Old Gold and Black

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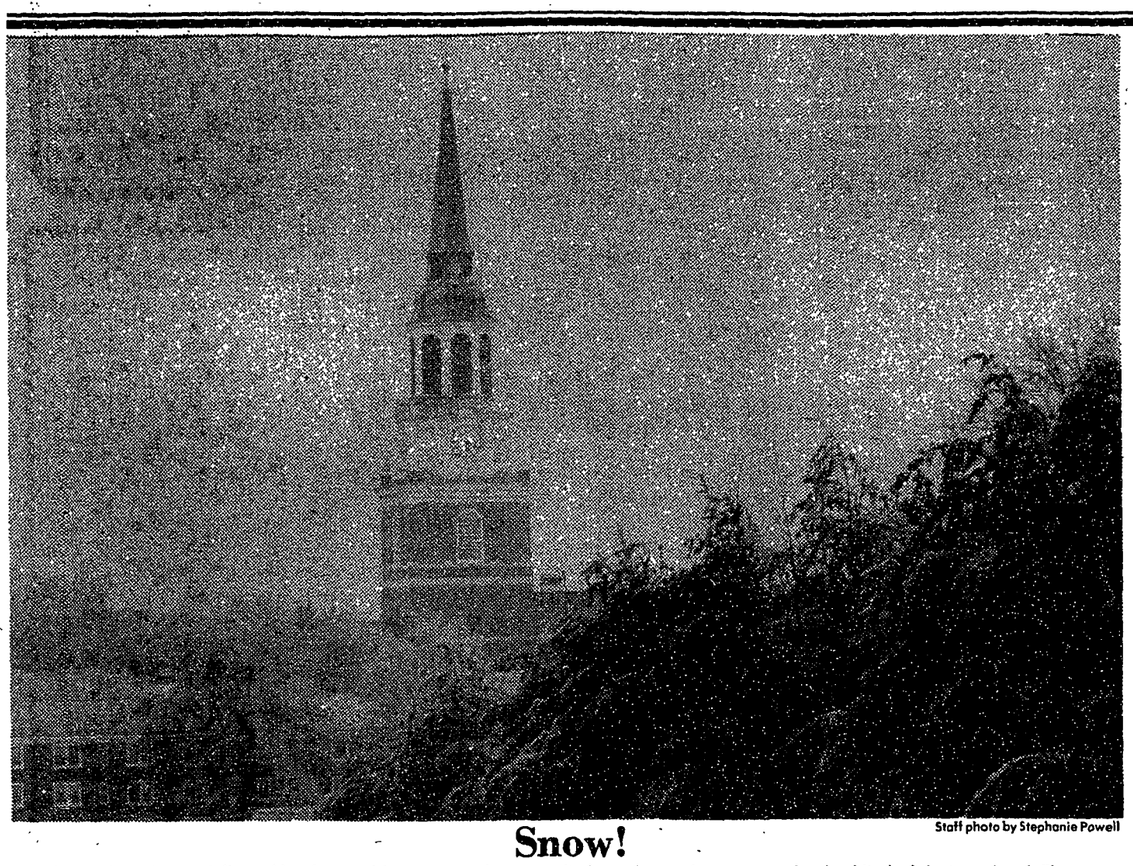

Staff photo by Stephanie Powell

Snow!

Several inches of snow followed by sleet and freezing rain bent tree limbs and gave the campus a fresh white look last weekend. The snow and sleet predicted for last night never materialized.

Grades "not reported"

Cheating alledged in economics

by Jeff Taylor

Fall semester grades were withheld from four sections of economics courses after an anonymous report of cheating brought the integrity of the final examinations into question.

Fifty-seven students in visiting assistant professor Claire Hammond's microeconomic theory course and 64 students in professor J. Van Wagstaff's public finance course were affected by the incident, the two professors said.

Students who were in both classes had two grades marked "not reported" on the computerized graded reports mailed out during Christmas break. The final letter grades were released Tuesday after Wagstaff and Hammond completed their investigation of the matter.

Evidence surrounding the incident has now been turned over to the Honor Council, which will prosecute the case soon. The council will pursue it further through the work of a student special investigator who is an Honor Council member, Wagstaff said.

Someone apparently entered Hammond's and Wagstaff's offices in the library during exam week and obtained copies of their exams, Hammond said.

Although his department is continuing its investigation, director of public safety Alton Hill said, "What we're looking at is that it was not forced entry. It was access by keys." Citing his fear of jeopardizing the investigation, Hill declined to comment further on the case.

After the exams had been administered, an Honor Council member received a tip from a student that cheating had taken place. The council member notified Dean of the College Thomas Mullen, who in turn informed the two professors, Hammond said.

She and Wagstaff had not finished grading the examinations, but when they did, they discovered evidence of prior knowledge of the exams among several students, she said.

"We knew that the integrity of the exams had been violated, but we didn't know to what extent," Hammond said.

Not having exact information about who was involved, the two withheld their students' grades because of the possibility that second examinations might be needed. "We fully intended to give re-exams unless we could find out exactly who was involved," Hammond said.

That possibility presented a number of problems, notably for students who are overseas this semester. In one case a student did not graduate on schedule in December because of the non-reported grades, Wagstaff said.

Convinced that they had strong evidence to implicate all those students involved, Hammond and Wagstaff referred the case to the Honor Council and decided to release the grades. The council is expected to file charges and begin its proceedings soon.

Registrar Margaret R. Perry defended the "not reported" designation on the grade forms even though its practical effect is to compute a student's grade point average as if he made an "F" in the course in question.

Staff photo by Becky Garrison

Visiting assistant professor of economics Claire Hammond questioned the integrity of performance on a final exam in microeconomics.

"There is nothing else we can do if we don't receive a report from the professor," Perry said. It is not the registrar's responsibility to notify students of extenuating circumstances like those of this case, she said, but such problems are rare.

A non-reported grade "has all manner of ramifications," she said, and must be averaged in because of a student's full- or part-time classification. A grade report is expected for all courses for which a student is registered. Grade reports reflect the number of credits a student carried for the semester regardless of whether the grades are reported in time to be included, she said.

Averaging only those grades that were reported might cause other problems, such as having to take a student off the Dean's List if his pending grade turned out to be a "D," she said.

FOUNDER'S DAY CONVOCATION is TUESDAY at 11 a.m. in Wait Chapel, not Thursday as listed on the College Union calendar of events. Gregory Pritchard, professor and chairman of philosophy, will be the speaker.

Black history highlighted

by Ginger Heflin

Black students at Wake Forest hope to make others on campus more aware of black history and culture during February, which is nationally designated as black history month, Black Student Alliance president Richard Watts said. The two weeks of Feb. 13-27 are black awareness weeks on campus. Various activities promoting black heritage will be sponsored by the B.S.A.

Highlights of the awareness weeks will be the Hampton Institute Choir performance in Wait Chapel Feb. 13, and Walter Fauntroy speaking on the "Challenge of the 80's" Feb. 21.

The Black Student Alliance, formerly known as the Afro American Society, is the base of black organizations on campus. Every black student on campus is automatically a member, but each individual may or may not choose to take an active part in the organization.

"The Black Student Alliance is basically a service fraternity," Watts said. "We try to assist the community as well as participate in campus fund drives and service projects," he said.

The group's annual activities include cookouts, Halloween and Easter parties for underprivileged children in the community, Christmas caroling for the elderly and regular donations to the United Negro College Fund and the NAACP. The club also donated $200 to the Brian Piccolo Fund Drive and plans to participate in the March of Dimes fund drive this spring. The Black Student Alliance holds about two parties a month and members pay $10 yearly dues.

The Afro American Society was renamed last semester to officially become the Black Student Alliance. "The term was outdated and the abbreviation 'Afro Am' was not an accurate term," Watts said.

"The name Black Student Alliance is more accurate in letting the campus know that there is an organization here that deals with black students' concerns and interests," Watts said.

Besides the Black Student Alliance, two black fraternities, Alpha Phi Alpha and Omega Psi Phi, and a black religious organization, the Black Christian Fellowship, cater to the needs and interests of black students at Wake Forest, Watts said. Although three black men currently belong to the predominantly white fraternities on campus, the majority of black students prefer to participate in the activities of the predominantly black affiliated organizations.

"Everyone needs a niche, and it's easier to identify with a homogeneous group," Ricky Mason, junior and Black Student Alliance member, said. "It's a lot harder for a black student to find a common bond in a predominantly white school," he said.

"Blacks and whites are raised differently," Mason continued. "It's not necessarily a case of segregation, but the different organizations simply cater to the different needs of black and white students," he said. A black member of Pi Kappa Alpha fraternity, Al McMillian is comfortable in his affiliation with a predominantly white fraternity.

"I'm comfortable with Pika because I'm comfortable with myself," McMillian said. "I was raised not by the harping on differences, but by the stressing of my uniqueness and my strengths and abilities," he said.

"I think people in general aren't raised that way...I was very lucky to have parents who instilled this in me," McMillian said.

"The reason it looks like we're segregating ourselves so much is because during the day we don't see each other in classes, so we like to spend time together...especially during lunch and dinner," Watts said. "In a similar sense, whites segregate themselves into fraternities and societies."

"There are three blacks in white fraternities and they aren't alienated because of this...it's the individual that counts and black fraternities don't necessarily offer what some students are looking for," Watts said. "I don't feel that the segregation on campus suggests harsh feelings against blacks or against whites," he said.

CU Experimental College offers nine new courses

by Amy Meharg

Computer know-how, poetry reading and sign language are among the skills students participating in Experimental College can develop this semester.

Sponsored by College Union, the Experimental College offers nine new courses covering a wide range of interests, chairman of the special events committee Jennifer Seaman said.

New selections include: Introduction to Signed English, an introductory sign language course; a beginner's guide to audio equipment evaluation and acoustical knowledge; and Parameters and Pentameters, in which students read, analyze and discuss poetry by Donne, Yeats, Eliot, Keats and others.

Other new courses include weight control, offered by the center for psychological services, cross stitching, yoga, ballet, and handicrafts.

Pottery, advanced photography, CPR, standard first aid and signed English are being offered through Forsyth Technical Institute. These courses cost $8.50 each. Other courses cost $1.

College Union is especially excited about Basic Computer, taught by associate professor of mathematics Elmer K. Hayashi, Seaman said. The course introduces inexperienced students to the computer world and includes hands-on experience.

Returning courses include pool, backgammon, frisbee, and aerobics. Last year's aerobics classes produced "an incredible enrollment," Seaman said.

Participation in Experimental College has risen each year, Seaman said. Students can still enroll at the CU office.

Student representatives play influential roles

Staff photo by Suzanne Underberg

Mary Moore, a student representative on the committee on academic affairs, said ignorance is no excuse when it concerns academics.

by Marjorie Miller

Students play important roles in cooperation with the faculty and administration of Wake Forest University. One of these roles is that of the student representative on faculty committees.

The newly elected president of the student government recommends a person for a committee and the administration must approve this choice. Sometimes this person has served in student government.

Mary Moore, now in the middle of her second year as student representative on the Committee on Academic Affairs, was a student legislator for two years and chaired the economics committee.

The students who have filled this position on the committee on academic affairs are "very conscientious and responsible," professor of sociology John Earle, who is in his second year on the committee, said. They are usually "better than average students academically," he said.

"It is up to the personal discretion of the president (of the student body) to choose people who he has confidence in and who he feels can best represent student interests," student government president Mark Holt said.

"I just looked around at people who expressed an interest and who I thought could do well in the position," he said.

Anyone who wants to serve as a student representative on a faculty committee should express his interest to the president of the student body, Moore said. The president nominates students in the spring, to start serving the following fall. Only freshmen and sophomores are chosen because the positions last for two years.

During the first year, the new student representative does not vote. His role is basically to observe and try to get a feel for ways cases are decided and the issues that are involved, Moore said. "For me, it was a joy to be a non-voting member." Some of the decisions are very hard to make, she said.

"As a non-voting member you are encouraged to contribute whatever your opinion is," Moore said. This active participation is "very strongly encouraged - it's expected," she said.

The role of a voting member is similar to that of a faculty member on that committee, Moore said. Student representatives feel free to voice what they think, she said. They are "respectful but not intimidated" by faculty and administrators, Earle said.

"I don't think of myself as the student on a faculty committee, but as a normal member," Moore said.

The faculty and administrative members really encourage and appreciate "our additions as a student. (They are) always met very openly and candidly... They pay attention to what we say sincerely," Moore said.

Because the cases usually concern individuals, it is not appropriate for the student representative to try to represent the student consensus on the issue, Moore said.

"The only thing we can contribute that faculty can't is a student's perspective. Sometimes the students can clarify things," Moore said.

The committee on academic affairs plans the academic calendar, which then must receive the faculty's approval. The committee deals with such issues as changes of grade mode, late drops of classes, academic probation cases and other related matters, Moore said.

The committee makes a lot of decisions concerning school matters such as re-admittance, continuation, relief from a requirement, change from grade to pass/fail or vice-versa, Earle said. There are many appeals from people who have not met their required ratio.

Students who feel a need to bring up an academic problem should first seek assistance at the academic dean's office, Moore said.

If the situation requires a decision of the committee on academic affairs, the student will draft a letter to the committee describing his case.

The chairman of the committee will read the letter word for word to the members, Earle said. The committee keeps all these matters strictly confidential.

Concerning academic affairs, ignorance does not pass as an excuse, Moore said. Every student is responsible for the information in the student handbook.

If the committee on academic affairs turns down a case, the student can appeal.

Sometimes the committee must make a timely decision about a student's right to attend Wake Forest before students return from vacation. This is the only situation in which the student representatives do not participate in the decision.

