



Della Cheney discusses Native American Month activities.

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WHALESONG

The Official Student Newspaper of The University of Alaska Southeast

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Lind refuses to sign faculty senate motion

Chancellor chooses to protect student anonymity in the instructor evaluation process

By Molly Duvall
Whalesong Staff

In a letter to the UAS Faculty Senate, Chancellor Marshall Lind vetoed a motion requiring student signatures on instructor evaluations passed by the senate last month.

Lind's decision was based on several sources of information, "With the size of UAS, students may have the same faculty member in a number of courses," he said.

The Faculty Senate has not made a statement. Their next meeting is Nov. 20.

Wally Olson, President of the Faculty Senate said, "They can appeal the [veto] to the president of the university."

Richard Hacker, Associate Professor of Law Science, said,

"The distinct minority of faculty extremely in favor of the compromised motion probably will not take the motion to appeal." Hacker said he voted for the motion because he agreed with the compromise position of only signed comments going into the instructor's personnel file, while students could still comment anonymously.

"We have contacted the evaluation service at the University of Washington and found that other institutions use their services to maintain the anonymity of students," Lind said.

"Most of the students indicated they simply would not participate if they were required to sign the form," Lind stated.

Student comments encouraged Hacker to change his position on the motion.



Photo courtesy of UAS Office of Public Information

Dale Anderson and Representative Bill Hudson were two of the candidates who appeared at a candidates forum October 20 in the Egan Library. The forum was hosted by the UAS Classified Association. Senator Jim Duncan, Ken Dunker, Chuck Ramage and Representative Fran Ulmer also participated. All of the candidates pledged to fight for sufficient funding for the university.

Board of Regents ponders deeper dig in student pockets

By Molly Duvall
Whalesong Staff

A 10 percent tuition hike, proposed by UA President Jerome Komisar, will be one of the issues debated by the UA Board of Regents in February.

If the proposal is passed, tuition will be increased to \$64 per credit hour, up from the current \$58.

Additional tuition revenues will be used to maintain benefits, cover the cost of living and maintain other fixed expenses. The university needs to keep its lights on and its buildings maintained, Chancellor Lind

at the first time the

Board of Regents has raised tuition in the last few years. Two years ago they increased tuition roughly 10 percent. Again, last year, the BOR raised tuition an additional 16 percent, approximately.

The Higher Education Price Index (HEPI) is a formula is one indicator of the percentage of tuition that should be raised. The university began using HEPI in 1992. HEPI tracks the tuition increases of various universities around the United States; it also tracks the student tuition portion of the university dollar at these institutions.

According to HEPI and a study conducted by a research firm in Washington, the percent-

age of instructional cost borne by UA students is low when compared to other colleges and universities of similar size.

"This school is like a private college with public-college-priced tuition."

-Chancellor Marshall Lind

Over the last three years, tuition has been raised a total of \$214.00 for a full-time (12 credits) student. The credit

consolidation cap in 1990 was 12 credits, the cap was augmented to 13 credits for the 1991-2 academic year.

"We have been cutting the UA system [administration] in the past couple of years without touching direct services for the students... and we are working with the bare bones administration down here in Juneau," Lind said.

Raising tuition costs and enforcing heavier class-loads have had some impacts on students.

"I think it's terrible; it is too high as it is. It's almost worth it to go down south," UAS freshman Carli Loucks said.

Several students said that

recent proposals and the tuition increases have not been accompanied by an earnest effort from the administration to improve conditions which directly affect the students. Rather, some said, the administration has benefited from the tuition increases, not the students.

"Recreation facilities and more classes should be offered with this new tuition money," Charles Vincent said.

"I think Juneau's campus has some advantages because of the small class sizes, quality of the courses, instruction of professors, and the library resources," Lind said. "This school is like a private college with public-college-priced tuition."

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Walker shares insight into America's bureaucratic nightmare

Isn't it strange that we have created a society where everyone is a criminal?

Crimes in past ages were based on self-evident laws that protected the majority of our species from the rogue elements of the time. Murder, theft and incest were crimes that were incompatible with the social structure of those times. Early justice was swift and harsh. The court convened at night when the plaintiff was asleep, the trial was held in whispers, the verdict delivered in silence, and judgement was in the form of a large rock to the head. The criminal class was easily identifiable by their flat heads.

In our enlightened times, we have managed to keep up with our prehistoric predecessors, for the criminal class is still easily identifiable. Just look in the mirror. "Who me" you say in askance? Yes you, you dirty rat. Your bowels pollute our waters in violation of the Clean Water Act. Your flatulence produces methane gas, a hazardous substance that cannot be transported without a permit. Your breath, along with the ruminants, adds greenhouse gases to the atmosphere. Five years ago, you took a car battery to the city dump, but you forgot to wipe off your prints, and the latent print division of the EPA matched those prints from a partial from your student body card. You will hang, for you are an ENVIRONMENTAL CRIMINAL. "Surely you jest," you say. "I am not a hardened criminal, I have just been keeping the wrong company. Let me off and I'll go straight. I will recycle my beer cans and even join the Sierra Club." Given the leniency of our judicial system, you will probably be given a small fine and five years probation.

True story. Our Regulators are not after you, you pitiful narc; they are after the big game polluters. Big Oil. The Loggers. The Miners. These are the true ENVIRONMENTAL CRIMINALS. The criminal Hazlewood (who was found not guilty by a mere lack of evidence) spilled oil all over Prince William sound, killing gobs of birds. The oil was irreplaceable, but the grief was for the gulls. Those criminal miners want to mix some arsenic with seawater near Kensington, a diabolical move that may possibly perhaps kill a fish. Loggers, the mafia of environmental criminals, actually engage in the practice of CLEARCUTTING. Clearcutting is bad because it is ugly, especially if it is done by loggers. Mt. St. Helens blew up and clearcut several miles of Old Growth trees and, incidentally, killed 57 people—mostly loggers. But nature is neat, and it is now a National Monument, a tribute to the grandeur of nature.

Isn't it strange that we have created a society where everyone is a criminal? In the 40 years of the cold war, our bureaucracy has grown in size and power with the Soviet bureaucracy. The Soviet Union disintegrated because their economy could not sustain the massive drain of government needs. Armaments, space, foreign entanglements, internal control, all of these needs of government sucked the life out of the Soviet economy leaving nothing but a hollow steel shell. Our government is now a gigantic engine without a purpose. Lacking an external foe of the stature of the Soviets, the government is turning inward. We now have our internal wars. War on poverty, war on drugs, war on

Guest Editorial

Keith Walker,

Whitestone Southeast Logging
Company, Hoonah, AK

environmental problems that exist within urban America. Clean air standards that make sense in Los Angeles are being applied to cruise ships in Alaska. The Clean Water Act that is being enforced to clean up the Potomac, is being applied to every creek and stream in rural America. Vast tracts of public and private lands are being locked up under the Endangered Species Act to protect birds and animals that may, or may not, be endangered and that are hardly ever seen. Urban Americans may never see these critters, but they want to make certain that they continue to exist.

"Every action has an equal and opposite reaction." What is true in physics is true in society. The taking of resources by urban Americans has provoked a reaction within rural America. Hundreds of small groups all over rural America have been formed to protest and to change the form and direction of our federal government. The goals are as diverse as the people, but all have one thing in common, more local control of our natural resources. Government does not produce, it consumes. To solve the ills of our country requires a strong tax base, and this tax base, the private sector, is being strangled by the very government that desperately needs the economic power provided by the private sector. The raw materials needed by the private sector—the timber, the minerals, the power, the oil—all are being locked up by well-meaning, but ignorant, people of good will.

The Democrats and the Republicans are like the Kilkenney cats. For those of you that are not familiar with this classic bit of Irish prose, I will reprint it with apologies to its anonymous author.

There once was two cats of Kilkenney.
Each thought there was one cat too many
So they fought and they bit
Their teeth flashed with spit
till barring their nails and the tips of
their tails.
Instead of two cats there wasn't any.

The Democrats and Republicans may not have destroyed themselves, but they have destroyed their credibility in the eyes of many Americans. It is time for a change, not in administration, but in the form of direction. It is time to put government back into the hands of the people, and this means more control, power and money on the state and local level. It would also mean more responsibility. Let the states have the final say on the death penalty. Let the local communities provide for the poor and the homeless and let them generate the means to do so with their own local resources. Let's break up the National Forest system and give the land back to the states. We cannot continue to rely on this remote, disembodied government to meet all of the needs of all of the our people.

Justice Louis D. Brandeis had a few things to say on liberty, and not too shabby for a liberal, "Experience

pollution, war on crime. We are at war with ourselves.

We are now in the midst of a growing conflict between urban and rural America. Rural Americans perceive that real wealth comes from the land and its issues, and that this wealth is better in private control than in the control of the government. Urban Americans feel that the land, and its resources, should be used by the government to solve their perception of the social and

should teach us to be most on our guard to protect liberty when the government's purposes are beneficial. Men born to freedom are naturally alert to repel invasion of their liberty by evil-minded rulers. The greatest dangers to liberty lurk in insidious encroachment by men of zeal, well-meaning, but without understanding."

Just remember, my young friends, tomorrow belongs to you. Hitler said those words to the Hitler Youth and left them a pile of rubble. Ask your friendly (hungry) local political hack how the hell we (you) are going to support thousands of geriatric Baby Boomers in the year 2010.

Enough of this proselytizing. As a recent addition to the criminal class, I must get back to work as a habitat modifier on the Tongass National Fish Farm, which only goes to prove that protective coloration and adaptability ensure survival.

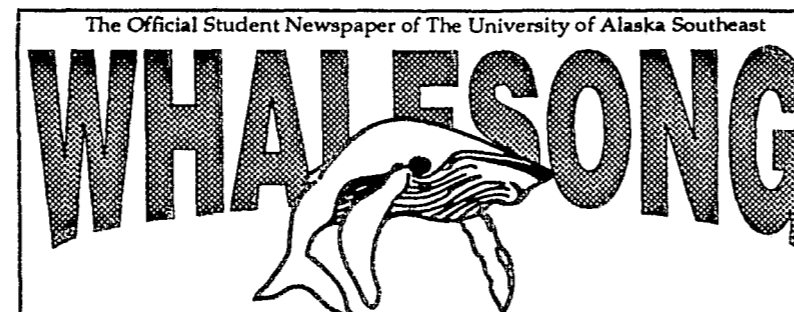
Retraction:

The *Whalesong* erroneously reported in the article, "USUAS puts organized clubs on the 'back burner,'" that new clubs will not be recognized until January 1993.

In the USUAS Constitution, Article X, Section 1 states: "Any student club or group seeking recognition as a University student organization shall submit a copy of its constitution to the Student Council for approval. Unless special conditions prevail, a faculty or staff advisor shall be required for each club or group."

Additional requirements are stated in Bylaws Article VII. "Groups, and organizations that wish to remain recognized must submit all required proposals by October 1."

The *Whalesong* regrets the error.



