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# College Heights Herald

Vol. 58, No. 49

Western Kentucky University

Bowling Green, Ky. 42101

Thursday, March 24, 1983

## Keown questions ASG revisions

By JAMIE MORTON

Charles Keown, dean of student affairs, stunned Associated Student Government Tuesday, calling two constitutional revisions "a bad plan."

One change allows the president to carry a minimum of six credit hours; another cuts the number of on-campus, off-campus and at-large representatives from eight to five each, and adds a representative from seven campus organizations. Keown said the changes aren't acceptable.

Keown said he believes the president, who is also student regent, should meet the same requirements as other officers. Last Tuesday congress passed a revision to increase the minimum number of hours an officer must take from six to 12, but the president and graduate students can take six hours.

"I don't think they (part-time

students) would be a good representative of the students," he said.

Being a full-time student "gives stronger force to the office and to the regent," he said.

And state law requires the student regent to be an in-state and full-time student. If the president isn't student regent because he's not a full-time or in-state student, another is elected who fulfills those requirements. The revision would "divide the two offices, and the regents listen to the (student) regent."

Keown also objected to a revision that proposed adding a representative from Interhall Council, International Students, Interfraternity Council, Panhellenic Council, Student Development Foundation, United Black Students and University

See ASG  
Page 2, Column 1



Photo by T.J. Hamilton

## Kidding around

David Cobb, left, and Chris Cornell play with football dummies during a Western practice. The Bowling Green children were playing and watching the team Tuesday afternoon.

## Black recruiting efforts continue

By JANET PINKSTON

President Donald Zacharias spent two hours Tuesday night trying to convince the local chapter of the National Association for the Advancement of Colored People that Western isn't losing ground in hiring black faculty or recruiting black students.

He bragged on Western's six black faculty members, two black

basketball coaches and black Associated Student Government president, and he outlined university programs that try to recruit and retain black students.

Dr. James Davis, vice president for academic affairs, said Western has been trying to hire black faculty even when no positions are immediately open.

About 30 people attended the hearing at State Street Baptist

Church, sponsored by a task force of the NAACP that monitors the progress of racial desegregation at the university level.

Although Western has a large number of black undergraduates compared to other state universities, blacks, more often than whites, do not finish college.

See RECRUITING  
Page 3, Column 1

## AN EXAMINATION OF TEACHING



## Grades and gripes, hiring and firing, money and more

### Who teaches teachers?

By SHARON WRIGHT

Twenty-three years ago, Dr. James Bennett came to Western with 11 years of teaching experience, a career's worth of knowledge in history and more than a little idealism.

Classes of undergraduates came and went, different faces sharing the same level of interest, and he stood talking about British monarchs and religious reformers, political theory and revolutions.

"I think one of the things you lose is some of the enthusiasm," Bennett said. "That doesn't mean teaching is less important, but I'm not quite as excited as I used to be."

"I don't think it's a dangerous kind of

thing," he said. "But there's an excitement for everyone beginning in his career. There's a newness about it. You lose a little bit of the excitement. But it doesn't mean you do the job less well."

"I think it's just the repetition - you have different students, but the routine is the same."

Beverly Butler was hired in July to teach basic classes in Western's English department beginning last fall.

It is her first full-time teaching job, though she was a graduate assistant at a university in Iowa.

Teaching, she said, is "a very serious thing."

Fresh with ideas, if inexperienced in the classroom, Butler was eager for a beginn-

See WHO  
Page 11, Column 1

### Grades? Ask Alice.

By PAT HAMPTON

When Alice falls through the rabbit's hole into Wonderland, she's amazed to find a world where words mean whatever one wants them to mean.

"Curiouser and curiouser," Alice said. When students come to Western, they're amazed to find a world where grades mean whatever professors want them to mean.

"Curiouser and curiouser," students could say.

Though Alice is dreaming, the students aren't. And grading systems here occasionally appear to them a nightmare.

"There are F's and there are F's," explained one professor to a puzzled student

whose paper he had brutalized.

It seems some F's are "earned"; others might be for motivation.

Papers of this caliber used to rate a C, but he found that students just "sluffed" those off. So he has decided to grade harder, hoping to give students incentive to work harder.

That's called academic freedom: Professors are free to use any criteria in determining grades.