Most cases involve a decision of whether to give an individual another chance academically. In legitimate cases, the student generally receives the benefit of the doubt.

The committee is generally sympathetic toward individuals in legitimate cases with mitigating circumstances. The deans are a big help especially because they have talked with the individual involved and know the case from a more personal standpoint, Moore said.

"I really believe that our committee does look at all the extenuating circumstances... Someone's request can come up many, many times... They're really seriously considered versus blindly following precedents," she said.

"I really believe that if a student has a legitimate request and is able to clearly express the reason for it, they stand a very good chance," Moore said.

The committee often spends a lot of time on one case, particularly one that is not clear cut or for which no precedent exists.

"Most of the time when we talk through the case, the vote is not that divided," Earle said. There are even some unanimous cases. But in other situations, the "student vote can sometimes be a swing vote," he said.

Students sometimes say things that are persuasive and insightful and give valuable hindsight into another student's situation. "I do feel that student members have made a valuable contribution" to the procedures and decisions of the committee, Earle said. Other members encourage student representatives to express their ideas and views, he said.

Does the office of student representative promote communication between students and faculty? "Quite a bit," Holt said. It offers "one of the few ways that students communicate with the faculty in any decision making," he said.

Student representatives get "an inside view of the ways decisions are made" and the factors that go into them, Moore said.

It is a "very good way for students, faculty, and administration alike to participate in decision making," Holt said.

The faculty committees and student representatives are as follows:
committee on academic affairs -- Mary Moore, Lee Ann Robertson;
committee on admissions -- Phil Rudder, Bonnie Hobgood;
committee on scholarship and student aid--Paul Flick, T. J. Fox;
committee on academic planning -- Tara Raines, Gray Styers;
committee on institutional planning--Ted Gentry, McLain Wallace;
committee on student life -- Jeanne Matthews, Genevieve Exum, Brent Wood;
committee on library planning -- Vanessa Williams, James R. Davis;
committee on honors -- David Ramsey, Chris Parker.

Mime sparks interest

by Gareth Clement

Inside the Ring Theatre of the Scales Fine Arts Center, students work in pairs to carry out their instructions. Their goal is to seduce their partner's foot. Although seduction scenes are generally excluded from the syllabus of most classes, the beginning mime class taught by James Dodding used this as a creative exercise one day. The class was working toward the realization that feet are more than great lumps at the end of the legs.

This is the fifth spring James Dodding has been a visiting lecturer in the theater department at Wake Forest. Other than beginning and advanced mime, Dodding teaches an acting Shakespeare course. "All my classes are my favorites. Whatever I'm doing is my favorite," Dodding said.

Truly a man of motion, Dodding is working with Wake Forest's "Guys and Dolls" production and directing at the North Carolina School of the Arts. He also continues his BBC radio broadcasts of "Music and Movement" programs for children. "The children send me pictures of what they think I look like, which is very flattering," Dodding said.

Magic is a hobby of Dodding's. He is a member of the International Brotherhood of Magicians and is the only magician to have performed at the National Theatre in England. Running was another interest of his, but a busy schedule has forced the former Air Force man to give it up.

Dodding took his first practical mime course in his early 20's while at theater school. Greater self-confidence is one outcome of mime as well as improved physical poise; the body is managed with much more ease because of mime, Dodding said.

The loss of self-consciousness about doing things in front of people is another benefit, Dodding said. This self-consciousness is an enemy to many people, including public speakers. He also said mime encourages observation habits and is a constant stimulus to the imagination.

Freedom of movement leads to freedom of speech, Dodding said. He knows this from personal experience because mime classes aided him in overcoming a stammering problem.

A shy child or adult can express himself in this kind of art, Dodding said. Mime has been used as a form of therapy for rehabilitation with the physically and mentally handicapped. Blind people are not hindered in the art of mime either. "Many who had never seen in their lives could imagine as well as those who can see," Dodding said.

For mime to be of a high quality, a mercurical mind is necessary, he said. "You must concentrate on that one moment. You can't think about the trouble at home or the paper due tomorrow," Dodding said.

In Dodding's mime classes, several different forms of the art are studied. The beginning mime class covers basic expressive mime, character mime, occupational mime, abstract mime, illusion, traditional mime and the use of masks in mime. Also covered in class are pantomime blanche, solo mime and mime forms from other lands.

"Mime is not just signing--the external gestures are important, but these must always be motivated and justified from within. The heart, the emotions, must speak first and then the body reflects these emotions," Dodding said.

Dodding tries to teach through enjoyment and fun. Mime is not an easy class, however, and those who expect it to be drop the class quickly, he said.

"I encourage them to think and imagine. They must learn to quickly cut from one thing to another," he said.

Building the closeness of the class is important to Dodding. They must be close-knit before they can learn to work together. He compared this unity to that of an athletic team. Because of the numerous group exercises they perform, this achievement usually only takes a week to accomplish.

A crucial thing for a beginning mime to learn is that constant motion is not necessary. "The eye has to have a moment of rest just as the ear needs one with a person who talks all the time. Pause moments that sum up what has gone before are needed so the eye won't be weary," Dodding said.

At the end of the semester Dodding's classes will perform a mime show for the public.

Advanced mime student Jeff Lindquist said the class is a good way to limber up in the mornings. Lindquist said Dodding is an excellent teacher and that he makes everybody feel equal.

"As they go through the semester, it's really neat how the shyest person in the first week of class often turns out to be the best," Lindquist said. On the possibility of a Wake Forest mime company being formed, Lindquist said he would be the first to sign up. "It's almost like clowning. I like it more than acting with words," he said.

Speech communications major Betty Hackney had never taken a theater course until mime. "Mime makes my day start off right," Hackney said about the daily 10 a.m. class.

Gaining knowledge of more specific aspects of mime and getting in shape influenced Hilton Smith to register for the beginning course. Smith, who has taken acting classes since seventh grade, hopes to someday be a director.

Speech communications major Krissy Windham said mime will benefit her in public speaking. "Mime class has showed me you can communicate without words," she said.

"It's a good stretching class and I enjoy it. We work on parts of the body I never have before," beginning mime student Anthony Teachey said.

Societies prepare for rush

by Ginger Heflin

Society rush begins Monday, and by Feb. 11 many underclass women will have made a decision which will influence the remainder of their time at Wake Forest.

The six societies, Strings, S.O.P.H., Lynks, Fideles, Thymes and Steps, offer a wide variety of activities and alternatives to the rushee. The societies are not only socially oriented, but members of each group share a special sisterhood that stems from friendships that develop.

Each society begins the rush period with the big rush party in which rushees are entertained and are able to get a picture of the group as a whole. This initial party is followed by introductions on more of an individual basis, through room rush and society rooms. During the final week of rush, each society presents a theme party which also gives a portrayal of the group personality.

"We're taking a serious approach to rush...working hard...but we're having fun with it and getting all the sisters involved," Strings vice president Karis Cox, said.

Annette Gray is president and charter member of the newest society on campus, Lynks, which was officially recognized in November 1980. Gray is excited about rush. "We really get fired up about it...it's a time for all of us to work together and it brings us closer together," she said. "We feel like the time of rush is a time for the freshmen to meet people and get to know us. We just hope they will relax and enjoy it because it can be a lot of fun."

Thymes rush chariman Karin Stephenson wants "rushees to feel that they will have a vital part in the workings of the society...Thymes will be open to new ideas and inputs," she said.

The six societies at Wake Forest vary in size, make-up and tradition, but each has special appeal and special meaning to its members. Memberships range from aapproximately 90 girls in S.O.P.H.'s, Fideles and Thymes to approximately 50 in Steps and Lynks and 70 in Strings.

"All the societies offer basically the same types of activities and ways to be involved, but each has its own particular flavor," S.O.P.H. vice president Terri Smith said.

"Our job during rush is to show the special quality of our group and encourage the rushees to decide where they feel most comfortable," Smith said.

Despite campus stereotypes, each group stresses its individuality, both as a society and as individuals within the society.

"We have a unique but united atmosphere," Steps secretary Paige Pettyjohn said. "Our sisterhood is very close, but within the society everyone is very different...we have a wide variety of personalities, but we all come together to accomplish a great deal," she said.

Fidele president Lori Privette had similiar feelings about her society. "Each person is an individual and members range from Wake Forest athletes to student leaders, but Fideles is the common bond that pulls us all together," she said.

"We're a lot of individuals, but we all come together through the sisterhood, which makes us even closer," Cox said of Strings. Gray cited Lynks' individuality and diversity as the most prevalent factor in her group.

Smith views S.O.P.H. as a dynamic group that allows for the expression of each girl's talent and spirit. Privette said Fideles "caters to a diversity of interests, not just through social activities, but through service and sisterhood activities."

Faculty lacks communication effort

by Jeannette Sorrell

Communication problems existing between the faculty and administration may be due to a lack of effort on the part of the faculty, several deparment chairmen said.

The accessibility of the Dean of the College Thomas Mullen and Provost Edwin Wilson was emphasized by several chairmen as evidence of the administration's willingness to communicate. Some chairmen also observed, however, that faculty attendance at monthly meetings is very poor, leading to a lack of communication which may be the source of some discontent among faculty members.

"A lot of the (faculty) who complain about poor communication don't go to the faculty meetings. Then they complain that nobody's paid any attention to them," Robert Shorter, professer and chairman of English, said. "Actually, communication with the administration can be very effective, but the faculty has to make the effort of initiating it," he said.

Marcellus Waddill, professor and chairman of mathematics, also commented on the poor attendance at faculty meetings. "It only takes 50 percent of the faculty to have a quorum, but in the month of December we couldn't even get that. I have a feeling that most of the time we meet we don't have a quorum, and that's a pretty sorry attendance," he said.

No official attendance is taken at the meetings unless someone calls for a quorum. In that event, Ben Seelbinder, director of records and institutional research and professor of mathematics, is in charge of attendance, but he said the records are unavailable. Seelbinder had no comment on what his own estimate of average attendance might be.

One reason for the poor attendance may be the nature of the meetings themselves. Agendas are pre-printed and additions can be made only with the approval of three-fourths of the members. "Occasions when the faculty has a spirited debate over an issue are relatively infrequent," Richard Sears, associate professor and chairman of politics, said. "Some important issues, like the new athletic dorm, are never discussed there until the decision has already been made," he said.

Susan Borwick, associate professor and chairman of music, thinks the meetings accomplish two goals: communication and time for discussion. Borwick, is enthusiastic about the administration's willingness to communicate.

"I think it's one of the most outstandingly positive aspects of working here. I can't get over how accessible the Dean and the Provost are. I'm in touch with one or the other of them several times a month, and I've always found them to be very receptive," she said.

The accessibility of the Dean and Provost was also noted by Shorter, whose 24 years at Wake Forest have made him very familiar with the communication process. "They are so accessible that they often have too much to do, and that can make communication ineffective," he said.

Because the Dean and Provost are so busy, it can take a long time for requests of the administration to be acted upon, Borwick agreed. "I know I can't get everything I want, but if I follow up on my request, the (administration) is responsive. When they don't have time to get back to me, I get back to them," she said.

Since Wake Forest is run mostly by committees, the communication process is exceptionally informal, Shorter said. Elaborate hierarchies of communication do not exist here because almost anyone can pick up the phone and talk to the Dean or Provost, he explained.

"Visitors are astonished to see how informally and personally Wake Forest in run. I would hate to see that change to a system where I'd have to go through three people just to talk to the Dean," Shorter said.

However, he does acknowledge a problem with the communication process. "I think there's too much discussion on trivial matters and not enough on real issues like the divisional requirements, the role of the arts and the future of the Graylyn estate," he said.

The lack of discussion on some important issues was also noted by Sears, who has observed some communication breakdowns since his appointment in 1964. "There have been things over the years that have come up by surprise, some of which should have been in the hands of faculty committees, but were not. The new athletic dorm is the latest example of this problem," he said.

Although communication is sometimes ineffective, both Waddill and Borwick emphasized that the channels exist and are always open. "The administration has always been accessible in my time at Wake Forest," Waddill said. "I've always found them to be understanding and sympathetic, and it's been my perception that they want to promote good relations with the faculty. They do their best to keep all channels open," he said.

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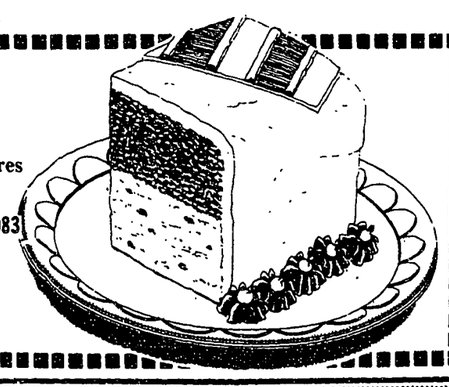

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Seniors enjoy spring status

by Susan Bray

I always look forward to returning to Wake Forest after Christmas vacation. Somehow that last week stretches too long–family and friends return to work and school, boredom strikes and the television rules supreme. I welcome the chance to meet and greet friends I haven't seen in the three weeks since exams ended.

But returning to the Forest this year was not just another dormitory homecoming. For me and at least 700 others, Wake Forest in 1983 means something more–we are second semester seniors!

This sudden but well deserved rise in status gives us certain responsibilities and privileges. We are also expected to be endowed with knowledge and wisdom.

Everyone makes demands upon us now. The registrar want to know if we favor the skin of a sheep above parchment. Belk suggests we'd rather see our name in plastic. Phillips Petroleum Company is more flattering. They offer each "Dear College Student" of non-personalized, second semester, senior status a Phillips 66 credit card "to purchase petroleum products and services for your car, truck, airplane, or pleasure boat."

