



The Houghton Star

volume 71 number 10

The voice of the students at Houghton College, Houghton New York 14744

December 8, 1978

STAR Interviews Dean Shannon Faculty Evaluation is Considered

by Park Smith

Should Houghton students be concerned for critical evaluation of their professors? Certainly students have a unique insight on the performance of the faculty — an insight otherwise not readily available to the administration. But there are also hazards involved, as well as questions of how to collect this student insight. *The Houghton Star* recently interviewed Dr. Frederick Shannon, Academic Dean, to get his perspective.

Star: Presently, what channels are available for students to voice suggestions and/or complaints concerning faculty performance?
Dean Shannon: I know this is not always true, but hopefully there would be a close enough relationship between the student and his professor. But I know the real situation: too often there's a great gulf fixed between the front of the room and the rest of the room, particularly in the first-level courses. You don't really feel close to a professor until you get into that major and have that professor for two or three courses. Even after that there are some professors that students feel aloof toward. So I know it is an idealistic route, but not always a practical one.

It is better to work on the lowest level — one-to-one, professor-student. If that is impractical or impossible, or you wish to preserve student anonymity, the next level (division chairpersons or department heads) is best, because it is potentially less threatening. On the other hand, it is possibly a threatening context for a close colleague — division or department — to work with the professor. Hopefully, the style for the administrator would be constructive in suggesting something like, "John, I talked with some of your students and there seems to be a problem. How can we work out a solution?"

Another alternative is that the student can come to see me. My door is always open. But I want to assure them, first of all, that I expect students to pursue other channels first; the one-on-one, and/or the department chairperson or division head. Secondly, I must always work more in general terms than specific. I'm interested in developing the professor and not being a threat to him.

I'm also interested in avoiding a one-to-one correspondence between a student and professor if there might be negative reactions. So my office is always open. In the past many problems have been resolved very easily.

Star: You said that there often exists a large gulf between the front of the classroom and the students. The method you've presented seems a psychological threat to the student who wishes to make constructive suggestions concerning faculty evaluation. In the interest of the anonymity and integrity of the student, how may faculty evaluations presently proceed effectively? If the student is threatened, don't you feel candid evaluation will not proceed and you will not be aware of what is in fact happening in the classroom?

Dean Shannon: This indicates we should have administered instruments in the process as soon as possible in order to make the student feel he's expressing himself. Other than that it has to be a less formal route such as talking to someone. So I think we're saying the same thing. We need a written instrument. Such an instrument speaks to the perceived effectiveness of the faculty member in the classroom and that's one of the concerns of this office.

One of my most time-consuming jobs is searching for, interviewing and securing top faculty members. Once they become professors at Houghton, I think we have the professional and Christian obligation to assist them in any way possible. Selection of faculty is a painful and expensive process. I would much rather develop someone who is here. I think this is a tool in that.

I feel that the goal of any evaluation should be concerned with faculty development, improvement, effectiveness, efficiency, professional and personal growth. With this goal in mind, colleagues, administrators, and this office can cooperate with each faculty in improving the whole scene. I think that student evaluation of faculty is an element in faculty development. It should be used in directing growth and improvement by the faculty. So, I'm for it. Now, on the other hand, I do have reservations about the use of these evaluations and what they really mean. Often they are personality reactions on the student's part rather than on genuine faculty effectiveness.