"You know, if you gave 200 instructors the same paper, you would get every grade, A to F," said Ward Hellstrom, dean of Potter College of Arts and Humanities.

Hellstrom knows; he has tried that several times with more than 100 teachers.

But if it's any consolation, Hellstrom said, the papers "grouped around the B-C mark."

Students might find little consolation in knowing they will be judged later by a

See GRADES  
Page 12, Column 1

### Inside

**3** Although it's too early to predict, students may face a 15 percent increase in tuition and a possible increase in housing next semester.

**7** "Hedda Gabler," a play about a newlywed couple in 1895, opens in Russell Miller Theater Monday and runs through Sunday.

**17** Western's baseball team lost 3-2 yesterday afternoon to Vanderbilt.

### Weather

Today

The National Weather Service forecasts partly sunny with highs in the mid-40s and winds from the east at 5 to 10 mph.





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## Redshirting

PHOTO BY RICK MUSACCHIO

Laquita Shanks spreads freshly silkscreened shirts out to dry in the university craft shop. The Radcliff freshman was getting ready for Saturday's Red Towel Run sponsored by University Center Board.

## Housing, tuition may increase

By MICHAEL COLLINS

Students at Western may face increases in tuition and housing fees next year, administrators say.

Tuition is expected to increase about 15 percent at state universities next year, said Ken Walker, director of financial planning for the Council on Higher Education.

Although the priority deadline to apply for housing is April 1, administrators say it's too early to predict that housing fees will increase — but they agree it's possible.

"No one knows yet if there's going to be a need for an increase," said Housing Director John Osborne. Osborne said he expects to know next month if an increase is needed, when Western finishes preparations for next year's budget.

Fees this semester were \$350 for air-conditioned rooms and \$335 for others.

In-state tuition for full-time

undergraduates has been projected to be \$408 per semester next year; part-time fees may be \$34 per semester hour. In-state fees for full-time graduate students have been estimated at \$447; fees for part-time graduate students may be \$50 per hour.

Out-of-state fees for full-time undergraduates have been projected to be \$1,183 per semester; fees for part-time undergraduates may be \$99 per hour. Out-of-state fees for full-time graduate students have been set at \$1,299; part-time graduate students may pay \$145 per hour.

But the council is reviewing the tuition schedule adopted in November 1981, and projected fees may change before fall, Walker said.

If changes are necessary, they would probably go before the council in July, he said. "(But) if the analysis shows that schedule is accurate, that may not even be an agenda item."

The council's tuition schedule called for a 15 percent increase in tuition for the 1982-83 and 1983-84 academic years, Walker said.

The deadline for filing priority housing applications is April 1, but about 190 fewer applications have been received compared to this time last year, Osborne said. About 2,000 are expected to be turned in next week.

No dorms are expected to have triple occupancy next year, Osborne said. But if enrollment figures change, students filing late applications could face triple occupancy for "less than a week," he said. By that time, the university will be able to determine how many spaces are available because of no-shows, he said.

But those students will still be charged double-occupancy fees, he said.

"There's no need for us to reduce the rental rate to triple occupancy if they're tripled when it will last only one week," he said.

## Black recruiting efforts continue

— Continued from Front Page —

"We are in a holding pattern in a lot of ways," Zacharias said. "On a percentage basis, we're doing OK; we're not fading as fast as I thought we might."

Although fewer than five people asked the administrators questions, John Johnson, president of the state NAACP, wanted to know if Western has any black department heads. The answer was "no."

Zacharias also acknowledged that Western has had no active black representation on the Board of Regents because Dr. Julius Price has been ill and unable to attend meetings. The problem, he said, is finding a black Republican — the board must have an equal number of Democrats and Republicans. And no black faculty member applied for the position of

faculty regent, he said.

Competition hinders the hiring of more black faculty, Zacharias said. All universities are under pressure to hire black professionals, and many schools can offer black candidates a lot more money.

Getting black faculty and staff to stay at Western is the hardest part, Zacharias said.

But Western has been trying to hire black faculty even when there isn't a position open, Davis said. "We invite them to come, anticipating that someone will leave within the next year," he said. "We try to get them to the campus for an interview even if we don't have a budgeted position open."

"We have made good offers to other blacks in English, finance and quantitative business analysis,

but we simply couldn't offer them enough money. They could get \$5,000 to \$8,000 more somewhere else," Davis said.

