee said, but the students talk to friends who have attended and those friends say "don't go."

"For me to attend the university, the atmosphere would have to change," she said. "It seems as though the university has little to offer black students."

Griffin doesn't believe "the situation is ever going to change."

Sharpe, however, was more optimistic. "The situation may change in a few years," she said. "Even our school has changed. We had a black homecoming queen this year (Caffee)."

The ABC's of Computers

BY JOHN HOLOWKA

Computers serving both business and recreational purposes have undoubtedly made their debut to many Americans by increasing degrees during the last two decades. But only recently is the seemingly endless and unstoppable wave of new computing technology and advanced programming methods filtering down to the state's public and private educational systems.

The "computer age" is in full swing in Delaware and getting "bigger and bigger," according to Dr. William Geppert, chairman of the state instruction council for computer education in Dover. He said every high school in the state, excluding two, has computer science and programming classes, and that there are over 20 computer laboratories in various middle schools.

Geppert said that although computers have been used in Delaware public high schools to some extent since 1966, the equipment at that time was very cumbersome and had limited programming capabilities. Since then the state has switched to the new smaller mini and micro-computer systems.

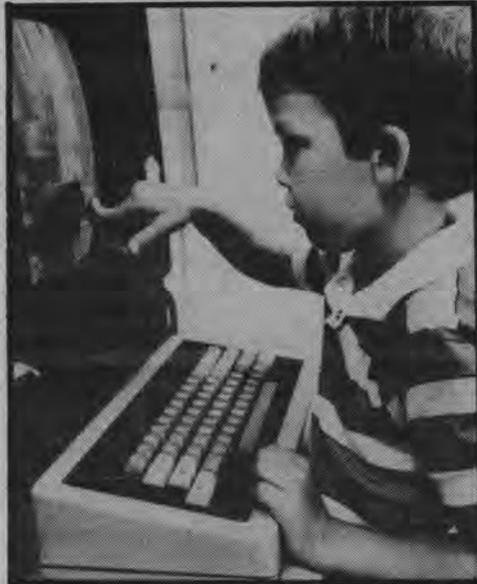
Both the micro and the mini-computer systems are a vast improvement over the outdated system the state recently replaced, Geppert said. But both systems are different. The "small mini-system utilizes a huge disc-type" input located in a central terminal, whereas the slightly newer micro-system, the Apple 2-E computer, is a self-contained unit and each individual terminal can be picked up and moved around the classroom.

Although Geppert said that the movable micro-system is more convenient and flexible, as it allows students to run individual programs, it does not have near the programming capacity of the mini-system.

Because of their capacity, "the minis have a lot more memory and are really better for recall drill practice in math and the languages," Geppert said. But the micros are "more versatile" and are being used in about one-half of the first grade classrooms in Delaware's public school system.

Geppert, who is also the state supervisor for mathematical education, said both the Colonial School District in New Castle and the Brandywine School District in north Wilmington did not become involved with a computer program until very recently. He added that the districts were doing "terrific" and together have purchased 1600 micros in the last two years.

Presently the Red Clay School District, in the Marshallton area, has about five or six micro-computers in each of its 11 schools. The Christina School District in Newark has 15 micros in its 13 schools and "every student will use a computer in some phase of study," said Carol Brown, supervisor for computer education in that district. She said that the 15,000 pupils in her district will use a computer every day for nine weeks as part of a computer learning program. Computer "hardware," the actual



terminals and visual displays, cost plenty and in 1982 the entire state education system received \$69,000 for its computer program. Last year the schools got \$300,000, and according to Geppert, this year the computer instruction council has submitted a budget proposal of about \$1.2 million.

"We received \$300,000 in 1983," Geppert said. "That went basically for teacher training programs and it didn't go into the schools." He wants to start a state computer equity plan that would distribute the funds evenly to all school districts in the state. "Before 1982, the districts had to use their own resources."

Procurring increased state funding for computer education is a primary goal for the State Computer Education Committee. Dr. Frank Murray, a member of the committee and dean of the College of Education, said one of the purposes of the committee is to secure funds for the advancement of computer education throughout the state.

In the past, Murray said each school district had to supply their own capital to purchase computing equipment. The Red Clay School District, often considered the "pioneer" in computer education, did an "enormous amount of purchasing . . . several hundred thousand," he said.

The expected \$1.2 million has generated "lots of enthusiasm" in the state, Murray said, but added that the prerequisite for a successful program is adequately training school teachers to teach computer education in the classroom.

"A basic problem is who is going to teach these classes?" Murray said. "All the really qualified computer science majors are accepting jobs that pay many times what a starting teacher would earn."

Murray said the committee, formed early this year by the Greater Wilmington Development Council, would like to see an escalation in the amount of teacher training, and the committee advocates three levels of teacher training activity:

- the need for teachers to comprehensively teach basic skills in the elementary and junior-high school levels

- a management force to run computer centers situated in elementary, middle and high schools

- high school teachers capable of teaching advanced computer science and programming skills.

Public schools have not been the only ones to incorporate a computer curriculum into their course of studies. Tower Hill School, a private college-preparatory institution in Wilmington, bought about 24 computers in 1980.

"We were among the first private schools in the state to use computers in our curriculum," said David Blanchard, the headmaster at Tower Hill. He said the parents and the teachers

are all "very happy with the program" which the school hopes to improve with the acquisition of new Apple word-processors.

Blanchard said he favors an extension of advanced computer programming using the word processors into the upper grades, especially the English classes.

Tower Hill presently uses TRS-80s, a computer made by The Tandy Co., Inc., in the first four grades. In the fifth and sixth grades, students are required to take a tri-semester of basic computer programming. Blanchard said students can choose from various computer electives from seventh to twelfth grades.

An Objective Question

BY KIMBERLY BOCKIUS AND ROSE TIBAYAN

Essay exam or objective test?

Controversy always arises when the two types of examination are compared. Surprisingly, many professors and students think the essay test is the fairest and most thorough method of testing a student's aptitude. Others are more supportive of the detailed specifics of an objective examination.

Dr. Zack Bowen, chairman of the English department, said essay exams might be the only chance a professor gets to really see how much a student knows about a particular course.

"Every student ought to have experienced a couple of courses taking essay exams," said Dr. Carol Hoffecker, chairman of the history department. "The skill will be valuable in whatever career the student decides to go into."

Hoffecker believes that essay exams accomplish a dual purpose for the student. First, the essay trains the student to organize his thoughts quickly, she said, while it also tests the individuals ability to put those thoughts on paper in a coherent fashion.