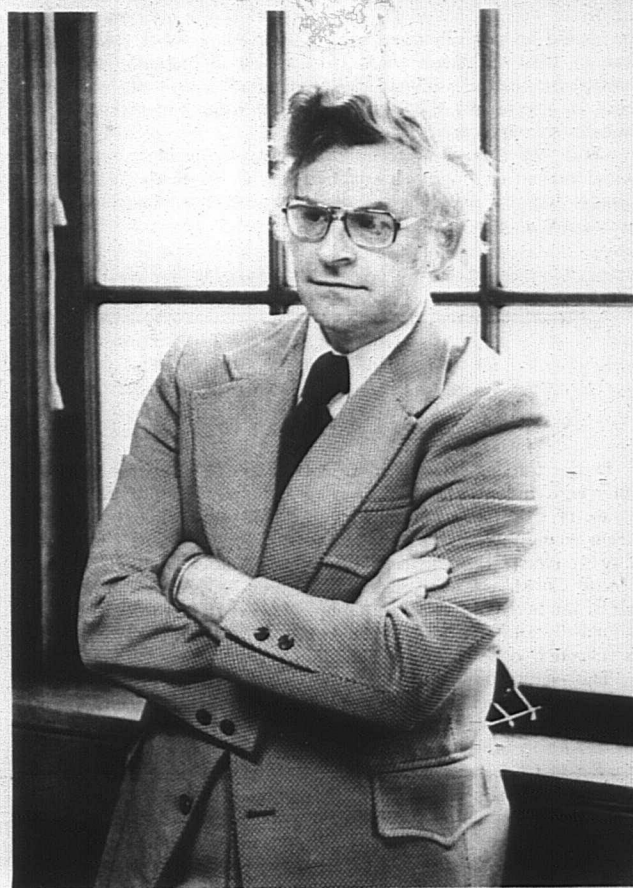
Star: Without downplaying the informal method of evaluation, do you not feel that some sort of mandatory formal evaluation would still be needed if only to protect the integrity of those who would not be as quick to help each other in an informal setting?

Dean Shannon: The students do

need the formality of an evaluation, and I think it's one way of expressing that their reactions are important and really they are why we are all here. . . . I would like to get involved in it myself. I feel (here again there may be differences in the faculty) that the Academic Dean's office should be involved in the interpretation and the direction of the teachers so that the evaluations are meaningful and help them in their development. As I see it such a system needs to be administered, computer digested, and statistics should be drawn up. Then the division chairperson, professor and I will review it. I wouldn't be able to do it every year with every professor. We would have to give attention to newer professors who are just learning their way in the higher education field.

Star: At the present time there is no formal standard evaluation system at Houghton College. When do you foresee a reinstatement of such a system?

Dean Shannon: It could come as early as next Spring; however, it may be that the committee evaluating the use of student evaluation wants more time.



Dean Frederick Shannon

Film Review Policy is Explained Senate Caters to Mixed Interests

What, exactly is the college's official policy regarding movies shown in Wesley Chapel for the purpose of entertainment? For answers to this penetrating question, the *Star* recently interviewed the Student Senate's well-informed vice-president, Kevin Knowlton. Knowlton, whose position automatically puts him in charge of the Senate's entertainment programs, stressed the fact that he and the Campus Activities Board are attempting to present a well-balanced movie schedule offering "something for everyone."

"I'd like to point out the fact," he said, "that all movies are not made for all people. Not every movie is intended for every single person. It's impossible to please everyone." He went on to point out that even the Walt Disney movies are drawing as many complaints as the more "questionable" films like "Murder By Death."

The new Campus Activities Board (composed of the Director of Student Activities, Wayne MacBeth; Dr. Brackney; Senate treasurer Harriet Olson; as well as Knowlton) has new goals in movie selection. Knowlton, chair-

person of the committee, said, "We're trying to get more recent movies and a better selection of them." He said that the movies selected this year are a cross-section that includes adventure, mystery, comedy, historical, as well as the "basic" Disney flicks. "We're trying to hit all the types that we can," he said, "to offer a balanced movie selection."

Knowlton mentioned that the first semester offerings included a free educational series. These films dealt with the racial differences between the Black and White man and included "The Autobiography of Miss Jane Pittman" and, more recently, "To Kill A Mockingbird."

One of the committee's goals is to break even on entertainment. Knowlton said that the group decided on the one dollar figure for all movies, even though some films (like "The Sting") cost over \$400, while some cost much less. He stressed the fact that Senate and the committee is merely providing a service for the students.