Ronnie Sutton, scholastic development dean, came to the hearing with a list of his minority "retention and recruitment activities." To attract black freshmen, Sutton and his staff have been calling and writing black high school students as well as arranging Black Awareness programs and advisement sessions.

Zacharias said Western needs to find new sources of financial aid, sponsor more forums for blacks to talk about their careers and create a support system for young blacks coming to college. Zacharias said he would be willing to do "whatever is necessary" to recruit more black students

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# Opinion

## Western degree forms aren't contracts

By PAT HAMPTON

Western's advisers mislead students by telling them that an approved degree program, which lists the courses they plan to take to graduate, is a binding agreement with the university.

It isn't.

Advisers caution students to plan their programs during their junior year so, in case of problems, they have time to rearrange courses and graduate on schedule.

### Commentary

When the program is signed by the adviser, major and minor department heads and — finally — the college dean, the conditions for graduation are ensured, they say.

It's your contract with the university, meaning Western agrees to grant you a degree if you pass those courses, they say.

So all the right officials sign your program. You're finished, they tell you in the dean's office. They'll send it to the registrar's office, or you can drop it by.

Clerks there take the copy, without comment, and you breathe a sigh of relief, thinking you're home free.

You're not.

All the shuffling between departments means little. Your "approved" program isn't approved, won't be approved until someone in the registrar's office signs it. And if they don't sign, you don't graduate.

Jim Mills, assistant to the registrar, said he knows that advisers tell their students that signed degree programs are binding upon the university. He was told that, too, when he was a student here, he said. But it's not so.

This, however, seems to be a secret.

The staff doesn't know. When John Oakes, assistant dean of Potter College, was told his signature didn't approve the program, he said he couldn't believe it. Why hadn't anyone told him, he asked.

Why indeed?

The students don't know either. They know only what their advisers tell them.

But the registrar's office knows. So do the surprised few who can't graduate each year because of deficiencies found too late in their "approved" programs.

There's a second part to the secret.

The registrar's office won't sign until it audits the program. And the program won't be audited until a \$10 graduation fee is paid.

No one asks for the "audit" fee or explains the implications of not paying it early.

The registrar's office said May graduates have until April 1 to pay the fees. Of course, if they wait until then, the audit will not be

completed in time to correct deficiencies so they can graduate.

That can mean another semester here.

Mills said that if the registrar's office wouldn't sign an "approved" program, a student might successfully challenge the university in court.

But students don't want to take the university to court. They just want to graduate.

And they would stand a better chance if they knew all the rules of the game.

The university should make it clear that:

— Programs signed by the dean's office are not contracts.

— Final approval comes only from the registrar's office.

— Students must pay the \$10 graduation fee before the registrar's office will audit and approve the programs.

Students should be aware of possible obstacles to graduation even after they file their programs with the registrar.

Surprise endings are fun only in books and movies, not at the end of the senior year.



### Letters to the editor

#### Policy 'extremely unjust'

We in East Hall have just received notification that we may have three people in each room in the fall of 1983. This is not unusual, as this has been happening for years. However, in the past we have paid a lower room cost to reflect this "tripling up."

This year the housing office states that East, North and Schneider dorm residents will be required to pay the full double occupancy rate for triple occupancy rooms.

Why should we be required to shoulder the financial burden of Western's overflow of students and lack of dorm space to properly house them? No one asks residents of other dorms to pay single occupancy rates for double occupancy rooms.

This policy is extremely unjust. We don't ask for three roommates in rooms designed for two, but we put up with it because we are compensated by lower housing rates. We were not consulted, and, as paying residents, must have a right to have some say.

I wholeheartedly invite Housing Director John Osborne to inspect rooms in East Hall during the fall to see the crowded conditions in which we are living. His decree that we should pay more for less seems to be wholly

unsympathetic to the fact that we have only two desks, two closets and barely enough room for two people.

Finally I would like to change the subject briefly and point out that Western's "hanging the carrot in front of the horse" trick with coed housing is not fooling anyone, and the sooner they admit that the 20th century has not yet hit Bowling Green and Western, the happier I will be.

Mike Moyers  
junior

#### Supports ASG ticket

Associated Student Government elections are coming up in April, and it's time to give some serious thought to the people who should hold the executive offices.