"Life outside the classroom doesn't include objective tests," she said, "unless you are on a quiz show."

Dr. Christopher Boorse, an associate professor of philosophy, however, tests his classes knowledge with objective exams. "Multiple choice exams ask for more specific information," he said. "There is no way to dodge the request."

"My main reason for giving objective exams is that I remember taking essay tests as a student and finding it very easy to conceal my ignorance," Boorse said. "It is a rare student who can produce a well-organized essay in writing that is coherent in a limited period of time."

Both Hoffecker and Bowen, however, said the students get more out of an essay exam than a multiple choice test. "Essays tend not to allow the student to simply regurgitate what he has learned in the classroom," Hoffecker said. "Instead, the essay exam asks the student to think in a variety of ways."

The type of exam students receive depend on a professor's preference, Bowen said, and both the English and history departments tend to use more essay than objective exams.

Many students prefer essay exams because of the increased fairness the exams offer. "An essay exam gives you more of a chance to exhibit what you know," said Carol McComas (AS85). "Multiple choice exams tend to ask for picky details rather than concepts."

Karen Michaelsen (EG87) said essay exams offer the chance to get at least partial credit, even if the final answer is wrong. "In calculus especially, the chance to show your work can give you points you could not get in a straight multiple choice exam."



Mickey Tomlin (AS86) finds multiple choice test very confusing. "Some exams have answers like 'a and b, but not d' and the odds of getting something like that right are really against you."

Essay exams are difficult and time-consuming to correct, but Hoffecker said the history department can afford to give large numbers of essay exams because it has a healthy graduate program. "Our TA's (teaching assistants) are a big help in grading the exams because they tend to know the student more personally than the professor does."

Hoffecker said that because of its format, essay exams are prone to more student complaints than objective exams. "Faculty should be aware of the grades they give," she said. "Every student complaint should be taken seriously."

Bowen said that a professor can give what he calls an "objective-essay" exam where the teacher asks for very precise information in essay form.

"Students fill some essays with lots of B.S.," Bowen said, "but eventually they hit on the central idea."

BY CLARE BROWN

THE OPEN CLASSROOM

Field trips and baking vs. reading, 'riting & 'rithmetic

Decorating the walls are fingerpaints and watercolors of flowers, bicycles - spring. From the ceilings hang mobiles - paper mache planets form a solar system in one corner, kites brighten another.

Books are scattered on table tops and neatly lined on shelves. There are building blocks and book bags, lines of desks and chalkboards of spelling lists. The constant chatter of young voices is only momentarily hushed by a harsh word of discipline or an encouraging command of direction.

Since schooling became mandatory, children have attended schools of their parents' choice, whether that is determined by convenience, economics or philosophy.

The children haven't changed—they still cut in line, add with their fingers and love recess best—but the philosophies guiding education have changed, whether it be the result of a new principal or a new social trend.

With the most recent surge to get back to the basics of reading, writing and arithmetic, another trend that strove to open up education and a child's mind has seemingly faded out. The open education philosophy that originated in British primary schools and caught on in the states in the 70's, has literally passed with one-room school-houses.

Cobbs Elementary is intimidating from the outside. Located near Chestnut Hill Plaza off 896, its suburban setting contrasts to the stark slate-colored walls. With only the softening of the landscape, the windowless school dominates the location like a large warehouse.

It was built in the early 70's as a setting for open education. Donald Schneck, the present principal, compares the original interior to a K-mart. Now, as he walks through he points out additions. He opens a door he had installed a few months earlier, he indicates a series of walls he added the year before and effortlessly recalls many other changes.

They are changes to establish order and supplement the traditional teaching method the school is now using. No longer is it a one-room schoolhouse.

"I'm a halls, walls and windows man," Schneck said. "I see nothing anti-creative about having rooms." Kindergarden teacher Clara Cooke said "Open education is not a building, but a frame of mind. You could teach it in a barn." Cooke was one of the original teachers at Cobbs and went to Britain for a five week workshop on open education.

To Cooke, open education is letting a child move at his own pace. "The biggest difference is the mobility of grade levels," she said.

To second grade teacher Betty Jane Cain, also an original Cobbs teacher, open education, as originally applied, was chaos. "It was threatening as a teacher—there is nothing to hold on to."

The day started with free-play for the children, she explained, "and it was tough for both the children and the teachers not to take advantage of it." There was no system of grades, nor were there texts. If the audio-visual equipment the children were working with broke, there was no back up, she said.

"At the time it was the big thing," Cain said. "The building itself was the cheapest to build, with no windows or walls, and therefore naturally desirable," Cain explained. But the loose structure in the classroom was unacceptable to the middle-class parents, raised in traditional systems, when they learned what it really involved.



Walls and halls have slowly transformed the building, with a change toward traditional teaching formats as well. This structure, Cain emphasized, is needed, "but one absorbs the philosophies of open education without realizing it."

Open education, to Cain, involves getting in touch with the children's feelings, and individualizing teaching methods as much as possible.

But, she adds, "this 'do your own thing' philosophy—forget it." The children need much more structure.

Dr. Chanler is the principal of the R. Elisabeth Maclary School located in a development off the Kirkwood Highway near Possum Park.

The school is designed with corridors branching out from a large audio visual library. The classrooms have folding walls, enabling the option of a smaller traditional classroom, or a larger room in the open classroom tradition.

With the mainstreaming of Special Ed children, Chanler explained, the open setting is not conducive to effective teaching or learning. The school uses a traditional teaching approach and although some classrooms are opened and use team teachers, Chanler sees open education as a passing fad.

"The open concept needs a tremendous allocation of resources and a strong commitment from the school district," Chanler said. "With the shrinking of the dollar and of resources, people are asking for a more traditional setting."

Open education on such a grand scale is too much to take on, Chanler explained. And to him, "children at this age need structure."

Through a two-way mirror one can observe 12 children sitting in a circle around a woman arranging balls and large rings on the carpet.

"Are any of the stars moving toward us?" one girl asks. The teacher pauses for the best way to explain, and cuts out a form to represent our galaxy. She begins her explanation, children watching intently, and another hand shoots up...

The Arden School in Wilmington is one of eight



Montessori schools in Delaware educational theories of I Montessori which have cont 1952. Because of the attitudes and the atmosphere of the considered a form of open education.

Betsy Wenny is a second at the school. She described the teachers as "More like friers."

She radiates the philosophy explains, "when children are learn, and things come in naturally achieve well."

Marie Dugan, director of president of the America describes the school as "mid and open education."

