

**INSIDE:  
BOOK REVIEW  
OF BIAS**

# THE PRIMARY SOURCE

*The Journal of Conservative Thought at Tufts University*

## DON'T KNOW MUCH ABOUT REALITY

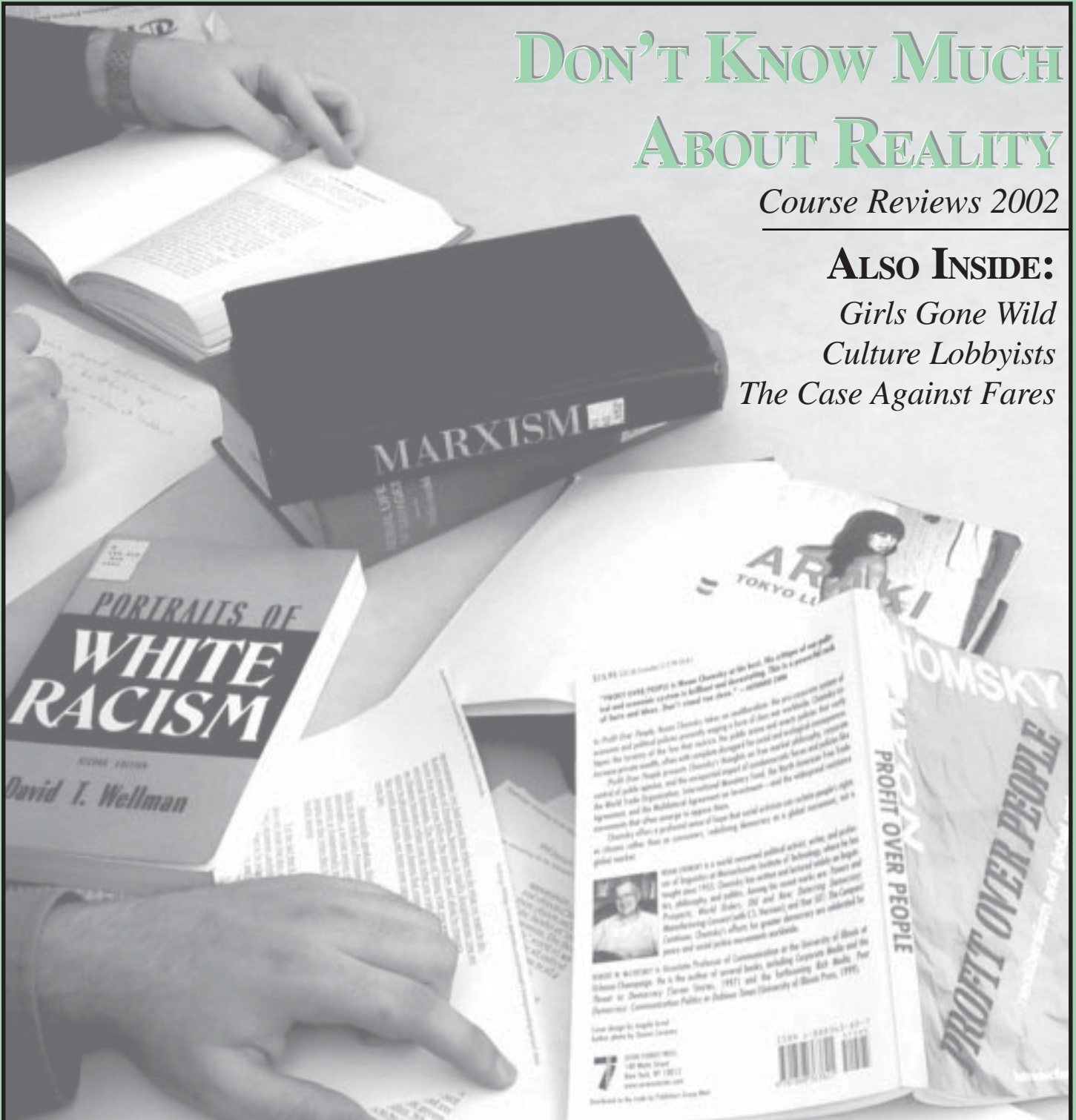
*Course Reviews 2002*

**ALSO INSIDE:**

*Girls Gone Wild*

*Culture Lobbyists*

*The Case Against Fares*



*We're looking for a few good men.  
And women. And transgendered persons.*

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a winning  
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In accordance with the findings of the Task Force on Diversity, THE PRIMARY SOURCE has created two new editorial positions. We are now seeking candidates to become our **Women's Issues Editor** and **LGBT Affairs Editor**. Think you've got what it takes? Maybe you belong on THE PRIMARY SOURCE!

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- \* Basic steam iron operation
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# THE PRIMARY SOURCE

This is an April Fools joke. If you aren't laughing, you probably don't have many friends.

Meetings every Tuesday at 9 PM, Zamparelli Room, Mayer Campus Center  
For more info email [source@listproc.tufts.edu](mailto:source@listproc.tufts.edu) or call Sam at x7-7182

# THE PRIMARY SOURCE

Vol. XX • The Journal of Conservative Thought at Tufts University • No. 11

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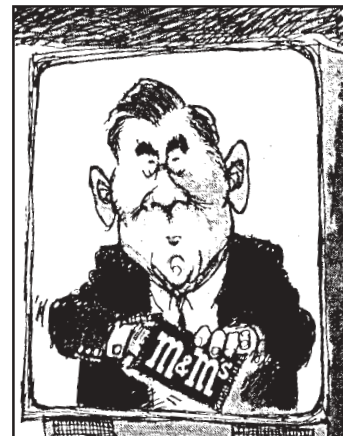
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## Courses, TCU Chief, and Culture

Welcome to the SOURCE's annual course reviews issue. We have created an open forum for students to voice an honest evaluation of any course they have taken. While other venues on this campus compile statistics on courses, only the SOURCE brings you direct, meaningful advice on which courses to take and which to avoid. Of course, these reviews are not merely the opinions of SOURCE members, so I offer a gracious thank you to all the students who contributed reviews. Naturally, the SOURCE makes no claims regarding the accuracy of any review. Content is honest; proceed with caution.

While the SOURCE is focusing on academics, now is high time to analyze Tufts' distribution requirements. Among the more worthy requirements for liberal arts majors, like foreign language and a foundation in science, lies a requirement that many students dread: the World Civilizations requirement. A hodgepodge of classes that seek to expose students to the diversity of cultures across the globe, this requirement all too often serves no purpose greater than boosting the student's GPA. While a global perspective is essential for Tufts students, exactly which culture is becoming global in the 21<sup>st</sup> century? Not "World Civilizations," but rather the human rights, capitalism, and democracy of Western Civilization.

While the history of Western Civilization is far from ideal, it encompasses unique movements that arose specifically to counter prevailing inhumane practices. As Dinesh D'Souza likes to highlight, many cultures throughout history kept slaves, but only the West gave rise to the abolitionist movement. Unfortunately, far too many Tufts students remain ignorant of the cultural history that now shapes the world. As this magazine has often shown through polling the student body and as some students embarrassingly demonstrated at the Al Gore lecture, Tufts students lack basic knowledge of Western history and the world around them.

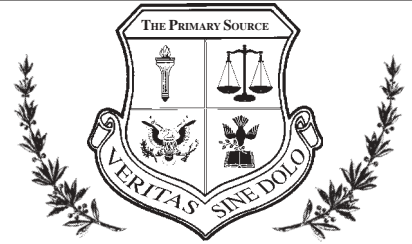
The solution to this problem would be a Western Civilizations distribution require-

ment. The courses for such a requirement already exist, and in many cases are quite popular. While the choices are many, some courses that could count towards a Western Civilizations distribution requirement include Microeconomics (EC 1), Western Political Thought I and II (PS 45 and 46), General View of English Literature (ENG 51), or even Introduction to Ethics (PHIL 24). Students would have a wide variety of courses from which to choose, without having to take an obscure course on a topic with little relevance to today's world.

In addition to academics, this issue of the SOURCE also takes a critical look at two important campus issues. As the end of the year approaches, the up-and-coming campus politicians are already vying for the top spot in student government: TCU president. We present to you an interview with two potential candidates for TCU president, senate Vice-President Melissa Carson and TCU Judiciary Vice-Chair Alison Clarke. Though neither is particularly friendly to the conservative ideology, each has strengths and weakness that students must evaluate.

The second important campus issue is a referendum that would correct the grievous wrong enacted in student government last year: the TCU amendment that allowed culture reps to vote. A policy that allows those in positions created solely based on sexual orientation and race to have equal voting power with senators democratically elected by the student body, last year's amendment was the very definition of discrimination. The referendum on this year's ballot should be passed in order to return equality to our student government.

Thus, we hope this issue of the SOURCE will help you choose your classes, choose your TCU president, and choose equality.



THE JOURNAL OF CONSERVATIVE  
THOUGHT AT TUFTS UNIVERSITY

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# Letters

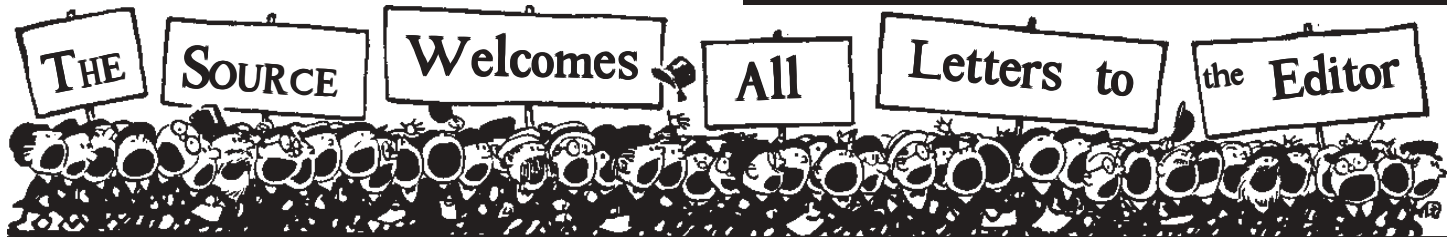
## Folks, we couldn't make this up if we tried... Part II:

Hello, my name is Melissa Doherty and I am a junior in high school. This year we are expected to complete a research paper using mostly primary sources as our main resource. I am doing mine on the women's rights movement in the 1960's. If you have any primary sources on this topic, could you please send me the information on where to find them and what the name is. Any primary sources will help, especially if they are any information or stats on how many people actually supported the women's rights movement of the 1960's. Thanks for your help.

Sincerely,  
Melissa

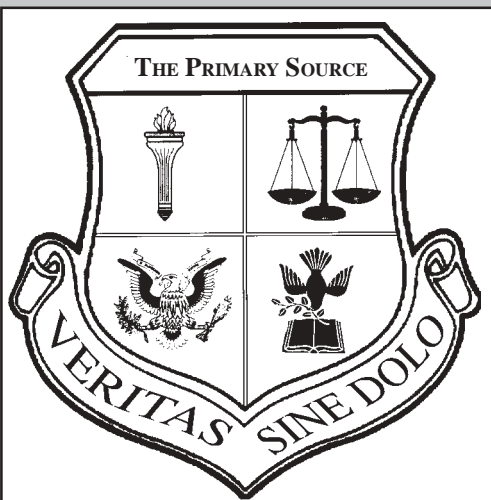
*The future of America, ladies and gentlemen.*

*But seriously, this is just another letter in a long string of high school girls looking for "advice" from SOURCE members. We're flattered, ladies, but this has got to stop.*



Please address all correspondence to [source@listproc.tufts.edu](mailto:source@listproc.tufts.edu)

## A Classic 20 Years in the Making.



THE PRIMARY SOURCE is now celebrating its 20<sup>th</sup> year on Walnut Hill. You can share in the the history. For a tax-deductible contribution of \$30 or more you can receive a full academic year's subscription via first class delivery.