I support experience and hard work. I am supporting Jack Smith for president, Tony Whalen for administrative vice president, Happy Chandler for public affairs vice president and Pat McLaughlin for treasurer.

All four of these men have shown experience in leadership and talent in working with people. They exhibit a true concern for the student body and the issues that concern us. They would be the representatives we

need to get the job done.

Remember the candidate of your choice during elections. Consider all aspects of the candidates and set the priorities of the leaders. Remember that experience and the ability to put the students first is the No. 1 consideration.

These four fit these criteria and deserve support and your vote.

Timi Kae Flener  
junior

#### Thanks Kibbee

On behalf of the French Club and Pi Delta Phi, the national French honor society, I would like to congratulate Dr. Doug Kibbee on the success of the French film festival last week.

I also want to thank him for making it all possible.

Because of Dr. Kibbee's efforts in planning the festival, the students had their choice of eight films to see during the week, and they were also able to talk with French film director Charlotte Dubreuil, who directed one of the movies.

The majority of the French students enjoyed the films and profited from so much exposure to the French language.

For planning the festival, we say "Merci

beaucoup," Dr. Kibbee; and for making it such a success, we say "Bravo!"

One more thing — can we do it again next year?

Cheryl Connor  
president  
Pi Delta Phi  
and the French Club

#### Supports Smith in ASG

There are some things a person can't do, but Jack Smith as Associated Student Government president would get the things done that can be done by the ASG president.

Already, when Smith was Interhall Council president, he helped start the escort service. Now, he's trying to get coed housing.

Some might not like him, but before you judge him, take a look at what Smith has done for the ones who do like him. You know his achievements.

Gary Pennington  
sophomore

#### Letters policy

Letters to the editor must be submitted by 2 p.m. Sunday for the Tuesday Herald, and by 4 p.m. Thursday for the Thursday Herald. Because of space and legal limitations, the Herald reserves the right to shorten letters without changing content, and also to delete obscene or libelous material.



