

Students comment on food

By Karen Ratledge, Jai Jordan, and Jane Allen

The Senate Food Committee recently distributed three surveys on cafeteria conditions to students in the cafeteria during the evening meal. The compiled results were very interesting, to say the least.

85 people responded to the first survey, which dealt with the atmosphere of the dining hall. The majority stated that they would like to have music in the cafeteria, but the type of music preferred ranged from disco to classical. There were quite a few requests for WQFS, also. Most of the respondents felt that the dining hall is kept clean. There were quite a few gripes about the room temperature; while the majority felt that it is comfortable, many stated that it is too cold in the winter and too hot in the summer. Most students said that they appreciated special decorations. Consensus was almost evenly divided on the subject of the present 21 meal per week plan. Many felt this arrangement to be adequate, while others said that they should not be forced to pay for meals that they do not eat.

The second survey dealt with the serving of food in the cafeteria, and 82 people saw reason to respond to it. These people's general consensus was that the cafeteria workers are polite (most of the time), and usually respond to diners' requests. Most of the respondents felt that condiments, beverages, etc. are not kept replenished, while about one fourth said they are. The checkers are evidently on their toes, because

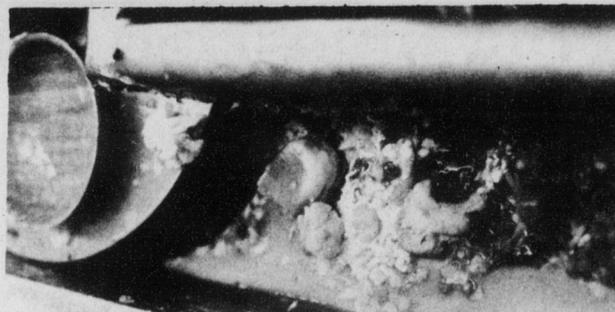
80 people said that they require ID's for admission to the cafeteria. One poor soul admitted, "I wish not -- I lost mine". Feelings were mixed as to whether the food is attractively served. Most of the students in this group felt that the meal plan needs to be revised. As one student put it, "I'm tired of paying for Alpo that I don't eat".

The third survey dealt with the food itself. When asked to rate the various foods on a scale from 1 to 5, most students gave the meats very low ratings. The desserts were deemed acceptable, as were the beverages. The vegetables need improvement and are overcooked, according to many. Soups, salads, and condiments are adequate for most people. Many people do not know about the vegetarian dishes, and those that do give varied ratings. The majority of people felt that portions of food are the wrong size, with some saying they are too big while others said they are too small. One person said that servings "vary with the time of day, server's mood, and phase of the moon". Once again there was major dissatisfaction with the meal plan.

Additional comments on all three surveys included pleas for more variety in meals, an improvement in food quality, the extension of weekend hours (especially for Sunday dinner), more fresh fruit, less starch, more ice cream, pizza, less tomato sauce, hotter food, more flavorful food, an improvement in the eggs at breakfast, and the return of the large dividers.

Some of the classier com-

ments included "The food is terrible and Shirley's personality is worse", "it sucks (everything)", "Stop giving us that recycled shit!", and "I'm sick of waiting like a penned in animal for food". Perhaps the most poignant question of all was "Is this survey going to do any good?"



Food waste is a major factor pushing up cafeteria prices.

Stress and anxiety studied

By Larkin Rogers

Last month, Claire Morse's Research Methods class was asked by Student Services if they would be interested in doing a study, on anxiety at Guilford College. The class consented to this and began to formulate ideas for questions.

The ideas were compiled into a three page questionnaire survey designed to measure anxiety and look at the methods of relieving it. Participants were randomly selected; various areas of student life were studied.

Students were asked to report sources of tension in their everyday lives; academic concerns were the most frequently mentioned tension sources, and those listed included virtually all the aspects of academic life.

Quite frequently listed were social and personal issues, including issues of interpersonal relations, feelings of fear, anger, loneliness, concern about the future, and relations with family. Financial and work-related problems were less common than the above.

The number of tension pro-

ducers varied by sex and class. For men, tension producers increased with the approach of graduation: 4.1 for freshmen, 4.2 for sophomores, 4.4 and 4.8 for juniors and seniors respectively. Meanwhile, the tension producers for women decreased: 5.3 for freshmen, 5.5 for sophomores, 4.9 for juniors, and 4.7 for seniors. Males reported an average of 4.31 tension producers; females reported an average of 5.28 tension producers -- that is, how many tension producing factors there seemed to be in the student's life.