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Special Thanks
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The University of Alaska Southeast student newspaper, *Whalesong*, is a bi-weekly publication with a circulation of 2,200 copies per issue. The *Whalesong's* primary audience is UAS students, although its broader audience includes faculty, staff, and community members. *Whalesong* will strive to inform and entertain its readers, analyze and provide commentary on the news, and serve as a public forum for the free exchange of ideas. The staff of the *Whalesong* values freedom of expression and encourages reader response. Letters to the editor are welcome and highly encouraged. All letters must be signed to be considered for publication and may be edited for style and/or brevity but never content. The *Whalesong* is located on the Auke Lake campus in Mounant 207B. Mailing address: 11120 Glacier Highway • Juneau, AK 99801. Telephone: 789-4434, Fax 789-4595, VAXID: JYWHALE.

Letters to the Editor

Editor's sexist slip showing

Dear Editor:

This letter is written in response to G. Norman's article in the Oct. 21 issue of the *Whalesong*.

Let's talk language. The language that created a justifiable furor in the last issue of the *Whalesong* was "femi-nazi." The use of this language was objected to by a number of people who wrote letters to the editor. And now, Mr. Norman, you attempt to bypass and even obscure the meaning of that journalistic interchange by implying that language is an insignificant part of the whole system. The "larger issues you say you are "able to value, civil rights, the environment, the economy, abortion, and the socialization of health care" - these issues are each expressed, discussed, defined, legislated on, and the results of these processes are disseminated through LANGUAGE, (that includes nouns, pronouns, etc.). The issue of equality cannot be approached by using gender or racially biased language. Language is one of the major ways whereby we construct reality. Sociologists, Sapir and Whorf contend that, "...we selectively screen sensory input in the way we are programmed by our language, admitting some things while filtering out others. ...that languages 'slice up' and conceptualize the world of experience differently, creating different realities for us." Gender biased language equals gender biased reality. There are small words, Mr. Norman, but no insignificant ones.

Feminists and other human rights advocates, men and women of many races, have made the issue of abortion rights one of the most prominent issues on the national agenda today. As for civil rights accomplishments, read Titles IX and XIV of the Federal Civil Rights Code, for starters. These are hardly issues that are being "neglected" as your article implies. "Real issues," such as these, have been and are presently being addressed by people of conscience throughout the nation. This fact needs our recognition and support, not criticism from the dark corner of anachronistic individualism.

If we examine the last sentence of your article, "Do they have what it takes to win?" we can illuminate the importance of one of those "nit picking, commonly used pronouns" on which you say the feminist movement has recently "focused" (may I interpret, wasted?) "a lot of valuable energy." You are writing in terms of we/they, win/lose, oppositional constructs. Is that what you mean to do? Is that how you truly see yourself in relation to the feminist and civil rights movements whose "larger issues" you say you are "able to value"? The issues of feminism and civil rights in general are about personal safety, social dignity and adequate livelihood for all people. They do not belong in and oppositional context. You create this context by your use of language, which is a reflection of the way you think. Equal rights is not a football game, Mr. Norman. Equal rights is not a win/lose issue. It is a win/win issue. We live in a society of interdependent individuals. Because of this, if some lose, in the long run we will all lose.

Sincerely,
Sheila Blackman

P.S. I think your WASP (White Anglo Sexist Pfreudian) slip is showing!

University proposes another tuition increase

Legislative support \$2 million less in 1992 than in 1984.

By Gregory Norman
Whalesong Editor

In what has become an annual event at the University of Alaska, the UA Board of Regents (BOR) is once again entertaining a proposal calling for a 10 percent increase in tuition this year.

There is an understandable need for additional revenue on the part of the university and this trend of more, more, more, will not end with another \$6 per credit hour. However, it will help the university maintain an adequate educational system in the State of Alaska. The system's primary goal is to educate Alaskans by offering them an affordable opportunity to enhance their education.

On the reverse side, who defines the term "affordable education"? Is it the governor? Is it the legislature? Is it the university administration? Or is it the students? This is not an easy question to answer. The BOR has determined four times in the past five years that tuition is lower than "affordable" and found it fitting to increase tuition by approximately 50 percent over the past four years.

In 1987 tuition was \$38 per credit hour; in 1988 it was \$40; 1989 up to \$42; 1990 rose to \$46; 1991, it was up to \$50 and 1992, increased to \$58. UA students have seen a substantial increase without receiving any visible benefits.

In April, 1991, the Regents believed they solved their problem by instituting the Higher Education Price Index (HEPI). The HEPI, supposedly their savior, would

virtually eliminate for them any responsibility for raising tuition. The university tuition rates would correspond to a three year average based on the HEPI and relieve the BOR of any "choice" regarding future increases. However, one element of the newly revised policy stated, "tuition can be increased if the board determines such action to be necessary, and if the increase is in the best interests of the university and its students" (#05.10.01). At the same meeting, the BOR implemented a \$5 or 10 percent tuition increase, from \$50 to \$55. Students fought against the increase.

In April, 1992, the Board of Regents invoked policy #05.10.01, arguing "declining oil revenues" threatened to shrink the university budget. UA President, Jerome Komisar, and the chancellors of Juneau, Anchorage and Fairbanks, suggested a tuition increase to off-set these drastic budget reductions. Despite student protests, the BOR confirmed tuition would indeed increase from \$55 to \$58 in the fall of 1992, an additional increase of six percent over the existing 10 percent they had previously approved.

Was this in the best interest of the students? Not that I have seen. In fact, there are fewer course offerings. We have lost key faculty members. There are no additional student services or longer hours for the library or computer lab. In short, there was absolutely no benefit to students.

In February, 1993, the Board of Regents, at the insistence of the UA Statewide budget gurus, will vote on a 10 percent tuition increase. According to a published report, tuition could jump from the current \$58



United Students of University of Alaska Southeast Council Accounts

We have just held a public hearing on the proposed itemized FY93 budget. The public hearing was Tuesday, November 3. The public hearing was for obtaining students' testimonies and statements on the proposed budget.

We are *still* short one Upper Division Representative. Anyone who is interested in this position may apply at the Student Government office.

We are entertaining the motion for purchasing a new copy machine for the students. If purchased, it would be here on campus in the Mourant building for the student's convenience.

UAF has informed us of another tuition hike that will be taking place. We have been actively pursuing student input on this issue. Anybody who is interested in this issue is welcome to come and share with us your views at the Student Government office.

We will be forming a workshop for dealing with the issues of club organization and recognition.

Regular meetings are now on every Tuesday, from 12-1:15 p.m., through December 8.

Special thanks to Ron Arvin and Kevin Ferrell for their efforts on campaigning the students' voice over the Faculty Senate decision on obliterating student anonymity.

per credit hour to \$64 per credit hour.

This does not appear to be in the best interest of the students. Further, it appears that UA Statewide administrators have nothing better to do with their time than to draft tuition increase after tuition increase, and the BOR doesn't exercise the "responsibility" to say "enough is enough."

Certainly additional funding is necessary for a quality education. But, where does it end? Brian Rogers, UA vice president of finance, indicated he doesn't know where it will end. He said, "I hope there is one [an end] soon. It depends on the level of state investment in higher education."

Rogers said there has not been an increase in state funding over the last eight years. In fact, he said, "We [the university] received \$2 million less this year than we did in 1984."

Tuition revenue is only a part of the overall budget, but it is a start. A conclusion has yet to be reached and can only be solved by continued support at all levels—State, UA administration, the private sector and the students.

If allowed, UA administrators and the BOR will continue to increase tuition without restraint, compassion or cultivating other areas of income. The answer is there—compromise; give the students something in return and they will respond in kind.

All students interested in the proposed tuition increase are encouraged to attend the Legislative Affairs Committee Taco and Nacho Feed, November 11, from noon to 2 p.m. in the Mourant Cafeteria.

Cory's Corner Column

We should decentralize government for good of the people

What with the elections here and gone, and the subsequent political anxiety that the country has undergone throughout this year, I want to put some ideas to pen. These themes control and temper my—and many others—political theories.

Freedom—*exemption or liberation from the control of some other person or arbitrary power.* (Webster's New World dictionary) Arbitrary—*absolute, despotic.* (Webster's) Power—*the ability to control others.* (Webster)

Freedom is now more completely defined as the exemption, or liberation, from the absolute, or despotic, control of others.

Efforts to be rid of absolutist control have been the goal of countless revolutions, from the farmers' revolt in seventeenth-century England to the American revolution. Ah... the American revolution.

In the late eighteenth century (1776 to be precise), many British subjects in the American colonies were concerned with the political environment. Feeling outraged about the enormous power that aristocratic England wielded over them, they set to pen some basic thoughts and ideas about freedom, calling their writing the "Declaration of Independence." The ideas they had concerning freedom mirror the definition given above.

Even a slight release from the absolutist control they endured might have postponed the inevitable revolution.

In a rage for liberty (defined by Webster as: "the limits within which a certain amount of freedom may be exercised"), the colonies combined in order to throw off the centralized power of Britain. This allowed the colonists to decide the fate of the colonies, and more

OPINION

By Cory Winchell

specifically, the residents from each colony to govern—when necessary—the affairs of their own respective colony. The principle here is what I call "the atomization of power," meaning that power should be atomized and, in finality, be held by the individual.

Combining individual power into a collective force is sometimes justifiable, but should be used only in the case of violent physical jeopardy (potential loss of life, or

property), which constitutes a loss of liberty.

The lesson to be learned from our founding fathers is that centralized power is wrong. Allowing decisions that must naturally be made by individuals to be made by an executive mandate in a forum several thousand miles from one's home is not only ludicrous, but court-ing an eventual disaster.

America has become enamored with the concept of increasing political control in Washington, D.C. To centralize power nationally is not an answer; it is a problem. Important decisions regarding Alaskans should be debated in Alaska, and finally, left up entirely to Alaskans. In effect I am advocating all theories that embrace the "atomization of power," be they state-rights, self-reliance, free-markets or any other mechanism that promotes personal decision making.

All I ask is that Americans take a closer look at decentralization of government, or any other social institution, for people are happiest when left to pursue their own interests.

Editor's Note: Opinion columns appearing in the *Whalesong* do not necessarily reflect the opinion or stance of the student newspaper. They reflect only the opinion of the author, unless otherwise stated.

Student government eliminating the voice of its constituency

The disappearance of the student voice within USUAS student government is unfair to students. Restricted meeting times and not allowing students to speak between motions and student government voting is causing the elimination.

The elected student government officials received \$94,000 from student fees this year. The body conducts lobby efforts, organizes activities and tackles student issues. Their efforts should benefit the students that elected and paid for them to be student government members.

Attempting to streamline meetings, student government now limits students' speaking time to "audience participation," placed twice on the meeting agendas, once in the beginning of the meeting before new business, and then following announcements before adjournment. Other student comments are excluded.

To elaborate, if a student has concerns about a subject that is coming to a vote near the end of the meeting, the student must voice all concerns in the beginning of the meeting; otherwise, the next time a student may speak is after the vote has been taken. Also, meetings have

been adjourned before the agenda was completed. If this student is unfortunate enough to attend this type of meeting—as has happened in the past—concerns can be forgotten or misinterpreted by the next meeting.