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# Commentary

## Too Little, Too Late

The 74<sup>th</sup> annual Academy Awards was a historic night when some of Hollywood's most talented black actors and actresses were recognized after decades of neglect. The gala event first paid tribute to the classy and insightful Sidney Poitier, who received an honorary Academy Award "for his extraordinary performances and... for representing the motion picture industry with dignity, style and intelligence throughout the world." Until Sunday night, Poitier was the first and only black actor in the past forty years to successfully break Hollywood's color barrier when he won an Oscar for Best Actor for *Lilies in the Field*. This year, Denzel Washington followed in his mentor's footsteps by earning the same award for *Training Day*. Likewise, Halle Berry made history when she became the first black woman ever to win Best Actress for her work in *Monster's Ball*. Fighting through tears of elation, she remarked, "This moment is for Dorothy Dandridge, Lena Horne, Diahann Carroll... and it's for every nameless, faceless woman of color that now has a chance because this door tonight has been opened."

With the accomplishments of these actors and actresses comes the troubling question: why are these "firsts" taking place in the year 2002? After years of preaching that society is racist, sexist, and homophobic through various propaganda films such as *The Contender*, *American History X*, or the newly released *John Q.*, Hollywood has proved that its elite are behind the rest of the nation society in racial attitudes. Though they like to present themselves as bastions of liberal tolerance with their "ground-breaking films," that only three black actors and actresses have ever won the two most prestigious Oscar

awards proves that liberal and tolerant do not go hand in hand.

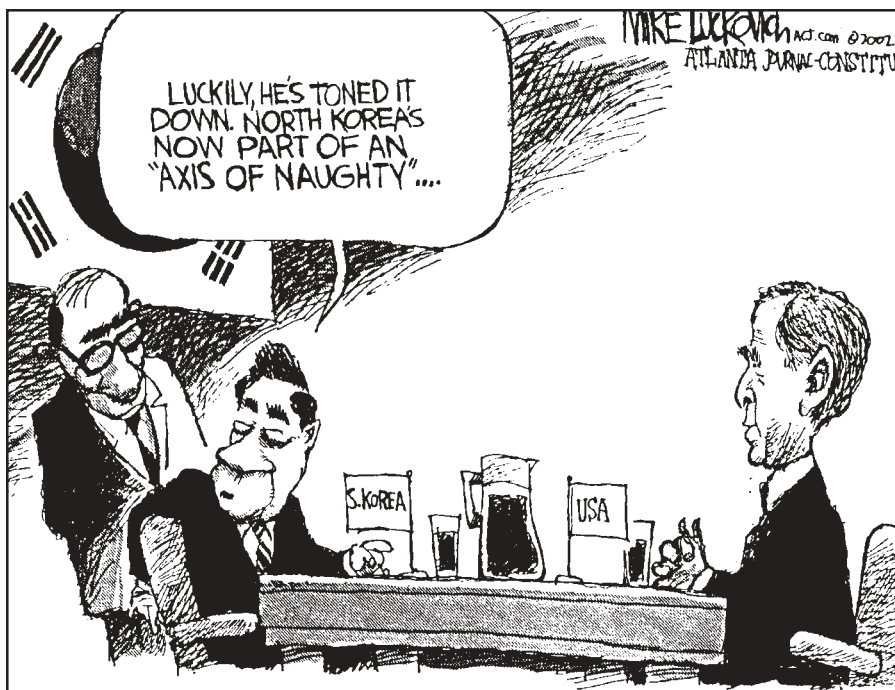
Washington and Berry should not be remembered merely for their skin color, but for being two of Hollywood's brightest stars. Hopefully, hypocritical Hollywood will catch up to the rest of us and give recognition to future talented minority actors and actresses before another forty years pass.

## Privatizing the Future

The Philadelphia school system is seventh largest in the nation with over 200,000 students in 265 schools, so the majority of its students scoring in the lowest 25% on state reading and math tests is no small problem. In its attempt to correct this failure, the Pennsylvania School Reform Commission chose Edison, Inc., a New York based, for-profit company, to advise state officials on reorganizing administration and to create an 18-month reform plan.

Pennsylvania Governor Schweiker, however, would like to take privatization of public schools a step further. His original proposal was to give Edison complete control of the school system rather than make the company merely one advisor among a dozen. Meanwhile, a coalition of parents and others against privatization has criticized this small step. They claim that Edison has no track record in running a big-city system and there is no guarantee that they will be able to properly handle it. No guarantees? Perhaps these critics prefer the virtual certainty that Philadelphia schools will still rank at the bottom on state tests if left unchanged. Edison may have no record in a large system, but a fresh start with no record is better than consistent failure. The city of Philadelphia has not shown any proficiency in running a large school district. Yet Edison has a track record of success running individual schools elsewhere.

The answer becomes clearer when the choices are between local officials and a private for-profit company. A private company has greater incentive to excel in providing a good education since Edison employees may be fired if they do not produce better test scores. If Edison succeeds at teaching students, the company may then be hired by another city. In private enterprise, success is the mother of expansion. In the world of "edu-crats," failure usually is defined as a failure to collect enough tax dollars from the community. Many for-profit education companies that specialize in after-school tutoring have been very successful because they have produced students who scored well on tests, both in the classroom and on standardized exams like the SATs. Philadelphia parents should not fear Edison because the company seeks to make a profit; they should fear that their children might have such a poor education that they are denied access to profitable careers.



## Once a Radical, Always a Radical

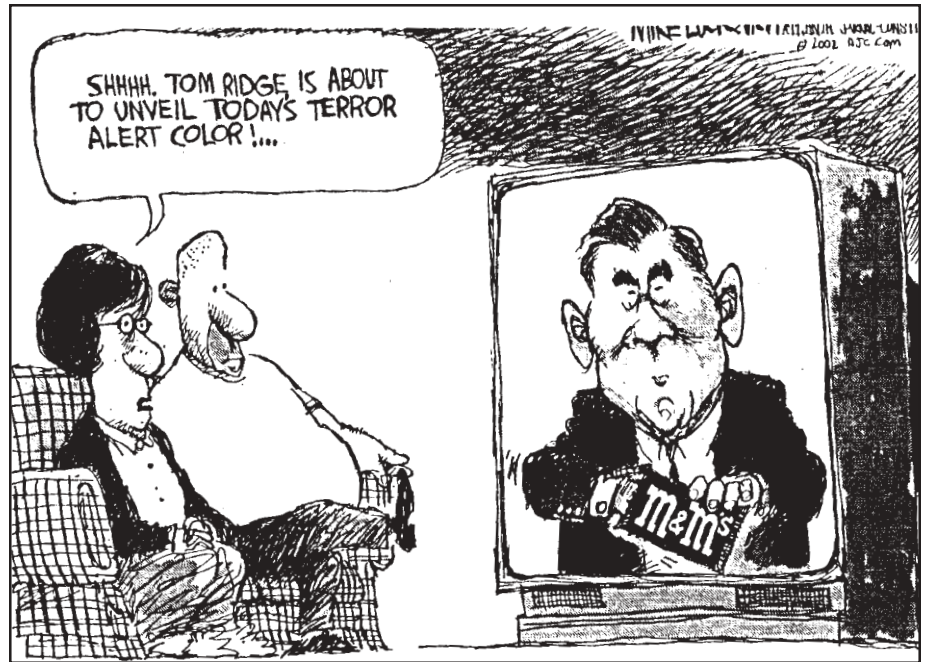
Since the beginning of the year, two members of infamous radical organizations of the Sixties and Seventies have landed in jail. In January, Sara Jane Olson, a former member of the Symbionese Liberation Army (SLA) who lived as a fugitive for 25 years, was sentenced to 20 years to life in prison for her role in an attempt to blow up police cars with pipe bombs in 1975. The radical SLA consisted of several ex-convicts and disillusioned middle class students, among them Olson (whose real name is Kathleen Soliah). Although she has since become a mother of three and a respectable member of her community, her attempt to incite a “class war” 25 years ago cost her the chance to raise her own children.

In mid-March, former Black Panther member Jamil Abdullah Al-Amin was found guilty of all 13 charges against him, including murdering a sheriff’s deputy and wounding another. Al-Amin, formerly known as H. Rap Brown, ran a small grocery store in Atlanta until two police officers attempted to arrest him for failing to appear in court on charges of impersonating an officer and receiving stolen goods. After shooting the deputies and escaping, a massive manhunt ensued, culminating in Al-Amin’s surrender to police following a shootout. During the Sixties, Al-Amin served as the chairman of the Student Nonviolent Coordinating Community (SNCC); as is often the case, however, the radical did not stay nonviolent. In 1967 he incited a riot in Cambridge, Maryland and joined the Black Panthers in the Seventies. He is famous for stating, “I say violence is necessary; it is as American as cherry pie.”

Following, his release from prison, Al-Amin moved to Atlanta, where he became a community leader. He was praised for his work to eradicate drugs and prostitution in poor neighborhoods and seen as a role model. But Al-Amin will likely follow several of his former Black Panther counterparts and Sara Jane Olsen to a life sentence in jail. Campus radicals should take note of their stories. While it has somehow become acceptable for students to practice extremism and activism at college, tolerance of criminal behavior is dangerous, for old habits die hard. One wonders if one day Tufts grads will read about their own campus extremists committing violent crimes and paying the price. Only time will tell.

## The British Are Going

Fifty years ago, Queen Elizabeth became Britain’s Queen Mother when her husband, King George VI, died, and their daughter, Her Majesty Queen Elizabeth II, was crowned as his successor. Born in 1900, the Queen Mum, as her devoted subjects have dubbed her, passed away last week at the age of



101. In honor of the passing of the last English monarch with any real sway in world politics, the SOURCE calls for the remainder of the British Royal Family to step down and reside as regular, albeit wealthy, both financially and genealogically, Britons.

In 1900, the United Kingdom was still a vast empire, claiming territory from Asia to Africa to the Caribbean. While the UK still holds some foreign territories, the monarch has become a defunct figurehead whose function symbolizes every little girl’s dream: she plays dress up, marries a prince, and lives in a palace. To former British colonies, however, the British monarchy represents centuries of ruthless imperialism and undemocratic ideals. And most people have no room in their lives for the whimsical fantasy of castles and crowns.

While the recent handover of Hong Kong to China was a peaceful celebration, the world should not forget that the majority of such power transfers have occurred under extreme duress. Americans certainly have every reason to remember the misdeeds of British royalty, but those who have forgotten need only to open an Indian or a Kenyan history book for two major examples. Both of these nations, among others, have only gained their freedom from the British crown this century, both in bloody revolts.

The Queen Mother was still Queen when the UK was embroiled in colonial wars, and she held considerable sway over Parliament during these conflicts and two world wars. The reign of her daughter, England’s current queen, has been far more peaceful for a good reason: the monarch’s role as ruler of the empire (read: dictator) went out of style long ago. The public prefers politicians to patricians. These days, even the British tabloids seem to have abandoned the royal family. The Windsors’ upper-class status cannot be denied, but their right to special bloodline privileges can and should be questioned. □

# Fortnight in Review<sup>SM</sup>

*Comedy is allied to Justice.*  
—Aristophanes

**PS** The Israeli Defense Force stormed Yasser Arafat's presidential compound last week and held the PLO leader prisoner therein. Arafat decried the conditions of his house arrest to CNN, saying he didn't even have running water to wash the blood of Israelis from his hands.

**PS** A chef at the White House sculpted a 25-pound chocolate sculpture of Barney, the President's Scottish terrier, wearing a cowboy hat just like his Texan owner. White House officials had scrapped the chef's earlier plan to sculpt Barney urinating on the U.S. budget surplus.

**PS** A Columbia University study revealed that children who watch more than three hours of television a day are more likely to commit acts of violence. The study also found that children who watch reruns of "The Smurfs" are more likely to assault old men who own cats.