So, you might ask, why do we always hear about campus films having to pass a committee's approval before we can see them?

The Campus Activities Board selects a motion picture and orders it for a certain date. The film is sent about a week early so the Film Review Committee, a sub-committee of the Cultural Affairs Committee, may review it. The review committee at this time consists of Wayne MacBeth, Dean Roberta Dunkle, Dr. Basney, Dr. Gould, Dr. Sayers, senior Kevin Butler, and sophomore Tim Craker. If this group, by a majority vote, approves any given movie, it may be shown. If they reject a movie, the Campus Activities board sends the movie back and gets credit toward the next movie. (Last year hundreds of dollars were lost by Senate when movies were rejected.) Knowlton also mentioned that the Film Review Committee may choose to restrict the audience at certain movies. For example, "The Sting" was approved with the condition that only Houghton students attend.

Intended

Patty Gatrost ('79) to Kevin Lawson ('78)

Deborah Ludington ('79) to James Stocker ('79)

Editorial

The *Star* thanks Mr. Smith for his inquiries and comments. Houghton College needs a formal faculty evaluation system which would allow student input to augment faculty input.

We also thank Dean Shannon for his time and his honest remarks. We would like to note, however, that simply because a faculty member is presently employed at Houghton it does not necessarily follow that he should be permanently retained. In certain cases we may be hindering, not furthering, a faculty member's professional development. Perhaps some professors would function better in an environment different from Houghton's. If evaluation of a faculty member shows that by staying he is blocking his own growth as well as that of his students and of the college, his retention should be carefully reconsidered. It is incorrect to assume, once someone joins the faculty, that God is pleased to have him remain indefinitely. Just as students are given direction by both faculty and peers, so also faculty should recognize the insights of colleagues and students for direction in their own lives.

Both the Dean and faculty have shown favorable response to formal evaluation. We ask members of this academic institution to consider seriously the necessity of implementing a faculty evaluation process within the next semester.

Charlotte M. Dexter

Guest Editorial

In the *Catalog*, Houghton College states its purpose: "to give faculty and students the opportunity for scholarly pursuits as one expression of Christian commitment . . . Houghton College purposes to train young men and women in the knowledge of God and in the ability to understand Christian faith and to become effective witnesses to Jesus Christ." The college's objectives include "establishing a habit of intellectual pursuit, acquiring a liberal arts education, reflecting logically and critically on the knowledge gained, and to present this reflection cogently."

The faculty of the college have served as primary contributors toward the achievement of these goals. They have been role models from whom students glean their knowledge and wisdom. Not only their academic proficiency but also their lives, by exhibiting a commitment to Christ and the College, have led to a superior academic environment here. This, in turn, has influenced students to search out the deeper and often unattended implications of the Gospel. Through the years, the Houghton faculty have acted in such an important capacity — a constructive means whereby ongoing evaluation and subsequent developmental improvements may be implemented seems necessary to this writer. There are many areas faculty must constantly refine and improve: adeptness in their disciplines, ability to communicate, encouragement of genuine student involvement in course material, etc. 'Younger' faculty may glean techniques from 'older' faculty; 'older' faculty may benefit from the freshness of their 'younger' colleagues. Administrators might also be used to initiate workshops and other relevant programs to facilitate this type of growth. Students may approach the faculty member and offer their thanks for a job well done, or suggestions for improvement. There are of course many means by which these ideals may be accomplished. These are the ideals by which a Christian academic community may function to achieve the end of effectively communicating the material to the student: They are ideals to be strived for.

For the past three years there has been an absence of a standardized evaluation of faculty performance. Prior to this period, there was an evaluation which professors distributed to their students upon semester's end. This practice was not mandatory. At present there is only a "behind the scenes" policy which is to be followed if a student wishes to offer constructive suggestions concerning a faculty member's performance in class (refer to Dean Shannon's interview concerning this).