Members of the council feel it is the only way not to bog meetings down. Meetings do take time and energy. No one wants to spend all day discussing issues. Business should be quick and accurate, so the new schedule could have merit.

During student government discussions many questions arise that misinformed people try to answer. The decisions often affect all UAS students, but to keep meetings short, only the few on student government may comment. This does not encourage students to support, or attend meetings. Many times poor decisions have been made because students did not, or could not, voice opinions. Now students cannot use their democratic right to voice an opinion while the subject is under direct consideration for

vote.

Another barrier for students is the meeting times. Scheduling meetings for student government has always been a hassle. This year they find that just over one hour every week is available for meetings. This happens because members limit themselves to times during the normal working day. With nine student class and work schedules to shuffle, this poses very

OPINION

By George Campbell

difficult conflicts. If more time is necessary, maybe more options should be considered.

One option is to hold meetings on weekends. Another is to post the meeting times before elections and make students adjust classes to the schedule. A third could be to use the time before school, before 9:00, when few students are in class. Evenings could also be used.

Everyone is probably opposed to at least one of these suggestions. The fact is, none of

them are ideal. Weekends should be left for families, jobs, relaxing and co-curriculum activities. Posting meeting times would discourage students from running for office, and classes are more important than meetings. Late nights interfere with jobs, and many find this is the only time they see their family during a day. Early morning... Yuk! Who wants to get up early to volunteer themselves for that type of meeting?

None the less, it is important for students to attend and be heard during the meetings. It is their

money and education being discussed and allocated. Students deserve better opportunity to attend and speak at meetings of student government.

Currently, limited meeting time is causing issues to be rushed. A weekend meeting, which wouldn't interfere with curriculum, could prevent students from having to miss, or being late to class.

Elections recently went unnoticed, so posting meeting

times before the semester would not discourage much participation. A designated class called "Student Government" could be added, allowing all students to sign up. Those not elected could participate in committees, and times could be posted well ahead of the semester. Maybe the credits offered would improve student interest. This option could have great advantages.

Evening meetings twice a month would not be an unreasonable request for our elected officials. Student participation might increase with the decline in class conflicts, and a change of venue for evenings, say to Bullwinkle's, could stir up interest.

No solution is ideal. Continuing the same regime and scheduling that have not worked in the past is not ideal either. Students need a voice. They deserve to speak without the barriers constructed by student government.

Student government leaders should judge their own inconvenience against that of the students' representation.

Without the student fees, there would not be enough money to pay officers' salaries in the budget.

Whalesong

Tuxedo Junction offers elegance, romance and student scholarships

By Cory Winchell
Whalesong Staff

A slight murmur of voices over some big band music. People displaying charm, elegance and a touch of romantic flare. Laughter and cheer coupled with the glimmering light sparkling through a glass of bubbly. Is this a Lawrence Welkian dreamscape? No, this is Tuxedo Junction.

The University of Alaska Southeast, in conjunction with Westmark Hotels Inc., co-sponsoring Tuxedo Junction, November 7, 1992 at Centennial Hall, starting at 8 p.m.

Tuxedo Junction coordinator Tish Griffin, said, "I'm really excited about it. There is a lot of public interest."

This year Tuxedo Junction is offering an exquisite dessert buffet prepared by the Westmark catering service with this year's theme in mind. The buffet

includes Banana Foster and Crepes Suzette, chocolate-dipped strawberries and cherries and other delicious desserts.

Tuxedo Junction began in 1982 as an effort to generate funds for the University of Alaska Foundation. Enjoying incredible popularity, the Tuxedo Junction endowment account balance currently stands at \$100,000. These monies are used to offer scholarships for UAS students.

Griffin said, "What we receive will go into the Endowed Scholarship fund; we're projecting a target revenue gain this year of around \$17,000."

Although hard times have hit many educational fund-raisers, Griffin said, "We thought with tighter economic times donations would be scarce, but people (merchants) have been generous. The community is responding very well with gifts."

This year Tuxedo Junction is offering a new variety of activities as a response to surveys handed out to last year's participants.

Griffin said, "Surveys were conducted last year and there were 125 responses encouraging local entertainment. This is an event *not* to be missed."

Local talent such as Dana Zimmerman and Bill Garry will be part of a stage show produced by Janice Holst and emceed by KSUP's Rockin' Ron Davis. Their performance begins at 10 p.m.

The music will be provided by *Mel Flood's Big Band*—offering the swinging big-band sound and featuring vocalist John Moore. *No One Famous*, a rhythm and blues sextet, features a variety of local talent.

At midnight, *Mel Flood's Big Band*, will conduct a dance contest. This is a new Tuxedo Junction feature. Flood will

play the Glenn Miller hit "Tuxedo Junction."

Tuxedo Junction will also provide its famous casino, offering various card games, poker and blackjack, craps and roulette. Players purchase chips and can use their winnings to buy gifts.

admission tickets. Tickets are \$35 advance, \$45 at the door; student tickets are \$25. Seat reservations are an additional \$20 per seat and can be purchased only from the UAS cashier.

Holst is offering free dance lessons, Nov. 3-5 at The Penthouse, beginning at 7:45 p.m.

Just a few reminders:

- Formal dress at the function is recommended.
- For convenience a coat check will be provided.
- No host bars as well as hosts and hostesses' will be available.
- No smoking at the event.
- Gambling tables will be present. (absolutely no cash tables)

Tickets can be purchased at Hearthside Books, Martha's Flowers, and the UAS cashier in the Mourant Building at the Auke Bay campus. The cashier will sell seat reservations and student discount tickets (9+ credits), as well as general

Dances being offered are the waltz, fox-trot, cha-cha, rumba and swing steps.

Anyone interested in attending Tuxedo Junction should contact the ticket outlets for available ticket information or the UAS cashier at 789-4547.

This weeks winner: **Brent Kesey, W 13 L 7**

Winner receives two free movie passes!

W 11	L 9	Point-spread Pontiff (Frank Clark)	vs.	The Wizard of Wager (Gregory Norman)	W 9	L 11
Here are the picks from the 'experts'						
Luck o' the Irish prevails. They're magically delicious! Someone check my pulse on this one. Vandalism frustrates Grizzlies. 'Cats shock Huskies at home in defensive struggle!			Irish struggling. Golden Eagles by 9. Montana Vandalized, Idaho by a bunch. Huskies regain offensive form. Win by 10.			
Helen of Troy Aikmen violated by Detroit Defenders. Lions on top! Minister of Defense reigns supreme. Eagles too evil! Boy George does the hamster—Orchestrates victory from body cast. Vinster watches drubbing with pine splinters in his butt. Foster-O'Donnell vs. Kelly-Thomas? Steeler edge on D. Ross has bolts charged. Chiefs wear rubbers—ground Chargers. Deion and his nicknames are back! Falcons claw Young and crew.			Cowboys strike gold in Silver Dome. Eagles find offense, fly past Raiders—Dickerson sets mark. Red-faced Phins take frustration out on Colts. Viks with a pseudo-by—crash hapless, hopeless Bucs by 20. The return of Kelly's heroes—Buffalo in OT. Chargers light up score board, fall short by a foot. 9ers trade Montana (ya right)—celebrate with rout of Falcons.			
Bledsoe good! Cougs' whip Walsh—back to the NBC booth, Gramps! Doornat dawns Big Eight Crown. Jayhawks win by 3. All these folks talk 'bout all year—Auburn casket carried by Hearst.			Stanford commits cardinal sin—Cougs can't capitalize, lose by 6. Buffaloes charge home, stop Kansas in tracks. Heads or tails—it's that close-a-call. Auburn wins.			
These two should consider arena football. Jets on a wing and a prayer. Steel curtain stops Sanders. Get the Fontes outa' here. Purple People Eaters munch on Pardee's toupe. Stormin' Mormin' converts latter-day Saints. No Cowboys, just Indians! Skins smoke pipe to victory! Mama's boy Elway manages to carry this weak team along.			Young Shula can't work daddy's magic—falls to Jets by 10. Sanders rips Aluminum Curtain for 150 plus—Lions by 6. Vikings discover Oilers—weakpoints—win in thriller. Rough Watter's for Ain'ts—Ricky runs up stats. Better fight than the old westerns on TNT—"Chefs" by 3. The army ANTS get to "smiling" John—win by 10.			
Flipper wows 'em in Maimi. Tuna by ten.			Miami fresh off victory, stumble to another—Win by 6.			

*The rules are as follows: Submit your picks to the Whalesong Office located within the Mourant Building by Friday, 5:00 p.m. You can also mail your picks as long as they are postmarked by Friday, November 6. Send to: UAS Whalesong, c/o Pigskin Pickers, 11120 Glacier Hwy., Juneau, AK 99801.

Each game must have one team check marked, games left unmarked will be counted as losses. The point spread only applies to the last game, and will be used in case of a tie. All entries must be signed to receive official recognition. Whalesong reporters not eligible. Out-right ties decided by coin toss. Thanks for playing. This will be a bi-weekly event.

The Whalesong Presents: The First Pigskin Pickers' Pool

November 7-8, 1992

Visitor	College Games	Home
<input type="checkbox"/> Boston College	at	<input type="checkbox"/> Notre Dame
<input type="checkbox"/> Idaho	at	<input type="checkbox"/> Montana
<input type="checkbox"/> Washington	at	<input type="checkbox"/> Arizona
Pro Games		
<input type="checkbox"/> Detroit	at	<input type="checkbox"/> Dallas
<input type="checkbox"/> L. A. Raiders	at	<input type="checkbox"/> Philadelphia
<input type="checkbox"/> Miami	at	<input type="checkbox"/> Indy
<input type="checkbox"/> Minnesota	at	<input type="checkbox"/> Tampa Bay
<input type="checkbox"/> Pittsburgh	at	<input type="checkbox"/> Buffalo
<input type="checkbox"/> San Diego	at	<input type="checkbox"/> Kansas City
<input type="checkbox"/> 49'ers	at	<input type="checkbox"/> Atlanta

November 14-15, 1992

Visitor	College Games	Home
<input type="checkbox"/> W.S.U.	at	<input type="checkbox"/> Stanford
<input type="checkbox"/> Kansas	at	<input type="checkbox"/> Colorado
<input type="checkbox"/> Georgia	at	<input type="checkbox"/> Auburn
Pro Games		
<input type="checkbox"/> Cincinnati	at	<input type="checkbox"/> N.Y. Jets
<input type="checkbox"/> Detroit	at	<input type="checkbox"/> Pittsburgh
<input type="checkbox"/> Houston	at	<input type="checkbox"/> Minnesota
<input type="checkbox"/> New Orleans	at	<input type="checkbox"/> 49'ers
<input type="checkbox"/> Washington	at	<input type="checkbox"/> Kansas City
<input type="checkbox"/> N.Y. Giants	at	<input type="checkbox"/> Denver
<input type="checkbox"/> Buffalo	Monday Night at Point Spread _____	<input type="checkbox"/> Miami

NAME: _____

PHONE: _____

Masters of Ed. proposal in works with Yukon College

Dean of Yukon College to visit UAS in November to discuss program.