I tend to think it a bit presumptuous to assume every college student has a car, much less a truck, airplane or pleasure boat, but I suppose Santa may have been more than generous to second semester seniors. We deserve to have trucks, airplanes and pleasure boats.

Second semester seniors exude a certain confidence only seven terms behind them can foster. I exemplified this by buying all my books before registration began. "Why not avoid the lines and the hassle," I asked myself. After all, I'm a second semester senior. Of course I'll get all the classes I want."

The no intimidation factor is an extension of this new aura of confidence. The women you observe walking alone past the Pika and Sig Ep walls all the while maintaining calm are not professors, nuns or deaf-mutes. They are second semester seniors.

Likewise, the independent men who unabashedly flock to fraternity parties to guzzle free beer are not visitors from Carolina, football players or faculty sponsors. They are second semester seniors. The point is, second semester seniors have rank, if nothing else, on the rest of campus and no longer need to be reduced to protopalsm in testy situations.

Second semester seniors tend to seize all school related events as last chance deals. Suddenly, it's no longer missing a basketball game. It's missing your last chance to see Wake Forest play North Carolina State.

Second semester seniors should recognize attending the ACC tournament in Atlanta as a must for any legitimate future grad. The Omni would be an excellent starting point for spring break–a convenient stop en route to America's Playground.

So far second semester seniors seem to be a peachy crop. But let me lament the pit of this fruitful lot. The stone lies in an eight word question that haunts each of us–what are you planning to do after graduation?

Rather than get a job or go to graduate school like a first semester senior would do, the second semester senior has a more creative plan of action. He will join the peacekeeping forces in Beirut, market the how-to-beat-a-DUI manuals from the law school to all Safari Room patrons or sling burgers at McDonald's and hang the sheepskin from the Golden Arches.

Once the pit has been thrown out, second semester seniors are free to enjoy four more months at the orchard.

He's a she in 'Tootsie'

At 45, Dustin Hoffman has long been known for his versality as an actor, playing parts ranging from a college student to a convict to a 120-year-old man to a crippled street hustler. But in his latest film "Tootsie," Hoffman has encountered what could possibly be his greatest challenge as an actor: portraying a woman.

Hoffman gives a stellar performance as Michael Dorsey, a talented yet unemployed actor whose reputation unfortunately precedes him. He is known throughout New York as a chronic troublemaker, arguing with everyone he works with in the business. Now, nobody will hire him–he's just too much trouble.

Out of sheer desperation (and for the theatrical challenge as well) he dons mascara, padding and wig, transforming himself into the able-bodied, fiesty southerner Dorothy Michaels. He/she quickly lands a leading role in a top-rate television soap opera and becomes an overnight success and national celebrity.

Dorsey soon takes the assertive, uncompromising character of Dorothy to heart, even to the point where she becomes her own person separate from the man who created her. While on the air, Dorothy even changes lines to better fit her personality and Dorsey's road from cult failure to cult hero is lined with millions of adoring housewives. Dorsey's Dorothy finds herself America's hottest item.

However, our hero/heroine quickly discovers that being a woman of the 80's is a bit more complicated than what originally meets the eye. Michael finds himself falling in love with fellow soaper Julie Nichols (Jessica Lange) but she sees him as Dorothy. He is then faced with revealing his love along with his masculinity or keeping his job. In the meantime, Michael as Dorothy develops a close female friendship with Julie that enables him to better understand his own attitudes toward women, Julie in particular.

Charles Durning as Julie's father and Dabney Coleman as the soap's director turn in excellent performances though the chauvinism and horniness displayed has been seen before. They do provide effective counterpoint, however, to Hoffman's own consciousness-raising.

The comedy is some of the freshest and funniest to date, with virtually a laugh a minute. Hoffman has really put everything into this one, spicing his character with an unbeatable amount of style and pizzazz.

But just beneath this layer of comedy, you can see a number of other values this film has to offer. From the name alone we get a hint of the social commentary "Tootsie" makes about male/female relationships and role-playing.

As a male, Dorsey's aggressiveness and assertiveness is seen as trouble-making; as Dorothy those same characteristics are seen as just what the doctor ordered for the role in the soap opera.

Terri Garr and Bill Murray turn in good supporting performances as Michael's suicidal friend and proselytizing roommate respectively. Add to this an airtight script and it's no wonder the film has already picked up some awards. The rumors have already started about a possible sweep of the Oscars.

Faculty soprano to sing Sunday

Photo courtesy of Teresa Radomski

Soprano Teresa Radomski will present a faculty recital Sunday at 8:15 p.m. in the Brendle Recital Hall of the Scales Fine Arts Center. Admission is free.

The fifth performance in the Faculty Performances Series highlights songs in Spanish, German and English sung by instructor in music Teresa Radomski. Assistant professor of music Louis Goldstein and Brooklyn College Conservatory of Music graduate student Alan Heuer will accompany her on the piano and clarinet.

The program features works by Enrique Granados, Louis Spohr, Dan Locklair and Sergei Rachmaninoff. It will be presented Sunday at 8:15 p.m. in the Brendle Recital Hall of the Scales Fine Arts Center.

A proponent of contemporary music, Radomski has given numerous performances of new compositions. She teaches voice and serves as singing coach-consultant for the University Theatre.

CALENDAR

CU FLICKS: "Heaven Can Wait" **tonight** and **Saturday,** 7, 9:15 and 11:30 p.m. in DeTamble; $1.25 with ID; "Lili" **Sunday,** 8 p.m.; "La Strada" **Monday,** 8 p.m.; "The Snake Pit" **Tuesday,** 8 p.m.; "Live and Let Die" **Wednesday,** 8 p.m. and 10:15 p.m.; $1 with ID.

FOUNDER'S DAY: Chairman of the philosophy department Gregory Pritchard will be the speaker for the Founder's Day Convocation **Tuesday,** 11 a.m. in Wait Chapel.

WORSHIP: Motlalepula Chabaku, Scholar in Residence, Bennet College, will be this week's speaker at the 11 a.m. service in Davis Chapel, **Thursday.**

FACULTY PERFORMANCES: Soprano Teresa Radomski will perform **Sunday,** 8:15 p.m. in the Recital Hall of the Scales Fine Arts Center. She will be accompanied by pianist Louis Goldstein.

THEATER: Auditions for "Guys and Dolls" will be held **Wednesday** and **Thursday** at 3 and 7 p.m.

SEMESTER IN FRANCE: For all students interested in studying in Dijon for the fall semester of 1983, there will be an organizational meeting **Tuesday,** 4 p.m. in Tribble B216. All those interested are urged to attend or to contact professor Milorad Margitic of the Romance languages department.

MARKETING SOCIETY: Proctor and Gamble manager of distribution J. J. Levesque will be making a presentation on the company **Wednesday,** 7 p.m. in room 102 of the Scales Fine Arts Center. Officer nominations will also be held.

CU SPECIAL EVENTS: Committee meetings are **Wednesday,** 5 p.m. in Reynolda 231. Students interested in Springfest plans are welcome.

CHILI DINNER: First annual ground hog day chili dinner, sponsored by Alpha Epsilon Delta will be held **Wednesday** in New Dorm, 4:30-7:00 p.m. Cost is $3 for two bowls. Tickets are available from AED members.

GRADUATION: Candidates for graduation in May are requested to check the list posted outside the registrar's office for correct degree and proper spelling of the name. Any corrections should be reported immediately, since diplomas will be ordered in February.

WFU THEATER: Two one-act plays in the Ring Theater: Israel Horowitz's "Hopscotch" and George Bernard Shaw's "O'Flaherty V.C.," **Monday,** 4:30 and **Tuesday,** 7:30. Admission at the door.

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Honor

"It shall be the responsibility of every student to act honorably in all phases of student life, to conduct himself/herself as becomes a Wake Forest student, and to preserve the integrity of his/her word."

That is the beginning and, in fact the essence, of the Wake Forest honor system. The system is the guideline by which we are to arrange our lives at Wake Forest. Its purpose is to insure the highest standard of academic life and social responsibility.

Are we upholding our responsibilities to the honor system?

The economics department suffered the embarrassment of having several students cheat on a final examination last semester. The parties involved apparently gained access to a professor's office with a master key and then alledgedly removed copies of the exam from the office.

In this instance, those involved were either caught or voluntarily turned themselves in to the Honor Council. The case is still pending before the Honor Council.

The end result of the scandal will uphold the honor system; those involved will be punished accordingly. However, with a system that says all students are to "act honorably," why did this violation take place?

The honor system places the responsibility on the students. It is up to them to enforce the honor system. When it fails or is violated, it is because some segment of the student body did not uphold its responsibilities.

There are classes on campus where cheating occurs on a regular basis with the knowledge of everyone in the class. While the students in the class are aware of what is happening, no one reports the violations. The honor system even helps to foster this irresponsibility by leaving any "action...to the discretion of the student observing the violation."

This type of irresponsibility undermines the whole concept of an honor system. What is supposed to be the foundation for the rules of an entire community quickly becomes a cover to hide the corruption that exists within that community.

This type of abuse can and should be removed. It will be done when the students recognize that they must accept and uphold their responsibilities, not only as students, but as mature adults.

The scandal in the economics department and the open cheating in various classes are just two of the many violations that scar our reputation as a university. Like most of our wounds, they are self-inflicted. What we are trying to build, we are also trying to destroy.

If we can accept the responsibilities required of us by the honor system and eliminate the abuses we have allowed to flourish, then and only then will we be the responsible, mature people we claim to be.

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Coliseum fiasco revisited

It has been just over a year since Wake Forest moved its home ACC games to the Greensboro Coliseum. The move was made despite the grumblings of the basketball coaches, the students, the faculty and large portions of the Deacon following.

In that year, the move has seen transportation problems that resulted in huge traffic jams and fans arriving as late as the end of the first half. It has brought about decreased support, rebuffs for active support at the games and even the unheard of blacking out of the North Carolina, Virginia and Maryland games on television.

All of this resulted from a move that was supposed to strengthen the basketball program and the image of the school. If that was the intention of the move, it is time to re-examine the move itself.

The attendance for the games at Greensboro is, by the admission of the athletic department, off a little bit. The Deacons drew 8138 for Georgia Tech and 8936 for Clemson. That's a combined total of 17,074 for a coliseum that holds 15,500 per game for basketball. That translates into just over 55 percent of the available seats filled.

Either crowd would have fit into Memorial Coliseum in Winston-Salem. True, the condition of Memorial Coliseum is at best mediocre. What might the condition of the coliseum be now if the athletic department had worked with the city of Winston-Salem and put the effort of the Greensboro move into getting Memorial Coliseum back in shape?

The fans and supporters are definitely aggravated by the move. What used to be a two or two and a half hour pleasure has become an ordeal of four hours or longer. The new facility may be nicer but, with only 55 percent of the seats usually being filled, the fans must be upset over something.

Even when the traditionally big games are looked at alone, the attendance figures do not brighten. True, the coliseum is at or near capacity. However, the increases in ticket sales are not to Wake Forest supporters but to fans of the opponent. What is supposed to be a home court turns into a neutral court and, quite often, a hostile court.

Another argument for the move was the attraction of a larger television contract. To date, only two additional games, outside of the mandated ACC games, have been added. In addition, three of the ACC games scheduled to be broadcast have been voluntarily blacked out by the athletic department, resulting in a net loss of exposure for the Deacons.

The only group that comes out ahead in the move is the members of the Deacon Club who give large donations to the school. They have received more seats in better locations, along with the facilities for a pre- and post-game reception. While this does indeed please these members, the remainder of the Deacon following is left in a bad situation.

The athletic department has turned a deaf ear toward complaints and criticism of the move. The only concern seems to be the bottom line. Money apparently does talk.

While the money may be talking in an agreeable fashion now, it could soon change. Many fans feel they have been getting the shaft from the athletic department. A large portion of these fans are approaching the point in their lives where they soon will be able to make large contributions to the school. The question is: will they?

The fans are upset over current policies and decisions. If this continues, who in his right mind would expect them to contribute to the program? The current policy may look attractive now, but we could very well be laying the framework for future disaster.

Another point about the move: the manager of the Greensboro Coliseum recently aired his complaints about the current situation. If the contract for the Greensboro Coliseum is not renewed and the Memorial Coliseum becomes unavailable because of the success of the hockey team, Wake Forest could very easily be left without a place to play.

The Deacons would either have to go to Charlotte or use the varsity gym for their home games. Possibly though, the athletic department could make an agreement to lease Carmichael Auditorium from UNC after the Tar Heels move into their new 21,000 seat arena.

Bob Hannon II

Letters to the editor

Black Student Alliance challenged

The student government has recently posted a notice which states the Afro-American Society has been voted permission to change the name of their student organization to the Black Student Alliance wherever that organization is referred to by name in their charter, which was issued in 1977.

Not being a member of the Black Student Alliance, I am not privy to the reasoning behind the change; but being a student at Wake Forest, I am aware of the potential effect such a change could have upon the Wake Forest community.

The effect I am referring to is one of a heightened sense of confrontation between blacks and whites on this campus; one that surely runs counter to the mutual understanding that, I trust, is desired by all students. However, any type of an alliance suggests a battleline has been drawn, and it is now us against them, even though the them (the rest of the Wake Forest community) may not be aware that a battle is being fought.

Indeed, such a lack of awareness is undoubtedly part of the problem; but a fair assessment of this urgent situation would also have to include the fact that many blacks, both within and outside of Wake Forest, are hypersensitive about the color of their skin, and this has resulted in a clouded, if not paranoid, perception of many issues.

For instance, if Wake Forest's white students banded together and applied for a charter as the White Student Alliance, would not such an action be recognized by any unbiased observer as a clearly hostile and racist statement to the non-white members of the community? A White Student Alliance would surely be viewed by non-whites as a definite and purposeful hindrance to the aforementioned desire to promote cooperation and understanding between blacks and whites; and rightly so. But for some reason, the members of the Black Student Alliance believed those who were being allied against would not recognize the situation for what it is.