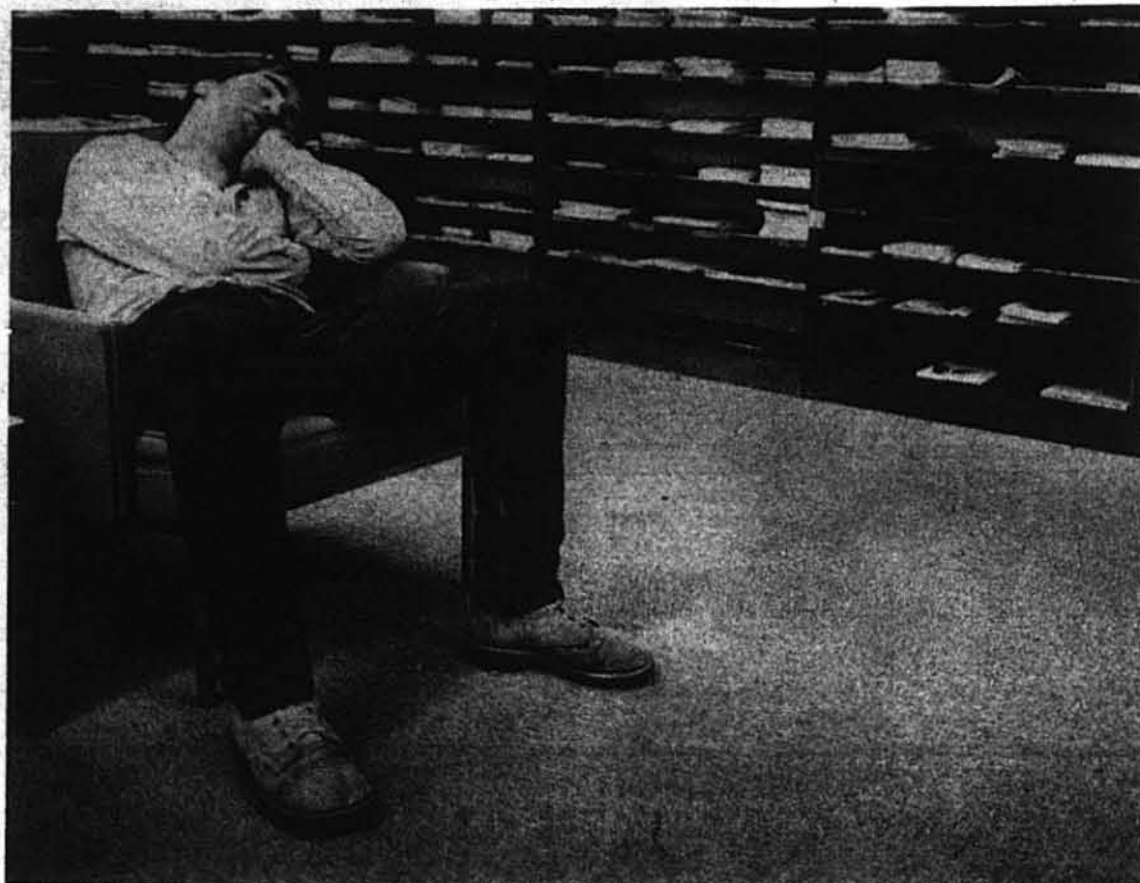


Photo by Tim Farmer

### Quiet please

Tom West, a junior from Rochester, N.Y., takes a nap in Margie Helm Library. West was sleeping before a class.

## Men still required to register to get aid

By STEVE PAUL

Western students won't be affected by a federal judge's temporary ruling that some men can't be denied financial aid just because they haven't registered for the draft.

The injunction was in response to a suit in U.S. District Court by five Minnesota students who contended that the rule was unconstitutional, said Bob Jamroz, special assistant to the assistant secretary of post-secondary education.

The judge granted the injunction until he can rule on the suit, he said; the Justice Department has until April 8 to appeal.

The law, which passed Congress in September, is effective July 1 for aid disbursed beginning next fall.

The Minnesota protest doesn't affect the rest of the country; until a decision is made, men must still sign an affidavit and show their certification letter from Selective Service, Thurman said.

Students should sign a certifica-

tion paper when they receive their needs analysis form after applying for aid, Thurman said. Space for exceptions — such as being female — is included.

Before financial aid will be disbursed next semester, men must show the office their Selective Service certification letters. Those who have lost them may receive a duplicate by filling out a form from financial aid office; delivery takes two weeks.

Although local opposition to the rule has been nonexistent, Thurman said, his office resents the law. "We feel like they (the federal government) are making police out of us," he said. "We feel like it's an undue burden."

His office, he said, must make sure that students sign the forms and show their certification letters — adding to the work load.

But Thurman said his office will continue to enforce the rule and said students shouldn't oppose it. The matter, he said, is the courts' decision. "It's the law of the land, and we have to comply with it until it's kicked out."



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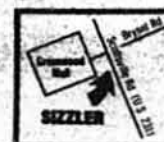
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Photo by Tamara Wilson

## Net work

Western ground crew worker Ray Reeder repairs a backstop net on the field at Smith Stadium. He was fixing the torn net Tuesday afternoon.

## 68 file for ASG positions

By JAMIE MORTON

Five Associated Student Government offices will be contested during the April 6 primary elections.

The offices of administrative vice president, secretary, senior class president, senior class vice president and sophomore class vice president have three or more candidates running and will be included in the election.

The two candidates receiving the most votes will run in the general election April 12. All other offices will also be decided during the general election.

The primary will be in Center Theater from 9 a.m. to 6 p.m. Students with a valid ID are eligible to vote in both elections.

Forty-nine candidates were certified Tuesday night; certification for the rest will be between 3 and 5 p.m. today.

The offices and those who have filed for them include:

President: Robert Cook and Jack Daniel Smith. (Charles William Riley, who originally filed, dropped out of the race.)

Administrative vice president: Tony Whalen, W. Bill Borden and David B. Dilley.

Public affairs vice president: William Chandler III and Kimberly Brinkley.

Secretary: Teresa Anthony, Holly A. Doderer, William R. Dunham and Claire Groemling.

Treasurer: Patrick W. McLaughlin and Kelly S. Smith.

Senior class president: Cheryl Cates, Samuel B. Grot and Mike Roberson.

Senior class vice president: Sara J. Salb, Patty Robertson and Robert L. Shults.

Junior class president: Paul D. Wellander and Carol Jane Gibson.

Junior class vice president: Todd Wallace.

Sophomore class president: Jonathon P. Norris and Laura Lea McClellan.

Sophomore class vice president: Quintin L. Faubush, Gina Smith and Traci Turner.