By George R. Campbell
Whalesong Staff

Preparing to establish the Masters in Education degree at Yukon College in Whitehorse, Yukon, UAS Dean of Education John Pugh has written a curriculum proposal for distance education courses to be taught in Whitehorse.

Responding to a request from Yukon College, Pugh and Yukon College Dean of Academic Studies Aron Senkpiel jointly submitted a letter to Ken Taylor, president of Yukon Teachers' Association.

Explaining UAS's desire to offer this degree at Whitehorse, Pugh said, "We need to build and maintain credit hours; the graduate program has been light." The proposal outlines two classes each semester, with a maximum of 25 students.

Students would participate in the program through a cohort group.

Outlining major features of the proposal, the letter specifies a 36 credit degree program, taking three years to complete.

Masters degrees in elementary and secondary education will be offered.

Distance education between UAS and Yukon College was first introduced in 1991, through the School of Business's Masters in Public Administration. Dean L.A. Wilson, UAS School of Business, said, "One of the reasons the Masters in Education was requested was Yukon College's satisfaction with the MPA."

Funding for the program will be provided by Yukon College and Yukon Teachers' Association, but will only cover costs, according to Pugh. Most instructors will be teaching the distance ed classes in addition to their class schedules at UAS. He said, "In most cases it will be an overload."

Ken Taylor and Aron Senkpiel will be visiting UAS Nov. 12-13 to discuss the proposal in more detail. The Yukon Teachers' Association and the regional accreditation authority must approve the curriculum proposal before the agreement is finalized.

WAC re-enforces writing proficiency

By Cory Winchell
Whalesong Staff

The UAS campus is making a concerted effort to provide students with a better opportunity to enhance their writing skills. The program, *Writing Across The Curriculum (WAC)*, has received faculty and administrative support throughout much of the university.

Jo Devine, Assistant Professor of English and WAC coordinator, said, "When students write things down, they reinforce proficiency both in the subject and the skills they use in writing."

Devine said, "Writing is the best of the [learning] tools. It helps clarify and organize your thinking in a subject."

WAC has been evolving very slowly in the university system. It has come as a response to the growing concern over the level of student writing.

Devine said, "A lot of students are moving through college with a low writing proficiency. WAC helps make

the point that writing is a skill needed in the real world."

Don Cecil, Professor of English, said, "WAC increases the opportunities that students have to practice an incredibly important skill."

The program was implemented

"A lot of students are moving through college with a low writing proficiency."

—Jo Devine

mented to allow students liberal exposure to writing opportunities in a practical setting. Cecil said, "We will add more value to students and their degrees if we give them more opportunities to practice absolutely essential skills like writing, speaking and critical thinking."

Businesses have been encour-

aging colleges and universities to take a stronger approach to writing. Cecil said, "Most companies feel communication and writing are the most important assets to have. As you move up in a corporation it is less important to have technical skills and more important to use written and communicative skills."

The degree programs are expected to be geared to the WAC objectives. Writing portfolios will be used to assess the writing skills of students. John Pugh, Dean of Education, Liberal Arts and Sciences, said, "Part of WAC is also to have assessment of education students prior to the junior year. The portfolio process will be used for finding students who have weaknesses in order to strengthen and help them."

Pugh said, "I think that students sometimes feel that it [writing] is not necessary, but employers have said that writing and critical thought in practical education will pay off in greater success of getting into retaining jobs."

WHALESONG PUBLICATION BOARD MEMBERS SOUGHT

THE WHALESONG IS LOOKING FOR STUDENT PARTICIPATION ON A PUBLICATIONS BOARD THAT WILL OVERSEE STUDENT COMPLAINTS, HIRING AND FIRING OF THE EDITOR, ESTABLISH BOARD POLICY AND HELP THE STUDENT EDITOR WITH TOUGH EDITORIAL DECISIONS.

CALL THE WHALESONG AT 789-4434 FOR MORE INFORMATION

**Almost
FREE
NOVEMBER 11, 1992
Noon-2 p.m.**

The Legislative Affairs Committee will host a TACO and NACHO feed for UAS students. In addition, students will be able to hear guest speakers, Sen. Jim Duncan, Regent Eric Forrerr, Donna Chantry and Chancellor Marshall Lind express their views on the proposed 10 percent tuition increase. Before receiving your meal, we ask only that you fill out a postcard with your response to the proposal. Contact Kevin at 789-4537 or 789-4630 for more information.

Whalesong
Advertising
789-4434

U BOOKSTORE

A Think CHRISTMAS and \$AVE
Check out our clothing sale table. Quantities are limited. We have Sweat Shirts/Pants and Jackets. Close-out prices.

S Also, we have a large selection of office-type supplies, computer disks, diskette holders, mouse pads, poster paper, bubble wrap and padded mailers.

HOURS
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Stop in and and take five minutes to fill out a Bookstore Survey. We are looking for better ways to serve you. Thank you.
Call 789-4401 if you have questions.

Native Student Club "Wooch Een" works on building bridges

By Dan Walker
Whalesong Staff

Wooch Een. No, its not a chant for the University of Alaska Fairbank's hockey team, but the name for the largest club at the University of Alaska Southeast, the Alaska Native/Native American club.

Wooch Een means "helping each other" in Tlingit. According to Wooch Een's Constitution, the club's purpose for existence is, "To offer support through assistance to Alaska Native/Native American and other rural college students in adjusting to cultural and academic life in the Juneau area. To provide input into the university. To provide for the special needs of and to promote a better understanding of Native students through cultural activities and to encourage participation of family and community members. To act as a mediary between Native students at the University of Alaska Southeast and national and statewide Native organizations."

"Wooch Een provides support and guidance for the Native people through Native people," said Pattie Adkisson, coordinator of Native/rural student

programs and co-advisor to the club.

"It's important for Native students to have a club to promote Native identity," said Colleen Doherty, Wooch Een co-advisor and coordinator of counseling services.

Becky McKennett, a student and club member, sees one of the club's purposes as "building bridges." "I'm glad that it provides a purpose... It helps native people relate to non-native people—that's one way, when I talk about building bridges," McKennett said.

Wooch Een's anatomy is unique, in that the structure of the governing body differs from that of the typical club system. "The club didn't want the traditional student government model," said Doherty.

Instead of elected "officers," Wooch Een's governing body is structured in the form of a "Council" which is made up of five elected members. There is no "president" in Wooch Een. Decisions are made through council discussion.

"Their interests vary, but they like the idea of working

collectively," said Adkisson. The role of "spokesperson" is rotated monthly among the council members. "It's a shared responsibility," said Adkisson. "Every one of the five are learning leadership skills," added Doherty.

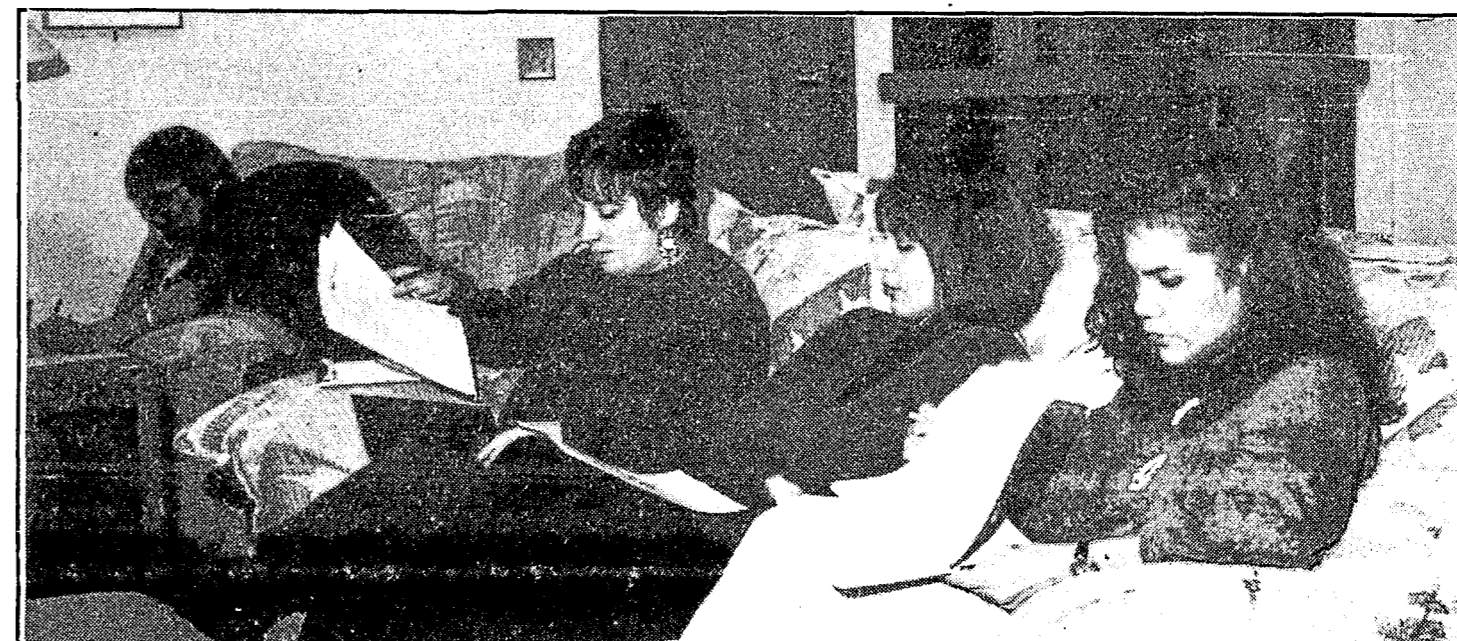
Although the club was relatively small in the past, less than 15 members, Wooch Een's size has grown to about 25 people. McKennett says she would like to see the club "expand" because "We have about 167 native students at UAS."

To become a member of the Native club is not difficult: "...we extend membership to all students, staff and faculty [of UAS]," the club's constitution reads. The meetings are open to anyone: "Natives and non-Natives attend meetings," said Doherty. "I can't see this club turning anyone away because of their race," said McKennett, "I don't think it would be worth it." Adkisson stated that an important goal of the club was to "diffuse racism."

Meetings consist of guest speakers; the planning of events, such as potlatches; addressing ways to aide Native students in college; planning programs to help Native youth, such as a mentorship program; and discussion on any topic one wishes to address. Adkisson says that the "meetings are productive."

The attitude of the club is a "celebrative kind of attitude," Doherty said, and "the theme is pretty up-beat," adds McKennett.

Wooch Een usually meets every other Friday in the student lounge located in the Mourant Building. Students and faculty are urged to attend, so check it out.



Native Student Club members. (left to right) Tommy Jimmie, Colleen Doherty, Lou Knapp and Lonna Stevens discuss upcoming Native American Month activities. November has been designated Native American month.
Photo by Gregory Norman

The UAS news and note...

Art professor displays works at Waterfront Gallery,

Alice Slattery Tersteeg, Professor of Art, will have an exhibit of sixteen new prints on be displayed at the Waterfront Gallery. The opening of this exhibit is on November 13, 4:30 to 7 p.m. All of the new prints are originals. The theme of these etchings, silkscreens and reliefs prints are flora and fauna (plants, animals and living things) of Juneau. The Waterfront Gallery is located at 236 South Franklin. All new prints will also be on sale. Tersteeg's exhibit will conclude on November 27.