An example of such at the national level is the controversy surrounding the recent NCAA ruling to raise academic standards for all student athletes, a move which was intended to make an athlete's college education more than the farce it very often is when the athlete does not want to do, or is incapable of doing, college level work.

The proposal, which was meant to once again give some credence to the term student-athlete, was a seemingly academic one until various black educators and leaders redefined it as a black issue. Most notably was the Rev. Jesse Jackson, who claimed the NCAA was simply trying to help the inferior white athlete.

But wait a minute, what am I talking about? Everybody knows that racism can only go one way.

Name withheld by request

Open door

There is a frustrating and possibly dangerous situation on campus. Many people know that locks offer relatively little protection against theft, but a certain brand of padlock currently available in the Sundry Shop is extremely susceptible to theft.

Last Wednesday at 10:50, I returned to the men's locker room in the gymnasium. My locker was still securely (I thought) locked, though. Upon opening the lock, I discovered my jacket, clothes, and books were not in the locker. They had been taken from a seemingly untouched locker.

The obvious solution to the problem was the lock was picked. Any lock can be picked. But an examination of the lock later that evening showed my property would have been safer without it. The padlock is the Silent Sentry Padlock manufactured for Travco in China.

The lock can be easily picked by any inexperienced person with an ordinary paperclip in an average of 30 seconds. All eight of the people in my suite were capable of picking all three of the Travco locks in the suite without prior instruction on how to do so. It is almost easier to open the padlock with a paperclip than to use the key.

I would encourage all who own a Travco padlock to purchase a combination lock that cannot be opened with a key (like those available in the Deacon Shop) to replace it. I also encourage the Sundry Shop to pull its supply of Travco locks and replace them with a more secure brand of lock.

Mark A. Durham

Students ignored

Once again the athletic department at Wake Forest has shown its ability, if not its greatest talent, to trample over the needs and wants of the students it is supposed to serve. With this week's allocation (rationing would be a better term) of tickets for the UNC basketball game, the athletic department clearly failed to live up to the promises it made to the student body when the decision was made two years ago to move all home ACC games to Greensboro.

Gene Hooks, the fearless emperor of our athletic department, promised block seating for all those who wished to use it, and more than adequate seating for those who wished to get tickets on an individual pick-up basis. We, the students, didn't (and still do not) enjoy the idea of going all the way to Greensboro to see our home games, but we accepted the move because we were promised enough blocks for everyone who wished to have them, and better seats on an individual level. Besides, there was not a thing we could do about it at the time.

Well, so much for the fairy tales about adequate block and individual seating. Now it's time to look at the real world which the athletic department has decided, with its flair for dictatorship, to shove down our throats. There were 2300 student tickets set aside for the Carolina game. Of those, only 1600 were allotted for block seating. There were, including graduate students, around 4200 people at Wake Forest vying for these tickets.

Simple math tells us this left 1900 students without tickets to the UNC game. That's 45 percent of the student body left without seats at the biggest game of the year! Meanwhile, all the Carolina rah-rahs in the area purchased tickets and were there to root against Wake Forest on our own home court.

But now for the real shocker: the Greensboro Coliseum holds 15,600 spectators. Right now we students are allotted a mere 14.7 percent of the seats in the coliseum.

Now, let's look at an ACC school which sees the value of its students' support at athletic events in a slightly different light: Duke. Cameron Indoor Stadium holds around 8000 spectators. Duke itself has 6000 students. Each and every one of these students is guaranteed a seat at Duke's home basketball games. Seventy-five percent of Cameron's seating is given to the students. Now that's what I call a home crowd!

Now, suppose the athletic department here at Wake Forest decided, by some miracle of unselfishness, to live up to the promises it made to the students a couple of years ago and in the process perform the service to the students it claimed it would perform. If the department guaranteed all of the students at Wake Forest seats at our home games (which we pay for right now as a part of our tuition), we would compose 27 percent of the fans at the games.

Admittedly, this is in no way a dominating figure, but at least all of the students who wish to go to the games could do so. After all, the team is composed of and represents the students, and we therefore are the ones most entitled to see it play.

Guaranteeing students adequate seating would still leave 11,400 seats for the athletic department to make money on through retail ticket sales. This means that even if the department had been generous enough to allocate all of us lowly students tickets to the game, it still would have made $85,500 on ticket sales alone, not to mention television royalties.

But instead of serving the students, the athletic department decided to serve itself and sell 1900 tickets, which rightfully belonged to us, to make an extra $14,250. Forty-five percent of the students here at Wake Forest were traded off for $14,250, and it probably is going to happen again for both the Virginia and Marquette games.

The entire situation creates a basic question which one day must be answered: is the athletic department here to serve the students, or, as it now appears, to serve its own interests?

Steele Pendleton

Council reports

An Honor Council trial was held on Jan. 19, for a student accused of stealing. The student was found guilty and sentenced to probation for the remainder of the spring semester 1983. The student is also required to receive counseling during the period of probation.

A trial was held by the Honor Council Monday, for a student accused of stealing. The student was found guilty and sentenced to probation for the spring semester 1983. During his probation, the student will perform at least three hours of community service each week and will also receive counseling.

Pure scholarship not Swift

Jonathan Swift's Gulliver, in the description of his third voyage, that to Laputa, makes the following report on the inhabitants of the land:

"I observed here and there many in the Habit of Servants, with a blown Bladder fastened like a Flail to the End of a short Stick, which they carried in their Hands. In each Bladder was a small Quantity of dried Pease, or little Pebbles, (as I was afterwards informed). With these Bladders they now and then flapped the Mouths and Ears of those who stood near them, of which Practice I could not then conceive the Meaning. It seems, the Minds of these People are so taken up with intense Speculations, that they neither can speak, or attend to the Discourses of others, without being rouzed by some external Taction upon the Organs of Speech and Hearing.

"This Flapper is likewise employed diligently to attend his Master in his Walks, and upon Occasion to give him a soft Flap on his Eyes; because he is always so wrapped up in Cogitation, that he is in manifest Danger of falling down every Precipice, and bouncing his Head against every Post; and in the Streets, of jostling others, or being jostled himself into the Kennel."

Swift was satirizing the speculators of his day, those who were embarked on courses of inquiry which we might be tempted to label as pure research today. Swift's criticism of speculative inquiry has no great currency today, but a vestige of the opinions he expressed lingers in the minds of many people. This feeling, that there is something mildly absurd about scholarly pursuits, has important effects on a debate vital to Wake Forest, that of the relative roles of teaching and research.

My purpose is not to judge the worth of scholarship, as defined by professor of biology Raymond Kuhn in his letter to the **Old Gold and Black** last week. Rather, my goal is the much more modest one of trying to determine what mixture of teaching and research is likely to confer the greatest benefits on students at Wake Forest.

The distinction between teaching and scholarship is more than a little artificial. Teaching without scholarship is mere sophistry, and scholarship without teaching is a sort of intellectual coitus interruptus. However, an institution can choose to emphasize a certain approach to education. In that sense, there is a real choice to be made between teaching and scholarship.

There are many benefits of scholarship which accrue to the scholar or society at large. The scholar is able to give free rein to his creativity and intellectual energy, and society receives such gifts as the MX missile and the Laffer curve. But let us consider what might happen if the doctrine of publish or perish held as great a sway at Wake Forest as it does at other institutions.

First, it is important to realize that if one is at all capable of producing works worthy of publication, doing so takes time. This time is necessarily time that cannot be devoted to explaining the nuances of the law of gravity to freshman physicists. A few exceptional students may be of help in the research and may thereby reap considerable gains. They will be few, however, and their participation will probably be limited by their relative inexperience.

As part of its general obligation to instruct, Wake Forest has the duty to cultivate in its students a respect for and an understanding of the processes of intellectual inquiry. One way to achieve this aim would be to ensure all students are involved in a closely supervised research effort. This course is precluded by the unfortunate reality of the student-faculty ratio, and an increased emphasis on research here would quickly demonstrate this fact.

A more practicable option is to inculcate in students this repect for scholarship through classroom instruction. There are severe limitations imposed by this approach, but they are precisely those dictated by the interests of most of the students at Wake Forest. A burning desire to know cannot be created by force. However, if the Swiftian contempt for speculation can be vanquished in the classroom, more students can later be drawn to the archives or the laboratory.

It is fallacious to assert "those who can't do, teach." Teaching is in itself an act which is done, and not always well or with great ease. Teachers can open to students broad worlds which publication driven researchers must eschew, but teachers forced to publish may find their personal resources stretched perilously thin.

I do not doubt that every professor needs to engage in scholarly research, both for his own sake and for that of his teaching ability. Rather, I suggest Wake Forest has served its goals well in not insisting on the publish or perish ethic. In generally, the benefits of scholarly research do not trickle down to the student in the street, but the costs, the lack of contact with professors and the ensuing suspicion that Swift was right after all, do reach him.

Ted Gentry

Exchange scholarship

Student goes to Berlin

by Lisa Ormand

Brian K. Brewer, a sophomore planning to major in chemistry with a possible double major in German, has been awarded the 1983-84 Wake Forest exchange scholarship with the Free University of Berlin. Included in the scholarship is six weeks of intensive language training at a branch of the Goethe Institute in Germany before attending a regular two-semester academic year at the Free University.

The grant pays for all fees, including an allowance for living expenses of 750 German marks per month for 10 months, 250 marks per month for rent and 200 marks per semester for books and scientific materials. Social fees are paid by the Free University, and the exchange student is covered by health insurance.

Since the program was initiated in 1959, Wake Forest and the Free University have exchanged students every year. Currently Ilona Nippert is the Free University's representative at Wake Forest while Joseph Allie Hayes III studies in Berlin.

Brewer explained his reasons for wanting to study abroad in one word--experience. Studying at the Free University will give him "the experience of dealing with people in another culture," he said. Not only will he be in a liberal arts curriculum as he is at Wake Forest, but he will also be learning about the German way of life.

Ultimately, Brewer hopes to do medical missions work. He thinks this year will be valuable by allowing him to experience culture shock before he does it full time, he said. He is also planning to work for Taking Christ to Millions, in Vienna, Austria during Christmas break next year. He will aid the organization in translating and preaching.

After four semesters of German at Wake Forest, Brewer said he understands German grammar but his vocabulary needs improving before he can be totally comfortable in German society. He is looking forward to six weeks at the Goethe Institute where he will be in German class over 40 hours a week. He expects to become fluent after eight months of being forced to speak German.

The Free University is typical of the European college system. Students are not required to attend or register for classes. Students alone decide whether to do their assignments and they are not tested until the final year of their studies.

Though this system forces the student to be more self-disciplined, Brewer said this will not be a problem for him. "I have always had a drive to excel," he said, "and feel that this is part of my duty as a Christian. It (the system) will just take some of the pressure off."

Brewer became interested in the program as a freshman after his German professor casually mentioned it. Realizing it would be fun to study in Europe and that such an experience would enhance his resume, he had planned his studies around going to Germany. He definitely plans to take German and chemistry at the Free University, and he hopes to fulfill some requirements. At the same time he would like to study the European perspective on subjects such as politics and western civilization.

In order to qualify for this program, the student must be in his third semester or more of German. The application requires two essays; one is an autobiography and the other an explanation of why the student wishes to study at the Free University. Each essay must be written in English and in German.

Applicants are also interviewed by two deans and two members of the German department. Brewer said he missed his interview since it was the Tuesday during exams. He was able to convince his interviewers to conduct his interview on Wednesday during his German exam.

After an hour on his exam, Brewer was taken to his interview. Following it, he returned to his German exam. A half an hour later, they came and told him that he had won the scholarship. Brewer found it difficult to finish his exam. Brewer said he appreciates this opportunity that Wake Forest is giving him.

Ilona Nippert, the student from the Free University, is working on her master's degree in history at Wake Forest. She said she was attracted to the university by its warm weather.

After five years of English, she has little difficulty understanding people, but she has had to adapt to the differences in American social customs. "When someone hands you something that you don't like, in Germany you tell them that you don't like it," Nippert said, "but in America you don't say it."

Nippert thinks the greater rigidity of the American college system has made her do more reading and homework than she would have done at the Free University.

One of the culture shocks she experienced while at Wake Forest involved cockroaches. She knew they existed in some third world countries, but not in America.

When she returns to the Free University next year, Nippert will work toward obtaining her German master's degree in order to be a schoolteacher on the future.

Staff photo by Suzanne Underberg

Sophomore Brian Brewer is going to Berlin for the 1983-84 school year.

Staff photo by Geoffrey Shorter

Doctoral candidate Frank Telewski considers himself a "graduate activist."

Problems exist in program

by Lisa Ormand

Whether Wake Forest really wants a prestigious graduate program was a question posed by doctoral candidate Frank Telewski. For three years he has been working as a teaching assistant and continuing his research in the field of botany.

He came to Wake Forest from Ohio University in the fall of 1980. Since that time, Telewski has helped to improve the graduate program in his department and considers himself a "graduate activist," he said.

Excluding the degrees offered by the Bowman Gray School of Medicine, the School of Law and the Babcock Graduate School of Management, Wake Forest offers master's degrees in anthropology, physics, speech communication and theater arts, chemistry, religion, physical education, English, history, mathematics, psychology, education and biology.

In biology and chemistry, one can obtain a Ph.D. The majority of these programs, however, provide a general course of study designed for students who wish to continue their graduate work elsewhere but would like individual attention at this level. It is also useful for students who wish to compensate for deficiencies in their undergraduate curriculum while beginning work at the graduate level, or who wish to terminate their studies at this point.