This process is the only alternative to a "check and balance" that is open to a student who is interested in the level of excellence of this academic community. Many find this method intimidating. The 'structure' as it now exists fosters a suppression of many constructive opinions which might otherwise be used for the benefit of the faculty. Should not the structure attempt to facilitate the expression of candid opinions and the preservation of the integrity of students? A reinstitution of the student evaluation is needed as one element in evaluation of faculty performance. Faculty alone are not responsible for achieving the college's stated goals. That is, there does indeed exist a responsibility on the part of the student (and ultimately all members of the community) to achieve a healthy well-functioning body of believers which perpetrates the development of the whole person. If we as a community adhere to Houghton's historical goals, creating the best possible environment for work, study, and growth should be foremost in our minds. As members of this community, we should all be seeking the best means by which these express purposes and goals may be accomplished. Student evaluation is one method to be used in a more comprehensive effort toward fostering the best possible college we can achieve under God.

Park Smith

Viewpoint

He is here, and He is not silent

Dear Char,

In a fairly recent letter to the editor (Oct. 27, 1978) Rheba Frylink reminded us that our actions reveal our God. She then went on to point out that to successfully reveal God in our lives we may have to make radical changes in our lifestyle. I wish to apply this point to a venerable institution: Houghton College.

When I look at Houghton College's actions I see the God that inspires these actions. For instance, Houghton supports its music program, is beginning to support its art program, but is not supporting theatre or "interpretive dancing." This reveals to me a God who believes in music, who is beginning to believe in art, but does not believe in theatre or dancing. I also see a God paying lip-service to "interpretive dancing," but not actively supporting it. I don't want to belabor the point, but it seems to me that a God who created us would be a little more supportive and consistent in his actions toward those that imitate his creativity — whether they be musicians, artists, actors, or dancers.

I also see a God who does not believe his children have the ability to discriminate, to separate the chaff from the wheat. I found this characteristic of God behind an attitude commonly held concerning films on campus. Many people feel (as evidenced by letters to the *Star*) that if a film has un-Christian elements in it, and if the theme is not easily incorporated into, or explained by the "Christian world view," then the film should not be shown — no matter what the artistic, intellectual, or historical value of the film. Others — some members of the Cultural Affairs Committee among them — do not want to make such a strong statement, but they do want it made clear to the "naïve" Houghton student how a Christian should view the film, and that the film does not necessarily represent Houghton's viewpoint (a la Houghton library's infamous sticker on the inside cover of the books). Either position I consider an insult to my intelligence;

an intelligence given to me by God so that I might determine the merits of films — among other things — for myself.

Not only is the God of Houghton insensitive artistically, however, He is also insensitive to individuals. The ever-present, almost fanatical emphasis placed on the "community," coupled with statements such as "Individualism is a cancer" (made by Dean Massey in chapel), compounded by the Trustee's apparent refusal to change certain parts of the pledge that disturb many individuals (i.e. folk dancing and face cards), shows a God who believes the institution is much more important than the individual — a God that does not believe in me.

So what am I saying? Simply this: that the God I am confronted with daily — here at Houghton — is not the God I worship, is not even the God I want to worship. So, when I forget myself and merge with the community (or perhaps, herd) of Houghton College I endanger my spiritual well-being. Not that that matters to Houghton, of course, but other individuals may suffer the same malady and perhaps profit from its diagnosis.

And what am I not saying? I am not saying Houghton is an ungodly institution. Nor am I

being hyper-critical by focusing on only negative aspects. When someone's lover breaks a leg we don't admonish them to consider all of the parts of their lover's body that still work. We understand that their thoughts are colored by pain and thus lend them an even more sympathetic ear than usual when they cry to us.

The other thing I am not doing is making an icon of Houghton; I am not mistaking God's institution for God. I am merely looking at the God behind Houghton's actions and attitudes.