...

UAS Bookstore Sale continues

The clearance sale is just in time for Christmas. The sale includes selected sweatshirt, sweat pants and pull-over shirts. What kind of new books, newspapers, study aids or best seller novels would you like to see in the Bookstore? Stop by and fill out a Bookstore survey, all questions, comments and suggestions are encouraged.

Scholarship offered by Soroptimist International of Juneau

Training Awards Program through The Soroptimist International of Juneau is offering a \$400 scholarship to mature women who are needing assistance entering or re-entering the job market. Eligibility criteria for this award require the applicant to be a beginning or continuing a vocational, technical training or undergraduate degree. Other stipulations also apply. The UAS Financial Aid Office, located in the Novatney Building Room 201, has applications available. The deadline for this scholarship is December 15, 1992.

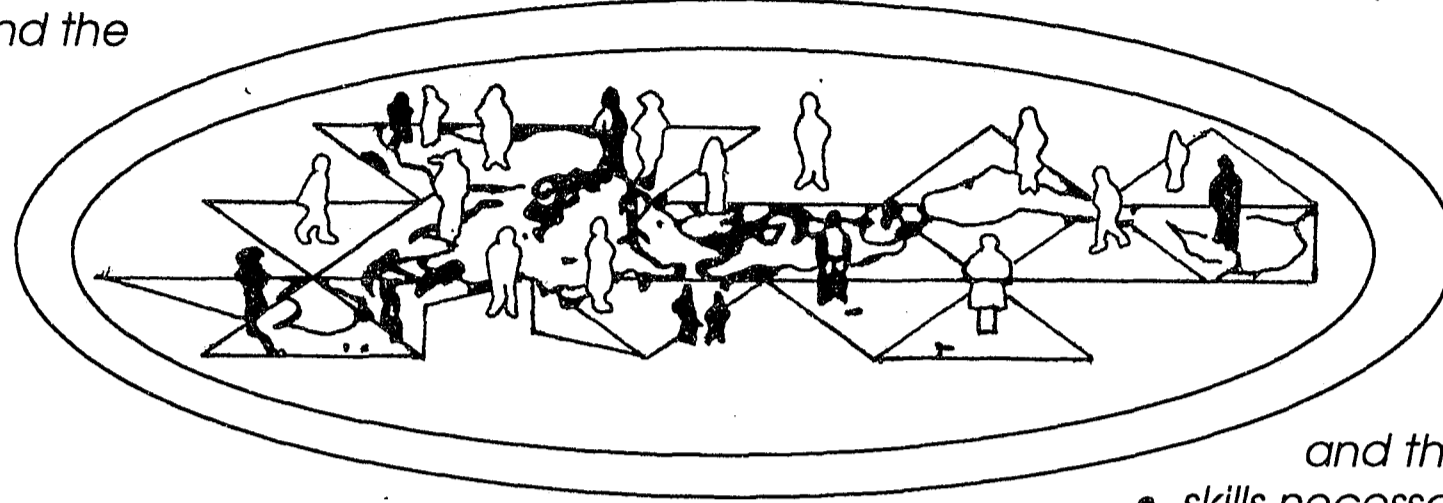
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Correction:

Kelley Bryant and Nicole von Gaza entered the Statewide Creative Writing Contest sponsored by the University of Alaska Anchorage and Anchorage Daily News and not the UA Statewide Archie Shiels Freshman writing contest, as the Whalesong indicated last issue. We appreciate our readership informing us of this error. Thank you.

World Game, Sunday, November 15, 1-5 p.m.

- global issues such as economics, diversity, environmental problems, hunger literacy, population, nuclear war
- conflict resolution and the dynamics of peace
- global resource distribution
- the complexities of international relations and the necessity of communication and cooperation
- geopolitical and geographical relationships



- group dynamics and leadership principles
- the driving forces of global economics
- the possible consequences of nuclear war
- ecological impact of government policies, industries and development programs
- relationships between humanity and the biosphere
- skills necessary for conflict resolution, negotiations and cultural diplomacy

"To make the world work for 100% of humanity in the shortest possible time through spontaneous cooperation without ecological offense or disadvantage of anyone."
—Buckminster Fuller

"Armageddon is cancelled—now what?"
—Hazel Henderson

Sign-up through November 13—
space limited, so call soon.
UAS Student Activities Office, 789-4528.

Following the event participants are welcome to meet at
Bullwinkle's Downtown from 5-6:30 p.m. to talk about the experience.
The Activities Office will provide free soft drinks and popcorn.

"We are all climbers on one rope.
If anyone slips, we all die."
—Mikhail Gorbachev

"Too bad the only people who
know how to run the country are
busy driving cabs and cutting
hair."
—George Burns

Student Activities Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Call the Activities Office at 789-4528 for more information.			November 4 Auke Bay Gym Co-ed Basketball 6-8 p.m.	5	6	7 Tuxedo Junction Annual scholarship fundraiser. \$25 student tickets (9+ cr) \$35 General Admission. Centennial Hall 8 p.m. must be 21 yr. old.
8 Open Gym Auke Bay School 6-8 p.m. Family Beach Walk and Scuba Dive Demo. 11 a.m. Lena Beach, geared for kids under 13. Sign up at student activities.	9 Auke Bay Gym Cancelled 6-8 p.m.	10 USUAS Student Council meeting. Mourant Student Lounge. Noon-1:15 p.m.	11 Auke Bay Gym Co-ed Basketball 6-8 p.m. USUAS Free Taco/Nacho Feed. Noon-2 p.m. Mourant Cafe.	12 Music at Mourant 11:30-1 p.m.	13 Scary Movie Night 7:30 p.m. Mourant Student lounge	14
15 Open Gym Auke Bay School 6-8 p.m. World Game Workshop 1-5 p.m. Centennial Hall. Reservations required.	16 Auke Bay Gym Co-ed Volleyball 6-8 p.m.	17 USUAS Student Council meeting. Mourant Student Lounge. Noon-1:15 p.m.	18 Auke Bay Gym Co-ed Basketball 6-8 p.m.	19	20	21 Ski Swap-Centennial Hall. Activities van leaves housing 6:30 a.m.
22 Open Gym Auke Bay School 6-8 p.m. Free Bowling at Chan- nel Bowl 9-11 p.m.	23 Auke Bay Gym Co-ed Volleyball 6-8 p.m.	24 USUAS Student Council meeting. Mourant Student Lounge. Noon-1:15 p.m.	25 Auke Bay Gym Co-ed Basketball 6-8 p.m.	26 No School-Thanksgiving Holiday	27	28
29 Open Gym Auke Bay School 6-8 p.m.	30 Auke Bay Gym Co-ed Volleyball 6-8 p.m.	December 1 USUAS Student Council meeting. Mourant Student Lounge. Noon-1:15 p.m.	2 Auke Bay Gym Co-ed Basketball 6-8 p.m.	3 Thanksgiving	4	5
					Gallery Walk Downtown Juneau. Van TBA	



For the Muse...

The two poets below are perfect complements to each other. They display the same disregard for rhyme scheme and focus on the abstract message they wish to convey. They both have written tomes of poetry using several devices, but they appear to be most comfortable and creative when left to the flowing conversational verse they use below.

Attention poets: please submit your poetry to the Whalesong office. Leave your name, student ID number and a telephone number. Faculty and staff are invited to publish their poetry—and encourage their students to do so.

Caroline George, known throughout campus as "Kee", is a student at UAS. She is hoping to gain a degree with an emphasis in Northwest Indian history. Her poetry offers insight by using heavy symbolism. She frees herself from rhyme structure—while still adeptly using alliteration—and allows the reader to "flow" with the abstract thoughts she provides.

Untitled

Security Smashed
Emotions shattered
torn Rag doll
tossed in the gutter
by loves careless
hand
Anguished eyes ask why.

Razor sharp slivers
from the mirror of reality
reflect pieces of pictures
of my heart's blood
on your trembling hands
Anguished eyes ask why.

— Kee George

Independent Wanting

I am in the arms of love,
and I sleep to awake
to a waterfall
crashing
gushing dive.
The spring
water of your gaze
keeps the wanting in check
with the game called surmise.

The poem means skip
skip
skip over
the lily pads of love at UAS.
Keep them men on the chessboard of guessing,
the jaws of wanting.

— Conrad Cole

HELLRAISER III

Winchell: Walker?... WALKER!... Where are you? Oh, there you are, what are you doing under your seat?

Walker: Well, at least I didn't take fifteen potty-breaks during the scary parts, Winch!

Winchell: Alright, alright... Hellraiser III, what did you think?

Walker: It raised hell, right through your pants, Winch! It kept me underneath my seat—but not on the edge of it. Like all sequels it lost the originality needed to make a movie interesting. The characters didn't get developed. Pinhead was a demented pup that was worn out after the second "Hellraiser."

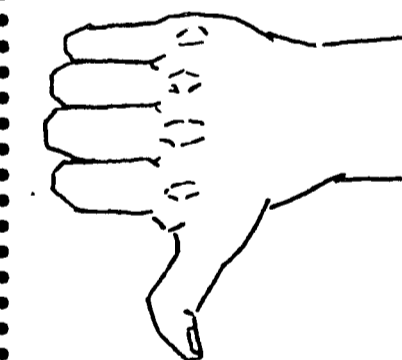
Winchell: The acting got really weak at times. The director made up for it with his overly sensational use of blood and gore.

Walker: I couldn't figure out the theme, Winch. The movie had about as much thematic order as a "Chinese fire drill."

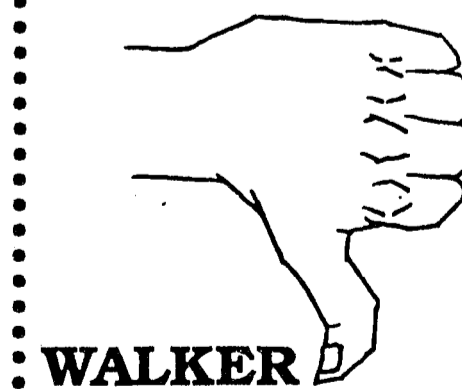
Winchell: Come on now, Walker, it did have some redemning (horrorable pun) qualities, although the movie followed the same Hellraiser plot: demons that can't die, Gothic church-scenes that overuse gleaming crucifixes and all the horror paraphernalia that is to be expected of any horror flick.

Walker: Gothic, come on, Winch, this wasn't a Batman movie. The movie was just downright gross! I just can't believe that fella (you know who you are) brought his little innocent five-year old boy to see some guy belch grappling hooks from his mouth.

WINCHELL



MOVIE REVIEW



WALKER

Winchell: Why was it so gross? I tend to think that the audience was more repulsed by the way Anthony Hickok (director) attacked the soft spots of the moviegoers by twisting and manipulating deeply-held beliefs and symbols, making Christianity appear weak compared to the all-powerful evildoer. Nothing was sacred; Pinhead, the demon (Doug Bradley), could get you no matter what you did, unless you were an innocent and pure journalist—now that's a contradiction of terms.