Ogden College representative: Leigh Ann Turner.

Potter College representative: Elizabeth Mizanin and Sandra Hill.

College of Education representative: none.

College of Science Technology and Health representative: none.

College of Business Administration representative: none.

Graduate representative: Ronnie D. Bryant and Allan Kujala.

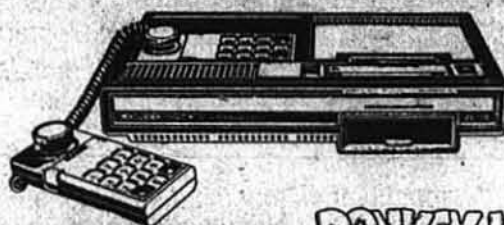
Off-campus representative: Sammy Abell, Cam Bivens, Donald Bratcher, Patrick M. Francke, John M. Holland, Gregory G. Mallory, Frank Miller, Jamie Monroe, Mark O. Pichea, Rodney Thomas and Jeffery B. Woosley.

At-large representative: Lisa Borden, Kimberly M. Houk, Robert Irizarry, Randy Kimmel, Rob Little, James Moorman, Steve Smith, Cindy Strine and Chris Watkins.

On-campus representative: Danny Broderick, Lynne Holiday, Lori J. Huebschman, Karen L. Kirsch, Julie Lippert, Marian E. Looney, Michael McGuinness, Sean A. Peck, Jessica Rappaport, Stanley R. Reagan, David V. Salyers, Jeff Sharp, Sam B. Starks, Linda Thompson and Suzanne D. Wilkins.

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# Arts/Entertainment

## 'Gabbler' chilling, well-acted and convincing Ibsen drama

By LINDA LYL

Just as Hedda and George Tesman are an unlikely pair, so are Western's theater department and Henrik Ibsen's play, "Hedda Gabler."

But the department has better luck with their performance than the Tesmans have with their marriage.

The play, which opened Monday in Russell Miller Theater, runs at 8 nightly through Saturday and at 3 p.m. Sunday. It is story of a newlywed couple in 1895.

Hedda, played by Lisa Hill, is a woman courted by almost every man in town before she chose to marry Tesman. Accustomed to luxurious living, she isn't satisfied with her new husband.

So she finds a unique way to amuse herself. Her father, an army general, left her two of his pistols when he died. She uses them for target practice in the back yard, shooting at anything that moves — especially people.

The Owensboro senior gives a convincing performance as the woman who borders on insanity by going onstage, silently clutching a pistol case to her chest. Later her dark eyes stare at the audience emptily — a chilling effect.

Her professor husband, played by Georgetown junior Jonathan

### Review

Ellers, is the perfect puppy dog: He does everything she tells him because her happiness is most important.

Though Hedda doesn't care much for George, he does have someone in his corner — his Aunt Julie, played by Bowling Green senior Neva Gielow. She takes out a mortgage on her pension to help furnish the Tesman's new house.

Gielow portrays a woman with a colorful personality as well as a colorful wardrobe — her newest hat is pink with purple flowers and a big, white feather. Hedda, being the cold woman she is, makes fun of the woman's taste in clothes.

Hedda's cruelty doesn't stop there. She talks about her husband behind his back, telling friends why they were married and how she never loved him. She'd much rather return to a life of numerous suitors.

Judge Brack, played by Somerset senior Bruce Barton, wants to remedy the situation. "All I want is a warm circle of intimate friends," he tells her, and when it comes to married couples, he prefers to be closer to the wives, in a "sort of triangular arrangement."

But Brack is forced to fight for the position when another of Hedda's former loves — Eilert Lovbarg, played by Louisville junior Gavin Osborne — comes to town. And the melodramatic plot thickens because Lovbarg is involved with another woman, one Hedda went to school with and despised.

Thea Elustead, played by Louisville senior Kim Crigler, is a woman married to a man 20 years her senior. She, too, is unsatisfied with her marriage and falls in love with Lovbarg, her stepchildren's tutor.

Crigler gets her character's point across effectively: She enters the stage, trembling; she is a woman terrified. When Lovbarg leaves her for the big city, she follows him there, only to be subject to Hedda's madness.

Louisville freshman Julie Kredens as Berta, the maid, is also subject to the madness. Though the part is small, she pulls the play together by bringing the others onstage and giving her impression of their characters through gestures.