The Montessori approach than open education theories. tbooks and homework are all

But, the low student/teac more intereaction and individ allows you to interact and minds." Wenny said, "ther schools and we would do a lot didn't have the low ratio."

Instead, the Arden School lesser numbers—which exist waiting lists—and allow great

The students set the rules



The essence of the open education philosophy is reflected in the center photo of the Arden School. To the far left, student and teacher work together at the Newark Center for Creative Learning. Directly left, the partitions in the Cobbs Elementary School demonstrate the modification of the open classroom approach.

Staff photos by Joanne Dugan

is based on the physicist Marie Curie after her death in 1934 and her husband and teacher Pierre Curie. It could be con-

grade teacher at the Arden School. Her relationship with kids and her philosophy there are no bar-

the school when she was a child. It is stable they love to go to - the children

Arden School and the P.T.S.A. Society, between traditional

more structure and movement tests, tex-

tion allows much freedom. "The system respects the children's individuality. Wonderful public schools do the same things if we

the advantage of its choice, there are no parent involvement. To earn the respon-

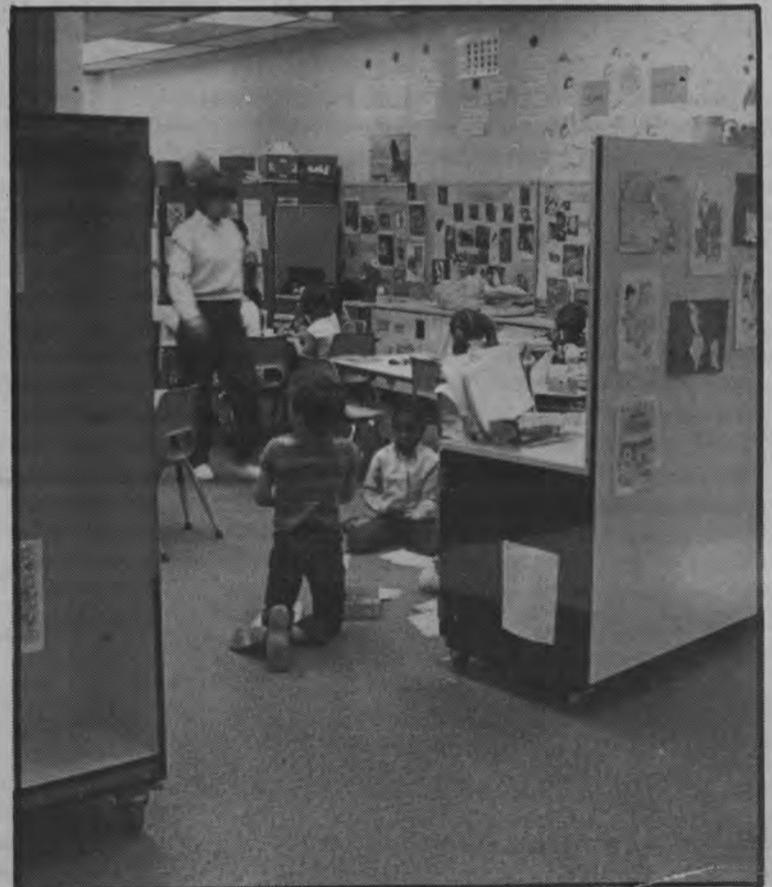
sibility to follow them. They also help plan activities. Last week some planned a field trip to Washington, D.C. after studying to determine what places they would most like to see.

Elizabeth Curtis, of the Newark Center for Creative Learning, located off South College Avenue in a neighborhood before the 896 bridge, describes this hands on approach to education as incorporating "no artificial distinctions between academics and what the children are doing."

This is the goal of the school, and since its creation 13 years ago, the teachers have attempted to create a curriculum to expand on and explain the curiosities of the kids enrolled. "We don't say, 'now we're going to do math for 10 minutes, then go on to spelling,' but instead a teacher follows the interests of the children." This means that some times the class might be involved with math for 45 minutes—in an attempt to solve a problem—and at other times they might skip it to discuss the space shuttle or other student-instigated interests.

Within a class could be a range of ages. Curtis stresses that "children on different levels of development from the norm should not be labeled or considered slow."

Without the grade levels, or the accountability of grades, it takes a great deal of commitment on the part of teacher and child. "There is a high level of trust and responsibility," Curtis said. "A kid who doesn't care what others think usually has a tougher time."



INTERVIEW

Asimov: A master author on the average reader



Isaac Asimov

criticism, humor and poetry, as well as 300 pieces of what he calls "less than book length" fiction, and nearly 3,000 non-fiction essays.

Asimov, 64, won the coveted Hugo Award for science fiction writing in 1948 — the first year such awards were given, and has since captured more Hugo's than any other author, his latest in 1983 for his book "The Foundation's Edge."

Asimov currently edits a science fiction/fantasy magazine that bears his name and continues to write. He has been published in leading magazines on almost every subject, but his prolific and intriguing science fiction has gained him the title of "The Master of Science Fiction."

Asimov was interviewed by phone at his home in New York City on April 6.

Editor's Note: In an interview with Review Executive Editor Dennis Sandusky, award-winning science author Isaac Asimov candidly commented on American education, literacy and science. The following are excerpts from that interview:

ON READING:

"Reading has always been a minority pleasure. Very few people are interested in reading for fun. Reading is difficult to do. It's something that the majority of people who know how to read don't realize.

"Even the people who seem to read the newspapers, for instance, will confine their reading, very largely, to scandal and sports—one or the other or both."

ON AMERICA'S ATTITUDES TOWARD EDUCATION:

I read a review of the new version of *Death of a Salesman*, with Dustin Hoffman, and it speaks of the character Bernard, the son of the neighbor, who becomes a successful lawyer.

"But at school, he's a grind—a 'greasy grind,' the *New Yorker* said.

"In other words, kids who are anxious to learn something at school are 'greasy grind,' even to the *New Yorker!*"

"Somehow it's more 'red-blooded,' more American to be ignorant."

ON TELEVISION'S ROLE IN EDUCATION AND PUBLIC PREFERENCE OF TELEVISION OVER READING:

"I'm rather upbeat on television. I can't honestly make myself believe that before television, everyone was

reading newspapers and engaging in literate conversation. That's not the way I remember it.

"Before television, everyone sat and listened to ball games on the radio. So I don't think television has spoiled anything."

ON SLANG AND CHANGES IN THE LANGUAGE:

"I don't disapprove of every change in language. Some developing phrases and words are healthy ones.

"As for the people who speak illiterately, equivalent people have spoken illiterately at all times. There's no age that hasn't had its slang.