Walker: Well, maybe I could have caught onto what your saying if I had my eyes open long enough. Pinhead seem to keep babbling about the "pleasures of the flesh." Get real, how could anyone be persuaded to join the forces of evil with a guy who had nails sticking out of his ugly mug. They did have some pretty outrageous costumes—fitting for the ghoulish festivities of Halloween.

Winchell: Leonard Pollock (costume designer) really did an outstanding job. Pinhead looked like the finished product of a drunk acupuncture novice. The special effects were startling, to say the least—heck, they carried the movie.

Walker: Yeah, he looked like a blowfish on steroids. One thing I did notice was that the symbolism ran as wild as a nympho at a nudist colony.

Winchell: I'm not even going to touch that metaphor. Did you dig the end of the movie?

Walker: Yeah, it was a nice touch. We know that we can look forward to another monotonous horror flick starring Pinhead. I'll give Pincushion and his gang a thumbs down.

Winchell: I'm with you, SkyWalker. I would strongly suggest parents not take young children to this movie; it might prove costly in psycho-analysis fees later on. Thumbs down for me too.

Suicides send ripples of shock through university campuses

By Karen Neustadt
For The Whalesong

When a law student at a college in Boston took her life two years ago by swallowing a handful of pills, her family, friends and professors were stunned beyond words.

She had everything going for her: a supportive family, a brilliant future. But she was a high-achieving perfectionist who often felt overwhelmed by her life, though this was virtually unknown until some of her journals were found.

The law student and many like her are cases of "smiling depression," says a college mental health expert whose specialty is college suicide.

There are some students, says Leighton Whitaker, director of mental health services at Swarthmore College, Swarthmore, Pa., who are in quiet despair, and comprise most of the surprising suicides among "well-adjusted" college students.

Some college students may appear to express themselves emotionally, but they are only revealing a part of themselves—"party animals," for instance, and others who wear a mask of cheerfulness, he said.

Then there are others who are more forthright: "I can't take it anymore."

Those five words are considered a "red flag" for college students who may be contemplating suicide, say mental health experts who have watched students struggle with depression and despair.

The college suicide rate continues to grow, according to data from the U.S. Centers for Disease Control.

Red flags for suicide:

1. Giving away valued possessions.
2. Putting affairs in order.
3. Having difficulty adjusting to the loss of a relationship.
4. Withdrawing from all activities that previously gave the student satisfaction.
5. Crying with no apparent cause.
6. Sudden changes in behavior and/or attitude.
7. Inability to concentrate.
8. Constant irritability.
9. Excessive feelings of guilt.
10. Erratic behavior which cannot be explained.

Source: "College Student Suicide" by Leighton C. Whitaker, Richard E. Slimak.

Driven by low-self-esteem, isolation, substance abuse and withdrawal, about eight in 100,000 college students take their lives, according to a recent report by the Journal of College Student Psychotherapy, which studied 200 U.S. campuses.

Being a college student, however, may actually act as a buffer for youth suicide. The figures reflect a suicide rate 50 percent less than their non-college peers in the 18-24 age group.

"Most of the increase in the last three decades was due to an increase in youth suicide in general, and the vast majority of those were white males," Whitaker said.

The death of a student by his/her own hand has a chilling ripple-effect that sweeps the campus, touching friends, classmates and professors, said Whitaker, and requires a process he calls "post-vention" which includes grief counseling

cities.

Some campuses consider student suicide prevention a major priority.

A rash of suicides during the 1991-92 school year at the University of Maryland's College Park campus prompted the administration to review mental health services and find ways to make support more readily available to students.

Eight students committed suicide during the year, which, according to the publication Campus Crime, is estimated to be triple the number that could be expected on a campus of 35,000.

The suicides did not appear to be related, but school officials say that it appeared the students were under severe stress because of personal problems and the fallout of budget cuts that disrupted campus life.

Since 1973, the United States Coast Guard Academy in New London, Conn., has had a

Warnings Of Depression:

1. Sleep disturbances (inability to sleep or excessive sleeping.)
2. Lack of energy.
3. Changes in appetite (loss or increase in appetite.)
4. Substance dependence.
5. Deterioration of personal appearance.
6. Easily irritated or frustrated.
7. Feelings of hopelessness and helplessness.
8. Low self-esteem.
9. Withdrawn and preoccupied behavior.
10. Tendency to dwell on problems.

Source: "College Student Suicide" by Leighton C. Whitaker, Richard E. Slimak.

While the figures are tragic, they are more encouraging than the figures in the general population of the country, where four times as many males commit suicide than females.

For every male college student suicide, there are, on the average nationally, suicide

opportunity to prevent suicide that their non-college peers do not have. Gun control is also quite strict on campuses, making accessibility to firearms more difficult than in other settings.

Young women who think about suicide, said Whitaker, are more likely to give adequate warning that they are distressed, and are more apt to see a counselor, two factors that can deter the act of suicide.

"The fact that women make more threats is positive in itself," he said. "They more readily signal that they need help."

Alcohol is the single most overlooked risk factor for college suicide, said Whitaker, who says that "societal denial of the physically and psychologically damaging effects of alcohol have allowed this drug to keep a sacred place."

Most student suicides usually are spurred on by heavy alcohol or drug use, even if just for an evening.

For example, Whitaker's study of 33 recent suicides on American campuses revealed that 56 percent of those who succeeded in killing themselves were intoxicated either with alcohol or another psychoactive chemical, while 65 percent were thought to have a history of diagnosable substance abuse.

For college students, prescription drugs are used to commit suicide more often than "street" drugs.

The most common method of committing suicide in the overall U.S. population is firearms, especially among males, but male college students are only half as likely as males generally to use firearms.

community-based suicide prevention program functioning within its ranks. In the years since the program was developed, more than 50 students have been treated for suicidal thoughts and severe depression.

Prior to 1973, The Academy lost four cadets and one faculty member to suicide in a five-year period. Since the program was set up, there has not been a completed suicide on campus.

New cadets are required to attend lectures, then take part in a discussion and watch a videotape that explores the problem of student suicide.

Juniors are given four hours of suicide prevention training which includes in-depth discussions of causes, myths, misconceptions and "red-flags." They watch videos and pledge to become their "brothers' and sisters' keepers."

Twice as many male college students succeed in killing themselves as female college students; however, studies reveal that females make many more suicide threats and attempts than males.

attempts by eight other males, while an additional 12 men threaten suicide. For each female student suicide, 58 other women attempt suicide and 145 threaten to kill themselves, according to research data in Whitaker's book, "College Student Suicide."

Whitaker, who often counsels students in distress, also cites the "machismo" role as one of the reasons twice as many male students take their lives than female students.

"The more 'macho' the man, the more likely he will be involved in morbid behavior, which includes suicide and murder," Whitaker said. "These men are likely to avoid mental health services, although therapy can be a highly effective preventative for them."

Whitaker, who recently published a paper entitled "Machismo and Morbidity," said that, overall, college students engage in less macho behavior than their non-college peers.

Since mental health services are usually highly accessible to college students, there is an

University students hungry for meal-ticket program

By Frank R. Clark
Opinion Column

College students nationwide are feeling the harsh effects of the economic recession. Rising tuition costs, coupled with inflation, limited financial aid, and a genuine lack of funds for families to draw support from, have placed a giant burden on the student. Many students attending UAS can definitely relate to the present feeling of despair felt by all. Affording such luxuries as "lunch," and "dinner," have become giant dilemmas within many students' lives - dilemmas which may be solved by providing an in-expensive meal program for UAS students.

A meal program, subsidized by the university, would consist of three basic meals a day. A person could purchase their meal tickets under a number of different payment options (per semester, monthly, bi-weekly, etc) while saving a considerable amount of time and money.

Quinn Mander, a full-time student, said, "For me personally, I could stay on campus all day without having to commute back home for meals. Also, it seems like it would make sense for housing students."

Saving time and money are high on all students' lists of priorities today, but Linda Rugg, the current UAS Food Service manager points out, "The students and faculty would lose a wide array of personal choice if a meal program were installed, and the food-kitchen would have to be re-modeled."

Consequently, monies would have to be allocated from another sphere of the university budget to cover the kitchen remodeling, while food service would be whittled down to a one-dimensional type of operation.

When asked if she thought student government should help pay for the kitchen remodeling and subsequent meal program, Rugg said, "I don't think that student government should subsidize the operation." The same question was posed to Lower Division Representative Ron Arvin who replied, "No! I don't feel we should be paying for people's lunches, too."

Interestingly, of the twenty-four students that were interviewed in the Mourant Cafeteria, twenty-three disagreed with Rugg's and Arvin's stance. "Absolutely! What else do they (UAS student government) do

with our money besides buy a \$3,000 entertainment center to sit in a \$10,000 lounge," adds Chris Knight, a full-time student at UAS. More of the same was expressed Vanessa Veselka, a full-time student, she said, "Yeah, they (student government) ought to do something for the students."

"I don't think that student government should subsidize the operation."

—Linda Rugg

Of the twenty-three full/part time students polled on how much they thought student government should pitch in to the meal program, a vast majority selected 20 percent as a reasonable figure. Theoretically, the money could be allocated from the existing student government budget to subsidize the program. In addition, many students were asked if they would continue to support the program if their activities fees

were raised to cover the costs. Predictably, this variable was not present in too many minds. Thus, the overall consensus seemed to focus on the benefits of the system, rather than the costs. Almost all agreed that the student government budget should cover the shortfalls, rather than the student. On the sensitive issue of pricing, over three-fourths of the students polled said the current food-service pricing was too high. Charity Williams, a student here at UAS, exemplified the sentiment of the majority by adding, "The prices are definitely high for college-food program. I feel food-service should not make any profit off the students." Also, "The prices are entirely too high on specific items, such as hamburgers, fries, etc, and food-service's budget should break even at best," said third year student Darren Adams.

On the issue of profit, Mrs. Rugg asserts, "I have to make money to purchase new equipment and supplies for the purpose of upkeep." The

program, in other words, currently is "not university subsidized—but self-supporting," she adds.

"Contrary to many students' beliefs, food-service does not 'reap' enormous profits from its customers," said Rugg. Nearly all of the students polled did not share this sentiment. Arvin, Lower Division Representative, stated his interest in a meal program, but his lack of confidence in the bureaucracy is obvious, "Yes, I feel UAS should show interest in instituting a meal program, but I feel Food-Service would use it to make a profit, rather than benefiting students."

Rugg supports the notion of a meal program "If the need is there," then, she thinks, "It's a great idea!" But, there has been no substantial cry for such a program change. "That's why I have never instituted it," she adds. Thus, if a meal program sounds like a healthy, and albeit diverse alternative to Top Ramen, stop by and tell Rugg. She's all ears.



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Report focuses on math anxiety in higher education

Editor's Note: This article was reprinted with permission of Mary Lou Santovec, Editor of Recruitment and Retention in Higher Education. It was written by Dr. Lee Noel, with research provided by Gabriella Andries.