And what is my motivation? Why am I flailing Houghton with words? First, I want to see a change in Houghton's attitude toward the arts and the individual. Second, I want to remind Houghton that part of its body is crying out for more flexibility — just as the human body does — and that one or two toe-touches every five years does not relieve that part of the body of its cramp. I realize that Houghton must adhere to its past, but it also must prepare for the future. If Houghton continues to be basically insensitive and inflexible concerning the arts and individuals, then its whole body will become cramped, and it (and the God behind it?) will die.

Sincerely,

Tim Craker



Reprinted by permission, Eternity Magazine October 1978

Dear Ms. Charlotte,

I liked Wayne MacBeth's "I like Houghton" letter.

Sincerely,

Rich Perkins

1978 *Star* letters policy

The *Star* welcomes comments and letters to the Editor from students, faculty, administration, staff and any other interested persons. All letters should be typed, double-spaced and submitted to the *Star* office by the Tuesday evening of the week of publication. All letters will be printed as originally submitted. The Editor reserves the right to withhold any letters which might be deemed slanderous.

The Houghton Star

Editor

Charlotte M. Dexter

Associate Editor

Graham N. Drake

Assistant to the Editor

Bob Thimsen

Rewrite Editor

MaryKay Snavelly

Copy Editor

Michael E. Horsman

Managing Editor

Kay Hendron

Business Manager

Brian Haynes

Sports Editor

Dwight Brautigam

The Houghton *Star* is published weekly by the students at Houghton College. The *STAR* is funded by the Student Activity Fee.

Faculty Offers Perspectives on Evaluation



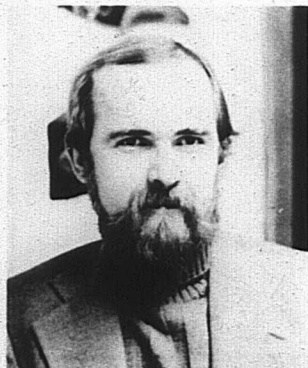
Dr. Donald Bailey



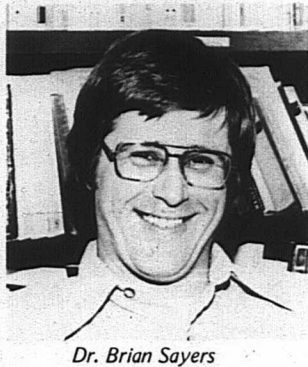
Dr. Katherine Lindley



Ms. Elizabeth Gibson



Mr. James Mellick



Dr. Brian Sayers

The practice of students evaluation of faculty can be a threatening thing to professors. Students, along with other humans, can easily be quite vindictive. On the other hand, careful anonymity may be necessary to protect the students. Student input in faculty assessment is infinitely valuable, but will its benefits offset its risks? *The Star* has asked five faculty members to comment on the issues involved: Dr. Donald Bailey (Chairperson, Division of Fine Arts), Ms. Elizabeth Gibson (English), Dr. Katherine Lindley (Chairperson, Division of History and Social Science), Mr. Bruce Mellick (Art Department Coordinator), and Dr. Brian Sayers (Philosophy).

How should students play a role in evaluating faculty performance at Houghton College?

Dr. Bailey:

1. Evaluation of specific courses taken by the student in terms of:
 - a. Course Content,
 - b. Effectiveness of course presentation,
 - c. Suggestions for course improvement, and,
 - d. Effectiveness of the course in terms of relating to a Christian worldview.

2. Student evaluation should only be one part of the whole process of faculty evaluation. Other types of evaluation might include self-evaluation by each faculty along with evaluation by administrators and other faculty.

3. More important than how students should play a role in faculty evaluation is the purpose behind any evaluation. Is it for improvement of the faculty? Is it for retention or firing of the individual? Is it to help determine tenure? Is it primarily an opportunity to express personal and/or emotional feelings about the individual? When these questions are answered, the evaluation process takes on some meaning. In my estimation,

the course is strong/weak in their opinion. This can be done informally.