"The thing that's made it more noticeable now is that until the last century or so, very few people were literate—very few people were educated. So the few who were educated spoke more or less correctly.

"Now that we have the idea of equality, of everyone free to get an education — indeed expected to have one— we suddenly expect everyone to speak literal English, and it's not so."

ON AMERICAN TECHNOLOGY IN WORLD COMPETITION:

"If we paid as much lip-service to the usefulness of having brains to compete with the rest of the world as we do to having guns, something might happen.

"But as long as we feel that a subnormal with a machine gun is what this country needs, and not a thinking man who might ask inconvenient questions— we'll get what we admire."

ON AMERICAN TECHNOLOGY IN GENERAL:

"For generations, American science was getting by with the importation of European scientists. You know, the atomic bomb was built with good old 'Yankee know-how,' but read a list of the scientists who contributed to it and find out how many were educated in the United States.

"And that sort of thing is slowing up.

"We talk about how the Soviet Union doesn't allow people to emigrate. Well, the Soviet Union is no dope. They saw what happened to Nazi Germany, who kicked out their 'brains,' who came to the United States and invented the atomic bomb for us.

"And the Soviets aren't going to make that mistake."

ON PRESIDENT REAGAN'S "STAR WARS SCENARIO" OF NATIONAL DEFENSE:

"Personally, I think that President Reagan went to a spiritualist and got in touch with the ghost of John Wayne."

"I think (such a defense system) appeals to Reagan because it just about meets his level of educational expertise."

ON HIS PREFERENCE IN THE 1984 PRESIDENTIAL ELECTIONS:

"Anyone but Reagan."

* * *

Isaac Asimov has authored 295 books on science, science fiction, mathematics, history, literary

BOOK COLLECTING CONTEST — 1984

The University of Delaware Library Associates announces its fifth annual contest for student book collectors. The contest is open to all students currently enrolled at the University of Delaware.

Undergraduate and graduate students will be judged in separate categories. A first prize of \$100 and a second prize of \$50 will be awarded in each category.

Entrants should submit an annotated list of at least ten books that have a unifying focus in their collections, along with a brief written statement about the collection and why the books are being collected. Each entry must be typed, and must include a local address, a telephone number, and whether the entrant is an undergraduate or graduate student.

All entries should be sent to Ms. Susan Brynteson, Director of Libraries, University of Delaware, Newark, DE 19717-5267 by April 20, 1984.

All entries will be judged by a panel of three persons appointed by the University of Delaware Library Associates. Winners will be announced on April 30 and the presentation of prizes will be made on Wednesday, May 2 at 4:00 p.m. in the Office of the Director of Libraries.

Winning entries will be displayed in the first floor exhibit cases in Morris Library for the period June 5 through June 29, 1984.

Sponsored by
The University of Delaware Library Associates

Thank to The REVIEW photography

Term Paper Workshop

Wednesday April 18, 7-8:30 p.m.

Morris Library Lecture Room

Co-sponsored by: the

Writing Center and the Library Reference Dept.

A NATION IN CRISIS

BY DENNIS SANDUSKY

As many as 49 million Americans are unable to function in an increasingly technical world. Experts say it could get worse.

Read this — if you can.

Fact: One in five adult Americans cannot read.

But 23 million illiterates in the world's most technologically advanced nation is only the tip of a social iceberg of staggering consequence. Another 50 million, by some estimates, read and write at what educators term a "marginal level or below."

And the problem is getting worse.

U.S. Department of Education records show one million teen-agers dropping out of school annually. Their ranks are swelled by an influx of immigrants from poverty-stricken areas of Asia and Latin America who lack verbal skills in any language, including their own.

Minorities are hardest hit by illiteracy. Over half of America's Hispanics are illiterate, while nearly as many of the nation's black teen-agers live in a world devoid of the written word, compared with a mere 16 percent white illiteracy rate.

These findings, uncovered by a House subcommittee investigation last year, showed literacy to be economically based.

Nearly half of those making less than \$5,000 annually were illiterate, while only 8 percent of those who made \$15,000 or more suffered a reading deficiency.

Fueling the problem is a basic conflict on the meaning of the term "illiterate." The U.S. Census Bureau defines an "illiterate" as a person older than 14 who has not completed the fifth grade. By these standards, literacy is almost universal in the United States, with only 2 percent of the total population illiterate.

But educators argue that such a standard is inapplicable in the 1980s.

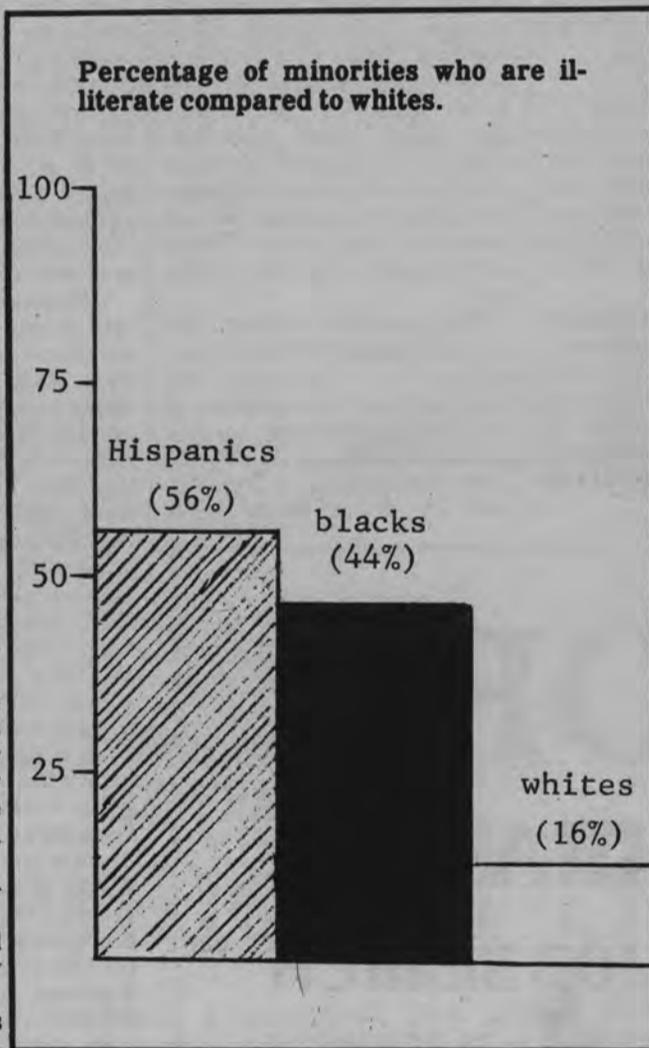
A 1982 survey by the University of Texas found that it takes a tenth-grade reading level to merely interpret the instructions on a bottle of aspirin.