The play is too long at times, but as soon as the script gets tiresome, something happens to wake it up. Hedda and Tesman may not be able to handle each other, but Western's actors can handle Ibsen.



Left, Gavin Osborne, a Louisville junior, plays Eilert Lovbarg with Lisa Hill, an Owensboro senior, who plays Hedda Gabler. Above, Gabbler (Hill) burns a manuscript written by Lovbarg (Osborne). The play, performed in Van Meter auditorium, runs through the weekend.

Photos by T.J. Hamilton





Photo by Rick Musacchio

Ed Carnes, a Leitchfield junior, practices his fiddle in the Sigma Alpha Epsilon house. He was the 1981 Kentucky State Fiddler's Champion and runner-up in the 1982 National News Fiddler's Tournament in Weiser, Idaho.

## Fiddler makes instrument sing

By WILMA NORTON

The fingers of his left hand dance over the strings on the neck as his right hand picks out the Fleetwood Mac tune that blasts from the stereo.

Ed Carnes is fiddlin' around again.

He holds the fiddle like a guitar and tilts his head as he concentrates on the melody. He knows how to make the instrument sing. An abundance of state and national awards and a record album prove that the Leitchfield junior knows what he's doing.

When he tucks the fiddle under his chin, the bow polkas across the steel strings. Carnes rocks on the tattered sofa as he saws out "The Devil Went Down to Georgia."

"People always want to hear that," he said, grinning.

But country and western music isn't really his style. Neither is bluegrass. He began as a classical violinist but now specializes in hoedowns, waltzes and polkas — contest-style fiddling.

It might be more appropriate to say Carnes specializes in contests.

He was the 1981 Kentucky State Fiddler's Championship, was runner-up in the 1982 National News Fiddler's Tournament in Weiser, Idaho, and placed in the top 10 at the 1982 Grand Master's Invitational Tournament in Nashville, Tenn.

The National News and the Grand Master's contests are "the most prestigious in the nation," Carnes said, and only 100 fiddlers even make the preliminaries.

He stops picking his favorite fiddle — an 1850 German model — to talk about his accomplishments. "I can't play and talk at the same time," he said. "It's sort of like walking and chewing gum."

But his fingers aren't idle. They glide up and down the instrument's polished body, and he occasionally — and only partly in jest — cradles it in his arms like a newborn.

He recalls almost losing his prize fiddle. "We had a bad accident on the way back from a fiddle contest, and it got cracked here and here

and here . . .," he said, pointing out the injured areas. "I cried like a baby in the hospital when I found out it had been crushed."

At the time, the fiddle was only on loan to Carnes. It had been in a Leitchfield businessman's closet for years. So when Carnes got the fiddle repaired after the wreck, he talked the man into selling it.

The fiddle now rests on the blue velvet lining of the tan Naugahyde case Carnes' father made for it. The case sits beside him when he drives or is carefully strapped to the back of his moped for an after-classes practice session.

Carnes is different from many of his fiddling friends. His listening tastes run to rock and progressive bluegrass, and he doesn't look like the caller who saws out square dance tunes at the Saturday night barn dance.

He wears a striped button-down with a polo shirt beneath, linen pants and Bass Weejuns. "Out in Texas, they call me the guy with the funny shoes," he said.

Most of the other fiddlers wear cowboy hats and boots when they compete. Carnes' only traditional attire is the belt buckle he won at the Grand Master's.

He has been a fiddler only for about five years. He began as a violinist in grade school.

"They started an orchestra in my elementary school, and I decided to go through that. I wanted to play the banjo," he said. "They said it was a string program, and a banjo has strings, so I wanted a blue banjo."

But a blue banjo wasn't exactly

what the string program had in mind. So Carnes decided that a violin would do.

It did — for a while. Carnes continued to play violin through his first semester at Western, but then he dropped out of the school orchestra because he decided the violin was boring.

"I just decided I wouldn't do violin for a living. Fiddling is not as rigid; it's more free."

But producing and recording his record album, released in April on the National Champion label, wasn't free. The flat rate for 1,000 copies is about \$2,500, he said, so he took out a loan to finance the production.

The album was recorded at the studio of a "fiddle friend" in Oklahoma City. Then the records were stamped, and the cover — featuring a picture of Carnes in a cowboy hat — was printed by a company in Nashville.

