Sophomore Lorraine Langdon, one of the WU Health Service Infirmary's many temporary bed guests, has her temperature taken on a new computerized thermometer by Infirmary nurse Christophine Mutharika, RN.

Health Service Provides Comprehensive Care; Student Use Reached All-Time High Last Year

Of the many services available to students on campus, which get the most use? The library reserve book desk, the counseling service, or maybe the pinball machines in the Commons Room? In close competition with all but perhaps the last is the WU Health Service and Infirmary.

Last year, the clinic logged 36,037 student visits, the largest number ever, while the infirmary received 4,866 night calls, and admitted 200 students who spent a total of nearly 600 nights there. (An additional 2800 visits were made to the Service by faculty and staff.) Contrary to what the numbers seem to suggest, Dr. Mary Parker, director of the Health Service, says students are a healthy bunch. “Most students are concerned about their health,” she said recently. “The mistake of some, however, is to put their schoolwork before their health.”

Two of the most common ailments striking students—acute infections, often respiratory, and gastrointestinal disorders—are usually minor. Dr. Parker attributes their prevalence to lowered resistance caused by lack of sleep, poor eating habits and insufficient exercise.

“Students feel too busy to engage in regular exercise, but fifteen minutes a day is a small investment for keeping fit,” she notes.

Students see one of eight physicians who devote a portion of their practice to WU. Several are postdoctoral fellows in infectious disease from the WU School of Medicine (WUMS) who wish to keep up a clinical practice in addition to conducting research. Other physicians maintain private practices in addition to working for the Health Service.

In most cases, patients are given medication, embellished by a reassuring pat on the hand by one of ten registered nurses. For problems requiring a specialist, a surgeon, dermatologist and gynecologist keep regular hours at the Service. Students may also be referred to physicians at WUMS.

Beyond the two-aspirin and Mylantin kinds of illnesses, the Health Service handles all complaints by students—common and rare, trivial and extremely serious. Referrals are made for kidney stones, appendectomies and broken bones. The scourge of later-adolescence,

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New Copyright Law To Affect Policies At Washington U.

As of January 1, 1978, the bulk of a new, comprehensive copyright law—the Copyright Revision Bill of 1976—will go into effect, causing some changes in policies and practices at educational institutions as well as elsewhere.

The bill, which required 15 years of legislative labor to formulate, will establish a single national system of copyright protection for all original works in a “tangible medium of expression,” whether published or unpublished. Previously, unpublished works were protected by state or common law only.

The act replaces the much-amended and outdated 1909 copyright law, which did not take into account such modern technological developments as photocopying or their impact on copyright infringement. In the law, Congress attempted to balance the rights of authors, artists, creators and copyright proprietors against the public’s right of easy access to information.

Because of the new law’s comprehensive scope and broad impact, some confusion over proper implementation is probable. While general rules are stated in the bill, guidelines for specific, practical applications of the law have not yet been developed in a number of areas. The law has been compared to federal tax law because of the confusion it creates.

To help the WU community comply with the law, the University General Counsel’s Office is formulating a policy statement and suggested guidelines based on a review and interpretation of the law. Counsel’s comments should be completed by the first of the year.

At WU, the new law will affect primarily the use of copyrighted materials in the classroom and library and performances of music and nondramatic works when an admission fee is charged. It will also affect the publication and copyright ownership by University personnel and publications. The Counsel’s office hopes also to draft model agreements for University authors and publishers to give each greater protection under the new law.
From Neurology to Cooking, Parents Share Their Talents with Nursery School Children

As part of the parents' participation program at the WU Nursery School, neurologist Richard J. Ferry recently discussed the function and anatomy of the brain with these pre-schoolers.

"I prepared harder for this than for a lecture to my graduate students," admitted the neurologist with a smile, packing away his plastic model of the brain. His experience is common to many parents who have shared their skills with the children of the WU Nursery School under its parent participation program. In this two-way enrichment plan, parents contribute skills that may be as simple as bathing and nursing a baby or as complicated as interpreting X-rays.

"It's amazing how parents prepare before they come, and absolutely beautiful what they come up with and are able to communicate," said Maya Zuck, the Nursery School director.

Working alongside the children, parents have baked bread, built a cabinet and sewed aprons that were later used by the youngsters at their easels.

With the help of a building toy, an architect incited the children to think about how people use spaces to live in. A psychologist let them handle inkblot tests to prove testing could be done by pictures as well as by words and numbers. Using his cutaway model of a brain, the neurologist demonstrated how this organ acts as a computer to help us "see and talk and play and eat."

Feedback from the children can take a whimsical form: one four-year-old was startled to discover that his brain was in his head instead of his stomach, which had always dictated to him when hungry. Another, with a penchant for analogy, likened the pink convolutions of the brain lobes to bubble gum.

Neurologist Richard J. Ferry, who has his own practice and who is also on the faculty of St. Louis University, was not dismayed by interruptions or strange flights of fancy. Along with Zuck, he believes that, although such complex material might not be readily absorbed by the youngsters, there is value in awakening curiosity and creating familiarity. Indeed, immediately after such a science-oriented program, Nursery School teachers begin to build on the new concepts while they are still fresh in the children's minds.

"It's a fantastic program," agrees Christine Bent Albinson, an architect whose five-year-old daughter, Cassi, attends the school. "Their whole approach begins with concepts as the basis for verbalization and visualization. Mrs. Ilene Follman, the science teacher, does a good job on every facet of the science area—rocks, plants, the human body. I'm impressed with what they've done with Cassi."