**PS** A Frenchman who murdered eight people before killing himself said in a

suicide note that he became a serial killer because he wanted to be hated as much as Osama bin Laden. The SOURCE has learned that Whoopi Goldberg had the same intent in hosting the Oscars.

**PS** The staff of the SOURCE loved our pals' spring break stories. We'd like to share some of them with you, so we present:

- The Top Ten Jumbo Vacation Spots
10. Carl Jackson: back to Tufts, jail
  9. Josh Belkin: Springfield
  8. Iris Halpern: Northborough Country Club
  7. Adam Biacchi: City of Compton
  6. Adam Carlis: Taliban training camp
  5. Zoe Hastings: Her vagina
  4. Kenny Williams: Anywhere you wanted him to go, so he didn't hurt your feelings.
  3. Melissa Carson: ~~Jackson College~~ Tufts University
  2. Larry Bacow: Cuba
  1. Sam Dangremond: The School of the Americas

**PS** After years of research, scientists in India have discovered that blasting food like beans with gamma rays reduces the chemicals that cause flatulence in humans. A Canadian spokesperson said, "Gee, Terrance.

That Indian discovery really sucks, eh? [fart noise] Oh, I say! You farted! Ahahahahaha!"

**PS** Rosie O'Donnell recently admitted that she is a lesbian. Homosexual gun-owners throughout the United States have decided that sex with people of the opposite gender really isn't so bad after all.

**PS** Students at a well-known school in France have attained fame by posing naked for the cover of their student magazine. Thankfully for all Jumbos with 20/20 vision, Sam Dangremond has already been in the *Boston Globe*.

**PS** Hugh Grant recently told a British newspaper that fame has robbed him of the thrill of seducing women. When they read the story, sources close to Bill Clinton laughed uncontrollably.

**PS** A former Black Panther was sentenced to life in prison without the possibility of parole last month for killing a sheriff and wounding another officer trying to arrest him. The convicted radical admitted, "I shot the sheriff, but I did not shoot no deputy."

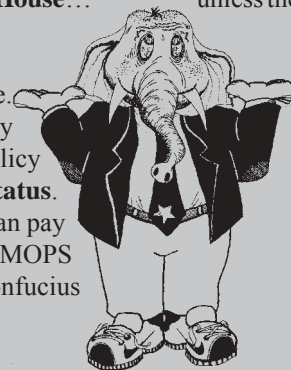
## From the Elephant's Mouth

☞ *The Zamboni* produces a SOURCE parody issue that looks, feels, but unfortunately doesn't entertain like your favorite conservative mag. Even worse, members of the **Pan-African Alliance** can't figure out which pile of magazines to steal... Speaking of SOURCE imitators, Tufts E-News goes online with a section called "Notable and Quotable." Jumbo PR guru **Pete Sanborn**, however, has yet to catch on to the one Reagan quote per issue rule... Congrats to **Jonathan Tsilimos**, a Tufts grad who won \$64 million on "**Who Wants to Be a Millionaire?**" Unfortunately, the prize was rescinded when Tsilimos punched Regis, who had asked, "Tufts... isn't that **near Harvard?**"

☞ Thanks to the **TTLGBC**, Tufts may soon see transgendered bathrooms. Students confused about their sexuality will soon have a place to **regurgitate tequila** and Jell-o shots... Two *Radix* staffers appear at a SOURCE meeting to request back issues to plaster the walls of the Crafts House for an "**All-American**" party. Fortunately for **pinko partygoers**, when Sam D. balked at the request **Abdul Farah** dutifully offered his neighbors access to his stash of 1,500 issues... Despite the best efforts of President Bacow and **Rübèn Sālinās Stern**, Professor Kaiser-Lenoir announced that no "**Tufts-in-Cuba**" program is being created. Students seeking economic discrimination, communist sympathizers, and suppression of opposition views are encouraged to apply to the **Crafts House**... unless they are also looking for a **good smoke**.

☞ The once-failed **Hindi/Urdu** program is back, with classes being offered through the Ex College. Former senator **Pritesh Gandhi** was delighted, saying, "these courses will help me reconnect with my homeland... of Houston, Texas."... When the news that Brown switched to a need-blind admissions policy hit Tufts, **Dean Cuttino** admitted that the acceptance of students to Tufts is affected by their **financial status**. Commented one Omidyar Scholar, "**Help poor people?** Why would Tufts want to do that when they can pay us \$50 an hour to sleep through meetings?"... General Gau's Revenge: after Roses summarily dumped the MOPS program, Dining Services diligently added **Panda Palace** to the points program in less than a week. Confucius say it's about friggin' time (in bed).

☞ THE ELEPHANT never forgets.





*This spring a TCU referendum will give a voice to the unheard.*

## Culture of Equality

by Sam Dangremond

The issue of discrimination may once again rear its ugly head here at Tufts, as a controversial student referendum will be placed on the ballot this spring. This referendum seeks to modify a significant portion of the student government constitution by redefining the role of “culture representatives.” The referendum increases participation by communities that otherwise may not have a voice in student government, while also overturning bylaws that many feel are antithetical to the principles of Tufts’ nondiscrimination policy. Students who value equality should vote in favor of passing the referendum in order to reform their student government.

Culture reps sit on the student senate to voice traditionally underrepresented views. For some time now, five culture reps have each represented an individual community. The culture reps hail from very specific Tufts groups: one from the Tufts Transgendered, Lesbian, Bisexual, and Gay Community, one from the Association of Latino Students, another from the Pan-African Alliance, one from the Asian Community at Tufts, and a representative for commuter students. With the exception of commuter students, each culture rep is chosen by the specific student organization through an in-house selection process.

Before last spring, the function of the culture representatives was to speak for their groups at weekly senate meetings in order to assure that the voice of each community was heard. However, a ballot referendum passed last year drastically changed the role of culture

representatives by granting them the same voting power as elected senators. This referendum was hotly contested at the time; the *Daily*, the *Observer*, and THE PRIMARY SOURCE all editorialized against it. While the referendum passed, doubts have been cast on the integrity of the voting, as several of the poll workers were students who had vocally campaigned in favor of the referendum.

Currently, culture representatives not only speak at senate meetings but also vote to control the Student Activities Fee. This current situation is both undemocratic and discriminatory in two important ways. First, the current situation violates the “one man, one

vote” principle that is the foundation of any democracy. The student senate is made up of seven senators from each class, so a student votes for seven people to represent him each year. However, if that student also belongs to a group with a culture representative (the student is Latino, for example), then he votes for an eighth voting representative. Clearly, a student who does not vote for a culture representative is underrepresented. As an extreme example, a commuter student who happens to be both Latino and gay can vote for a total of ten representatives, while a straight, white student can only vote for seven. This is not equality before the law.

Secondly, the election of culture reps by specific groups muddies their exact role on the senate. Not every member of a given culture community goes to the group’s meetings or votes in the selection process; how then can one individual claim to speak for an entire culture? This situation can cause infight-

ing within a community. For example, the Asian community has often been fractionalized into East Asian and Indian subgroups.

In response to all of these concerns, a new referendum has been proposed. It would allow any recognized student group to have a non-voting “lobbyist” representative to the senate. This lobbyist would be able to speak as freely as a senator but would not have voting control over the student activities fee. This corrects the problem of under-representation and allows more groups to have a direct voice in their student government. As the situation currently stands, the process for adding a new culture rep is prohibitively complicated. The proposal would simplify this process so that any group may become directly involved.

Unfortunately, the new proposal is suffering strong opposition from the current culture reps. That they may see the removal of their voting privileges as disenfranchisement is understandable. But the proposal only recreates the level playing field where any student, regardless of race or sexual orientation, can vote for exactly seven senators to represent his needs.

Tufts University is committed to the principles of equality and nondiscrimination. These principles should be duly translated into a fair system of representing the many communities among the student population in student government. □

**A commuter student who happens to be both Latino and gay can vote for a total of ten representatives on the senate, while a straight, white student would only vote for seven. This is not equality before the law.**



**Diverse folks give the new culture lobbyist referendum a thumbs up!**

*Mr. Dangremond is a junior majoring in Chemical Engineering.*

**WARNING:** This section of **THE PRIMARY SOURCE** features course reviews submitted anonymously by individual Tufts students. Reviews may have been edited for style and length but not for content. The opinions expressed in these reviews are solely those of the individual authors and do not necessarily represent the views of **THE PRIMARY SOURCE**, its editors, or its contributors.

*PROCEED WITH CAUTION: CONTENTS ARE FORTHRIGHT AND HONEST.*

# THE PRIMARY SOURCE

## Course Reviews 2002

V E R I T A S S I N E D O L O

### Anthropology

**Anthropology 20**—Physical Anthropology (Professor Stephen Bailey) is a pretty easy class to fulfill a science requirement. It seems like a mix between a social science class and science class. Try and attend class or get notes because you will be tested on lectures. Sometimes tests are tough, but Bailey has a very generous curve. You can also drop the lowest test grade. Professor Bailey is not a boring lecturer but isn't extremely interesting either.

### Astronomy

**Astronomy 10**—Wanderers in Space (Professor Ken Olum) is a wickedly boring science class without much stress. Olum is really enthusiastic about the course, but somehow it still turns into a sleeper. You can pass as long as you go to some classes, turn in the majority of homeworks, and take some notes. The best part about the class is that Olum's tests are open book and open notes, so anyone with a brain can get a B.

### Biology

**Biology 110**—Endocrinology (Professor Michael Romero) is a great choice for bio majors. The unique aspect of this class is that the emphasis is not on pure memorization like other biology classes, but on comprehension of the material. Romero always involves the class by asking students to think about how hypotheses could be tested experimentally. The tests reflect this emphasis on thinking—they are comprised of short answer questions only. The class is not easy, but it is well worth it because you begin to learn how to think critically.

### Chemistry

**Chemistry 1**—Chemical Fundamentals (Professor Christopher Morse) makes 8:30am Chemistry bearable. His quick wit and obvious concern for his students' understanding distinguishes his class from other intro courses. By the end of the first few weeks, he'll know every student by name. He combines a love for the subject with innovative lesson plans and is always available to answer questions outside of class.

**Chemistry 51**—Organic Chemistry 1 (Professor Marc d'Alarcao) is by far one of the most difficult courses you'll ever take. The workload is sky high, the material is extremely difficult, and you'll have to devote a great deal of time to the subject to succeed. Taking Orgo is like taking three classes, so take the class with Professor d'Alarcao. His passion and love for the subject is contagious and he is very thorough in his explanations. He is very accessible outside the classroom, and he tells a lot of funny anecdotes in class.

### Civil and Environmental Engineering

**Civil and Environmental Engineering 102**—Probability and Statistics in Engineering (Professor Linfield Brown) will stand in place of Math 161 and 162 for many Engineering majors. CE 102 concentrates less on proving the validity of statistical and probability theorems and more on their application to engineering. There is less conceptual math required on behalf of the student while Professor Brown clearly explains the theory behind formulas and is attentive to student's questions. However, the vast majority of examples concentrate on Professor Brown's own interests and often seem quite foreign. The course covers probability distribution functions, sampling methods, estimation, hypothesis testing and regression.

## Source Classics

*blasts from the past...*

Teacher to 250 students each semester, Anthropology professor **Stephen Bailey** concerns himself more with fostering personal popularity among undergraduates and useless TAs than with actual instruction. He commands a well-known someone-here-has-AIDS-and-doesn't-know-it "lecture," but never starts on time and often ends class well beyond the official limit. His exams have included questions not covered in lectures, and if you are looking for a little compassion, you had best try your luck with a TA—they may be useless, but at least they are not heartless. Bailey's "**Physical Anthropology**" could use more organization and a more refined theme. The course begins with introductory high school biology and needs to focus more on the actual evolutionary and anthropological aspect. If you're looking to actually learn something, take Bio 14, which covers roughly the same stuff. If you just want to fill your science requirements, bring a crossword to class, and be prepared to meticulously read the text the night before the exam.