The second area surveyed was dormitory living to determine if it is stressful and for what reasons. 58% of the students surveyed stated that dorm living was a source of tension. Significantly more seniors (74%) found dorm living stressful than did other students. More females (67%) experienced tension than males (51%). More Binford residents (73%) and less Milner residents (42%) than any other residents found it stressful.

The respondents were also asked if dorm living relieved tension; 59% responded that it did. Females found it more relieving than males and more Binford residents and fewer English residents than any other claimed that it relieved tension. Apparently, then, there are good things and bad things to be said for dorm living.

Some of the most frequently cited causes of stress in dorms were noise, lack of privacy, roommate problems, gossip, crowding, social pressures, and inconsideration on the part of other residents. The major cause of tension relief reported was the close proximity of peers and friends.

Another battery of questions dealt with tension relief. Respondents were asked to list their favorite methods of tension reduction and to rate the personal effectiveness of each method on a scale of one to five.

The most frequently listed relief methods, regardless of their perceived effectiveness in reducing tension, were: sleeping, walking, conversing with a friend, jogging, listening to music, participating in team sports, and consuming alcoholic beverages.

The tension relief methods rated as extremely effective by female students were: doing schoolwork, crying, self-analysis and problem confrontation, sexual intercourse, and smoking marijuana.

One of the class members was interested in pressures on athletes which may be dissimilar to the tensions experienced by non-athletes. While it was found that practice, competition, coaches, scheduling, and the opinions of other students about athletes were all tension producing, it was also found that athletes experience somewhat less tension than other people surveyed.

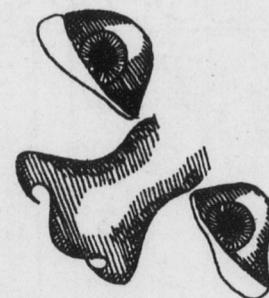
The final part of the questionnaire was designed to find out if people are interested in therapy and what types of therapies they are interested in. The three therapies offered as possible solutions to anxiety were assertiveness training sessions, communication skills, and values clarification sessions.

Freshmen and seniors tended to be more interested in all of the kinds of therapy with women being more interested in assertiveness training and communication skills. Women tended to give all three therapy possibilities an average of 2.75 on a rating scale of 0 to 5.

Both male and female juniors were least interested in therapy in any form. Males, especially freshmen, were more interested in assertiveness training than either of the others by a considerable margin.

While this study was not designed to instantly cure anxiety, the findings have been given to Student Services to help them become a more useful and powerful aid to the students.

The anxieties of college students are unique and this study was done to try to identify sources of anxiety with the hope that more effective coping methods can be suggested by Student Services. The students in Research Methods would like to thank all of our participants for spending the time and exerting the effort to help us with this survey.



PBS presented Scarlet Letter



By Mike Czyns

country aired a film portrayal of Hawthorne's well-known classic. The program was completed by WGBH, the PBS affiliate station in Boston, after four years and two and half million dollars were exhausted. This is a notable step for American television. The thorough and extensive research that went into the production paid off, for the performance was striking and excellent.

The main characters were cast well. Meg Foster, playing Hester Prynne, impresses us with her steadfast attitude in the face of the pain of the scarlet letter, her punishment for bearing her Pearl without a father. The shaken minister, Arthur Dimmesdale, was played by John Heard who is constantly under the torments of Hester's believed-dead husband Roger Chillingworth, portrayed by Kevin Conway. A mystical air is given to the character of young Pearl by actions of Jessica Ruth Olin.

Although some of the novel's scenes were retouched in the WGBH production, most of the story follows the book word for word. The program's producer-director, Rick Hauser, illus-



trates this when he says "when we tried to rewrite Hawthorne, we fell flatter than a fritter." Thus in recreating Hawthorne's novel, particular attention was paid not only to Hawthorne's text but to details of historical accuracy. This fact is the major reason for our enthusiasm over the show. We were pleased much more than expected by the four part series. For those of you who missed it, Guilford College library's Media Center has the segments on videotape. Spend a few hours seeing Hawthorne.

Nathaniel Hawthorne published his powerful and prophetic short novel *The Scarlet Letter* in 1850. It told the story of guilt, shame and lies set in puritan Boston to a young American nation. This literary work is a story of the past, the early American past of Puritan ethics and conservative codes. Hawthorne was recognized as a forceful writer with the publishing of this book. Since then, it has been read widely and thoroughly in most every American Lit course touching on that time period.

During the week of April 1st, the PBS stations across the