In any such evaluation, though, those involved should remember that ultimately the student is responsible for learning. Students who repeatedly miss, hand in late work, sit silent in class, and cram before a test have not taken responsibility and therefore shouldn't project their own sense of inadequacy on the professor. But, of course, if a student has done the reverse of the above, and still finds the course inadequate, then something is clearly wrong with the teaching.

Dr. Lindley:

They do evaluate faculty in numerous informal ways such as telling their peers to avoid or take certain courses and certain profs.; in spreading the word about the relative ease of certain courses and about how 'hard' other courses are; in signing up for certain instructor's courses and not others.

There are other more formal routes which students use, such as taking criticisms to department heads and division chairpersons or the Academic Dean or Registrar, in filling out evaluation forms provided for that purpose, or in responding to the invitation of an instructor to evaluate the course as the semester comes to a close. I prefer the more formal routes provided, since myths spread easily and some courses and professors have a difficult time breaking down myths or changing an image.

Mr. Mellick:

I suppose that course evaluations, though I dislike them immensely, are the best tools for the evaluation of faculty performance. Their "necessary-evilness" stems from their tendency to become evaluations of faculty personalities (especially where the sophomore student has had no comparative criteria for course content) rather than evaluations which are to be used in improving a course. I came from a situation which was especially bad for non-tenured faculty, a situation where the caboose pushed the engine or the tail wagged the dog — grades became inflated — and teachers became entertainers. It was a scene of student evaluations out of context and out of hand. I would support student evaluations with the following provisions:

1. That they be used not only as an evaluation of faculty performance but should include a self-evaluation of the student's performance, an evaluation of facilities and course material or content as well. Their primary function should be that of giving the faculty a student's suggestions for improving a course.
2. That course evaluations do not become the bowl in which Pilate washes his hands. Facts and figures are dangerous in the hands of those who, a) love facts and figures but, b) are unable to wisely interpret what they mean. They should not become a "cop-out-tool" for those who have the responsibility for making final decisions in faculty matters.
3. That each department has autonomy in developing a ques-

tionnaire which relates to the specific educational needs and methods of its discipline.

4. That in the evaluation of a faculty member's performance the evaluation by department peers be primary, collegial peers secondary, and then finally the students.

Dr. Sayers:

A yearly 'report' could be issued in which each class is reported upon. This could be based on a standard questionnaire which students would be given. The questionnaire should be drawn up with aid of Faculty suggestions as to what questions or areas to include.

At my *alma mater* a 'book' appears each year which does this. It combines a paragraph or two of general evaluation with some kind of chart(s).

In formulating candid evaluations of faculty, how may the integrity and anonymity of the student be maintained?

Dr. Bailey:

1. In a Christian community. I am not sure the anonymity of the student should be of high priority. With the proper respect and love by both faculty and students, an open evaluation might be very interesting and challenging for both individuals.

2. If students were concerned about their anonymity, course evaluations should be left unsigned as has been the case in past years.

Ms. Gibson:

I don't know. One might also ask: how may the reputation of faculty members be maintained if there are students who bear particular grudges? What if a student receives what she feels is an unfair grade (say, F)? Inevitably, his/her evaluation will be just as slanted as that of a student who receives an A! If a student doesn't give his/her name on the evaluation sheet, he/she should at least state the final grade received. Both your own question and mine above raise one yet bigger: in the wrong hands, could not an evaluation become a stick to goad faculty out of jobs? Depending on the way the evaluation is set up, it could also influence the way the teacher grades: the student who has evaluated, i.e. a student who praises highly may receive a higher grade — faculty are human.

Dr. Lindley:

I have sometimes suggested students send their typed evaluations intracampus. However, students should be equally concerned about the faculty member and how the evaluation will affect him. Checks look nearly the same; students could avoid writing words or sentences if they choose.

