

# BANGLADESH



## will you give 33¢ a day for 6 months to save a life?

For more information, please contact:



**Student World Concern**  
1012 14th St. NW, Washington, D.C. 20005  
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**U.S. National Student Association**  
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**Student National Education Association**  
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"Most probably not twice in one age has a disaster of such magnitude fallen upon a nation. On the positive side is the resilience of the people, indeed much higher than people of industrialized countries could ever imagine. However, even the most inventive and most resilient destitute people have no chance to survive, if they are not given a minimum standby to start with."

DR. TONI HAGEN  
Director  
United Nations Relief

**EMERGENCY RELIEF FUND, INC., BOX 1776, WASHINGTON, D.C. 20013**

- YES, I will join the people-to-people campaign for Bangladesh. I will give 33¢ a day for 6 months (\$10/mo.) to save one life.
- Enclosed is a total of \$60 in full to save time.
- I prefer to give monthly
  - \$10  \$15  \$20  \$25
- I prefer to make one contribution of \$.....

Name .....

Street .....

City ..... State ..... Zip .....

*All contributions are tax-deductible.  
Your check is your receipt.*

### A Poem for The Bookstore A Real One, or 'Reefus Gram'

Reef you!  
 Hey mother-reef!  
 Stick it up your reef.  
 Reef on you.  
 Eat reef, mother reefer.  
 Suck this reef steak.  
 Man you're reefed up.  
 Reef it.  
 Reef this, reefer.  
 Up your reef, reef reef.  
 Reef you, reefer.  
 Reef me.  
 Reef this.  
 Mother reefin' son of a' reef.  
 Get reefed mother reefer.  
 This reefs reef.  
 This is really reefed.  
 You know you reef me.  
 You reef me all night long.  
 Good reef.  
 Hey reef face.  
 By the reef of Jesus.  
 For the love of reef.  
 Refus Becky.  
 God reef it.  
 Reef reef it.  
 You really reef me off.  
 Reef-off.  
 Reef yourself.  
 Reefed-off.  
 Reefed-up.  
 Reef.  
 Reefed.  
 Reefer.  
 Reef.

### A Circular Game

A circular game that gets more insane  
 And dutifully follows the trend—  
 A grim masquerade, a massive charade  
 With neither beginning or end.

A drama on stage refined with my age  
 That keeps me locked up and alone—  
 A part to be played, a myth to be made  
 When silence is always my own.

A me to protect so none will reject  
 The person I laugh with inside—  
 A shell to maintain, a circular game  
 That makes it so easy to hide.

A love to express, a love to confess  
 To one who won't open a door—  
 A time to regress, a fear to repress  
 Not admitting to anything more.

A moon is to wane as cloud is to rain  
 As happiness is to elude—  
 And eye is to see as I am to me  
 As loneliness is to exclude.

C-B

## "Hidden Curriculum"

Cambridge, Mass.—(I.P.)—Educator and psychiatrist Benson R. Snyder, M.D., contends that there's more than one path to earning a college degree and that a "hidden" curriculum regulates a student's sense of self-esteem. Dean of Institute Relations at the Massachusetts Institute of Technology, Dr. Snyder recently visited Cincinnati to exchange dialogue with President Warren Bennis and students and faculty of the University of Cincinnati. Snyder, author of "The Hidden Curriculum", a compelling examination of higher education, defines this phenomenon as a set of unwritten, non-formalized tasks which must be mastered to get through college -- or even kindergarten for that matter. "They are very central to doing well and getting grades although they may have little to do with the formal curriculum," he said. What are "accepted" standards of dress? Social

behavior? Academic performance? The "tasks" become games students play to get A's. They learn to express what the professor wants to hear and, in essence, they are testing him. Snyder's aim is to get educators to use the hidden curriculum as a factor in planned change. Otherwise, change is only illusionary. Snyder developed his hypothesis while practicing psychiatry at M.I.T. He noticed a large number of bright students spending too much time -- rather cynically -- apple polishing. Bennis pointed out that the cliché of many institutions, namely: "All good inmates must protect their survival." He asked Snyder how these styles develop. "What it takes to survive in a number of higher education institutions today is developing a specific number of adaptations to given situations," the M.I.T.

Dean responded. "Many have no relation to what you need when you leave the there is a high risk that these adjustments will be obsolete outside." In breaking the pattern, Snyder suggested that the educational experience should include an explanation of the intellectual costs -- a student must master his field understanding the social concepts. "If students can find -- in-depth -- what the subjects are about, they can better learn their involvement with them. They should be excited rather than troubled," he said. "Who and what should change?" queried Bennis. "Obviously, students, faculty and administration must all be involved. They are the ones struggling with it," Snyder replied. "If everyone doesn't work on it, the possibility of change is very limited." He cautioned against

small-scale experiments. He also stressed informing all parties of an experiment's success or failure and why. "Use ways of structuring encounters between students and faculty so both learn what they don't know instead of exposing what they do know," he suggested. Among possible areas of improvement mentioned were new methods of faculty selection and tenure, grading systems, and mobility for persons working within the institution. "Many students are trapped in a false dream," Bennis stated, "having been told they have freedom of ideas, education, and turmoil. But, in practice, they encounter great resistance." The faculty is still the "authority" and students often "pay" for their actions, he continued. The mixed messages they receive "inevitably result in a collective conformity, which generates low risk-taking, lack of

trust and cynicism." Snyder remarked that the faculty becomes disappointed because the students aren't "involved" while the students see the faculty as aloof. "I'm not saying turn the university into an encounter group," he said, "but we have to provide the student a way to mesh his education with the rest of his life. "We (educators) want to change the present system and we want the change to be as intelligent, insightful, and sensitive as possible. Unless we do, there is grave danger of ending up with what we have -- two groups not effectively communicating but having the illusion that they are."

**HOT LINE --944-1033**