Meanwhile, 13 percent of the nation's teen-agers graduate high school with the equivalent of a sixth-grade reading level, according to the subcommittee, headed by Rep. Paul Simon (D., Ill.).

Dorothy Sheilds, the AFL-CIO's education director, commented on the Texas survey in *Newsweek* shortly after its publication: "By the 1990's," she said, "anyone who doesn't have at least a 12th grade reading level will be totally lost."

The economic burden of non-reading adults is estimated at \$250 billion annually — \$6 billion in unemployment and welfare payments and the remainder in unrealized income of non-reading adults, according to a spokesman for the New York-based Literacy Volunteers of America (LVA).

The U.S. Department of Labor claimed that as many as 75 percent of the nation's unemployed last year were either functionally illiterate or un-



prepared to meet the demands of their increasingly complex jobs.

But LVA claims that tolls on the quality of human life dwarf even these figures.

Prudential Life Insurance Co. reported in 1982 that an industrial worker was killed on the job because of his inability to read a simple "Danger" sign.

Both the worker and the company remained anonymous, but the incident captured national attention as the fact-based plot for a prime-time episode of NBC's "Quincy," starring Jack Klugman.

The episode spurred widespread reaction, including a plea to Congress by Klugman himself for the funding of adult education programs.

Rep. Simon proposed a bill to allocate \$300 million in federal funding for fiscal year 1984 to help states with elementary and high school instruction.

President Reagan responded by budgeting \$50 million annually to train new teachers nationwide and attacking what teachers and parents long blamed for the problem — substandard teaching.

"In 1981, nationwide," wrote *U.S. News and World Report* Editor Marvin Stone on his "Editor's Page" last year, "half the teachers hired for high school mathematics and science were not qualified to teach those subjects."

Stone noted that 40 states reported shortages of math and physics teachers last year — a predicament prompting scientists to speak of "math literacy," "science literacy" and "computer literacy." 228-8813, for volunteer tutors or those seeking help at

"It's not that there aren't enough students interested in science," said noted science author Isaac Asimov in a telephone interview. "There aren't enough teachers qualified to teach science."

Meanwhile, a government report on computer literacy stated last year that by the year 2000, anyone who does not have a "working knowledge" of at least the computer language BASIC will be considered functionally illiterate.

But while scientists warily eye the future, organizations like LVA are attempting to stem the illiteracy tide now. Their efforts have prompted support from several national figures, including Barbara Bush, wife of the vice president and long-time crusader for literacy.

"Though Mrs. Bush is not an expert on the problem," said Julie Cooke, her secretary, "she's attempting to bring some recognition to the problem and the groups that are doing something about it."

Cooke praised the increased support for literacy programs nationwide, including an unprecedented \$3 million donation from B. Dalton Booksellers of New York.

The Coalition for Literacy, of which LVA is a member along with nine other national programs and unions, tutored nearly 100,000 adults in the past 12 months, Cooke said.

The coalition established a toll-free number 1-800-228-8813, for volunteer tutors or those seeking help at any level through a member organization called Contact Inc., Cooke said.

Meanwhile the nation's teachers appear constrained by an educational system that offers them little assistance. Both educators and federal officials are turning to the private sector for help in their battle against what author Asimov termed an oncoming "cult of ignorance."

"We're Not Letting This One Drop"

This is to be the year of excellence.

Now is the time, the recent national and state reports on education have all said, for the nation's schools to begin to rededicate their curriculum, staff and students to a competitive level of excellence which has deteriorated over the last decade.

If they do not, most reports agree, the country will be left at a disadvantage in future technological and economic competition with other nations, particularly Japan.

There has been no shortage of suggestions as to what is needed to stem what one national commission called "the rising tide of mediocrity." What has been left unclear, however, is how these suggestions will be implemented and, most importantly, who will pay for them.

President Reagan has campaigned for less federal intrusion into the states' control of education, which translates into fewer federal dollars. This indicates the burden of paying for reform will fall on the budgets of

states and local school districts.

In Delaware the process for funding educational reform has begun, but it has not been without problems.

In January, a blue-ribbon task force appointed by Gov. du Pont made more than 70 suggestions on how to maintain the competitiveness of the state's public schools.

They included raising teachers' salaries, increasing class time spent on academic subjects, testing students for grade promotion, mandatory kindergarten and equalization of standards and salaries in the state's 19 districts.

DU PONT'S BUDGET

In his budget proposal on Jan. 26, the governor asked the General Assembly for \$11.1 million to finance the recommendations of the task force. Criticism of the budget came from several directions.

State Rep. Vincent Meconi said the governor's proposals were "absolutely not developed enough." Meconi, a Democrat, is a member of the Joint Finance Committee which drafts the state's final budget.

BY OWEN GALLAGHER

The career ladder proposal, which the task force recommended as a way to reward quality teachers, he said, is "totally undefined." The \$300,000 the governor wants for the program, he said, "is just to study it, not to implement or define what it will be."

After the Department of Public Instruction asked the Joint Finance Committee on March 6 for an extra \$4.5 million to finance such things as new buses and more money for substitute teachers, Chairman of the Joint Finance Committee Sen. Nancy Cook said, the General Assembly should make sure existing programs are properly funded before financing new ones. "There isn't money for both," she said.

The governor recently set up an education task force monitoring committee to oversee the implementation of the task committee force's recommendations.

The monitoring committee, said Sen. David McBride, a

member of both the Monitoring and Joint Finance Committee, is working on the details of the career ladder and equalization proposals. They have also helped draft legislation required to implement such proposals as mandatory kindergarten, reduced class size in grades one to three and broadening of the state's remedial education program.

TEACHER'S SALARIES

The most expensive of the governor's proposals has been the \$4.5 million suggested for 4.3 percent raise in teachers' salaries. The state task force said, "It is critical to attract, motivate and reward quality teachers." To do so, it said, requires making teachers' salaries competitive with those in surrounding states and comparable professions.

Delaware currently ranks 24th among states in teachers' salaries. In 1977, when du Pont took office, the state ranked 13th. With an average annual salary of \$20,625, Delaware pays its teachers less than any of its surrounding states. Maryland is ranked 11th, New Jersey 14th and Pennsylvania 18th.

Graduates from the university's College of Education in 1982, with an average of \$11,336 a year, received the lowest starting salaries of any graduates that year.