It's a fact known all too well by teachers and administrators in higher education: mathematics anxiety is a formula for student failure and attribution. But Gabriella Andries, a lecturer in math at the University of Wisconsin-Milwaukee, has some welcome news on this front: with the proper approach, mathematics anxiety can be overcome. All students—she claims—can be helped to succeed at math.

According to Andries, the problem is widespread, blocking student progress at all levels.

costs. Math anxiety is not related to general anxiety, she adds, nor is it related to intelligence.

"Many successful people readily admit that they suffer from mathematics anxiety," Andries points out.

Andries cites a variety of causes for the condition, including:

1) Not understanding a concept or concepts—This problem tends to snowball, since understanding advanced principles are based on competence in previous steps.

2) Bad rapport with teachers—This problem also leads to further problems, since students will avoid teachers with whom they lack good rapport.

3) Having a math-anxious teacher—Instructors who suffer from math anxiety are likely to

Andries' 16 Strategies for Instructors:

1. Discuss causes and effects of math anxiety.
2. Explode the myths.
3. Have students accept responsibility for his/her success in mathematics.
4. Sell your product—"We're salesmen and women," said Andries. "We're selling education."
5. Create a relaxed, caring atmosphere in the classroom, where open dialogue is encouraged.
6. Have a sense of humor.
7. Dress as a professional and address the student with respect.
8. Exercise patience.
9. Teach study skills along with mathematics.
10. Present material at a relaxed, comfortable pace. Present the whole picture whenever possible.
11. Hand out sample tests and give prompt feedback on quizzes and tests.
12. Use "whole brain" teaching. Connect the visual image with a verbal description. Use metaphors whenever possible.
13. Teach some history of mathematics and tell interesting anecdotes about famous mathematicians.
14. Teach positive thinking.
15. Instill self-confidence in students by constantly encouraging and reinforcing them.
16. Believe in your students and their ability to master math. If you believe in them, they will believe in themselves.

"It didn't matter if I were teaching a basic math course or one in calculus," she said, "the anxiety was evident to one degree or another."

Andries defines mathematics anxiety broadly. Math-anxious students include those who approach math with apprehension, dislike, fear and anticipation of failure—as well as those who attempt to avoid math at all

pass on their problems to students.

4) Lack of success in previous math courses—"When you lack success in a mathematics course, you have expectations of failure," Andries points out. "This helps to set up an ongoing pattern of failure."

5) Lack of parental support—This factor erodes the student's self-confidence and

Andries' 15 Hints for Students

1. Sit as close to the instructor as possible.
2. Copy down everything on the board.
3. Review previous class notes just before class.
4. You must keep up with the work. Plan your schedule so that you have at least two hours per class hour for homework.
5. Practice make perfect. Working lots of problems increases confidence and speed.
6. Pay strict attention to the instructor. Don't hesitate to ask for clarification at any point if you need it.
7. Do your homework as soon as possible after class.
8. Try to find a quiet place for study and nothing but study. After an hour, take a break.
9. Work on the class or book example
10. If you get stuck on a problem or can't find your error, leave it, go back and rework it.
11. Do all assigned homework problems.
12. If you feel the examination problems aren't like the homework ones, it could be that you aren't prepared for the changes that can be made in a problem.
13. Always survey the whole examination before you start. Work all the problems you are confident with first.
14. There's a saying, "If you really want to understand a subject, teach it." Get a study partner and take turns explaining concepts and procedures to each other.
15. Remember you can do anything you set your mind to.

self-esteem.

6) Relating math to an unpleasant experience—when such a relationship is established, students avoid math, making competence and success virtually impossible.

Two factors common to most of the causes listed above are low self-esteem and low self-confidence.

There are, however, differences in how male and female students handle math difficulties.

When female students don't do well in mathematics, they tend to internalize the problem, Andries said.

"When they don't do well, women ask: 'What's wrong with me?'" she explains. Male students, on the other hand, will tend to blame the teacher for the problem, or will explain their failure by saying they just don't try hard enough.

Andries also explains that for many students, math anxiety is rooted in several misconceptions. Here are some of the common "Math Myths."

• Some people just have a "math mind"—Andries points out that individuals aren't genetically predisposed to math anxiety. If a student doesn't do well in history, she points out, no one says he or she lacks a "historical" mind. But the destructive myth persists that, when it comes to mathematics, students either "have it or they don't."

"Anyone who is capable of

logical thought," she said, "can perform well in mathematics." Learning math is a lot like learning to play a musical instrument, she tells her students.

"If you want to learn to play the piano, you take lessons, and then you go home and practice, she said. "If you want to learn

Mathematical ability is all inherited.

• You don't need to become proficient in mathematics in order to succeed in life.

• Mathematicians are cold, unfeeling people.

• Only men do well in math. Andries' goal in her mathematics anxiety class is two-fold.

She wants to help her students overcome their math anxiety and succeed at math. "I don't believe you can do without the other," she stresses.

Becoming proficient in mathematics has a variety of benefits, Andries suggests, adding that teachers should

relate these benefits to students.

• You learn to be more precise.

• You learn to pay attention to directions and details.

• You learn to successfully analyze and solve problems—and not just in mathematics.

• You learn a universal language.

• You learn more about life.

• Your thinking becomes more integrated—in terms of left- and right-brain thinking.

• You feel better about yourself.

Andries is currently working on a book for math-anxious students, *Coping with Math Anxiety*. It is due out in spring 1993.

Andries has also written two mathematics textbooks (McGraw-Hill) that address math-anxiety issues through the presentation of problems.

Senate Bill seeks to curb university campus speech codes

By Charles Dervarics
Special For The Whalesong

The Senate has opened a potentially lengthy and contentious debate on a bill that would ban universities from receiving federal dollars if they impose codes restricting offensive speech on campus.

At issue is a bill introduced by Sen. Larry Craig, R-Idaho, who says speech codes violate the First Amendment, despite good intentions.

"Schools today have a world of options available to them in fighting incidents of harass-

ment," Craig said. But one option he says they must not try is "stripping students of their right to speak out."

Craig's plan drew sharp criticism in a September hearing before the Senate Labor and Human Resources Committee. Kenya Welch, head of the minority council at Clemson University, said the bill would foster ignorance on college campuses and do little to ensure equity in education.

"Where a person is verbally or physically tormented, badgered, heckled or persecuted or is under constant fear of this

occurring because of his or her race, sex, religion or sexual orientation, a quality education is an intangible goal," Welch said.

The Clemson senior also told the panel about several incidents of racially offensive speech directed at her on the university's campus. "I was shocked, hurt, angry, ashamed, confused... but I decided to stick it out," she said.

Craig, however, countered that his bill is designed not to defeat harassment, but to protect the right to free speech.

Speech restrictions "destroy the best weapon any of us has to fight against harassment," he said.

Discussion of this bill comes at a key moment in the debate on campus speech codes. Just recently, the University of Wisconsin repealed its code barring hate speech in light of a U.S. Supreme Court rule overturning a St. Paul, Minn., hate crime law. Federal courts have struck down a University of Michigan speech code as well.

In the aftermath of these decisions, some witnesses sought a more neutral ground by encouraging lawmakers to support campus efforts toward greater understanding among

students.

"Colleges and universities are responding to racial and sexual harassment on campuses in many more effective ways than the adoption of speech codes," said Hoke Smith, President of Towson State University in Maryland.

At Towson, the school offers courses on sexual, racial and ethnic issues and supports them with a disciplinary system with formal hearings as well as counseling sessions. "Informal procedures are normally very effective," he said.

Smith said he personally found speech codes counterproductive, but he opposed the Craig bill as well. If approved, the legislation will "inhibit rather than further the educational process by which conflicts will be fruitfully addressed."

In effect, Smith said the debate over speech codes already has raised the level of debate on the issue and created an opportunity to find better solutions to problems. This ongoing educational process needs no new restrictions from the federal government, he said.

College and university leaders also added that the Craig bill would do little to address the debate about "politically

correct" speech and conduct on campus. But the bill could introduce a new level of government regulation in higher education.

"Any problems in speech and relationships arising from intolerance are best dealt with on campus as an educational, not regulatory, issue," said Melvin George, representing the National Association of Independent Colleges and Universities.

Speaking for NAICU, George said he opposed the measure, calling new government regulation, "An unprecedented and unwarranted action."

While policy-makers debate the worth of speech codes and the Craig bill, Clemson's Welch noted that the campus climate for many students—particularly minorities—remains difficult.

After encountering incidents of harassment, Welch said she began to think that respect "was an unattainable goal." Such a climate does not promote access to a quality education, she added.

Craig says the bill, called the Freedom of Speech on Campus Act, is a starting point for discussion in congress. In the House, Rep. Henry Hyde, R-Ill., has introduced a similar bill on speech policies.

University of Wisconsin repeals hate speech rule

By John Williams
For The Whalesong

The University of Wisconsin Board of Regents established a committee to study discriminatory harassment after it voted to repeal a rule against hate speech directed against individuals.

The regents, which oversee the 26-campus University of Wisconsin system, voted 10-6 Sept. 11 to repeal the ban because of recent court decisions that raised the question that such bans may violate students' rights to freedom of speech, which is protected under the First Amendment.

"The issue was divided between freedom of speech vs. the right to harassment-free education," said Maureen Quinn, a spokeswoman for the Board of Regents. "It was a cogent debate since they were dealing with such emotional issues."

The roots of both the rule and the recent repeal go back to

1988, when the regents wrote a discriminatory harassment policy that was installed in the student code of conduct. This action was taken after a fraternity on the Madison campus held a "slave auction."

"There were also verbal harassments throughout the university system, so the regents felt there had to be a stronger student code of conduct," Quinn

"The issue was divided between freedom of speech vs. the right to harassment-free education."

said. About 40 students were cited under the rule.

A student newspaper at the Milwaukee campus challenged the rule under First Amendment violations, and in 1991 a U.S. district judge said the rule was constitutionally vague.

The rule was redrafted with

narrower parameters, and was approved in May of this year. The rule, as amended, was limited to direct confrontations between students. However, some of the regents began to doubt the constitutionality of the rule, Quinn said, so it went to a legislative hearing, which ended up in a deadlock, and then went back to the regents for review.

After voting to repeal the rule in early September, the regents voted to form a system-wide committee to come up with ideas to try to deal with harassment.

"In the workplace, harassment is not tolerated, so part of the argument is why should it be tolerated on campus?" Quinn said. "That was part of the arguments made by the proponents, who are left with no avenue to discipline students who harassed or to protect students who are being harassed. When it comes to student-on-student harassment, it fell in the cracks."