The enrollment in these programs is generally small. Many graduates serve assistantships, in which the university pays their tuition and a work grant in exchange for their working as teaching assistants in their respective departments.

In serving his assistantship, Telewski said he has been impressed with the high quality of the undergraduates. He also praises the high caliber students and facilities at Bowman Gray.

However, he said it is important for these other programs to grow and receive more recognition for their contributions to the university, citing the advantages of strong graduate programs.

A prestigious graduate school attracts top-notch scholars and researchers and also makes a favorable impression on potential undergraduates, he believes. Graduates make excellent resources for undergraduates and often enjoy helping others with questions, an interaction which should be encouraged, he said.

Telewski said the presence of graduates reminds undergraduates there are options other than finding a job after graduation. By conducting and helping with original research, graduates aid in increasing the prestige of the university. This research can attract grants and financial support from industry and government, he said.

Telewski compared a graduate program to athletics, in that "it brings prominence to a university." With these points in mind, Telewski said Wake Forest does not give its graduate programs enough recognition or credit.

Telewski cited one of the problems with the biology graduate program at Wake Forest. The small size and high diversity of the department is ideal for an undergraduate program. This, however, limits the faculty expertise available for a highly specific graduate level project.

This is a mixed blessing as some graduate students are encouraged to visit and work with other universities to find resources and facilities necessary for their specific research. Telewski has worked at Duke and N.C. State on his research, creating new contacts he said have been to his benefit.

He has found the Z. Smith Reynolds Library lacking in certain volumes and in specific little-known journals. He also criticizes the library's no-fine policy as reducing the incentive to return books and resource materials.

Other problems for graduates involve living arrangements. Since Wake Forest provides very little graduate housing, these students are forced to live off campus. This necessitates either the expense or the difficulty of getting to campus.

The graduates are scattered about Winston-Salem, so there is little interaction between graduates in different departments. Telewski said more graduate housing would be an improvement.

As a teaching assistant, though, Telewski does meet many undergraduates and said he enjoys the "homey feeling at Wake Forest and being able to say 'hello' to people walking around the campus."

Studies reveal social effects of cultural distance

by Angela Dombrowski
John Dombrowski

For the past 15 years Lorand Szalay, a social psychologist and director of the Institute of Comparative Social and Cultural Studies in Washington, D.C., has been analyzing and measuring cultural distance.

Szalay will lecture Monday, 11 a.m. in Reynolda East Lounge on how cultural differences are measured and how they affect communication. It will be followed by a question and answer period.

His former studies have focused not only on exotic cultures such as Egyptian, Jordanian, Iranian and Korean, but also on those closer to home such as the Columbian, Puerto Rican and black American cultures.

He will also lecture on "The east-west conflict-our failure in communications from Vietnam to Iran," at 7 p.m. Monday in room 102 of the Scales Fine Arts Center. The lectures are sponsored by the education and sociology departments.

Szalay has found the cultural gap and potential for misunderstanding between average black and white Americans is much smaller than that between Hispanic Americans and either blacks or whites.

He has also demonstrated that people of different cultural backgrounds see different things when looking at the same photograph.

Given a picture of two girls sitting on a couch, a group of Americans responded with: baby-sitter, legs, skirt, black and white.

Puerto Ricans seeing the same picture gave none of the above responses, but mentioned family members and children.

Szalay said an American and a Korean may agree on the need for more education but will interpret the word differently.

For instance, to Americans education is associated with teachers, classrooms and professional preparation. Koreans view it primarily as instilling moral values and behavior, he said.

Szalay's studies show that what an Arab means by friendship has no equivalent in modern American experience and that a Latin American's notion of help differs greatly from ours.

Szalay is convinced American culture places more emphasis on self reliance and individual initiative than is the case with most people.

Szalay's articles have appeared in psychology, anthropology, political science, communications, education and sociology journals over the past 12 years. He has been asked to address national political science and psychology conventions.

Before becoming the director of I.C.S.C.S., he was associated with the American Institute for Research and American University, Washington, D.C.

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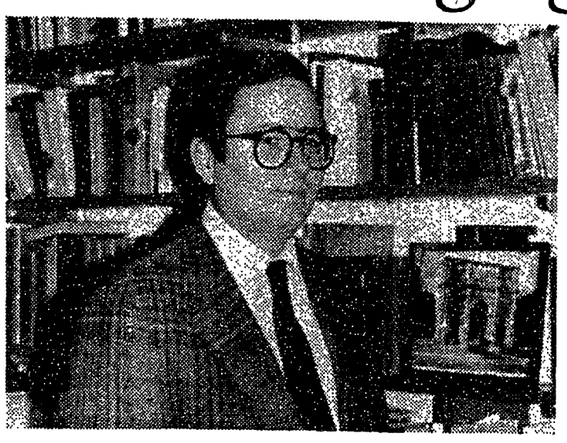
Classical languages/Philosophy



Staff photo by Suzanne Underberg

Robert W. Ulery, Jr., associate professor and chairman of classical languages, said classical literature remains important to western culture.

Classics

Devotion hailed

by Brent Copeland

The classical languages department offers majors in Greek, Latin, and classical studies and minors in both Greek and Latin. Majors agree, though, that their respect and admiration for the department stems not from the apparent broad range of study available, but from admiration of the devotion of its faculty.

"The professors in the department are well educated, able to teach, and very, very interested in students," Paul Kemeny said. "All of the professors in the department are good."

Kemeny is a senior classical studies major from Andover, NJ. who is planning to attend seminary. "A major in classical studies provides by far the best undergraduate background for seminary from an academic standpoint at Wake Forest," he said. "Requiring 56 credits for a degree, the major has been demanding. It has, however, been well worth the effort," he said.

Majoring in classical studies is not only an excellent preparation for seminary but for many other fields of graduate study, Kemeny said. "It is a major for people interested in graduate work in classical literature, ancient philosophy, art, law or library science."

"Classical majors are encouraged to take courses out of the department such as art, philosophy, religion and history if they would like to concentrate in one area," he said.

A good number of students, as well as some members of the Winston-Salem community, are attracted to the department's Greek emphasis. "One of the main reasons I came to Wake Forest was so that I could get the Greek New Testament course," sophomore Gretchen Rudolph said. "Many students who are electing to take the four courses required to take the Greek New Testament are simply eager to enhance their understanding of scripture," she said.

It seems a major factor behind the students taking Greek and enjoying it is professor of Greek Carl Harris. "I can easily say that Dr. Harris is one of the best professors I've had here at Wake Forest," junior Branson Sheets said. "He has a very inspiring way of really drilling you in the fundamentals of Greek," he said. "When you learn Greek from Dr. Harris you certainly stand in good stead," Kemeny said.

While most majors go on to some sort of graduate study, they feel confident undergraduate degrees in classical languages are marketable. "You could always get a job teaching Greek or Latin or in some other related field," Kemeny said.

Study proves valuable tool

by Cheryl Miller

Wake Forest students who have declared majors within the classics department number six to date, but classics courses remain attractive, particularly as electives, Robert W. Ulery, Jr., associate professor and chairman of classical languages said.

Ulery thinks one of the main reasons a student decides to tackle the classics involves an awareness that the extensive literature of the ancients remains important to western culture, as well as a belief that translated versions cannot replace reading the works in their original forms.

The classics department encompasses many areas of the liberal arts spectrum, including history and culture, philosophy, mythology, architecture, art, literature and religion, in addition to a study of the languages themselves. The broad scope of the classics courses makes a classical studies major perhaps the most liberal of the liberal arts majors.

Rick Heatley of the classics department thinks the study of Latin is an extremely valuable tool for enhancing vocabulary and communication skills and developing an improved sense of discipline and organization.

Heatley cited a national study which compared the SAT scores of students with different language experience. Three groups were studied: those students who had taken no foreign language in high school, those who had studied a modern foreign language, and those who had studied Latin. Of the three groups, the students who had taken Latin scored 144 points higher than the national average on the verbal section of the test.

A similar relationship in LSAT and GRE scores has not been studied, but Heatley thinks the results might prove similar.

Ulery stressed classical study is not the stagnant area many believe it to be. There is still work to be done for the professional classicist of today, since many areas of study are outdated or inadequate. To illustrate possibilities in the field, Ulery mentioned the existence of numerous Egyptian papyri which have yet to be translated.

One major area of study open to the classicist concerns the application of new ideas in literary criticism to classical literature. For example, recent trends emphasize a new examination of the role of women, Ulery said. Previous interpretation has typically been from a male point of view, and a relatively recent revisionist school is devoted to determining what women's lives were like as shown through classical texts.

The student who graduates with a major in Latin, not generally considered a vocational major, should nonetheless have relatively few problems obtaining a job in secondary education. Ulery noted there has been a 25 percent increase in Latin enrollment in North Carolina public schools, even as total enrollment has declined.

Graduates with classical backgrounds appear to hold up well in the business world as well, Heatley said. Those interested in careers in publishing, writing, editing, archaeology and historical studies will also benefit from classical studies.

OG&B file photo

Gregory D. Pritchard, professor and chairman of philosophy, said philosophy is an excellent preparation for the liberal arts student.

Philosophy

Students profit

by Brent Copeland

A diverse faculty and field of study as well as excellent preparation for graduate study and future employment are two valuable assets philosophy majors claim their department offers.

"Such a few number of professors might indicate a limited number of ideas, Mike Takac said. "But the professors at Wake are broad enough so that this does not create a problem or present a drawback," he said. Takac is a junior philosophy major from Candler, Florida, and is planning to go to law school. "Philosophy majors have a history of doing well on the LSAT," Takac points out.

Other majors expressed similar views concerning the marketability of a degree in philosophy. "Employers look very favorably on philosophy majors," John Kirkendall said. "Philosophy students are used to working their way through difficult situations and arguments. To survive in the department one must be able to read and reason well," he said.

Kirkendall and others think these are basic qualities which many businesses and graduate schools demand and seek in individuals.

Kirkendall said many students could benefit from taking more philosophy courses beyond the introductory level. "I would encourage people to take risks and take some upper level courses. Though it may take a special intelligence to be excited about philosophy, anyone here is capable of taking them and learning from them. And it doesn't require any particular brilliance," he said.

Senior Brad Walker emphasizes the personal qualities of the faculty. "I know most of the professors pretty well and I feel that I can talk with them any time," he said. "Not only can I talk to them about academic problems but personal ones as well."

Walker, like many majors, did not always plan to major in philosophy. "I was not sure what I wanted to do. I knew I wanted to get something broad in my education," he said.

Most majors seem eager to accept the challenges presented in their courses, which concentrate on various systematic ways of thinking, though some offer a word of caution. "Philosophy is often a behind the scenes discipline which questions the theory of a thing rather than merely the facts of the matter," Kirkendall said. "While these sort of questions may not be for everyone, they are indeed ones which should be asked."

For further stories on the classical languages and philosophy departments, see page 10.

Liberal arts epitomized

by Deirdre Parker

Philosophy is a subject which "epitomizes the whole liberal arts venture. Its justification is that of liberal arts in general; it prepares students for critical thinking and analytical ability as well as constructive, synthetic understanding," Gregory D. Pritchard, professor and chairman of philosophy, said.

Pritchard thinks philosophy is even more important now than it was a year or two ago. "Given our technical society, we need not to forget the humane liberal tradition that has made these advances possible," he said.

The philosophy department has only six majors. Pritchard calls philosophy an excellent major, but sees its main emphasis as supportive of the general liberal arts education. "Our primary place is not offering a major but servicing the rest of the university," he said.

Each major is required to complete a major paper of research and analysis, Pritchard said. The purpose of the paper is to prepare the students for graduate study and teach them to think analytically.

The major paper may also serve as the paper for the honors program, Pritchard said. One or two students participate in the honors program each year.

Besides offering the major, the department offers a program of complementary minors. One program concentrates on art, literature and religion, one on natural science and one on social science, politics and law. Pritchard says the minor is an excellent supportive program for any major.

Graduates of philosophy typically go on to graduate school in philosophy, math, business or law, Pritchard said.

There is no graduate program in philosophy at Wake Forest. However, Pritchard expects one to develop if the school expands to include more graduate courses. Philosophy is often part of the graduate study of students in English, religion and the arts.

Pritchard calls the major well balanced, with courses considering the philosophy of subjects such as religion and art as well as courses studying specific philosophers. For the first time the philosophy department is offering a philosophy of law course, taught by professor Robert M. Helm. The course has a large enrollment including students in the pre-law curriculum, Pritchard said.

In addition, the department boasts "probably the best departmental library on campus," Pritchard said. The library contains about 5000 volumes.

The department follows the tenets outlined in the guide to academic majors, which states, "Philosophy courses acquaint the student with human efforts to think clearly and to reach a coherent world view and involve him in pursuing today."

The philosophy requirement is an important part of the college curriculum, not something to be dreaded, Pritchard said. The major weakness of the department is the misconception that philosophy is a hard or boring course, he said.

"Our reputation as being difficult is undeserved," he said. He thinks many students would be interested in the major if they took the courses earlier in their career. "I've had students tell me they would have majored in philosophy if they hadn't waited until their senior year to take the requirement," he said.

One of the first three professorships at Wake Forest was a professor of moral philosophy. The department grew from one man to a combined psychology/philosophy department. In 1958 psychology split off. Today, the department consists of Pritchard, Helm, professor Marcus B. Hester, associate professor Charles M. Lewis and assistant professor Ralph C. Kennedy III. Helm has been a member of the department since 1940.

Pritchard thinks "philosophy is for every scholar. Everyone is a philosopher, good or bad. Man constantly questions the nature of man, the world and God. These are perennial questions we might as well learn to deal with as a department."