In testimony on March 5 before the General Assembly, Wally Young, president of the Delaware State Education Association, called the governor's proposed salary increase "an insult to school employees who have labored for months with frozen salaries and hollow promises."

He said the governor's proposal would mean an increase of only \$103 for a starting teacher with a bachelor's degree. "The theme of the task force," he said, "was to attract the best and the brightest (to the teaching profession). I don't think \$103 is going to attract one student."

Young said the minimum starting teacher's salary should be \$20,000 a year.

A staff member at the governor's office, Douglas Rothwell, defended the governor's proposal, saying that this year's raises are only the first step in making teachers' salaries competitive.

He said the development of the career ladder will be the next step along with the correcting of the disparities in salaries between the state's

poorer districts and the northern New Castle County districts.

Despite Delaware's ranking in teachers' salaries, Rothwell said, the state is still about fourth highest in the country in funding for education. "Putting more money into teachers' salaries without looking at the whole package (of educational reform)," he said, "is really not being fair."

CHRISTIANA REFERENDUM

At the local school district level, to raise taxes to fund new programs, a referendum must be approved by the district's voters.

Only one referendum has been proposed since the task force made its report. The Christiana district asked its residents to approve an increase in their property taxes of 30 cents for each \$100 of assessed value.

Among other things, district officials said, the \$2.25 million in additional revenue would have been used to buy new text books and hire more teachers to reduce class size.

On March 6, however, Christiana voters rejected the proposal by a two to one majority. Phil Toman, a spokesman for the district, said that though it was unclear why the referendum was defeated, he knew the result would stop money for new programs.

Explanations for the referendum's defeat ranged from a backlash over desegregation to the voters avoiding the only tax increase they have a direct voice in.

No one seemed to want to say that the public was showing it did not think more money for public education was needed. Some officials, however, did acknowledge that voters may have felt the district's current funds are not being handled as well as they should be.

Although, as the Christiana vote showed, funding for reform at the local level may be hard to come by, the state, which on March 19 predicted it will collect \$19.3 million more than expected over the next 15 months, may be able to afford many of the task force's recommendations.

Commenting on the vote in the Christiana district, Sen. McBride said he still felt interest in improving education was increasing in the state. "We're not letting this one drop," he said. "This is the year of education."

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Staff photo by Debbie Smith

BY JACKIE MARQUEZ

An Exceptional Student

Despite their differences, handicapped and gifted children have something in common — they're special.

The rooms are as different as night and day.

One has an alphabet on a hoo-choo train riding across the top of the blackboard with many hamburgers dancing on poster boards counting from one to 10.

The other is decorated with construction paper signs asking questions about analogies and comprehensibility with a box on the radiator for students to deposit collateral after they borrow a pencil.

Both classrooms are for students in kindergarten through third grade. Both are in the same school. And both are designed to challenge the exceptional child.

The difference is the first is for students in Special Education—not too much on the walls or in the environment to distract them from their demanding work of mastering the alphabet,

numbers, colors etc.

The second classroom is decorated for the Talented and Gifted (TAG) students—enough environmental stimuli to keep the students interested and motivated for thinking constructively and creatively.

"Special Ed is a catching up process," said Leslie Jones, Special Education teacher with the Red Clay Consolidated School District.

"We really have to motivate these kids," she said, "to get them to the level of the other children in their regular class so they don't feel so much like failures anymore."

TAG students, on the other hand, already have the basic skills. Their program, instead, gives them the op-

portunity to excel past their regular schoolwork, said Doris Smith, coordinator of programs in the Elementary Department of Red Clay.

"They have to be independently motivated" she said, "to improve their logical and critical thinking skills and work creatively."

Of the two programs, Special Ed has had more legal precedent and Federal laws and requirements, particularly since 1975 with Public Law 94-142.

The law insures that all handicapped children will receive free and appropriate public education in the least restrictive environment whether that environment is in regular or specially designed schools.

"The law has forced the

states to recognize kids who need special help," said Judy Stranch, supervisor of special education with Red Clay. "It has also helped communication between parents and teachers."

TAG doesn't have a law requiring the service, but the program received a boost in 1979. The state passed a law adding their funding to the district's money. The law also mandated the first teacher to student ratio (1 to 1,500) has decreased every year.

Pat Leary, TAG teacher with Red Clay, said the program is simply an opportunity, for those students who pass the requirements, to work with the group.

"They are invited to join," Leary said, "They aren't re-

quired to, but we are here for them."

With the dissolving of the New Castle County School District into four separate districts in 1982, the Red Clay TAG program experienced a number of changes which they are still working out today.

The program used to center around one building to which students were bussed. Now the students remain in their own schools, where either a full or part-time teacher (depending on the number of students) services them. This has cut down on transportation costs and increased quality time.

Another change for the TAG program, Smith said, is to try and admit more children.

"We realize that with our current tests some children may be slipping past us," she

(continued to page B-14)

(Continued from page 13)

said. "We want to open it up more, a kind of revolving door, where we can service as many students as possible."

Special Ed, on the other hand, has changed very little since the district restructure, Stranch said. The forms and procedures, approved in 1975 and implemented in 1978, were well established by the time of the district break up.

Anyone with an interest in a child's education, Stranch said, can refer him/her for Special Ed testing.