## Comparative Religion

**Comparative Religion 1**—Introduction to Religion (Professor Peter Thuesen) is by far one of the most creative classes at Tufts. The first half of the semester is spent studying three different religions. During the second half, the class is divided into groups that go on to invent their own religion, scripture, funding, and conversion included. Professor Thuesen is new to Tufts and to this course, but he has proven himself an effective and engaging professor in other classes over the past year. His knowledge goes far beyond his personal interest, the evolution of Christianity in the United States, and he is detailed, approachable, and just as interested in learning new things as his students are.

**Comparative Religion 21**—Introduction to the Hebrew Bible (Professor Peggy Hutaff) is a class of smashed stereotypes. For starters, Hutaff has the demeanor of a Sunday school teacher and the politics of Gloria Steinem, a potentially frightening combination. But she defies expectation again as she conducts her class with a mind open to wildly varying opinion on Judeo-Christian tradition. The class is not about theology but the history of the authorship of ancient Hebrew scripture. Hutaff's highest priority is participation—she asks more questions than to which there are answers, and success on the exams requires close note-taking. Hutaff makes herself readily available to students outside of class for continuing discourse on this highly controversial topic.

## Computer Science

**Computer Science 11**—Introduction to Computer Science (Margaret Guertin) makes me anxiously await the day when Tufts stops letting lecturers teach and gets some talent of at least the Assistant Professor caliber. The class is interesting, but sitting through it is awful. The lecturer who teaches this class has shown time and again that she does not care for her students and does not give credit where credit is due. The automated program that grades projects is flaky. For the love of everything sacred, do not take this unless you have to.

**Computer Science 15**—Data Structures (Professor David Malan) is taught by a man who went to Harvard and thinks all his students do, too. He is an extremely good lecturer and the class is very well organized. The amount of work he requires, however, is insane. Weekly problem sets will easily take 20 hours or more. If you have to take Comp 15 for a requirement and don't have an intrinsic love for learning, take this course with another professor.

## Drama and Dance

**Drama 33**—The American Musical (Professor Barbara Grossman) sees Grossman, the department chair, sharing the spotlight with some of the greatest musical masterpieces from the past century. Grossman successfully incorporates sound and video clips into her discussions, while simultaneously taking opinions from the nearly one



# Source Classics

*they never grow old...*

If you take Child Development 155, "**Development of Language**," you will be awed by the body of knowledge possessed by the so-called "socio-linguist." Calvin "Chip" Gidney's talents lie not only in his linguistic mastery (his knowledge of countless languages), but in his ability to relate aspects of child development and linguistic theory to his students. Unfortunately, however, Gidney's subject matter is inherently political and one-sided. A great deal of reading is required for the course, from the theories of Noam Chomsky to case studies of individual linguistic development. Professor Gidney, however, handles the abundance of information with aplomb and characteristic good humor. Strongly recommended for anyone who wishes to probe theories of the origins of language and their application to human development, but probably better taught by a person who understands that political tolerance is a two-way street.

hundred students in the class. She adds spice to an already interesting topic, bringing in new insights and bits of trivia to enhance appreciation of the most distinctly American art form. Expect to write one research paper and to complete a final project of your choice. Last fall's projects included performances of scenes from various musicals, costume and set design ideas, as well as conceiving and outlining topics for new musical comedies.

## Economics

**Economics 1**—Introduction to Microeconomics (Professor Dan Richards) has a professor who is cool and loves his PowerPoint. He keeps class interesting by handing out random activities to do during class time. There is lots of work for problem sets, but grading and exams are pretty fair, and his notes are available online. I have heard that he is hard to contact outside of class, so if you like to bond with your professors you might have a hard time doing that with him. Choose your TA wisely, because he/she will be answering all your questions.

**Economics 11**—Intermediate Microeconomics (Professor Karen Eggleston) is great and really easy to follow. Eggleston presents really well and you can miss a class without breaking a sweat. All the notes are posted online at the Blackboard website. The requirements consist of a midterm, quiz, short paper and final exam. You'll learn a lot without working your butt off.

**Economics 13**—Statistics (Professor Felipe Martin) Professor Martin is a good lecturer. The material isn't extremely hard. The problem with the class is Professor Martin's absentmindedness. With only a few weeks of class left, he could not make up his mind about whether or not he would curve the class's first test, drop a test, have a make-up, etc. He did nothing, and I don't think he will do

anything until a student is persistent enough to keep bothering him and reminding him about it. **A SECOND OPINION:** If you're an economics major, you have to take this class, so you may as well take it with Martin. He is clear, methodical, and highly organized in his presentation of the material. Students will find the tests very challenging and lengthy, but generally fair. Exams are open notes and open book so attending class and reading through the text on your own is

necessary for statistics success. Martin is available for help in office hours.

**Economics 150**—Finance (Professor Dan Richards) boasts a professor with Ivy League credentials who knows macroeconomics and economic schools of thought and presents them well. He is, however, a little confused when it comes to policy (expect to hear how good social security can be) and a little confused politically (you may still be able to read about the Florida recount on his door). Grades are based completely on tests, which aren't too bad if you do the problem sets. Also, there are two good reasons to go class: his lectures are much more helpful than the book, plus he makes frequent references to drugs and alcohol.

**Economics 161**—International Trade (Professor Drusilla Brown) is the reason you worked your butt off to understand Intermediate Micro. International Trade is tough but fascinating. Brown is a solid lecturer who knows her stuff and responds skillfully to questions both in class and at office hours. This course is good because students feel like what they learn is challenging and useful. Every step of the way, students learn to use diagrams, writing, and equations to show net outcomes and make welfare analyses. The course also gives substantial attention to issues of current concern, including the results of globalization, and child labor concerns.

#### Engineering Science

**Engineering Science 3**—Introduction to Electrical Engineering (Professor Van Toi Vo) is a required course for most engineers, which makes the class size for each section somewhat large (about 40 students). Vo is the best instructor for the course. He is entertaining, always available outside of class, and teaches the material well.

#### English

**English 11**—Journalism (Professor Nan Levinson) is a good foundation for the aspiring journalist. The class covers the basics of reporting and writing with a journalistic style, while also touching upon finer points such as libel law and citing sources. The in-class exercises force the student to stretch his or her writing and editing abilities to work under a deadline and are generally quite instructive. Levinson is an engaging instructor with a solid background in journalism. The fairly small class size enables Levinson to give one-on-one instruction. Astute students will take advantage of the opportunity.

**English 36**—Black World Literature (Professor Modhumita Roy) features informative lectures from a brilliant professor. Unfortunately, the reading material is a mixed bag with some great books and some horrible ones. Also, the recitation with a TA is annoying, and the “response” papers due every week are always assigned about obscure, unimportant topics. Tests are pretty easy and papers aren't too hard as long as you do all the reading.

**English 118**—Renaissance Drama: Over-the-Top Performance and Radical Play (Professor Judith Haber) is a must for anyone interested in Shakespeare's contemporaries. Haber is a whirlwind of red-haired energy who never wastes time. She is a passionate instructor who demands total attention from her pupils, effort, and lots of discussion. Her endless comments on papers are tremendously helpful. She gives points for improvement and constantly encourages students to attend office hours. She is easily approachable and is genuinely concerned with her pupils' understanding of the texts, which are sometimes quite difficult. On the first day of class, Haber announces that she will approach the texts from feminist and queer theory points-of-view. The texts, however, require this and forever push the limits of social convention, and the result is an unrestrained learning experience that tops the English Department's curriculum.

**English 163**—Hemingway & Faulkner (Professor Alan Lebowitz) features two essential American writers. No author has affected English prose style as thoroughly as Ernest Hemingway, and no author represents the American South like William Faulkner. This course highlights the finest novels and short stories of these authors with no fluff—don't come to Pro-

fessor Lebowitz's class looking for the political dogma rampant in other literature courses. Lebowitz analyzes and deconstructs these fascinating, dense texts, relying much on class participation. Even though the course can get crowded, Lebowitz's friendly conversation makes a room of 30 students seem very intimate indeed.

#### Geology

**Geology 1**—The Dynamic Earth (Professor Bert Reuss) quite literally offers something for everyone. Those looking to major in the natural sciences will find this course to be an excellent introduction to the study of the earth, and those dreading having to fulfill their science requirements will find a user-friendly experience with a manageable workload. Reuss delivers some of the most lively and animated lectures on the hill, each one with enthusiasm that belies the fact he has been teaching the same course for decades. Vivid



## Source Classics

*oldies but goodies...*

Professor **Kevin Dunn's** sampling of great English literature is a joy to experience. Dunn's relaxed but enthusiastic teaching style makes his class something to look forward to every week. The format is open and informal. Students work together in an open discussion to plumb the depths of each day's literature (the course title is accurate: Dunn chooses only true masterpieces for discussion). The grading is friendly; the only grades come from three papers, two of which are revised, wherein Dunn asks students to simply “make an argument.” While Dunn offers plenty of advice on possible topics, the ultimate decision is up to the student; something I found liberating, as I was able to discuss topics that genuinely interested me. What is even more refreshing and unique is that Dunn's comments on the papers are given in the form of a personalized audiocassette. There is no sea of red ink to contend with in revisions and the aural format limits Dunn to offering editorial insight as opposed to your typical English professor's proofreading. **Masterpieces of Literature** (English 50) is well worth taking for anyone, especially non-English majors.

demonstrations accompany the lecture notes, which are, without fail, written meticulously on the blackboard half an hour before the class begins. Although there are typically over 100 students in the class, Bert (as he insists on being called) will memorize everyone's name within the first few weeks.

Geology 1 will take up a considerable amount of class time each week; there are three lectures and one lab, which is usually a three-to-four-hour field trip to geologic formations in the Boston area. The reading load is always manageable, however; and the labs are always interesting. There are two hour-long examinations and one final. This is not "Rocks for Jocks;" success on each exam requires a good deal of studying. The material should be interesting even for non-science types, however, and the lectures and labs are so well done that going to class is never a chore.

#### History

**History 10**—Europe to 1815 (Professor Stephen Marcopoulos) is a good choice for a course to fulfill the humanities requirement. It is interesting and not too demanding of your time. The course covers material from the fall of the Roman Empire to the defeat of Napoleon. Marcopoulos' lectures are thorough and sequential, and he supplements the raw historical facts with anecdotes that serve to lighten the lecture and make the events more tangible. Marcopoulos and his TAs are knowledgeable about the period and are willing to talk and explain. The course has one recitation per week that is very helpful in mastering the material. This is the type of course in which even procrastinators do well because one night of cramming usually suffices if you have attended the lectures.

**History 27**—Early Russia (Professor Daniel Mulholland) will verify that stereotype you had in high school about the mysterious, eccentric yet absurdly knowledgeable college professor, for Daniel Mulholland is it. Mulholland tells the story of medieval European settlers whose small Eastern establishment grew up to become the empire of Peter the Great, a new Western civilization. He speaks as though recounting a boyhood adventure, complete with his own feelings on the personalities involved and excited grins when appropriate. The class is a fascinating account of a little-studied and confusing region. The lectures can get monotonous, but the accrued knowledge makes it worthwhile. You leave feeling like an expert in the field. His requests of students are simple: go to class, do the reading, write the papers. Do not let yourself get behind; he notices.