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Deacons lose heartbreaker to Carolina, 80-78

Staff photo by Geoffrey Shorter

Freshman Kenny Green fights hard for this offensive rebound against Carolina's Sam Perkins. Green scored 11 points coming off the bench for the Deacons.

by Kerry King
Jim Snyder

Matt Doherty sank two pressure free throws with three seconds left to give North Carolina a hard fought 80-78 victory over Wake Forest in the Greensboro Coliseum last night. The Tar Heels took over sole posession of first place in the ACC with a 5-0 record, while Wake Forest dropped to 4-1 in conference play. The sellout crowd of 15,317 was on their feet as the game wound down with the score deadlocked at 78.

The Wake Forest fans sensed an upset as coach Carl Tacy ordered his team into a stall to wait for the last shot with 1:11 left. Danny Young took the shot with twelve seconds left but his shot was blocked by freshman Brad Daugherty.

Matt Doherty recovered the ball and streaked for the Carolina goal with eight seconds left. Alvis Rogers caught Doherty and fouled him, sending him to the line for his game winning free throws.

"I thought we played well enough to win," Tacy said. "I can't fault the efforts of our players. I thought they gave a great effort. I'm very proud of them and the work they put into it," he added.

"We felt very fortunate to have won the ball game," UNC coach Dean Smith said. "Brad Daugherty made a good clean block of that last shot. Matt was wise to take it all the way. He has played well all year under pressure and showed it tonight."

Wake Forest jumped out to an early 10 point lead, 14-4 in the first half. Carolina came back quickly, however, as Brad Daugherty scord six of Carolina's next 14 points, cutting the Deacon's lead to two, 20-18.

The Tar Heels got their first lead of the game at 30-28 on a Warren Martin stuff. Carolina increased their margin as Jordan scored first on a slam dunk and then on a ten foot jumper to put Carolina up by six.

Anthony Teachey's dunk with 5:14 left in the half brought Wake Forest within four. Jim Braddock protested the play and was assessed a technical foul. Alvis Rogers missed the ensuing free throw, but John Toms sunk a jumper to cut the lead to two.

Carolina increased their lead to four again as Jordan connected on a 15 footer. The Deacons answered with a layup and a 15 foot jumper by Alvis Rogers, to tie the score 38-38 with three minutes remaining in the half.

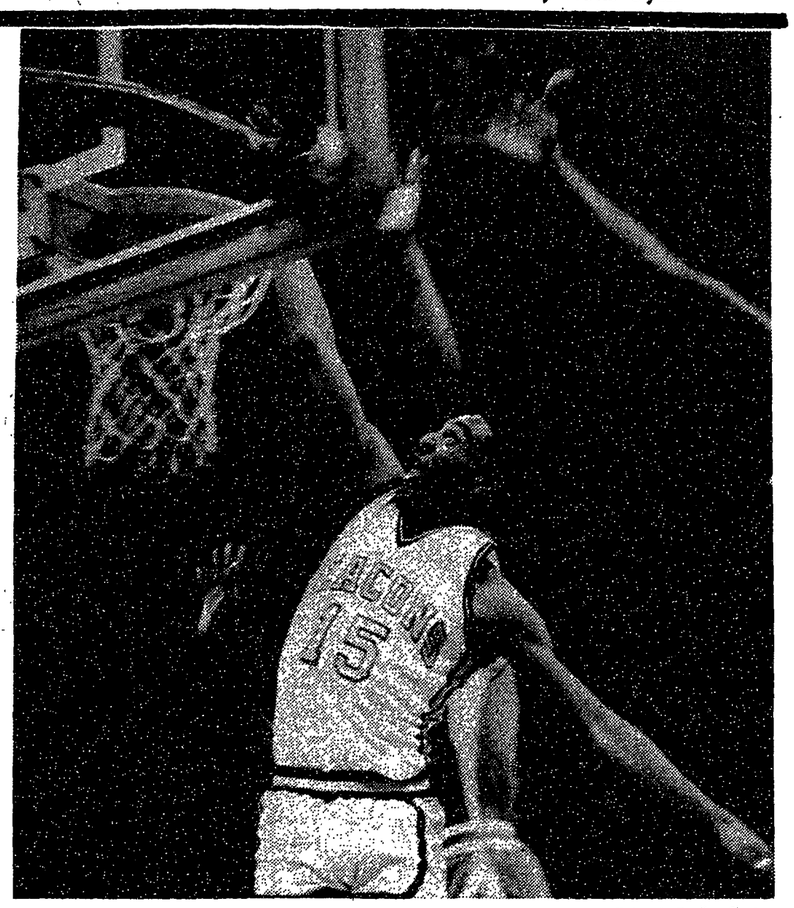
Sam Perkins scored five of Carolina's next seven points including a 20 foot three-pointer to give the Tar Heels a six point lead. Toms ended the half's scoring on a pass from Young to bring Wake Forest within four, 45-41.

Carolina built their lead to seven in the opening minutes of the second half but Wake Forest scored the next seven on a Young three-pointer and a four point play by Rogers--a layup and two foul shots after a technical foul was called on Smith.

Carolina regained their lead and stayed ahead until Delaney Rudd connected on a three-pointer to tie the game at 69-69 with 8:17 left to play. A free throw and a 15 footer by Toms and a follow-up by Kenny Green gave Wake Forest a five point lead.

After Warren Martin's dunk brought Carolina within one point, Tacy called a timeout and set up a stall offense with 3:43 left in the game. Wake Forest held the ball successfully until Young found Rudd wide open underneath for an easy two with 1:31 remaining and the Deacons held a 3 point lead. But Perkins launched a long jumper that was good for three points, to tie the score at 78 and set up the final hectic minute.

NORTH CAROLINA	MP	FG	FT	R	A	F	Pt
Perkins	39	9-13	6-5	11	1	2	24
Doherty	35	1-4	7-4	4	5	2	6
Daugherty	29	6-10	2-3	5	1	3	14
Jordan	31	8-14	1-5	3	2	3	17
Braddock	22	2-6	0-0	1	1	1	5
Peterson	14	1-3	0-0	0	0	0	3
Hale	18	2-3	0-0	1	2	3	5
Brownlee	1	0-1	0-0	0	0	1	0
Martin	11	3-5	1-2	5	1	0	6
Totals	200	32-69	11-10	32	13	15	80
WAKE FOREST	**MP**	**FG**	**FT**	**R**	**A**	**F**	**Pt**
Toms	30	8-13	1-2	8	2	2	17
Rogers	38	5-7	3-7	7	1	5	13
Teachey	33	3-5	2-2	8	2	3	8
Rudd	36	4-12	2-4	2	3	2	11
Young	38	6-17	2-2	3	4	2	16
Green	16	5-13	1-2	7	0	2	11
Kepley	2	1-1	0-0	0	0	0	2
Karasek	7	0-1	0-0	0	1	1	0
Davis	2	0-0	0-0	0	0	0	0
Garber	4	0-0	0-0	0	0	0	0
Totals	200	32-69	11-19	34	13	17	78
N. Carolina						45	35- 80
Wake Forest						41	37- 78



Staff photo by Geoffrey Shorter

Delaney Rudd scores two points on a layup against Carolina.

Deacs sink Seahawks, 99-65

by Vic Evaro

With Winston-Salem experiencing its first winter storm of the season last weekend, the Lady Deacons were fortunate enough to head east and escape the miserable weather. Instead, it must have been the UNC-Wilmington coach who felt under the weather as the Seahawks fell 99-65 to Wake Forest.

The much smaller Seahawks never threatened as they suffered through a cold shooting night, hitting only 24 of 82 shots for 29 percent. It was one of the best performances of the season for the Lady Deacons as they shot 58 percent for the game. Overall, it was two of the best back to back halves for the Lady Deacons in quite some time.

At the start, it seemed the game would be close. UNC-W won the opening tip and, three minutes into the game, had their biggest lead, 7-4. The Seahawks' final lead was 9-8. Then Barbara Durham hit two free throws to give Wake Forest a lead it never relinquished.

Moments later, the Lady Deacons went on a tear and scored 12 consecutive points in opening up a 24-11 lead. The Lady Deacons were on their way to win number 12 and never looked back. At the half, Wake Forest had its biggest lead of the first 20 minutes, 47-30.

In the second half, UNC-W continued its cold shooting performance but Wake Forest caught fire and shot 69 percent in the last 20 minutes of play.

The only excitement of the second half came at the 16:26 mark with Wake Forest leading 57-34. On three straight trips down the floor for UNC-W, Barbara Durham sandwiched two blocked shots around a foul. The UNC-W coach argued there should have been another foul called and was finally assessed a technical.

Down the stretch it was simply a matter of emptying the bench and trying to reach the 100 point mark. Wake Forest fell just short, scoring 99 points to win by 34.

The Seahawks duo of Jill Amos and Gwen Austin were held to a combined 12 of 40 on the night due to a swarming Wake Forest defense. On a night when team play excelled there were a number of impressive individual efforts which carried the Lady Deacons.

Barbara Durham played perhaps her best game of the year, collecting 17 points, 10 rebounds and four blocked shots. Keeva Jackson added 16 points and 13 rebounds, while Lisa Brooks had 12 points and Vicki Leidner had 10 points and 5 rebounds coming off the bench.

Lisa Stockton was the game's high scorer, hitting seven of nine from the floor and five of six from the line to finish with 19 points. In only her third start of the season, Stockton continued to show vast improvement and poise.

The Lady Deacons open their ACC action with games against UNC in Chapel Hill and Virginia at home this week. The key to success in the conference will be a quick start and continued confidence.

Refereeing proves a challenging job

College Basketball Review
by Al McGuire

Being a college basketball official is an impossible job. No matter what he does, he can't please everybody. I've always said, only God could ref...and he'd prefer the home court.

There is no way these guys do it for the money. The Big Ten, for example, pays $300 per game, plus mileage, with a $75 per diem, and a percentage if they stay over. But most refs have to have another job, because the NCAA says they can only work three games a week. It's done for their love of sports--so they can remain a part of the bucket game, stay close to the well.

I truly believe there's no such thing as a dishonest official. He's like a weather man. He doesn't decide where the snow falls, he just points out where it does. But I do think sometimes the crowd can work on the subconscious of the official. He might make some calls trying to appease the howling mob, that sort of thing. But it's subconsciously.

If a coach is going to be successful, there are certain things he must recognize about officials, like fast and slow whistles. The first thing a coach must find out in a game is whether the refs are blowing a fast or slow whistle.

A fast whistle is a high school whistle that normally doesn't allow any contact. Normally you can get this early in the game. We call these kinds of fouls tickle fouls. Right away, as a coach, you must immediately call off all pressure, full or half-court.

On the other hand, if it's a slow whistle, a pro whistle, you play man-to-man, apply the pressure. But if it's a fast whistle, you go to the zones.

Normally, the ref that works in front of the bench, which we call static row, is the more mature official, the leader of the group. He's the one you don't yell at. You usually jump on the guy who's farthest away, because when you jump an official, always remember it's not for the call he just made, but for the next one. You're planting seeds you hope will germinate in his subconscious.

An example: If you play against the big man, a Keith Lee, you say to the ref, "Hey, that guy is camping in the lane! Four, five, six seconds!" Or if you're against a great quarterback, you say, "Watch that Foster! He charges on his drives!"

These are all just tricks of the trade. But now, all of a sudden, you've planted the seed. The ref is overconscious of a certain thing, and every so often from the bench you remind them. It's something you learn over the years, and adds up to experience.

All officials have idiosyncrasies and the smart coach plays to them. Some know the rule book frontwards and backwards, so maybe before the game you ask him about some crazy rule, stroking the official, like "What if you take a shot with two seconds to go, and the lights go out?" That sort of thing butters him up.

Some coaches keep a book on officials. Some favor charging, some favor blocking, some have quick or slow whistle. Some allow you to play like it's football, others think the game is crumpets and tea. Some are wilters. This is, if you yell at 'em, they fade out of the game. Others are rednecks, you yell at 'em and they come back at you. Some are politicians, thinking of next year's assignments, because in some conferences where officials are rated, they drop off the back 25% and add new officials the following year.

A mortal sin in basketball is a split crew, which means one ref is from one team's conference and the other is from the other team's conference. This, in my opinion, is wrong for two reasons: It's difficult for the officials and it's not morally right for the game. The officials have never worked together before, so you're going to get inconsistencies. And the visiting coach feels the one guy is there to protect him, the other guy to hurt him.

In an intersectional game the refs should come from the conference or area of the visiting team. All contracts are two-year contracts, so the next year it's done in reverse.

For the NCAA tournament, each conference assigns official crews. During those early games, the NCAA has people observing the crews, grading them, and allowing the best ones to keep going along as the tournament progresses. So there's pressure on them, too. If the crews produce, they go on. It's that simple.

Rudd keys victory over Wolfpack

by Kerry King

Delaney Rudd's emergence from a substitute on last year's team to a quick, hot shooting guard this year is one reason Wake Forest has jumped off to a 13-2 start and a number 20 position in the latest UPI poll. If there were any doubts about Rudd's ability, he put them to rest following an excellent performance against N.C. State last Saturday in Greensboro.

Rudd poured in a game and career high 22 points in the Deacons' 91-73 dismantling of the plunging Wolfpack. He shot 10 of 13 from the field and two for two from the free throw line, while dishing out five assists and collecting two rebounds.