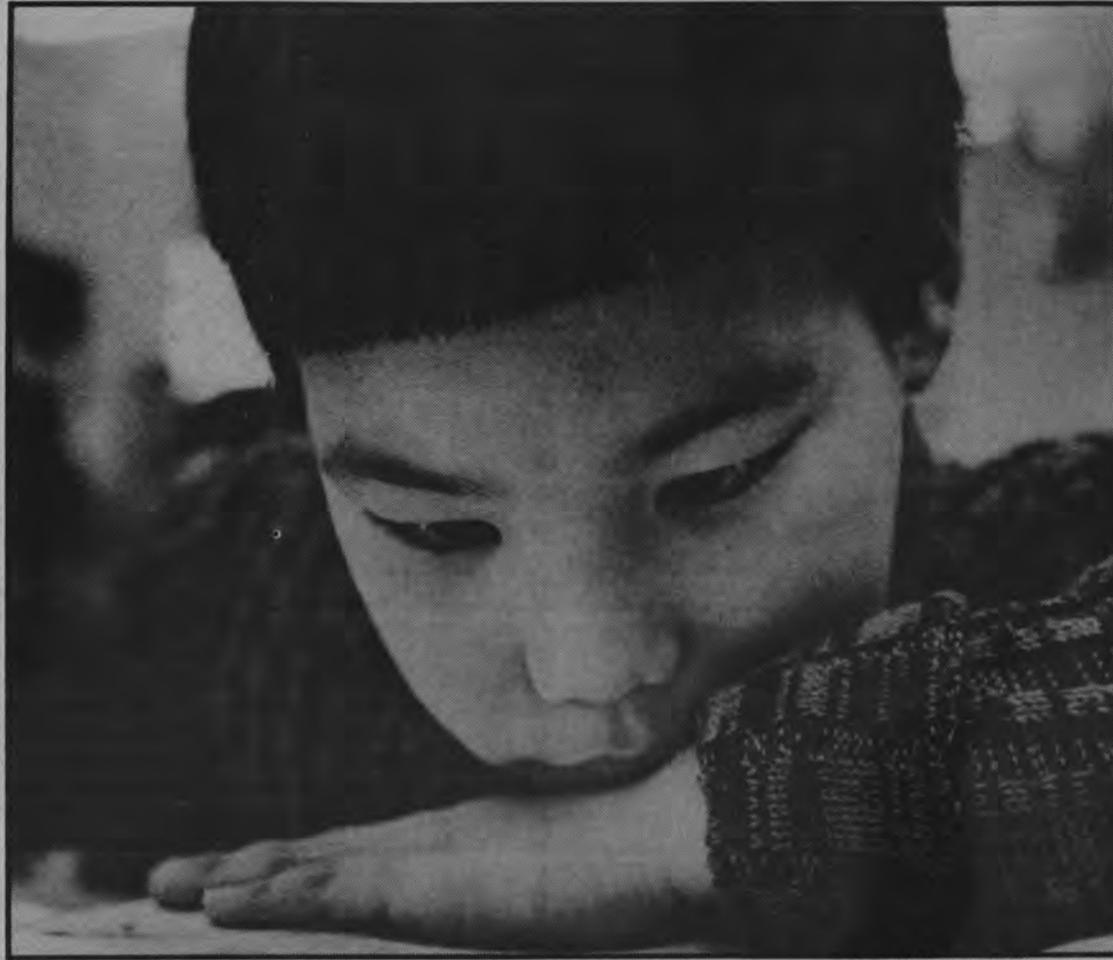
A study team (consisting of both the regular and Special Ed teaches, the principal, and a number of testing personnel, evaluate the child to determine whether he/she needs the special services.

TAG referrals work the same way, Smith said, though testing is done by the TAG teacher.

Principals, teachers and parents may recommend students for the services, and if they pass the requirements of the Otis Lenon Mental Ability test, they are invited to join. The program, however, may change tests next fall, Doris Smith said, and use the Comprehensive Test for Basic Skills.

"This program is strictly based on academic achievement," Leary said. "No excelling in the performing arts, or music, or gymnastics is considered."

Students in the TAG program, Smith said, are, for the most part, held responsible for their own performance.



Staff photo by Debbie Smith

"If you have a lazy or negligent student," she said, "then you have to send a letter home to their parents, but the students are held individually responsible."

Special Ed students need a little more encouragement, said Jones, a Special Ed teacher. "I feel as though it is my responsibility to help kids who've felt bad because they

couldn't cope in their regular classes."

Professionals in the field agree that to understand the special needs of an exceptional child, teachers need a solid educational foundation themselves.

At the university, for a Special Education certification, students can either ma-

ajor in Special Ed or study under a dual program for which they will receive certification in both special and regular education, said Dr. George Smith, assistant professor, Educational Studies.

Also, he said, graduates can receive certification through the Masters of Education program.

Two courses are required for students majoring in Special Education. They are: Behavior Analysis and Curriculum for Exceptional Children.

Students are also required to take 14 weeks of student teaching, Dr. Smith said. Seven weeks in the regular classroom and seven more in a Special Ed classroom.

"I always enjoy when students come back and tell me, 'Hey! This stuff really works,'" Smith said. "That's really special."

For the teacher interested in TAG, the university offers a Masters program of 15 credits, said Dr. Carol Vukelich, associate professor, Educational Development.

There are three mandatory credits (Survey of the Gifted Child, Diagnosing and Identifying the Gifted Child and Curriculum and Methods for the Gifted Child) and a student teaching program.

"We try to teach enrichment versus acceleration," said Vukelich, "to help the teacher manipulate cur-

riculum and encourage higher thinking skills in the students."

Within the schools they attend, both the Special Ed and TAG students leave the regular classes during the day to spend a number of hours with their teachers (depending on the individual child's needs) in a special classroom.

For Leslie Jones' Special Ed. class, the hours are spent first with blackboard work that all the children can understand and then with individual work in English, mathematics etc.

"I feel really happy when I think 'I have to go to Mr. Jones' class today,'" said Tyree Jackson, a second grader.

The students are drilled and drilled on beginning and ending sounds, counting with blocks for addition and subtraction and flash cards help with colors and sounds.

"But it is so rewarding," said Cindy Stoner (ED 84 Special Ed Student Teacher).

"It takes so much time for these kids to learn things others can learn in a matter of days," Stoner said. "And to see smiles on the faces of kids who, up until then, knew only failure, is beautiful."

Pat Leary's TAG students work with the dictionary to look up words like evaluation and Excalibur. They work on projects to build doll houses and forts and understand the fundamentals of cave dwellings.

"I like working on the projects the most," said third grader Laura Abrams. "I wish I could stay with Mrs. Leary next year too."

The students focus their attention intensely, Leary said, and explore the most complex ideas in great detail.

"Some students even wrote the governor," she said, "to ask him his opinion of the motorcycle helmet law for a project on bikes."

Leary's students also have current events. One second grader excitedly held up a TIME magazine, with her favorite superstar on the cover, before her fellow classmates who all loved his singing and dancing and especially his videos.

Meanwhile, another student in Jones' class, bent over and intently concentrating on his subtraction classwork, proudly belts out—"So this is Thriller!"

Perhaps, for all their differences, these kids really are the same—all special and talented.

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Moderated by Gary Reicherd, director of U of D honors program.

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Staff photo by Debbie Smith

BY ANDY WEST

Amateurs in a Professional Game

Next year, the payoff for the Final Four of the NCAA basketball tournament will be over \$700,000. The schools in the first round will receive \$140,000 each, even if they lose.

"One of the sad things today—like they say in *Cabaret*: 'money, money, money'—that they're so enthralled with professional athletics that they are looking beyond academics," says university Athletic Director Dave Nelson.

"It's like the line from Willie Sutton about why you rob banks: 'Because that's where the money is,' " said Nelson, the chairman of the NCAA rules committee.