**History 47**—Japan to 1868 (Professor Gary Leupp) Gary Leupp and THE PRIMARY SOURCE have rarely seen eye-to-eye on politics, but his History 47 is a top-notch class and a refreshing alternative to the sleep-inducing names, dates, and political parties covered by your typical history course. Japan is a nation that spent its entire

## Source Classics

*oldies but goodies...*

**G**erald Gill is unquestionably a liberal, but one who appreciates that his job is to instruct, not indoctrinate. His treatment of American history is uncompromisingly fair; he presents both sides of all major debates and does not penalize students for holding opinions that contradict his own (unlike too many others in his department). He is a first-class orator, and his assigned readings are usually interesting and always informative. He is one of Tufts' most popular professors, and for good reason. Despite his professional objectivity, however, students who sign up for Gill's class may find themselves in unsavory company, campus leftists flock to his classes like winos to welfare. Even so, unlike other Jumbo multicultis, Gill possesses a great knowledge of and appreciation for the other side; a matriculation address of his a few years back on the subject made due mention of the conservative point of view.

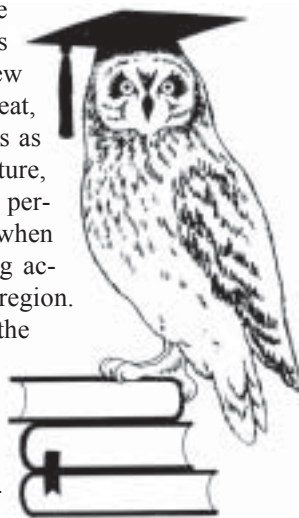
history to 1868 in relative isolation, with only minimal contact with the West. Discussions include the struggle for religious dominance between Buddhism, Shinto, and Confucianism; Japanese feudalism; and the uniqueness of premodern Japan. The primary textbook is readable, but the other readings tend to be dry. Leupp, who has written three books on the subject, knows his stuff and is quite friendly and accessible.

**History 62**—Islamic Activism in 20th Century (Professor Deina Abdelkader) was not as interesting or provocative as it might have been. Professor Abdelkader is a rather plain, boring lecturer, and the class readings were largely rehashed in lecture. While the workload is not bad, she is a very tough and unforgiving grader. If you are interested in the subject matter, try a different professor.

**History 89**—Rewriting America (Professor Martin Sherwin) is unusual among other history classes. Unlike outspoken liberal professors who bombard their students with history as they see it, Sherwin gives complete control to the student. Students are assigned to groups and asked to produce a magazine of historic events. Those who love writing and journalism will relish the chance to cover World War II or Vietnam as if they were actually there, using primary sources and contemporary texts. Students more interested in magazine design will also have a chance to layout the student-produced magazines, which are printed in hard copy five issues per semester. The class isn't difficult, but students should realize that grades reflect effort. Those who contribute multiple articles to each issue will fare better than occasional contributors. Extra advice: save yourself some money and don't buy the textbook. It's unnecessary and not helpful.

#### Japanese

**Japanese 80**—Japanese Film (Professor Mitsuyo Wada-Marciano) If you have an interest in Japanese culture or film studies, you would do well to consider Japanese Film. The Japanese national cinema developed in relative isolation from classical Hollywood cinema and finding out how Japanese film techniques differ from those of Hollywood (and there are quite a few noticeable differences) is not only fascinating, but crucial to a film student's experience. Those interested in Japanese culture will find interesting parallels between the national cinema and other media. Mitsuyo Wada-Marciano speaks English as a second language and some students have complained about not being able to hear her. Still, she is friendly, patient, and accessible after class, and makes a



point to get to know each student individually.

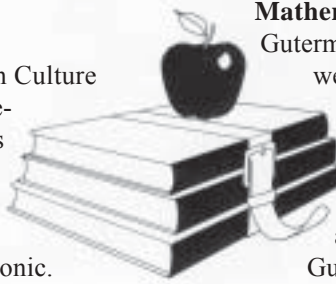
#### Judaic Studies

**Judaic Studies 65**—Introduction to Yiddish Culture (Professor Sol Gittleman) is interesting because Gittleman knows his stuff. But he fails to generate worthwhile dialogue in the giant lecture hall. He seeks students' opinions, and those who answer give responses that are either dreadfully obvious or painfully moronic.

The readings are great, and Gittleman speaks nicely to the themes of the literature, but the time consumed with utterly useless discourse serves to diminish the worth of the class. It is no wonder that students often find their attendance dwindling by the end of the semester. Gittleman should either run Yid Lit as a small discussion course, or do only what he does best: lecture.

**Judaic Studies 73**—Aspects of Sephardic Tradition (Professor Gloria Ascher) is an easy A. But don't expect to learn a lot about the history of the Sephardic Jews who were expelled from Spain during the Inquisition. Though Professor Ascher's enthusiasm exudes as she tries her best to engage the students, it is often difficult to take her lectures seriously. But the class isn't entirely a dud. Professor Ascher hosts a "Sephardic Evening" at her house as the end of the semester celebration, where she prepares traditional Sephardic food and performs her original songs. The class a great option for students looking to fill the Judaic Studies or Spanish culture option, but I wouldn't go out of my way to register.

**Judaic Studies 142**—Jewish Experience on Film (Professor Joel Rosenberg) is an excellent choice to fulfill a Judaic culture requirement. The films are informative and entertaining, and the workload is reasonable. There is extensive reading assigned to each film, but you can easily get away with reading only a few pages per week. The grading consists of two papers, and the professor attempts to make the paper topics as enjoyable as possible to write about, inviting creativity as well as analysis. One of the best things about this class is that there is no lecture; discussions are almost entirely student-based.



#### Mathematics

**Mathematics 9**—Math of Social Choice (Professor Martin Guterman) is no walk in the park. Although Math 9 provides a welcome alternative to Calculus and fulfills that pesky quantitative reasoning requirement, Guterman takes his subject seriously. So even though students don't need to know anything more than basic arithmetic to succeed in Math 9, there is significant mathematical reasoning required. The ability to handle large tables of data is essential. But Guterman excels at applying his lessons to real-life scenarios. Students will learn the math behind presidential elections and the division of an estate all the while thanking their lucky stars that they aren't in Calculus.

**Mathematics 13**—Calculus III was supposed to have been taught by David Isles, who had unexpected surgery and did not return as promised. Consequently, this section of the course has been sitting in limbo. Several teachers in the math department tried to teach the course. The first of these was a young, and enthusiastic teacher who did not have a great deal of experience. After spring break, she was replaced with several other teachers. It seemed there was no one to rely on, even though Math 13 is one of the most challenging and fundamental classes for engineers and mathematicians.

**Mathematics 22**—Discrete Math (Professor Glaser) is simple enough if you read the book and do the homework, but like every math class there is a problem set due every class meeting. Professor Glaser sails through the semester with ease and at times makes a complicated subject feel like elementary school math. If you're an engineer trying to fill that math/science fundamental, Math 22 with Glaser is a great choice.

**Mathematics 38**—Differential Equations (Professor Mauricio Gutierrez) is for you if you like teaching yourself how to solve complicated math problems and using a poorly written textbook. The example problems for each section are not accompanied by explanations. To make matters worse, the professor does not make the material any easier to understand. Gutierrez does not prepare lecture notes. He prefers, instead, to stand in front of the class and pick problems from the text at random and spend the entire class period trying and retrying to get the solution. **A SECOND OPINION:** Coming from Calculus III, I

found the material in Differential Equations to be pretty easy, which is fortunate since learning during class is nearly impossible. Gutierrez should definitely be given credit for always being available for extra help, often outside of his office hours. One-on-one he was very clear when explaining the material covered in class and leaving his office, I always came away with all my questions answered. **A THIRD OPINION:** Never take differential equations with Gutierrez! He never comes to class prepared and he doesn't explain things well. He will botch every example and claim that he is "rusty." However, the subject mat-

## Source Classics

*one from the vaults...*

Hired to teach "radical philosophy" in the 1960s, **Norman Daniels** is more like a Soviet Comissar trapped in an educator's body. When he isn't trotting around Europe lecturing state bureaucrats on how to create a socialist utopia, he's in the Tufts classroom lecturing on pretty much the same thing. Daniels' primary area of expertise is a quite disturbing field of philosophy that studies "the rationing of health care"—newspeak for "the government deciding who deserves medical treatment under a socialist health-care system and who doesn't." His fondness for this sort of totalitarianism earned him red-carpet treatment from Hillary Clinton's ill-fated Health Care Task Force, but the main problem with his teaching is not his leftism (which in and of itself is all too common on the Hill) but his intolerance of dissent, which thankfully is somewhat less rampant. Norman Daniels' idea of disagreement is a debate along the lines of "what kind of socialist health-care system should we have" rather than "do we really need one at all." He appreciates polite disagreement on trivial details but entertains no dissent on fundamentals: the necessity of state control is a premise that invades all of Daniels' lectures. His condescending attitude towards students who disagree with him, which often elicits little more than a chuckle and a polite dismissal along the lines of "but seriously, folks..." is unprofessional and biased even by Tufts standards.

ter is interesting and once you get the hang of it you can pretty much do every problem thrown at you. Overall, Differential Equations has the potential to be a very rewarding course and may be the most interesting math class that I have taken. Gutierrez, however, is the worst professor that I've had at Tufts.

**Mathematics 46**—Linear Algebra (Professor David Isles) is a waste of time if you've taken **Math 38**, unless, of course, you just love to play around with matrices in your free time. Even Professor Isles admitted it was a waste of tuition money. It's just another way that the Tufts math department leaves a lot to be desired.

#### Philosophy

**Philosophy 6**—Reasoning and Critical Thinking (Professor S. Russinoff) is a valuable class for all undergraduates regardless of major. It teaches argument construction and analysis, informal logic and the identification of fallacies that are present in everyday argumentation. The homework is regular but neither difficult nor time consuming, and exams are not hard either. Regular attendance is a must, though, because notes and in-class examples are often more useful than the text. Russinoff is very good at teaching the concepts and is quite friendly as well.

**Philosophy 24**—Ethics (Professor Nancy Bauer) is a mental workout that will benefit undergrads in any major. Though it is a survey course, the class examines assigned texts in a moderate degree of depth and asks students to make practical applications of the material. Bauer is an outstanding lecturer who conveys the information with energy and clarity. Students may interrupt the lecture with questions at any time. Bauer dutifully learns the name of all 100 students. She succeeds in converting Barnum 104 into an intimate classroom in which students engage and eagerly contribute.

#### Political Science

**Political Science 116**—Judicial Politics (Professor Kent Portney) is a disappointment to Poli Sci majors. The reading is dry and not substantive, superficially scratching the surface of many important judicial concepts rather than deeply analyzing them. The lectures can occasionally be interesting, but like the reading, often lack substance. Non-political science majors or students who wish only to satisfy an interest in the justice system may enjoy the undemanding pace of the class, but students who are serious about intensely exploring the inner workings of the system will find this class unfulfilling.

**Political Science 146**—Liberty, Morality, Virtue (Professor Robert Devigne) approaches political philosophy in a way that makes the densest texts available even to newcomers to the subject. He is also hysterically funny, and he won't hesitate to regale you with his almost unbelievable life stories. Most students who take one Devigne class become groupies and take his classes every semester after. Don't miss this opportunity.

#### Psychology

**Psychology 31**—Statistics for the Behavioral Sciences (Professor Gutowski) was by far the worst class I ever took at Tufts. Professor Gutowski is dull, kooky, and just plain awful as a professor. He spends more time talking about his experiences on Cape Cod rather than teaching the material. He also provides the students with no practice problems before his exams. Consequently, the students go into tests and quizzes blind, not knowing what to expect. The worst part of the course is the lab, which is loosely based on the material being taught in class and completely unnecessary. If you take this course, get a tutor quickly because both Gutowski and the TAs are too incompetent to teach the material or answer your questions.