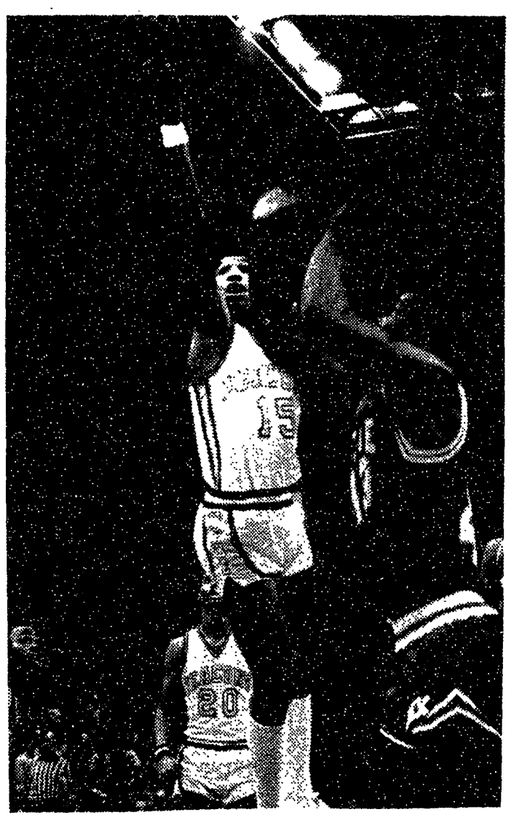
State stayed even with Wake Forest for the first half and actually led by four at one point. But the Deacons came back to take a six point half time lead, 42-36, on a driving layup at the buzzer by Danny Young.

The second half belonged to Wake Forest, as the lead grew to 19 points. State got no closer than 10 points after the 10 minute mark of the second half.

"I knew it was a big game for us," Rudd said. "We wanted to go in and play well to get a big game like that under our belts going into this week. I was really excited and ready to play." he said.

With Dereck Whittenburg out for the season with a broken foot, State lacked the big play man they needed to overcome the Deacon lead. Thurl Bailey and Sidney Lowe scored 16 and 17 points, respectively, but it was not enough.

"Whittenburg's a good player," Rudd said. "He means a lot to them--he's been carrying them. Now they don't have that player to pick them up when they're down."



Staff photo by Stephanie Powell

Delaney Rudd keeps his eye on the basket as he drives for a layup against N.C. State.

Rudd's emergence as a Deacon starter did not come easily for the sophomore from Hollister, North Carolina. As a substitute last year, he averaged only seven minutes playing time per game.

"It was rough to sit and watch," Rudd said. "I feel that I've benefitted from it because I got to learn a lot of things before being pushed into a game," he said.

"I got to sit and watch people do things that I can do now because of watching them," he continued. "I'm playing more under control now. Last year, I wanted to do everything fast because I felt I had the speed and quickness to do it. But this year I'm just taking it as it comes."

Rudd sees his role on the team this year as running the fast break and pressuring the other team's guards to create turnovers. His 23 steals and 52 assists are second only to Danny Young on the the team.

He thinks his offense has improved more than any aspect of his game over the season. "I'm beginning to feel more comfortable shooting. I'm gaining more confidence each game," Rudd said.

Rudd has several personal goals in mind for the season. "The main thing is to play good defense and in whatever area the team needs me in. I'd like to continue to score well – I feel that's important. I'd like to see us win the conference championship and go on to the NCAA."

Rudd finds making a comparison between this year's team and last year's difficult. "We're getting better, we're improving with each game," he said. "The team feels good about themselves right now. We're playing pretty good."

ASSOCIATED PRESS
(Writers)

Rank	School	Record	Points
1.	UCLA(28)	(13-1)	1,146
2.	Indiana (25)	(14-1)	1,135
3.	NORTH CAROLINA(5)	(15-3)	1,024
4.	Nevada/Las Vegas (1)	(16-0)	974
5.	Memphis State (1)	(14-1)	906
6.	VIRGINIA	(15-2)	898
7.	St. John's	(17-1)	859
8.	Louisville	(15-2)	809
9.	Houston	(15-2)	679
10.	Kentucky	(13-3)	627
11.	Villanova	(12-3)	580
12.	Arkansas	(15-1)	551
13.	Missouri	(14-3)	389
14.	Iowa	(12-3)	379
15.	Georgetown	(13-4)	331
16.	Minnesota	(12-3)	233
17.	Illinois	(14-1)	213
18.	Syracuse	(13-3)	200
19.	WAKE FOREST	(13-2)	114
20.	Oklahoma State	(13-2)	83

UNITED PRESS INTERNATIONAL
(Coaches)

Rank	School	Record	Points
1.	UCLA (22)	(13-1)	570
2.	Indiana (15)	(14-1)	559
3.	NORTH CAROLINA (1)	(15-3)	483
4.	VIRGINIA	(15-2)	390
5.	Memphis State	(14-1)	387
6.	St. John's	(17-1)	385
7.	Louisville (1)	(15-2)	361
8.	Nevada/Las Vegas (1)	(16-0)	323
9.	Houston	(15-2)	242
10.	Kentucky	(13-3	220
11.	Arkansas	(14-1)	184
12.	Villanova	(12-3)	174
13.	Missouri	(13-3)	116
14.	Illinois State	(14-1)	72
15.	Georgetown	(13-4)	71
16.	Iowa	(12-3)	63
17.	Minnesota	(12-3)	53
18.	Syracuse	(13-3)	30
19.	Washington State	(13-2)	30
20.	WAKE FOREST	(13-2)	26

(First place votes received shown in parenthesis)

Letter to the Sports Editor

Student support needed

Dear Editor:

I wanted to write you a note and express some of my thoughts and feelings about Wake Forest's student body support at basketball games.

It is very important for the student body to play a leadership role in making noise and showing enthusiasm at the basketball games. The Wake Forest crowds have notoriously been quiet except at games against Carolina or Virginia or some other big name schools.

Wake Forest does have a small student body but that doesn't mean the students can't show more enthusiasm at the games. Especially in basketball, it is very important for the crowd to get into the games and it could be a very positive influence to our team and a detriment to the visiting squad.

It seems especially in the past couple of years that the Wake Forest student body has not shown very great support. I can never remember a Wake Forest student painting his face, or doing other things to draw attention. I know that some crowds and student bodies go to the extreme in doing things, but I would challenge the Wake Forest student body to be more active and supportive.

Wake Forest has a very outstanding team and is looking forward to some very good years. The enthusiasm and participation certainly has an impact on the team, prospective recruits, and us regular fans.

Let's get behind our team and support them and show more enthusiasm at future games.

Ashby M. Cook, Jr.-'71

Sports Information spreads word on athletics

Sports career becomes a reality

by Jim Snyder

Sports have always been an important part in the life of Jeff Tennant. Even in his early days back in Morgantown, West Virginia, where his father was assistant athletic director for West Virginia University, Tennant hoped his career would be centered around sports. Tennant is now in his second year as director of sports promotions at Wake Forest.

Growing up in Morgantown, Tennant naturally was attracted to West Virginia University. Being what he termed a "lightly recruited football player," he graduated in 1978 with a degree in communications.

Tennant's first job came as a salesman for a company specializing in sports apparel such as hats and T-shirts. By meeting several people and companies, he was later employed by a firm that specialized in college fund raisers.

His job involved creating, supervising and promoting money-making events at different colleges and universities across the country. Tennant liked this job but because of the great amount of travel it involved, he knew he could not maintain it.

"I would leave home to start a project with a college and I wouldn't return until a few months later," Tennant said. He did enjoy meeting many new prople across the country, and learned a lot by working with such a wide variety of schools.

In 1980, Tennant left his fund raising job to become director of sports marketing at Boston University. Tennant liked Boston and the university itself but found promoting football was particularly hard.

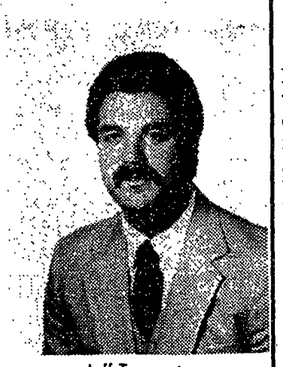
He created a halftime show which featured a famous soap opera star and another which featured a Playboy Playmate. Although he said he received several complaints from area feminists, for some reason those games drew more fans than any others during the season.

While working at Boston University, Tennant heard of an opening as director of sports promotion at Wake Forest. He applied and soon afterwards was asked to visit Wake Forest for an interview.

He had good first impressions, and he knew that if he was offered the job he would accept. "I was especially amazed at the smallness of the school. For years I had been hearing about Wake Forest, and I knew that it was small, but I never dreamed that it was as small as it is," Tennant said.

He was soon thereafter notified and offered the position. He assumed his responsibilities at Wake Forest in November of 1982.

Tennant's duties are many and varied. He works closely with the Deacon club and various athletic personnel in addition to television and radio stations. He serves as editor of "The Deacons: Inside Wake Forest Sports" and is currently acting as color commentator on WSJS's coverage of the basketball games. Overseeing the day to day operations of the SID is also part of his job.



Jeff Tennant

Responsible for yearly campaigns to promote football and basketball tickets, he created the slogan "Wake Forest Football is in the Air," and also this year's basketball slogan, "1982-83 Deacon Basketball....Off and Running."

Graduate enjoys variety of job

by Scot Harvey

Sports Information director Phil Warshauer keeps busy writing press releases on the different teams. Warshauer, a native of Matawan, New Jersey, graduated from Wake Forest in 1980 with a B.S. in business. He has been interested in sports for most of his life.

"When I was in high school, I kept stats on the basketball team," he said. "I would call up the papers and give them results. I got along real well with the high school basketball coach, too. When I applied to the college I got in, he said he would send a letter to their basketball coach, that I would do that kind of thing (keep stats, etc.)"

And that is what Warshauer did during his four years as a student at Wake Forest. He worked for the sports information department not only in basketball but in other sports as well. "I never sat in the stands at Groves Stadium while I was a student here, and never sat in the Winston-Salem Coliseum or Greensboro stands either," he said. "I worked every game that I ever went to."

Warshauer decided during his senior year he wanted to pursue a career as a sports information director. "When it got time to graduate, I just kind of fell into it; I was just fortunate that this position opened when I graduated," he said.

A unique quality of Warshauer's job is its lack of day to day monotony. During football season, for instance, he does something different practically every day of the week. He goes to the game on Saturday, works on stats, puts together the press release and sends it out on Sunday. On Mondays he holds a press conference and writes stories for the football program. He also takes care of credential requests from sports writers, TV and radio reporters during the course of the week. "One of the good things about this job is that there is no normal day," Warshauer said.

The basketball season is similar but at times more hectic, he said. "It (the basketball season) is more hectic because we're not in a (weekly) set routine," Warshauer said. This occurs because there are often three or even four games within a span of perhaps eight days.

During the spring, attention is focused on baseball and spring football, but it doesn't end there. Warshauer is also committed to his job during the summer. "During the summer you have to get ahead; maybe work on filing systems or do some research," he said. "I think during the whole year you have to keep your head above water, because it gets so busy. And during the summer, you have to try to get a lot done to get ahead of the game."

Phil Warshauer

Warshauer gets much enjoyment from his occupation, mainly because of the many relationships he makes because of it. "It's good having friends that are sportswriters and getting to know the players," he said. "And when we go to an away game, I get to see my friend who is a sports information director."

Job diversity appeals to Dery

Barbara Dery

by Beth Martinson

"I enjoy this job more than any I've ever had," the assistant to the sports information and promotions director Barbara Dery, said. "It offers diversity. Here you sort of have a daily routine, but every day offers something different."

Serving her fifth season in this position, Dery is kept very busy. She keeps the sports records up to date, types up statistics and does other office work. One of her main duties is to cover the home basketball and football games.

"I work with all sports, but I mainly work with the basketball and football sports or the revenue sports," Dery said. "Those are the biggest time consuming jobs."

Dery rarely had a chance to enjoy the action of the games she covers because of all the preparations that have to be made. The preparations before and after the games are what make the job so time consuming.

"You have to be crazy to get this job," Dery said. "I work all the home games, but the away games I enjoy. At these games, I can let my hair down," she said.

Dery was born and raised in Michigan, where she earned her B.A. degree in radio and television in 1973 at Michigan State University. She moved to Rochester, N.Y., where she worked in the Champion Products advertising department. From there she and her husband, Ron, moved to Clemson, South Carolina, to enjoy the warmer weather. Dery worked as a library assistant in the architectural library and as a computer operator at Clemson University. "Even though I'm from the north, I like it here better. The people are very nice," Dery said.

Dery became interested in sports because of her father. "My dad wanted two boys but got two girls. My sister and I were always sports-minded," she said.

At an early age, Dery attended Michigan State football games and many hockey games. "Hockey is the one thing I miss in the south," she confessed.

Dery said, Wake Forest sports have increased over the past few years in many aspects.

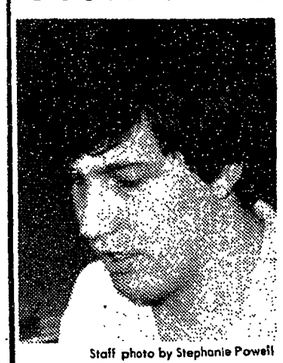
"I think Wake Forest is very competitive for its size," she said. "When I first came here, there were only two people in the department. It has now grown to three full-time."

Students also help out in sports information. They produce brochures and releases on the non-revenue sports. It serves as good experience for a future in sports.

Dery enjoys her job here and plans to stay for a while.

"I'm really happy here," she said. "Getting to know the athletes is a nice aspect of it. It's fun to watch them grow up from a freshman to a senior."

Students gain good experience



Staff photo by Stephanie Powell

Dave Paro

by Michael Takac

Dave Paro and Cynthia Clemons are two Wake Forest students who have turned their enthusiasm for sports into a profitable experience by working for the Sports Information Department.

Paro is a senior who started working for the SID his freshman year. "A guy from my hometown asked me," Paro said, "I did stats at games and have gradually been brought along and moved up since then."