But, the way Nelson sees it, Delaware will never take collegiate athletics to the extreme of professionalism. Delaware looks at the program with one of Marcus Aurelius' four great virtues in mind—moderation.

"The program is accepted for moderation," says Nelson. "We haven't gone one way or the other."

For example, the basketball team—even though it has traditionally been a sub-.500 team, has graduated all but one player in the past seven years.

In 1982, the NCAA Division I basketball powers had a graduation percentage of 43.4. The Southwest Conference had only four of 24 seniors graduate. The Big East was the most successful (17 of 22).

"Our priorities are academic," said basketball Coach Ron Rainey. "The players are going to come here and be challenged. We're one of the last (Division I) schools where they're concerned about academics."

The academic problems that many major college athletes are suffering from today stem from the first Harvard-Yale rugby game. The bragging rights were acceptable, but that led to other colleges getting into the struggle to be number one.

Alumni began putting in their two cents worth (and more), then the cars and the cover-ups followed so kids with limited education but exceptional athletic ability could represent their school.

"You only cheat when you're behind and tied," Nelson mused.

"It's like John Hannah, a president at Michigan State for 29 years, said in an article I read recently," Nelson added. "If it helped the prestige of Michigan State, he would play 11 gorillas on any given Saturday."

Hannah helped lift State's image of "Silo Tech" or "Cow College" to make the school respectable compared to the University of Michigan. He used athletics to establish that respectability.

Or, the attitude could have been taken to an even further extreme. In the 1930s, the president of the University of Chicago (which has no athletic program today) figured schools could benefit from having professional teams as representatives. If Philadelphia can have the Sixers, then why can't a university have such a team?

"I've always kidded about the college theater," Nelson said. "If they didn't have the right kid, they would go to Philly and get one that could sing and dance. Maybe we could go up there and borrow a halfback for the football team."

"The NCAA is at the height of professionalism now," Nelson said. "They have a one-year contract (athletic scholarship), maximum salary (room, board, books and tuition) and they decide how long the athlete can have it. Plus, if a player transfers, he has to sit out a year."

"It's just like the drug problem. The schools are monitoring for street drugs to protect their investment so they'll find out before law enforcement does."

But underneath all of the complications of professionalism, the student-athlete remains the integral link to amateurism. Perhaps, the NCAA rule requiring that all student-athletes have a 2.0 grade point average in core curriculum will help deter the abuse of academic acceptability.

"But there's no way the NCAA can oversee the whole operation," Nelson says. "It all comes down to the integrity of each individual."

What's that about cheating when you're behind or tied?

BY M. DANIEL SUWYN

“The Pendulum Has Swung Back”

Education is an election issue this year, and no matter what they're running for, politicians have something to say about the state of America's educational system — mostly bad.

National committees, state commissions and local school boards all have lists of suggestions a mile long on what is wrong with America's schools and what should be done to stop what one report called “a steady decline towards ignorance.”

But many of this country's teachers are not convinced the system has malfunctioned.

“Just look at what we've produced,” said James Bockius, a 21-year teaching veteran of Upper Dublin High School in Fort Washington, Pa.

Norm Eavenson, a social studies teacher at Kennett Middle School in Kennett Square, Pa., echoed Bockius: “Despite all that's been said lately, I believe America's educational system is doing a great job.”

Not every teacher is as quick to join the chorus, however. Avondale, Pa. teacher Greg Sebastiani believes the problem with public education is the public. Said Sebastiani: “Education is an investment, but people aren't willing to put out the money to fulfill the American dream — to educate everyone.”

Eavenson countered that although the current means of funding may not be the best, that does not mean the goal should change. That goal, he said, is not only a job, but survival.

“The European systems tend to weed people out,” he said. “Here we want everyone to have a chance to contribute to society.”

Said Bockius: “There is no time capsule on anyone. Nobody's wearing a long beard and sandals here.”

This renewed interest in the effectiveness of public education has sparked much debate, but Kennett science teacher Michael Sanders sees much of the reform talk as reactionary.

Sanders bases his views on Alvin Toffler's hidden curriculum. Toffler, the author of “Future Shock,” theorizes that public education was founded on three subliminal foundations — 1. Punctuality, 2. Obedience, 3. Repetition. These traits, Toffler argues, are the characteristics of a good factory worker, and were needed at the turn of the century because of the influx of immigrants.

After the Soviets launched Sputnik in October 1957, however, American



politicians decided there was a need for new emphasis on math and science education.

“Science taught the children of the '60s how to question the world around them,” Sanders said. “To me, science teaches three things very different from what public education was based on — namely timeliness, skepticism and creativity.”

The high school students of the early '60s were the college students who rioted on campuses nationwide and practiced civil disobedience. They were also the students who averaged higher on their college boards than any generation past or present.

“I don't think educators knew what they were getting themselves into,” Sanders said, “or at least they weren't prepared for it.”

The current reports on the decay of America's public schools cite as a major cause of concern the declining SAT scores of high school seniors. A look at the average scores since the tests conception shows an isolated upsurge during the '60s. Today's scores are relatively similar to the average scores during the '40s and '50s.

“To compare today's scores with the '60s is probably not very fair,” Eavenson said. “Now we're encouraging kids to take the SATs, even if they're not sure they want to go to college. The larger pool decreases the averages. Chances are the scores for the brightest kids are going up.”

Still, the ideas birthed in the '60s did not cling to public education, as evidenced by the nearly extinct open classroom.

“The pendulum has swung back,” said Eavenson. “Today's curriculum is born of the 1940s and '50s, certainly not the 1980s with an eye to the future.”

In the '60s, Eavenson said, students felt they had more responsibilities, but not enough rights to go along with them.

“When they acquired new rights,” he said, “they were able to balance these with their responsibilities. They appreciated not having a dress code and a strict curriculum because they knew what it was like to have them.”

In the '70s, the teachers agreed, the rights were there but the kids didn't appreciate why they were there.

Bockius sees diminishing funds as another reason for the back-to-basics approach to education. “No one can afford to have courses like basket-weaving anymore. School districts have had to become increasingly aware of the financial restrictions that go along with educating everyone. That's why we're seeing a return to the nuts and bolts courses — those are the only ones the schools can afford.”

Sanders warns, however, that the renewed emphasis on math and science classes will have the same effect on the students of the '80s that it had on those of the '60s.

“This might be a radical theory,” he said, “but I think there will be an increase in activism on college campuses in the late '80s. These things have a tendency to come and go in waves. Remember, you heard it here first.”