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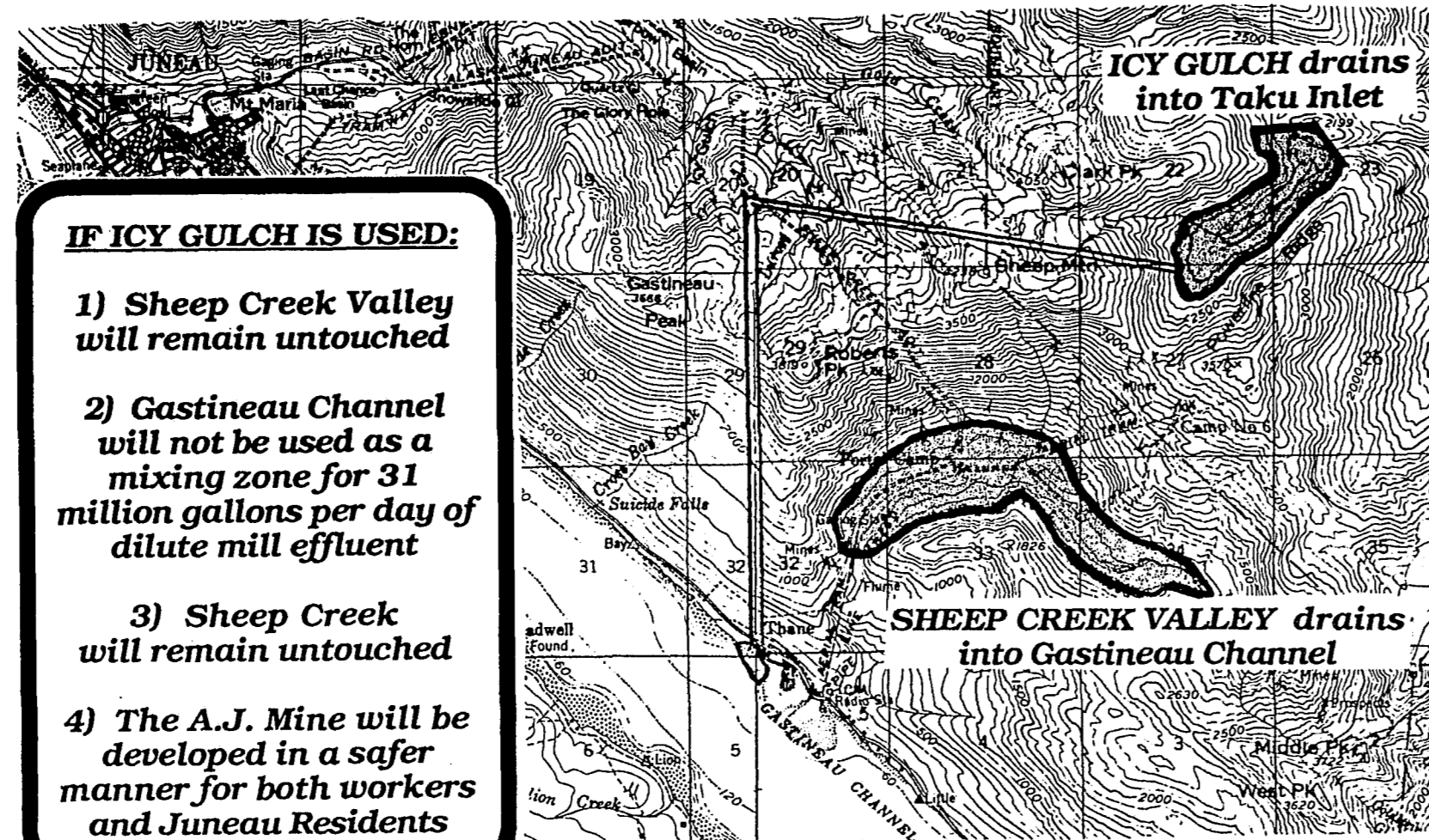
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ALMA Chapter Meeting will be held on Sunday, November 9, 1 p.m. in the Floyd Dryden Room 2. ALMA assists adoptees (18 and over) or search for their birth-family and birth-parents searching for adoptees. ALMA also assists anyone looking for long lost relatives. If you have any questions, call Lisa at 789-3648 (evenings) or Kit at 789-9411 (mornings).

MOMS Cooperative—Mothers Offering Mothers Support and Babysitting—Flexible and Free! Trade childcare, at home or at the Mall playroom, so you can enjoy worry-free shopping, or just a cup of java. Call Carolyn 790-2868 (JTCAG).

You've just inherited the entire planet. What are you going to do with it?—Play the World Game—November 15, Centennial Hall. Reservations required, call 789-4528.

I would like to thank the students on the Legislative Affairs Committee for their participation in setting up the November 11, Taco Feed, Kevin Ferrell.

Tired of the same old World? Here's how to get a new one—Play the World Game—

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YOUR OPINION MATTERS—Contact your Upper Division Representative, United Students of the University of Alaska Southeast at the Student Government Office, Maurant Bldg., or call 789-4537. Carolyn Garcia, 790-2868, or UACN mail JTCAG.

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Personals

Speech 336 is conducting a **Stress Management Workshop**—Monday, November 9, 1992, noon-1 p.m.—HA 103. All students are invited to attend.

FREE—Classified's for students,

faculty and staff at the University of Alaska Southeast. Call 789-4434 for details.

Kevin Ferrell is looking for students to serve on the USUAS Student Services Committee and the Legislative Affairs Committee—there are many issues facing us this year and we need your support, comments and suggestions—interested students should call 789-4537 or 789-4630 for more information.

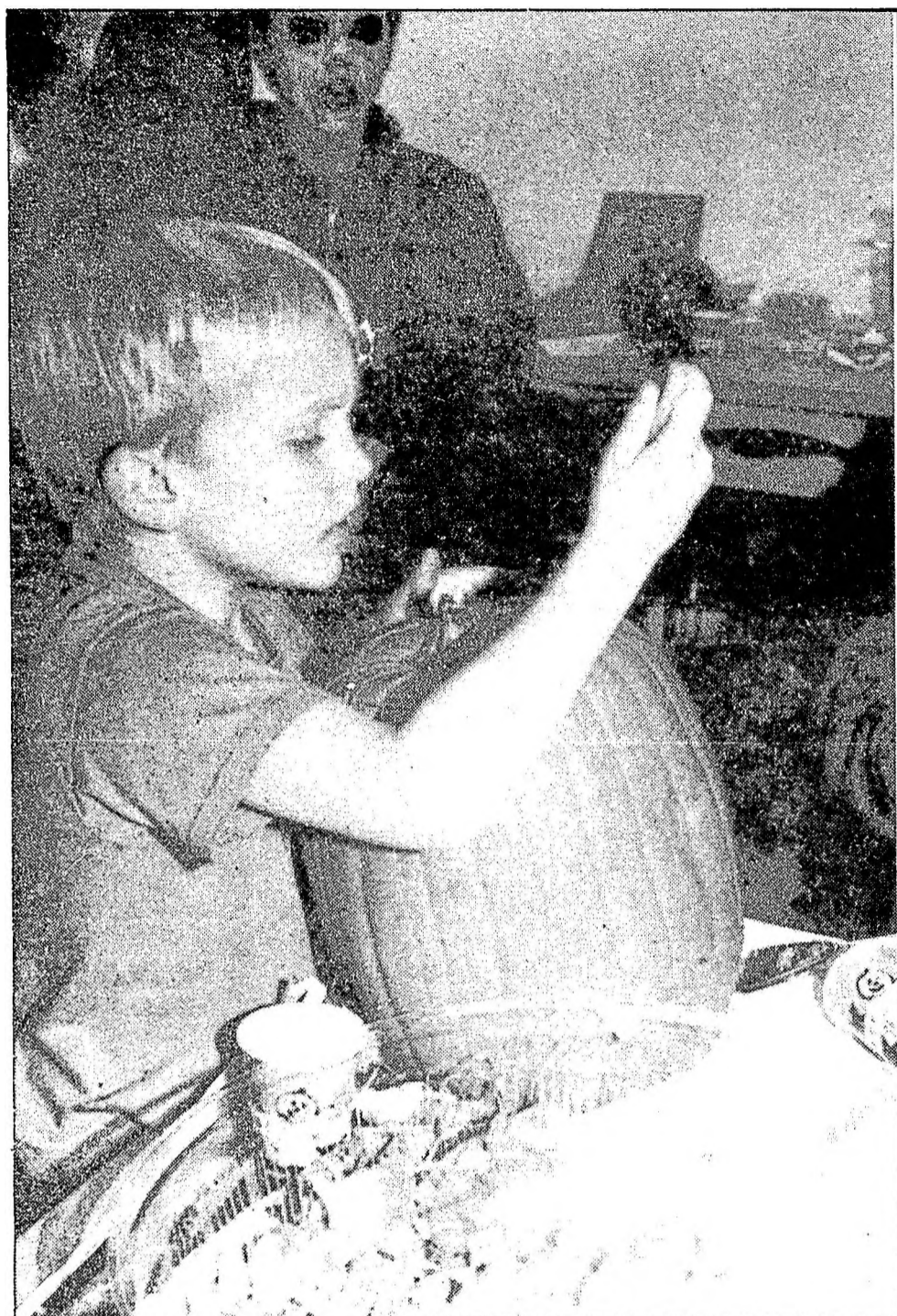
WATCH for news of the Grand Opening of the Curriculum Library (Room 102, Egan Library) during Children's Book Week, November 15-21. This new library is a cooperative venture among the Egan Library, the Juneau-Douglas School District and the UAS School of Education, Liberal Arts and Sciences.

HUMANS: 5 Billion EARTH: 1 Find out what the score really is—Play the World Game—November 15, Centennial Hall. Reservation required, call 789-4528.

The Alaska Legislature needs five people to serve on its Ethics Committee. The Committee is responsible for enforcing the legislative ethics law. It is important that citizens participate in decisions about the ethics of legislator's actions. If you would like to be one of the public members of the Ethics Committee, you must get your application to Representative David Finkelstein by November 16. Applications are available from all legislators and Legislative Information Offices.

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A young man tries his hand at carving a pumpkin.

Halloween Carnival a ghoulishly good time

By Harold Meske
Whalesong Staff

In celebrating Halloween this year, the UAS Student Activities Office sponsored a Halloween Carnival. The carnival was held in the Mourant Cafeteria, where approximately thirty children and their parents gathered together for a few hours of fun and entertainment.

Children of all ages ranging from toddlers to 12 year olds, enjoyed activities such as tossing rings, pumpkin decorating, bobbing for apples and balloon races. All the game winners were rewarded with candy and toy prizes.

"The Balloon Race competition was pretty fierce. Anytime you have ten pumped-up kids scooting across the floor with their hands behind their backs pushing balloons with their noggins it usually makes for an interesting event," George Campbell, activities coordinator, said.

The children were decked-out in a variety of Halloween attire, ranging from clowns to bums. "I'm dressed as a bum," said eleven-year-old Paul Hill, "I

didn't think anyone else would be one, and I wanted to be different."

When the Wiggles, hometown musical clowns, took to the floor, the kids found themselves giggling like cartoon mice.

"My favorite part of the Wiggles performance was when he [a Wiggler] used a saw as a violin while playing a version of *Puff the Magic Dragon*," said, Mark Duran,

activities coordinator.

The Halloween Carnival was a big hit. "It was awesome, I had a real good time," said a little three-foot dragon.

All the children went home with a bag full of goodies and smiles on their faces.

This is the second year in a row the activities office has sponsored a Halloween festival.

"It's been a big hit since I've been involved with the event," Campbell said.



Tish Griffin paints little kids faces during the Halloween Carnival.

REGISTRATION NOTE

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