The non-revenue sports are handled by students. During his freshman year Paro handled publicity for tennis and track. As a senior, his workload has somewhat diminished but he still heads the stat crew. His duties include determining yardage gained on football plays and crediting basketball players with assists.

Paro said the job is a little frustrating. "We go to the games about two hours early to work and during the game you can't yell and cheer with your friends," "But I really can't see having a better job because sports are one of my greatest loves," he said. He also appreciates the opportunity to write brochures for the various smaller sports at Wake.

Paro said the more students cheer at games the more enjoyable his job becomes. "I guess it makes my job seem more fun and more enjoyable to be recording the event," he said. Asked about his most memorable moment, Paro said, "I guess it was my sophomore year when we played Virginia at Memorial Coliseum. Alvis hit a jumper from the corner in the final seconds to win the game. We all just stood up and went crazy like the rest of the place."

Aside from travel opportunities and meeting people, the job offers insight to some interesting facts. For instance, Paro discovered that former Los Angeles Rams coach Ray Malavasi coached at Wake Forest.

Clemons likes the idea of working on campus and getting paid for it. "I hardly consider it work, getting paid to cover sports," she said. "People may think it's slack but there really is a lot to do. The people I work with make it so enjoyable."

Clemons is a junior who started her job last year. "I met girls during rush that recommended that I see Phil (Warshauer)," she said, "I told him about my background in sports (she played in high school) and of my interest in sports and he gave me a job."

She began as a hostess during football games. Now her duties include relaying scores and information by phone to networks such as NBC and CBS. "Mainly now I'm responsible for women's athletics" she added.

Staff photo by Stephanie Powell

Cindy Clemons

Clemons also added that her job offers her an opportunity to see a different side of the coaches and athletes, as well as getting to know the local sportscasters. "It's nice to sit right down there on the floor and see some of the stars like Sampson up close," she said.

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M/F 4:45, 7:00, 9:15

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ATLANTIC COAST CONFERENCE INDIVIDUAL BASKETBALL STATISTICS
(Through Games of Monday, January 24)

SCORING
(3-Point Field Goals Included)

PLAYER, SCHOOL	FG	FT	Pts.	Avg.
Adrian Branch, Md	89	64	246	18.9
Michael Jordan, UNC	141	50	337	18.7
Mark Price, GaT	96	35	256	18.3
Johnny Dawkins, Duke	112	34	267	17.8
Ralph Sampson, Va.	115	47	278	17.4
Thurl Bailey, NCS	93	35	221	15.8
Sam Perkins, UNC	100	72	279	15.5
Ben Coleman, Md.	83	48	214	15.3
Danny Young, WF	83	38	216	14.4
Othell Wilson, Va.	84	62	237	13.9
John Toms, WF	83	38	204	13.6
Mark Alarie, Duke	69	57	195	13.0
Ernie Myers, NCS	71	27	175	12.5
Rick Carlisle, Va.	76	45	204	12.0
Alvis Rogers, WF	66	48	180	12.0
Raymond Jones, Clem.	76	51	203	11.3
Delaney Rudd, WF	74	17	166	11.1
John Salley, GaT	59	33	151	10.8
Matt Doherty, UNC	65	55	192	10.7
George Thomas, GaT	58	21	140	10.0
Sidney Lowe, NCS	50	27	139	9.9
Danny Pearson, GaT	49	40	138	9.9
Fred Gilliam, Clem.	72	20	172	9.6
Jeff Adkins, Md.	51	28	134	9.6
Anthony Byrd, GaT	47	21	124	9.5
David Shaffer, Clem.	51	46	148	9.3
David Henderson, Duke	58	22	139	9.3
Jim Miller, Va.	56	35	147	9.2
Jay Bilas, Duke	52	33	137	9.1
Brad Daugherty, UNC	57	37	151	8.9
Jim Braddock, UNC	50	36	151	8.4
Anthony Teachey, WF	47	31	125	8.3
Mark Fothergill, Md.	39	36	114	8.1
Buzz Peterson, UNC	58	15	144	8.0
Warren Wallace, Clem.	65	7	142	7.9
Tim Mullen, Va.	55	24	135	7.9
Ricky Stokes, Va.	40	47	127	7.5
Maurice Bradford, GaT	36	18	90	7.5
Tom Emma, Duke	40	25	110	7.3
Craig Robinson, Va.	38	33	109	6.8
Marc Campbell, Clem.	35	17	93	6.2
Dan Meagher, Duke	31	31	93	6.2
Lorenzo Charles, NCS	33	20	86	6.1
Herman Veal, Md.	25	34	84	6.0
Tim Harvey, GaT	28	24	82	5.9
Chris Michael, Clem.	34	9	81	5.4

FREE THROW PERCENTAGE
(Minimum 2.5 Fts Made Per Game)

Player, School	FTM	FGA	Pct.
Mark Price, GaT	35	40	.875
Rick Carlisle, Va.	45	52	.865
Sam Perkins, UNC	72	84	.857
Ricky Stokes, Va.	47	56	.839
Alvis Rogers, WF	48	58	.828
Mark Alarie, Duke	57	69	.826
Thurl Bailey, NCS	35	46	.761
Othell Wilson, Va.	62	83	.747
David Shaffer, Clem.	46	62	.742
Mark Fothergill, Md.	36	49	.735

REBOUNDING

Player, School	Games	No.	Avg.
Ralph Sampson, Va.	16	188	11.8
Sam Perkins, UNC	18	167	9.3
Anthony Teachey, WF	15	127	8.5
Raymond Jones, Clem.	18	149	8.3
Ben Coleman, Md.	14	111	7.9
Thurl Bailey, NCS	14	105	7.5
Mark Alarie, Duke	15	99	6.6
John Salley, GaT	14	88	6.3
Jay Bilas, Duke	15	93	6.2
Adrian Branch, Md.	13	81	6.2

ASSISTS

Player, School	Games	No.	Avg.
Sidney Lowe, NCS	14	115	8.2
Danny Young, WF	15	81	5.4
Johnny Dawkins, Duke	15	69	4.6
Othell Wilson, Va.	17	73	4.3
Jim Braddock, UNC	18	74	4.1
Mark Price, GaT	14	57	4.1
Matt Doherty, UNC	18	68	3.8
Tom Emma, Duke	15	52	3.5
Delaney Rudd, WF	15	52	3.5
Adrian Branch, Md.	13	44	3.4

SCORING OFFENSE

Team	G	(W-L)	Pts.	Avg.
Virginia	17	(15-2)	1414	83.2
North Carolina	18	(15-3)	1455	80.8
Wake Forest	15	(13-2)	1204	80.3
Duke	15	(7-8)	1143	76.2
Georgia Tech	14	(7-7)	1027	73.4
N.C. State	14	(8-6)	1021	72.9
Maryland	14	(9-5)	1003	71.6
Clemson	18	(7-11)	1242	69.0

SCORING DEFENSE

Team	G	(W-L)	Pts.	Avg.
Wake Forest	15	(13-2)	959	63.9
N.C. State	14	(8-6)	933	66.6
North Carolina	18	(15-3)	1200	66.7
Virginia17	(15-2)		1141	67.1
Georgia Tech	14	(7-7)	985	70.4
Maryland	14	(9-5)	987	70.5
Clemson	18	(7-11)	1275	70.8
Duke	15	(7-8)	1135	75.7

REBOUNDING MARGIN

Team	Avg.	Opp.	Margin
Virginia	41.6	32.2	+9.4
North Carolina	36.3	31.5	+4.8
Duke	35.3	32.0	+3.3
Georgia Tech	40.0	36.4	+3.6
Maryland	37.4	35.0	+2.4
Clemson	34.7	33.2	+1.5
Wake Forest	36.6	35.9	+0.7
N.C. State	32.4	32.4	0.0

FREE THROW PERCENTAGE

Team	FTM	FTA	Pct.
North Carolina	304	423	.719
Duke	254	255	.715
Virginia	329	463	.711
N.C. State	178	257	.693
Georgia Tech	205	300	.683
Wake Forest	275	409	.672
Maryland	251	375	.669
Clemson	217	325	.668

SCORING MARGIN

Team			
Wake Forest	80.3	63.9	+16.4
Virginia	83.2	67.1	+16.1
North Carolina	80.8	66.7	+14.1
N.C. State	72.9	66.6	+6.3
Georgia Tech	73.4	70.4	+3.0
Maryland	71.6	70.5	+1.1
Duke	76.2	75.7	+0.5
Clemson	69.0	70.8	-1.8

FIELD GOAL PERCENTAGE

Team	FGM	FGA	Pct.
North Carolina	551	1030	.535
Virginia	534	1040	.513
Wake Forest	455	934	.487
Duke	435	903	.482
Maryland	367	763	.481
N.C. State	391	826	.473
Clemson	490	1049	.467
Georgia Tech	389	844	.461

THREE-POINT FIELD GOAL PERCENTAGE
(Minimum 2 Attempts Per Game)

Player, School	Games	Made	Atts.	Pct.	Per Game
Sam Perkins, UNC	5	7	10	.700	2.0
Buzz Peterson, UNC	5	13	22	.591	4.4
Jim Braddock, UNC	5	15	27	.556	5.4
Terry Gannon, NCS	9	16	30	.533	3.3
Johnny Dawkins, Duke	4	9	20	.450	5.0
Mark Price, GaT	11	29	65	.446	5.9
Tom Emma, Duke	4	5	13	.385	3.3
Matt Doherty, UNC	5	7	19	.368	3.8
Danny Young, WF	6	12	33	.364	5.5
Othell Wilson, Va	6	7	20	.350	3.3
Sidney Lowe, NCS	9	12	35	.343	3.9
Anthony Bryd, GaT	11	9	27	.333	2.5
Ernie Myers, NCS	9	6	19	.316	2.1
Michael Jordan, UNC	5	5	17	.294	3.4
Marc Campbell, Clem	9	6	21	.286	2.3
Adrian Branch, Md	6	4	18	.222	3.0

(A player must appear in 75 percent of his team's games to be ranked)

FIELD GOAL PERCENTAGE
(Minimum 5 FGs Made Per Game)

Player, School	FGM	FGA	Pct.
Ralph Sampson, Va.	115	200	.575
Michael Jordan, UNC	141	246	.573
Ben Coleman, Md.	83	148	.561
Johnny Dawkins, Duke	112	211	.531
John Toms, WF	83	161	.516
Sam Perkins, UNC	100	194	.515
Thurl Bailey, NCS	93	186	.500
Danny Young, WF	83	174	.477
Adrian Branch, Md.	89	189	.471
Mark Price, GaT	96	219	.438

PLAYER-OF-THE-WEEK: Michael Jordan (North Carolina)
ROOKIE-OF-WEEK: Ben Coleman (Maryland)

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Studies develop life views

OG&B file photo

Associate professor of philosophy Charles Lewis is president of the Society for Philosophy of Religion. His other specialties are Plato and Nietzsche.

Associate professor of philosophy Charles Lewis believes the study of philosophy lies at the center of the liberal tradition. Lewis received his B.A. from Wake Forest in 1963, his Ph.D. from Vanderbilt in 1967 and his Th.M. from Harvard in 1968.

"It (philosophy) provides for students different ways of thinking coherently about the whole of their experience and about the most comprehensive ideas of the Western tradition," Lewis said.

He said understanding what it means to participate in Western civilization is, in a large part, understanding what philosophical thinking is.

"And it is through the study of philosophy that one can formulate and examine the most fundamental alternatives which are possible for a human life," he said.

Lewis' publications include "On the Logic of Belief Claims in Religion" and "Phillips, Barth, and the Concept of God." His academic specialities include the philosophy of religion, Plato and Nietzsche.

Music is Lewis' primary outside interest. He prefers the baroque, classical and romantic styles.

Lewis is an honorary Woodrow Wilson Fellow and a member of Phi Beta Kappa. He is president of the Society for Philosophy of Religion and has presented several papers to the society which are currently being considered for publication. These papers are titled "Divine Goodness and Worship Worthiness" and "Morality and Deity in Nietzsche's Concept of Biblical Religion."

Research interests

by Melanie White

Robert Ulery, associate professor and chairman of the department of classical languages, said he is most interested in manuscript and textual criticism which has to do with the reconstruction of the text of an ancient author. His special author is Cornelius Tacitus, a historian of the first and second centuries.

Ulery contributed the Tacitus portion of the "Catalogue of Medieval and Renaissance Translations and Commentaries." Although he has been at Wake Forest for 12 years, Ulery has several grant applications pending and hopes to go back to working on Renaissance manuscripts at Yale.

Professor Carl Harris, a charter member of the Wake Forest campus, said his love affair with Greek began at Mars Hill College where he got his A.A. degree in 1942. His main area of research is Patristics. At Yale in 1947 he translated from the original Greek Origen's treatise "On Prayer." This was the beginning of his interest in Origen. Harris wrote "Origen of Alexandria's Interpretation of the Teacher's Function in the Early Christian Hierarchy and Community," which appeared in 1968.

Associate director of educational planning and placement Rick Heatley said teaching Latin is the bright spot of his week. Heatley has done much research in Roman typography, which consists of the arrangement of buildings in ancient Rome. He is entranced by ruins because "we can still see today the vivid remains of an advanced ancient culture by which we are influenced."

Heatley is also interested in developing classics in public and private education and often speaks to high school classes and teachers.

Visiting assistant professor Christopher Frost spent nine years teaching Latin in high school before coming to Wake Forest. Frost enjoys studying Roman history, Latin poetry and the great campaign journeys. He is particularly interested in producing Greek plays and has done much research on Euripides.

Visiting assistant professor John Rowland, who teaches two courses at Salem College and one at Wake Forest, is interested in ancient history, particularly the Roman Republic and Empire.

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