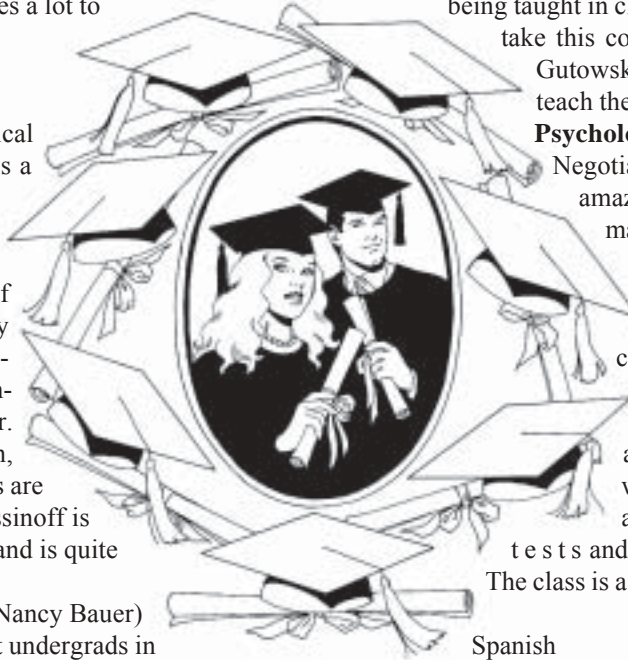
**Psychology 134**—Interpersonal Conflict and Negotiation (Professor Sinaia Nathanson) is amazing! Nathanson cares a lot about the material and always relates it to her personal experience. She also gets to know all of her students and is interested in their lives outside of class. The class consists mainly of discussion and lots of role-playing. One of our solutions in a role-play was to go buy Dunkin Donuts and she actually let us leave class and walk down to Boston Avenue! You learn a lot about yourself both through self-tests and through seeing how others perceive you. The class is a two-hour seminar, but the time flies by.

#### Spanish

**Spanish 31**—Main Currents in Spanish Literature I (Professor Tamara Márquez-Raffetto) lets students put their reading and speaking skills to use to dive into some of the richest literature Spanish history has to offer. The course anthology provides students with a good mix of poetry and prose, and class readings are well selected. What makes this course so outstanding, however, is the energy and knowledge that Márquez-Raffetto brings to class. There truly isn't enough praise for this professor. Her enthusiasm is contagious and her care for students as both scholars and people makes her a special member of the faculty. Márquez-Raffetto gives freely of her time, knowledge, and creativity in office hours and always pushes her students to take their thinking one step further.

#### Women's Studies

**Women's Studies 72**—Introduction to Women's Studies (Professor Lisa Coleman) brought more to the class than feminist fervor and female righteousness. Although I cannot say I enjoy reading extensive articles every week, Coleman chooses subjects that will likely grasp anyone's attention, from the Women's Rights Movement to heterosexism, homosexuality, women's traditional roles, and women's contemporary roles to articles on the influence of pornography and analyses of women's roles in religion and art. Coleman can stand in front of the class and both intimidate and crack-up a class gracefully. She is what a friend of mine would call "a powerhouse." This may not be the case for every student in the class, but I have a clearer understanding of every word relating to gender, race, sexuality, and of course women versus men. □



*Yasser Arafat has failed at peace and presidency.*

# Peace Without Arafat

*by Joshua Martino*

There were moments in the twentieth century when America feared her economic and political dominance had ended. The Depression, World War II, and the Kennedy assassination threatened to bring an early close to the so-called American

Century. Still the United States flourishes. Muslims of the Middle East, however, witnessed the fall of the last empire of Islam in 1918. While the West survived two World Wars and rebuilt, the Middle East has endured Imperialism, poverty, and ethnic

strife. There is one exception: Westerners created a small nation on the eastern shore of the Mediterranean, bringing to the region not only democracy, but also an ideal scapegoat.

Hatred of the Jews smolders throughout the Middle East. Hatred, not politics, drives people to strap explosives to their chests. Hatred, not politics, inspires people to adorn bombs with nails for more bloodshed. Hatred, not politics, makes people detonate bombs in a crowded hotel during a religious celebration. The flesh of the “martyrs” drips down walls, puddles on sidewalks intermingled with the sinews that once held together a Jew.

It is a hatred brewed on street corners, in houses of worship, and in the daily paper. According to a popular Saudi newspaper, Jews make a Passover meal using “the blood of Christian and Muslim children under the age of 10.” They acquire this blood by torturing their victims—“torment that affords the Jewish vampires great de-

light,” the columnist, a doctor, adds. By the way, Saudi Arabia is a moderate Arab state, an American ally, and the author of the peace plan adopted by the Arab League last month.

Jews are used to such talk. “The Jewish vampires” could very well be a phrase lifted from a European manuscript from the Middle Ages, when Jews were blamed for famines, poverty, and the bubonic plague. Saudis who read this after their morning prayers have not left the Middle Ages, if they believe the papers. Sadly, many of them do.

“This is not a war against Islam,” President Bush drawled repeatedly in the days following September 11<sup>th</sup>. One million American Muslims trembled in fear of angry reprisals, and Bush was right to protect them. Yet Bush ignored the collision of civilizations that September morning—two ferocious roars in lower Manhattan. On that day two worlds, one affluent and unaware, the other mired in wretched poverty and unrest, awoke and discovered each other’s anger and vulnerability.

Israeli versus Palestinian is only the beginning. The Muslim reaction to the terrorist attack in New York illustrates the gap between Middle Easterners and Americans. In the West Bank some cheered when the Twin Towers fell. CNN interviewed a handful of Jordanian students, and one admitted to the American reporter that she laughed when she saw footage of the carnage in New York. Americans must wonder if President Bush believes it could happen again

**There is no difference between the scoundrels sweating in hot cells in Guantanamo Bay and the hordes of Palestinian terrorists who burst apart in crowds of Israelis.**

even though it does almost daily in Tel Aviv and Jerusalem. If the United States does not acknowledge that fundamentalist Muslim loathing includes not only Israel, but also her allies, then someday more boxes on the calendar will have the solemn implications of September 11<sup>th</sup>.

There is no difference between the scoundrels sweating in hot cells in Guantanamo Bay and the hordes of Palestinian terrorists who burst apart in crowds of Israelis. They share the same disregard for innocent life; in fact, the localized terror groups in Israel have a disturbing fondness for spilling the blood of children—why else target discotheques, pizzerias, and a bat mitzvah? No matter the sins of Israel—the undemocratic arrests of Palestinians, the cruel policing of refugee camps, and the bloody past of Ariel Sharon—Israeli military action cannot be morally compared to Palestinian terrorism. Outside the Middle East, the world recognizes the fundamental difference between military and civilian. Terrorists did not make this distinction on September 11<sup>th</sup> or during the first Passover Seder last month.

Despite repeated acts of Palestinian terrorism, President Bush’s “War on Terror” does not target Yasser Arafat. In fact, the Bush administration has spared Arafat from an IDF assassin and martyrdom. The President believes that the PLO Chairman

*Continued on page 19.*



**Arafat's time has passed.**

*Mr. Martino is a senior majoring in English.*



# Reforming Interests

*by Jonathan Halpert*

Last week President Bush signed a campaign finance reform bill into law. Almost within hours Senator Mitch McConnell, R-Kentucky, filed a lawsuit challenging the constitutionality of the bill. His legal team, including the always affable Ken Starr, asserts that banning “soft” money contributions to political parties contradicts their freedom of speech. Fortunately they are wrong; legally bribing government officials, even elected ones, does not constitute free speech and gives more power to special interests than they deserve. Unfortunately the lawsuits are likely to succeed. Despite the best efforts of John McCain and an honest few, the corruption of politics is so widespread that legislation alone will not root it out.

Freedom of speech and expression are rights protected under the Constitution, but in the case of campaign finance, some question as to whether donations constitute speech remains. Obviously politicians need both monetary and popular support to campaign effectively. Of course citizens deserve the right to support candidates they favor. Unfortunately this situation has been manipulated by special interests as an invitation to wring favors out of cash-strapped politicians. In doing so, the special interests subvert the will of the electorate by unduly influencing politicians who are supposed to represent all the people who voted for them. Just as every individual deserves an equal political voice, no individual has the right to bribe a politician to influence legislation. The lack of regulation of individual donations to “slush” funds creates a

tyranny of wealth and threatens the doctrine of one man, one vote.

Special interest group donations constitute a similar threat to the honesty of the democratic process. There is certainly a moral difference between an average citizen writing a \$2,000 check for a politician to campaign and a corporation wiring \$800,000 into a slush fund so a politician will support particular legislation. While big business is unquestionably a boon

to society, it does not deserve and should not be granted special favors. Just as the government should not control business, business should not control the government. Similarly, lobbyist groups are given influence based solely on writing checks. Unregulated donations give special interest groups the ability to leverage legislation by writing checks rather than gaining the popular support the framers’ intended to be the basis for legislation. For politicians like McConnell to invoke the First Amendment when they actually desire an unending stream of dirty money, is the apex of irony and exactly the kind of government excess the Founders desperately tried to avoid.

Although opposition to this issue has come largely from the conservative wing of the Republican Party, both parties have

behaved poorly. Bush’s support of the bill has been lax, as has that of many Republicans who fear that they may not be re-elected if elections are based more on popular support and less on the size of their war chest. The Democrats, on the other hand, have seized on the issue, thinking they had found a way to win the financial war they had been losing despite a preponderance of illegal donations (*e.g.* Clinton taking money from the Chinese). Both parties are driven solely by self-interest, and both are wrong. With regulated donations, politicians will be forced to find a larger pool of donors, thus democratizing the process and actually giving more voice to the people who elect them. Yet, the system will not benefit the Democrats to the disadvantage of the Republicans. Rather, both parties will be forced to move to the political middle to obtain donations from the middle class, the only group that contains enough people wealthy enough to donate. In the end, politicians will be forced to run on the quality of their ideas and to stand on their convictions once elected. This law will be an important first step toward reinvigorating American politics with a fresh dose of honesty.

The laws will benefit little from the “protection” of John Ashcroft, who, as Attorney General, will defend the laws despite having opposed passage of the bill. But the principle of honest government is an important one that should be weighed against the “free speech” of monetary influence. The framers clearly intended to make the government accountable to the public. The former method of campaign contribution encouraged politicians to appease their donors first, the voters second. The new laws seek to address the inherent inconsistency between the political equality of citizens and wealthy groups to determine policy through corrupt politicians. Unfortunately the Supreme Court will likely strike the reform laws, and the corrupt politicians will get back to the previous way of business. □

**Just as the government should not control business, business should not control the government.**



*Mr. Halpert is a junior majoring in Chemistry.*

*Know your candidates.*

## Girls Gone Wild

*by Andrew Sinatra*

Annual elections for TCU senate and senate president take place in April, and so far two candidates for president have emerged. The first is Alison Clarke. Clarke is from Durham, North Carolina where she attended a Quaker high school. She is a psychology and Spanish major with a future in public interest law. She is currently the vice-chair of the TCU Judiciary where she oversees the formation of new student groups and the maintenance of existing ones. She attends hearings against student groups and, as vice-chair, also attends Dean of Students hearings brought against individual students. Clarke has helped form a series of campus dialogues between administrators, senators, and students. She has also worked on creating a Latino studies program.

Clarke believes that she will bring a fresh perspective to the presidency, as she has never been a member of the senate and therefore treats the senate

*Mr. Sinatra is a freshman who has not yet declared a major.*

objectively. "I go to almost all senate meetings, and I feel like I really know how the senate works, but I also have the outside perspective, which I think is very important," Clark said. She is involved with a variety of groups such as the Psychology Society, the *Observer*, and intramural volleyball. She believes



**"I feel like I really know how the senate works, but I also have the outside perspective."**

that most senators do not have time for such a variety of activities and that she has a broader understanding of the student body due to her involvement in a wide range of clubs. Why does Alison Clarke want to be president? She says she is tired of the administrative aspect of the TCUJ.

As president, Clarke would encourage student groups to work together instead of against each other. She views the overall state of the campus as tense and wants to promote events that will allow for communication between divergent groups. Clarke referred to the recent race forum as a successful example of how she would promote dialogue between groups.