Mr. Mellick:

1. Typing their course evaluations.
2. Not signing their name and/or signing the name of someone else.
3. Filling out their evaluations without borrowing a red pen from the instructor
4. Filling out their evaluations while looking in a mirror.

Dr. Sayers:

Have them filled out during part of a class period (so no 'extras' find their way in) and a designated student from each class collect and deliver them.

What specific areas of professional competence should a student be concerned with in his evaluation?

Dr. Bailey:

1. Professional knowledge of subject matter.
2. Ability to relate subject matter to Christian faith.
3. Ability to communicate as a teacher.

Ms. Gibson:

1. Knowledge of subject matter.
2. Ability to communicate the same — clear, organized lectures; time for questions; willingness to listen to students' comments.
3. *Within reason*, availability for conferences, though students should understand faculty members' need for a home-life as well.

Dr. Lindley:

I would think the student would be concerned about the teacher's knowledge of the discipline, the ability of the teacher to communicate that discipline, willingness to develop and grow, his/her commitment to the goals and objectives of the institution, his/her concern for the student's growth and development or at least those among others.

Mr. Mellick:

In a course evaluation some indication should be made as to whether or not the student is a major in the discipline of the course.

In a General Education course, or any course which a student is required to take (specifically) they have a right to evaluate it.

Dr. Sayers:

1. If prof. *knows* his material.
2. If prof. is able to explain.
3. If prof. 'engages' students (participation etc.).
4. If prof. tests fairly and adequately.
5. If work load is reasonable.
6. If it is interesting/challenging.
7. If course 'books' are utilized well.

When and how often should this evaluation occur?

Dr. Bailey:

At the end of each course, a course evaluation should be made by the students in the course — which would then give the faculty member the students' perception of their performance.

Ms. Gibson:

One semester *after* a student has taken a course. I say this because students do not often realize the full value (or lack of it) of a course until some time has elapsed.

Dr. Lindley:

I think it may be more essential for beginning teachers but should be welcomed (if students take their responsibility seriously) by any teacher in any course.

Mr. Mellick:

Once a year for each course.

Dr. Sayers:

For each class each semester but perhaps only one final report appearing in early part of Fall semester the following year.



Photo by Chester Ng

Women's Basketball

The women's basketball team recently began its season with the first game against Brockport State and the second game against Alfred Tech. The team emerged from these first two contests with one victory and one loss, and increasing confidence. Houghton lost the game against a strong Brockport State team, 78-28, but it must be noted that Brockport is a physical education stronghold, while Houghton is in the midst of a rebuilding program with a small team. Houghton did much better in its game last Saturday at the Academy gym, as they played in front of the encouraging home-town fans who cheered them on to a well-earned victory over Alfred.

Leading the way for Houghton were Marty Winters and Deb Persons with good shooting and ball control, while Ann Taylor provided good rebounding strength and court leadership. The game was seemingly dominated by Houghton as our women held leads of as much as 15 points at different times during the second half. However, Alfred came roaring back with time nearly gone, and pulled to within 2 points with about a minute left in the game. Houghton rallied though and scored two baskets in the final pressure-packed seconds to win the game, 49-43. It was a fine effort, and the girls are worthy of your support throughout this season.

CLASSIFIED

First Trust Union Bank

Enjoy Friendly, Convenient Service When You Bank With Us. We Have 12 Convenient Offices To Serve You.

Enjoy free checking at the BELFAST OFFICE
9:00 a.m. - 3:00 p.m. Mon., Tues., Thurs. 9-12:00 Wed. 9:00 a.m. - 6:00 p.m. Fri.
Member F.D.I.C.

CLASSIFIED

State Bank of Fillmore

Enjoy the real convenience of having your savings account, checking account, and a host of other bank services available in one handy bank office. Member F.D.I.C. Fillmore, NY 567-2286. 8:30 - 3:00 Mon., Tues., Thurs., Fri. 8:30 - 12:00 Wed. and Sat.