Zuck said that the ability to discover the parent's special strength is critical. Many choose music. In one rollicking session, a jazz-loving lawyer did "a beautiful job" with syncopation on his drums. In another, television anchorman Julius Hunter, whose daughter Julia is a pre-schooler, played the piano and led the children in a spirited sing-in. Hunter is another of the "community parents" whose children make up about 15 percent of enrollment. The remainder are children of WU faculty members, graduate students and staff.

For foreign mothers with limited English, cooking was found to be a good medium. "These mothers enjoy cooking food from their native countries," said Zuck, "and we get some exotic dishes."

With its wide range of nationalities drawn from Yugoslavia, Sweden, Japan, Israel, Venezuela, Italy, India and Persia, the Nursery School constitutes a cultural microcosm that is an added enrichment for the children, the educator added.

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Copyright Law

A section of the law that has great importance to researchers, teachers and scholars as well as to the general public is one on "fair use." Fair use, codified for the first time by the new law, permits the use of copyrighted materials without permission or charge when they are used for certain purposes. According to the statute, these purposes include, "criticism, comment, news reporting, teaching (including limited but substantial use of multiple copies for classroom use), scholarship or research."

To determine whether a particular case comes under the fair use doctrine, the law states that four criteria must be considered: what the work is going to be used for—whether for commercial or nonprofit educational purposes; the nature of the work; the amount of substantiality of the portion used; the effect of the use on the potential market for the work.

In an attempt to help clarify how the law and fair use doctrine apply to classroom use, a committee of educators, authors and publishers created guidelines for photocopying that define "the minimum, not the maximum, standards of educational fair use." These guidelines do not have the effect of law, are not controlling in implementing the standards, and may well change in the future. At present, however, the guidelines stand as the only published criteria to aid in implementation, save the congressional history.

Too extensive to treat in detail, the guidelines state, for example, that a teacher may make multiple copies of a poem, prose selection (article, essay or short story), illustration or special work (words and illustrations combined) if the selection is not being used in any other course at the school. A teacher may copy up to nine separate selections for students in each of his courses. At this time, there is no regulatory body charged with enforcing and monitoring this particular guideline. The copy center, for instance, is not required to record either the name or number of works it copies.

Copied materials must also meet, according to the guidelines, "brevity" standards. A complete poem may be copied, for instance, if it is less than 250 words; an excerpt from a longer poem may not be more than 250 words.

Absolutely prohibited by the guidelines are copying to create, replace or substitute for anthologies, compilations or collective works; copying from "consumable" works such as standardized tests; and copying to substitute for the purchase of books, publishers' reprints or periodicals. Some of the foregoing, however, may simply trigger a royalty payment.

One of the lengthiest sections of the act concerns reproductions made of
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copyrighted works by libraries and archives. Of almost equal length is a set of guidelines dealing solely with the problem of reproductions for interlibrary loan, developed by a presidentially appointed committee.

Since the WU library staff is aware of the requirements of the new law, only those requirements concerning users of the library will be mentioned here. For users, a library may reproduce an entire work (including a phonorecord) or a substantial part of it for a user if it has been determined that it cannot be obtained at a reasonable price.

The library and archives are required to put warnings of copyright on their order forms and at order desks. Although libraries are not liable for any copyright infringement occurring at unsupervised photocopying machines on their premises, they must also post warnings above all such machines.

An area of library use not mentioned in the law or in the guidelines is the use of reserve materials. Multiple copies are presently accepted by the library and placed on reserve for supplemental course reading. Whether this problem will be considered as classroom fair use or under the photocopying limits placed on libraries is yet to be determined.

Under the 1909 copyright statute, performances of music and nondramatic literary works at educational institutions were exempt from any royalties. The new law, however, requires that when a fee is charged for admission, a royalty must be paid to a composer or publisher.

Since most composers and publishers of music are represented by music-licensing agencies, representatives from educational organizations are currently negotiating with these agencies to develop a model licensing policy that would cover all types of non-exempt musical performances that occur on campuses. Although the musical license fee may prove prohibitive for some schools, especially for those that have marching bands which perform at football games, the cost to WU is expected to be $200 to $400 each year, according to Barry Bergey, coordinator of student activities at WU.

Other highlights of the copyright law include new duration of terms for copyright and relaxation of requirements for notification of copyright owners. In addition, all U.S. government publications, written by an officer or employee as part of his or her job are not copyrightable and are, therefore, in the public domain.
FRIDAY, DECEMBER 9

PERFORMING ARTS

FRIDAY, DECEMBER 9
8 p.m. Department of Dance Student Concert, a program performed and choreographed by dance students. Dance Studio, Mallinckrodt. (Also 8 p.m. Sat., Dec. 10, and Sun., Dec. 11, Mallinckrodt Dance Studio.)

MUSIC

FRIDAY, DECEMBER 9
8 p.m. University Choir Christmas Concert, directed by Orland Johnson, with David Bartlett, organist. The program will include works by Britten and traditional carols. Graham Chapel.

SATURDAY, DECEMBER 10
8 p.m. WU Madrigal Singers Christmas Concert, directed by Orland Johnson. The program will include traditional and Spanish carols. Holmes Lounge.

SUNDAY, DECEMBER 11
8 p.m. WU Collegium Musicum Concert, directed by James Tyler, visiting artist in residence. The program will consist of early Tudor and Elizabethan music. Alumni House.

MONDAY, DECEMBER 12
8 p.m. Department of Music Graduate Flute Recital, Patricia Mundy, soloist. Women's Bldg. Lounge.

EXHIBITIONS

“The Understanding Eye: Stanley Morse, Typographer,” an exhibit of books and manuscripts documenting Morse's works. Rare Book Department, level five, Olin Library. 8:30 a.m.-5 p.m., Mon.-Fri. Through Jan. 31.