Clarke also wants to improve communication between the students, senate, and administrators. She believes that

the senate acts as a middleman between the administration and students. Clarke is also interested in helping people who do not enjoy their experience in the Tufts community, a lofty goal indeed. Clarke also wants the senate to actively support their resolutions. She wants senators to act as representatives of the students, and to take part in campus activities to understand students' concerns.

Clarke has toed the line on the current culture rep amendment, which seeks to take away voting power from culture reps. As president, she says that she would support the decision of the student body, for she feels it is the voters' choice. If culture reps lose their voting power, Clarke believes other groups who do not have a representative would have an equal voice. If culture reps maintain voting power, she believes they should be treated like other senators. Clarke believes that the TCU Treasury should send surplus from clubs' budgets back to the treasury. Funds acquired outside of the treasury, however, should be placed into a private account for each group.

The second candidate for senate president is Melissa Carson. Carson grew up in the Bronx and later moved to Westchester. She is pre-law and majoring in child development and philosophy. Carson is vice president of the TCU senate, and this is her second year on the senate. Carson has also sat on the Campus Planning and Development, Budget and Priorities, and Community Ethnic and Cultural Affairs committees. As vice president, Carson helps to manage the senate and oversee committees. She has worked on campus improvements like soap dispensers in dormitory bathrooms, the ATM in Dowling Hall, and wireless Internet connections in the Campus Center. She also helped create the Peer Diversity Education Team and the TCU email list and led the effort to strike "Jackson College" from female undergraduate diplomas.

"I think the main qualification [for TCU President] is that you can stay in-tune with the campus, stay in touch with the administration and know how to get things done," Carson said. "I think I've shown that I can do all of those." As president, Carson would also work on communication between student groups

and between students and the administration. She would like to make Ballou Hall and the president's office more accessible to students. She suggests creating an annual Tufts Olympics where the entire campus could come together. Her goal is noble and her idea is thoughtful, but apparently only massive amounts of naked flesh can bring Jumbos together.

Carson's presidential projects would include the Student Advocate System, which provides an advisor for students who are called to hearings before the Dean of Students or the TCUJ. Carson also wants to make an official policy on the licensing of Tufts' name. She believes this would help promote the school and make the university more recognized in other parts of the country. Carson also wants to create an online directory organized by the university where students can easily get general

Tufts information. However, if Tuftslife.com has shown us anything, it is that IT staffers at Tufts are less than spectacular at responding to students' needs. Carson also wants to see the Budget and Priorities committee given a set of bylaws to govern their practices.

Carson is against the amendment that strips culture reps of voting power because she believes it will impede the senate by introducing a large number of

lobbyists. She does not see culture reps as unjust because the student body votes on which groups get a representative. Also, the senate is able to choose the representative if the group is unable to do so. Carson does not support rollover accounts for student groups with year-end surplus. She believes the surplus money that goes back to the treasury helps fund the creation of new organizations. She also believes that while some groups squander extra money, most groups give back surplus funds or make good use of them.



**"I think the main qualification [for TCU President] is that you can stay in-tune with the campus, stay in touch with the administration and know how to get things done. I think I've shown that I can do all of those."**

Both Clarke and Carson have the credentials and background to be TCU senate president. Clarke has experience on the judiciary and would bring a new perspective to the senate. Carson is already a senate leader and knows how to get things accomplished. Both stress the importance of communication between campus factions and bringing students together through campus-wide activities. They both understand that the campus is currently an edgy environment and want to work to fix this. Carson would be a good choice for voters who like the senate as it is and want to maintain its current style of leadership. Clarke would be a good choice for those who want something new. □

*Continued from page 16.*

is the key to creating a Palestinian state, which the West hopes will end the cycle of violence. How many chances will the United States allow Arafat? In 1997, President Clinton coordinated negotiations between Israeli Prime Minister Ehud Barak and Arafat that led to Barak offering the Palestinians a homeland in the West Bank and the Gaza Strip. Arafat did not accept Barak's offer.

Last week the Arab League approved a plan for Israeli withdrawal from Palestinian land that is nearly identical to the Barak offer of 1997. Of course, now the offer is unacceptable to Israel. Why should Israel allow Arafat to achieve through terrorism that which he could have gained with a handshake? What is to stop the Palestinians from increasing the borders of their state with more slaughter? Why should Israel surrender territory won in a war that it did not create?

Yasser Arafat has failed as a partner for peace. Whether or not he can order Palestinian terrorist groups to obey a truce, by refusing Barak's offer in 1997 he allowed the Second Intifada to occur. The blood of Israeli civilians, and indeed that of Palestinians killed in the Israeli retaliation, is on his hands. With every tsk-tsk and browbeating issued by Bush and Colin Powell to the Israelis to negotiate with Yasser Arafat, the American "War on Terror" becomes more ludicrous.

Shamefully, the West has no plan for Mid-East peace without Arafat, a man who accepts smuggled weapons from Iran, who was using the word "jihad" long before it was incised into the Western lexicon. While this is unfortunate for Israel, whose ability to defend itself depends on State Department whims, the lack of an Arafat-free future is disastrous for Palestinians. His stubbornness and tacit condoning of terrorism has left his uprooted nation without a suitable leader. He has allowed Palestinian anger to boil over into a blind, anti-Zionist rage. Still, President Bush fears starting a holy war that many Muslims in Hamas, Hezbollah, and Islamic Jihad are willing to fight. So the terror will continue unabated in Israel because Arafat knows no other way. And with every dead Israeli civilian, American negotiators who want a Palestinian homeland will find it more difficult to convince the West that Palestinians deserve one. □

# Democracy Threatened

by *Tal Dibner*

The 2002 Issam M. Fares lecture, featuring Bill Clinton, had many memorable moments, but perhaps the most important was the conflict that was neatly encapsulated by the back-and-forth between Clinton, former leader of the free world, and His Excellency Issam M. Fares, the Deputy Prime Minister of Lebanon, whose donations brought Clinton to Tufts.

We owe Mr. Fares our gratitude for this opportunity. This does not mean, however, that we must agree with his views or his agenda.

In his introductory remarks, Fares did less to introduce Clinton than he did to attack Israel. He painted the country as a sort of international outlaw whose very existence was questionable. He suggested, in a roundabout way, that the real obstacle to peace in the Middle East was not ethnic, religious, cultural, or economic difference but rather Israel's defiance of UN resolutions. His words brought cheers from the anti-Zionists in the audience—people who would, no doubt, enjoy seeing Israel negotiated into non-existence.

When Clinton took the stage, he announced that Fares' remarks had forced him to change what he was going to say. Was Clinton going to go out of his way to praise Fares' views? Fortunately, he did the opposite, and perhaps for the first time I admired Clinton, a man so covered in political filth, it is amazing he can rise under the weight of accumulated scandal. In his talk, Clinton did not so much support Israel and her right to survive as remind the audience that Israel does not have a monopoly on ignoring the UN. Indeed, Iraq continues to violate UN resolutions in order to threaten all of us.

Israel, said Clinton, was ready for peace.

*Mr. Dibner is a senior majoring in History and Political Science.*

Israel offered Arafat all he could ever expect, and he turned it down. Clinton has good reason to be angry with Arafat—by refusing the offer, he denied Clinton his legacy as the man who could have brought lasting peace to the Israelis and Palestinians. Clinton also declared that if everyone who claimed to be Palestinian were allowed into Israel, Israel

would cease to be Israel, but rather yet another Arab state. We cannot afford to let world history be decided simply by birthrate. Democracies have always been outnumbered by hordes from the outside. It is no less true today

than when the Greeks turned back the Persian armies and saved Western democracy some 2,500 years ago.

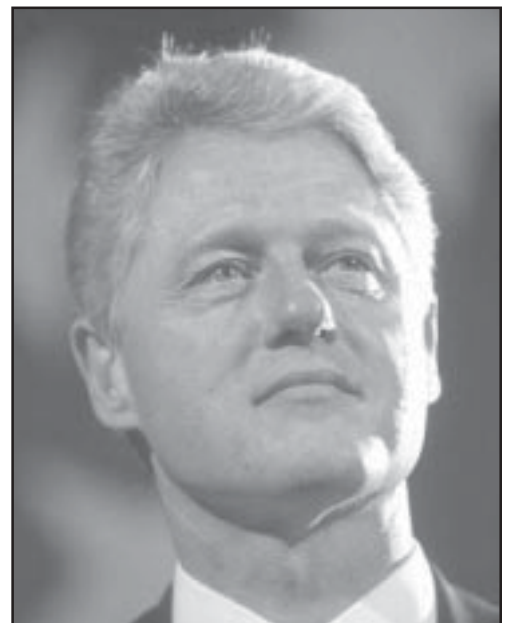
Fares suggested that good relations with Lebanon are critical to US foreign policy because Lebanon is a part, and indeed a source, of Western civilization. How wrong he is. The most important connection between Lebanon and the West is that Lebanon serves as the key terrorist training ground for Al-Qaeda and Hezbollah. The only time that Lebanon was truly a part of the West was under Greek, Roman, and Crusader occupation. Israel, on the other hand, is populated by Westerners who brought democracy, a welfare version of capitalism, and women's rights to a backwards area of the world—one that otherwise would only remain on the map because of its two exports: oil and violence.

Our appetite for oil makes us tolerant of Saudi despotism and Mesopotamian madmen, but let us not deceive ourselves—when push comes to shove, as it has, the Arab world is not on our side. Most of the regimes of the Arab world have not supported the war on terror. Pakistan, a Mus-

lim nation, is doing all it can to fight extremism. The Jordanians continue their admirable counter-terror operations. But Saudi Arabia, Egypt, Syria, and, needless to say, Iran and Iraq are hunkering down, eager to avoid being the next ones hit by America's newly-remembered muscle. The strongmen who run these undemocratic states know that America cannot go after them all at once and so are eager to present a united front in the name of internationalism.

"Our side" is not exclusively Israeli, Jewish, or even American. What we call the Western world—which today includes countries like Japan, South Korea, Israel, Australia, and to a growing extent even China and India—is unified not by culture so much as by civilization. Our unimaginable fortune to be a part of this civilization is under threat, and one of the battlegrounds is Israel. Israel, at its core, is a place where people live and seek a free, fair, and prosperous life. They seek the same things as Americans do, and their quest aids ours.

Whenever Israel uses its military force, the anti-Israel press is always eager to link America with Israel's actions by pointing out that Israel makes use of American-made warplanes and missiles. Israel does use American equipment. But the anti-Zionists would do well to note that Israeli weapons will in turn protect America. American Marines use Israeli rockets, and American cities—and our troops abroad—will be protected by Israeli missiles. Patriot missiles protected Israel and Saudi Arabia from Iraq. Some day soon it may



**Proud of President Clinton, for once.**

be Israeli missiles that shoot down Iranian or North Korean missiles aimed at targets like Manhattan, Los Angeles, or Boston. The arms trade goes both ways; we are allies. Clinton understood this well, and never suggested that American support for Israel would waver.

Fares says he wants the Palestinians to return to Palestine. But where he really wants the Palestinians to go is anywhere but Lebanon. Like every other so-called advocate for the Palestinians, he is willing to do everything for them but to accept that they might stay in his country—that they may have to be treated as equals and as human beings wherever they are. Thus, the Palestinians are not just Israel’s problem. Their existence is an issue that needs to be faced by every country in which they live. Israel will never import Palestinians, no matter how much Arab countries want to export them. The recent summit of Arab leaders demonstrated that while most Arab states want to help the Palestinians and see a world with a smaller Israel, they are deeply divided about what sorts of sacrifice need to be made.

