

## Mind Twisters

From the Phoenix

15.

O  
DDS  
LLD  
BD  
MA  
MD

16.

OUT  
321

Answers to  
13. Right in the middle of  
everything.  
14. Repair or repeat.

## Search on

The National Advisory Council on Women's Educational Programs is conducting an ongoing project to examine ways in which the Federal government can and should assist in protecting students from being sexually harassed by faculty, staff or other employees of secondary and postsecondary education institutions.

As part of that study, the Council is requesting information from former and present victims about their experiences and from any others who may have knowledge of such harassment.

Responses need not provide any data which might identify the respondent, the institutional and academic setting in which the incident(s) took place, any institutional or other action on the matter if the incident was reported, and eventual outcome.

Although the Council wel-

comes comments on this issue at any time, we hope to conclude this phase of the project by January 1980, and ask that responses be submitted before then. Depending on the nature, scope, and circumstances of sexual harassment reported, the Council may hold hearings on this subject in the future.

Ultimately, the Council may make recommendations for appropriate Federal action on the problem if warranted by the project's findings.

The National Advisory Council on Women's Educational Programs is a presidentially appointed body, established by Congress to advise and report on attaining sex equity in education.

Its offices are at 1832 M. Street, N.W., Suite 821, Washington D.C., 20036. Responses should be addressed to the chair of the Council, Ms. Eliza M. Carney.



Kay Freeland and Gay Dilland present their organ donation project during Death and Dying: "A Collective Exploration."

## Death is not only dying

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the least bit dying.

I discovered a 30-minute multi-media interpretation of Elizabeth Kubler-Ross's five stages of accepting death, put together by Marsha Halper and Suzi Gilchrist. Mixed with passages from Kahlil Gibran's "The Prophet" and modern music, the slides covered natural and violent death, as well as today's future death: radiation.

Now that I knew where to go to die, I turned a corner to find out how much all this would cost me. Smack in front of me was a map made by Ellen Boule, which marked all the cemeteries in Greensboro still in use.

Next to that were very depressing statistics on how much plots cost, the number of plots left in the cemeteries, and burial rules and regulations from planting flowers on mounds to what type of tombstones were permitted.

I asked her why she chose that subject for her project. Ellen replied, "I didn't know anything about the subject or the costs involved, like many people who never experience burial procedures and costs until they have a need to."

Many other projects were adjacent to that one. I finally found out why Tamara Frank of Shore Hall called up every church in Greensboro requesting their quotes and passages used in funeral services. Sam Shelton and Susan Troemner presented outlines on grief and mourning.

Marvin Carroll informed people on ways to plan funerals, the current legal problems, social traditions and economic factors, while, at the same time planning his own funeral service!

Straying from procedures and statistics, Julie Green, a psychology major, looks at how young children view death, and how society reveals death to children through literature. "Death is a closed subject where children are concerned," says Julie. "Adults don't want to talk about death to their children. My own parents were very open with me but they never discussed death and dying."

Lisa Rice, coordinator of the whole program takes a rather historic view of death. She displayed posters of the death and burial practices of Eastern American Indians. One example

is the Natchez Indians, who believe in moral suicide: when a chief dies, others must die with him so he won't be alone in his journey after life. East Coast Indians have a certain fixed time, date and place for each person to die.

Some students looked at the "inappropriate at death". Linda Jewson and Lisa Russell collected current statistics on suicide, its causes and its increases among all ages. David Dolson, interested in violent death, examined the KKK killings along with various weapons used by the police to inflict death.

Margaret Young, sociology professor, teaches the course out of her own interest, which was sparked four years ago in patient rights: the right to know what is wrong with them and the right to let them decide how they want to die.

"The first day was somewhat unsuccessful, but later, as the class continued, we opened up with each other," says Margaret. "The main reason why people dread it (death) so much is that they have not experienced it."

In the film, "To Die Today" Dr. Elisabeth Kubler-Ross interviews a 30-year-old patient who is dying from Hodgkin's disease. The IDS class studies Ross' theories and results in depth. Ross states, "The only way to find out about death and what it is like is to listen to the dying person."

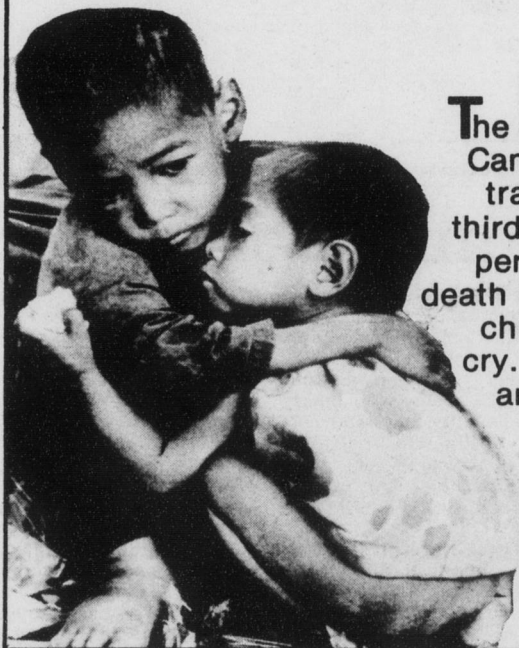
During one part of the closing discussion period, something that a child had said told exactly why many adults fear dying. It is because they feel that they have not lived a fulfilling life. Sometimes it takes the ironic accident of a child's words to make adults think:

"Now I lay me down to sleep. I pray the Lord my soul to keep.

If I should die before I live...."

## ENDANGERED SPECIES

### The children of Cambodia



The condemned people of Cambodia await the final tragedy: extinction. One third of the population has perished. The living face death by starvation. And the children are too weak to cry. "Soon there won't be any Cambodians left at all," mourns an exhausted refugee.

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