Houghton College Bookstore

Textbooks, Trade Books, Supplies, Sundries. Mon. 8:30 - 5:00. Tues. - Fri. 8:30 - 11:15, 12:15 - 5:00.

The Houghton Star

Gao Dorm Meets Fire Safety Standards Residents Question Old Building's Safety

by Brian McAvoy

Is Gao safe? Those who should know say "yes." Gao Dorm has a lot going for it. A few of these assets include: a new alarm system, new wiring with circuit breakers rather than fuses, stairs at each end and in the middle, fire doors on each floor for each stairwell, plastered walls which are more fire resistant than sheet-rock, fire stops between each floor and heat sensors in the attic and laundry. Gao is well within the standards set by the National Board of Fire Underwriters.

Unfortunately, the people to whom the safety of Gao matters the most, those who live there, don't feel the building is safe. The building is old - very old. There may be fire stops between the floors, but can these be effective when there are three inch gaps between the ceiling and walls? Also, can fire stops be effective when larger than necessary holes are cut through the ceilings and floors for pipes to go through? A great deal of the structure of Gao is wood, which

burns quite well. The plastered walls are largely plaster over lath. Lath, for those of you not familiar with it, makes excellent kindling wood. The new alarm system is not easily heard by residents in the corner rooms or by people in the R.D.'s apartment. In fact, when the alarm does go off, someone has to call Tim Fuller, the R.D., to make sure he knows! As for the fire doors, are these effective when some have holes in them and don't shut tightly? Gao does have a dorm fire hose. This consists of a bucket hung beneath a faucet. There used to be a garden hose there, but it leaked and was removed.

After the mock disaster on October 16, 1978, a meeting was held over lunch to discuss the Gao situation. Beaver Perkins, Tim Fuller, Professor Boon, Harold Grant, Herschel Ries, Mr. Nielsen and Dean Massey attended. Several very good proposals came out of this meeting. However, as of yet, nothing has been done.

The point of writing this arti-

cle was to give facts and raise questions. If I have said anything untrue or offensive, please make it known. However, a few things must be said. First, I can't say whether or not Gao is safe. More needs to be found out. But, I don't believe one luncheon meeting is sufficient when so many residents' safety is involved. Also, there were a couple of proposals made that, according to Mr. Ries, would be carried out. These proposals were for more fire horns in Gao, and to make the alarm pulsate (so it can't be confused with an alarm clock). My question is: when will these be carried out? Lastly, fire fighting is mainly the fire department's job. But, fire prevention is everybody's job. So, use sense. For example, don't leave electrical appliances unattended, and only use heating devices where allowed. Also, if you have a suggestion, let someone know about it. Herschel Ries, who serves as Fire Safety Coordinator is always open to intelligent suggestions.

This Christmas vacation:

- ☐ Hang around the house.
- ☐ Fight crowds on ski slopes.
- ☒ Go to Europe.

\$260 roundtrip. Reserved seats. No standing in line.

Take advantage of National Airlines' new "inter-National" fare from New York to Amsterdam this vacation. This is not a stand-by fare. It's on a regularly scheduled National Airlines nonstop transatlantic flight. It's a guaranteed reserved roundtrip seat with inflight meal service. It's on a big, beautiful National wide-cabin DC-10 jet. So why hang around the house when you can hang around the mellow "brown cafes"? Why fight crowds on the ski slopes when you can fight your way into the Paradiso or Voom, Voom, two of the wildest discos east of Studio 54? Come with us to Amsterdam. It's one of the most student-oriented cities in Europe; it's where English is everybody's second language.

National's "inter-National" fare is good on a substantial, but limited, number of seats on every National New York to Amsterdam flight starting December 13. Just pay for your tickets when you make your reservations. (There is a \$3 federal departure tax, and \$50 is non-refundable if you change or cancel reservations. Fare subject to change without notice.) See your Travel Agent now or call us at 1-800-327-2306.

The bigger we get, the brighter we shine:



National Airlines