Fares, with his wealth and prestige, brought Clinton to Tufts. But Clinton did precisely the opposite of what Fares had hoped for, because Fares wanted Clinton to speak against Israel. Instead, Clinton spoke of Israeli sacrifice and Arafat’s refusal of peace, and noted that “Israel is not going away, and the Palestinians aren’t either.” He said the thing that every anti-Zionist and anti-Semite hates to hear: that Israelis can be killed, but Israel cannot and that the Palestinians remain where they are by the whim of Israelis and not vice versa. We are all small-d democrats; our loyalties should lie with democracy. Israel is under siege and Arab regimes are shivering at the ease with which the United States can dismantle one of them; thus, they are eager to seem like the peacemakers. We may disagree with Israel’s policy, with her methods, with the violence she commands, but we cannot fault the country for doing all it can to fight terror.

Clinton, in his final days in office, came to realize the essential fact of the Middle East violence: There are those, like Arafat, who are willing to put aside peace to see Israel destroyed. Let us recognize, as Americans, who suffers alongside us in the fight against terror. They deserve our support, and those who reject peace and seek to destroy a democracy deserve our unbridled fury. □

# books

## *Bias: A CBS Insider Exposes How the Media Distort the News* by Bernard Goldberg

Regnery Publishing, \$27.95 ISBN 0-89521-190-1

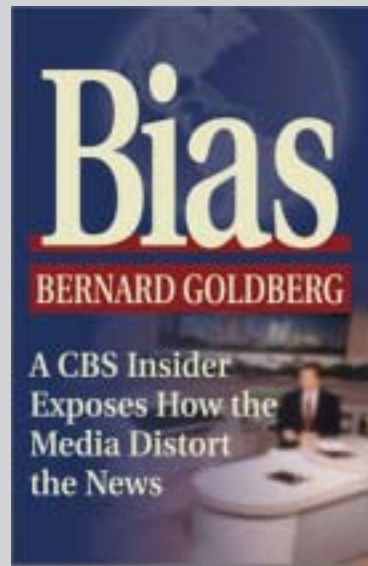
We all know that major broadcasting networks sacrifice the accuracy of their reports for the sake of ratings. Surely many of us are also familiar with the complaint that the networks distort major news events with their own liberal biases. However, such frequently leveled accusations have been continually dismissed by the accused as the ravings of a “vast right wing conspiracy” headed by Ronald Reagan and Sam Dangremond.

Enter *Bias*. This *New York Times* bestseller by Bernard Goldberg, a former veteran news correspondent for CBS, provides a perspective on the media’s slant that no conservative has ever been able to offer—an insider’s view. As a former reporter for the celebrity anchorman Dan Rather and long time associate of many CBS officials like Andrew Heyward, Bernard Goldberg can and does present more than just hearsay to support accusations of liberal bias. In fact, his account of what transpired from the time he wrote his “op-ed” in the *Washington Post*, an early piece on liberal opinions coating the media, to his latest position at CBS provides an eye-opening, perhaps frightening, look at how firmly entrenched the producers of the major news networks are in the liberal mindset.

Goldberg begins by firmly stating that he does not side with conservatives or Republicans on most issues. He states that he finds himself to be a political moderate left of center. He adds that he is in favor of gay rights and pro-choice. Further, he repeatedly asserts that nowhere does there exist a hidden plot by the “media elites” to deliberately sabotage conservatives.

So where does the bias in news reporting originate? According to Goldberg, the liberal slant stems from the prevailing mindset of the overwhelming majority of network reporters and producers. Despite reporters’ claims of objectivity, they are human, and therefore will interpret and analyze facts according to their own personal beliefs. Because the lib-

eral mindset is so pervasive amongst “media elites,” Goldberg claims that they are no longer able to recognize that their views are anything but moderate. In an atmosphere that provides no conservative counter-balance to their beliefs, media tycoons come to accept their views as the only reasonable way to think. Subject to the same forces that keep the government in check, namely the public, reporters seek two things: keeping the public entertained and appearing sympathetic to the plight of all constituents, especially minorities. In doing so, news networks limit themselves by first focusing on reports that will not bore the viewer, and secondly, by spinning issues in favor of the minority position.



The result is coverage that rarely provides both sides of the story. Goldberg credits the high ratings of newer cable news shows, like *The O’Reilly Factor*, with these shows’ more varied coverage of all positions surrounding a controversy. Goldberg associates the decline in network ratings with a lack of accurate coverage. Goldberg concludes that partisan politics should be left to lobbyists and political parties, espousing the beliefs they believe their constituents favor; presenting *all* sides of the issue fairly and accurately should remain the focus of news networks.

Not a book for knee-jerk liberals, Goldberg leaves the reader satisfied. He provides a fascinating explanation of a network reporter’s rhetoric and a look at “media elites” that the viewer does not normally get to see. The only expectation that he and the viewer should demand of his former employers, CBS, and the other networks is that they provide truthful and complete coverage of major events without the influence of bias or ratings. In other words, VERITAS SINE DOLO.

—Christian Miller

# All Things Sacred

by *Christie Langenberg*

In the last few months, the Catholic Church has seen a sex-abuse scandal explode to astronomical proportions. Priests all over the world have been named as defendants in lawsuits alleging sexual abuse. A Holy Thursday letter from the Pope to all clergy briefly addressed the sex-abuse scandal. The Pope spoke of “the sins of some of our brothers who have betrayed the Grace of Ordination” and said, “the Church shows her concern for the victims and strives to respond in truth and justice to each of these painful situations.”

**The Church needs to pass resolutions so that no priest can be granted access to parish children after allegations of sexual abuse have been confirmed.**

The truth, however, is that in the past the Church has not shown its concern for the victims of sexual abuse, but rather for priests and its own image. Cardinal Egan of the New York City archdiocese defended the Church’s decision not to contact civil authorities about alleged sexual abuses, saying that a psychiatric evaluation at a top clinic would determine the truth of the allegations. One of the most renowned clinics of this kind, Hartford’s Institute of Living, is now alleging that the Church knowingly concealed past histories of abusive priests so that the priests could be approved for ministry work. Furthermore, the Institute alleges that the Church often ignored the doctors’ advice and reassigned priests to new parishes, disregarding warnings. While the response of the Institute against the Church may be solely an instance of finger-pointing, that psychiatrists at such a prestigious clinic could so grossly misjudge the character of these priests while knowing all of the past repeated incidents of sexual assault is not very convincing. But that the

Church concealed important information from the doctors, making it easier for the doctors to declare the priests rehabilitated after only one alleged sexual abuse case is highly plausible. This is just more evidence that those high in the Church bureaucracy take care of the priests rather than the followers.

In some cases, however, the Church is not the only one to blame. In the late 70s, Reverend Bernard J. Lane allegedly raped teenage boys at Alpha Omega, a center for troubled youth in Littleton, Massachusetts. According to the *Boston Globe*, Lane denied access to a state

evaluation team from the Department of Youth Services (DYS) that was sent to interview parents and patients at the center. The team alerted its superior, who decided not to take action against Lane or the center. A year later, Lane was formally accused of sexual misconduct at Alpha Omega, and an agreement was reached between state officials and archdiocese officials that called for Lane’s resignation. Both the archdiocese and the DYS decided to avoid publicity with this quick agreement and took no further exploratory

measures into the incident or past incidents at the center. Now more men are coming forward and accusing Lane of rape and other sexual abuse during their time at Alpha Omega. The state could have prevented some of these incidents and is as much at fault as the Church for agreeing to allow Lane to escape prosecution.

Obviously reform is needed to save the credibility of the Catholic Church. This will not be the same kind of reform for which 400 demonstrators cried outside a Good Friday mass conducted by Cardinal Bernard Law, nor is it about the ordination of women or the acceptance of homosexual priests, as some people contend. It is about the protection of children and the punishment of pedophilic priests. Of 13 bishops surveyed by the *Boston Globe*, only four expressly forbade the return of a priest guilty of sexual abuse, and only five require church employees to inform state officials of an allegation of sexual abuse. The Church needs to pass resolutions so that no priest can be granted access to parish children after allegations of sexual abuse have been confirmed. Although mandatory reporting laws can cause suspicions on innocent priests, they appear to be the only manner to ensure that the state is alerted of sexual abuse by clergy. Finally, the state needs to follow through with prosecution of pedophilic priests. Only with this reform

and with a dedicated effort by the Church to eradicate sexual abusers from its ranks can the Church regain the trust of its followers. In the words of the Pope, “a dark

shadow of suspicion [has been] cast over all the other fine priests who perform their ministry with honesty and integrity and often with heroic self-sacrifice.” Hopefully, after some soul-searching, the Church can be recognized for these priests, not the priests that have taken advantage of their position to abuse children. □



*Miss Langenberg is a sophomore majoring in Biology and Spanish.*

# MTV cribs

Today's celeb:

Y A S S E R  
A R A F A T !



"Yo, yo, yo MTV! What is up my homeboys and home depot? Welcome to my phatty boom batty crib! So you see, I don't have much space up in this piece. Right now the Israeli Defense Force is—how you say?—all in my grill. They cut off my cable so I can't watch CNN—damn that Greta Van Susteren is fine! And I am running out of forties—I keep having to pour out my stash for my dead homies. I went through an entire case of Old English last week! But check it out. I have more gats and glocks here than the Puffy Dad, all thanks to my pasta—err... posse in Iran. I do not have a kitchen, so I have to order in a lot. Praise Allah, I hope the Israelis do not shoot the Dominos guy. If that happens, and they don't send another pie within thirty minutes, is my pizza free?"

## NOTABLE AND QUOTABLE

Knowledge is Power.  
—Francis Bacon

The direction in which education starts a man will determine his future life.  
—Plato

It is only the ignorant who despise education.  
—Publius Syrus

Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.  
—Mark Twain

Education has for its object the formation of character.  
—Herbert Spencer

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republic of America was practically settled.  
—James Russell Lowell

Reason is our soul's left hand, Faith her right.  
—John Donne

No amount of charters, direct primaries, or short ballots will make a democracy out of an illiterate people.  
—Walter Lippman

Anybody can make a fortune. It takes genius to hold onto one.  
—Jay Gould

Never kick a fresh turd on a hot day.  
—Harry Truman

Education is not the filling of a pail, but the lighting of a fire.  
—William Butler Yeats

Education is, after all, a serious business. Its lifeblood is standards. If there are no standards, how do we call something higher education?

—William J. Bennett

You know how dumb the average person is? Well, statistically, half of the world is even dumber.  
—Eldon Byrd

A Christian is one who follows the teachings of Christ insofar as they are not inconsistent with a life of sin.  
—Ambrose Bierce

A lot of fellows nowadays have a B.A., M.A., or Ph.D. Unfortunately, they don't have a J.O.B.  
—Fats Domino

He may be dead; or, he may be teaching English.  
—Cormac McCarthy

Never refuse wine. It is an odd but universally held opinion that anyone who doesn't drink must be an alcoholic.  
—P.J. O'Rourke

The roots of education are bitter, but the fruit is sweet.  
—Aristotle

A little learning is a dangerous thing; Drink deep, or taste not the Pierian spring.  
—Alexander Pope

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.  
—Sam Houston

Without education, you're not going anywhere in this world.  
—Malcolm X

When a true genius appears, you can know him by this sign: that all the dunces are in a confederacy against him.  
—Jonathan Swift

No mind is thoroughly well organized that is deficient in a sense of humor.  
—Samuel Taylor Coleridge

Education is an admirable thing, but it is well to remember from time to time that nothing worth knowing can be taught.  
—Oscar Wilde

The truth is that the average schoolmaster, on all the lower levels, is and always must be next door to an idiot, for how can one imagine an intelligent man engaging in so puerile an avocation?  
—H.L. Mencken

If we get the federal government out of the classroom, maybe we'll get God back in.  
—Ronald Reagan

It is very nearly impossible to become an educated person in a country so distrustful of the independent mind.  
—James Baldwin

Upon the education of the people of this country the fate of this country depends.  
—Benjamin Disraeli

All you need for happiness is a good gun, a good horse, and a good wife.  
—Daniel Boone

A free man cannot be long an ignorant man.  
—William McKinley