Carnes took care of distributing the albums, some in Oklahoma City, but most in the Elizabethtown-Leitchfield area.

He'd like to do another album "as soon as I've sold enough of these to pay off my loan."

But Carnes isn't after stardom. He wants to keep fiddling a sideline, not an occupation. "When you do something you enjoy for work, it stops being enjoyment."

He considered being a studio musician, but he chose computer science instead. "I want to be an executive and buy my clothes from Macy's and Saks. Too many musicians are starving, and I don't like to starve."

## Registration schedule

Seniors and graduate students			
April 8	April 11	April 12	April 13
April 14	April 15	April 18	April 19
April 20	April 21	April 22	
April 5	April 6	April 7	
Underclassmen			
April 5	April 6	April 7	
April 8	April 11	April 12	April 13
April 14	April 15	April 18	April 19
April 20	April 21	April 22	

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Sat. (2:00 and 4:45 @ \$1.75) 7:15 and 9:45

### NIGHT SHIFT

12:00

### JOY STICKS

12:00

### THE DANCERS

12:00

### FORCED VENGEANCE

12:00



# An invitation for abuse

By PAT HAMPTON

From Michigan to Florida and back to Kentucky, college deans Ward Hellstrom and William Lloyd have seen university systems invite abuse.

Abuses ranging from incompetent professors to unfair grading practices and manipulative students — outlandish to common — hide easily within the university system. Once in place, they seem easy to ignore; once acknowledged, they are difficult to correct.

"Sexual harassment, grade abuse, I've taken care of it all," said Hellstrom, dean of Potter College of Arts and Humanities.

He also has dealt with less well-known problems, including professors who never go to class or who go to class drunk.

Lloyd agrees, having watched professors abuse their power and students manipulate faculty here as well as at the University of Michigan, where he was a graduate student.

## Michigan

There was nothing unusual in the University of Michigan professor's having a chemistry lab next to his office, Lloyd said. But it was unusual that once a week he drew off only one chemical — ethanol.

After sending a student for an orange drink, the alcoholic professor sat for hours in the lounge, drinking the mixture. And that was about all he did: inadequate teaching, no research.

Everyone ignored it, and the professor continued to abuse the system.

The National Science Foundation had given the university a \$2 million standard-of-excellence award. The graduate students would laugh and say that if only the foundation's examiners could see them now, they really would see a standard of excellence, Lloyd said.

## Florida

Students at the University of Florida knew that their instructor, a graduate student, was behaving irrationally.

But his eccentricity was to their advantage. Nobody complained.

Later, when he was found downtown wearing only a shirt, he came to the attention of Hellstrom, his department head. The instructor had discontinued both his medicine and visits to a psychiatrist.

After Hellstrom inherited the class, he discovered that the instructor had given everyone an A, despite incoherent comments scribbled on each student's paper.

Only chance revealed this abuse, he said.

## Kentucky

Lloyd's curiosity compelled him to look further when a Western student requested a



William Lloyd

**'We've got one guy here that we'd had a lot of complaints on. He'd go anywhere for a bright student but treated the lower-level classes, well, perfunctorily.'**

**'I'm not encouraging everyone to complain, but things do happen. Unless students will say something, I don't know anything.'**



Ward Hellstrom

grade change but then didn't pursue it.

The registrar's files disclosed that the student had managed to persuade five professors in four departments to raise his grades enough for him to graduate.

He did — with a grade-point average just above 2.

Chronic grade-appealers take advantage of the isolation of professors and students that's built into the system. But, Lloyd said, "When you find students manipulating faculty, you've got to do something."

University traditions, such as tenure and academic freedom, protect faculty from authorities who could dismiss them because of controversial teaching.

Tenure safeguards a professor's position, while the principle of academic freedom assures few restraints on professional performance, manner of instruction or grading standards.

However, no checks were added to protect students from the faculty. Little exists to curb the temptation to corruption that this unchecked power fosters, and abuses exist.

In tenure, for instance, some contend that guaranteeing a professor a job fosters incompetence, not good teaching.

Though Lloyd sees tenure as necessary protection, he's aware of its abuse.

"This chemistry professor my son had at UK, who had had tenure for 188 years, told the class right off that he didn't have time for foolish questions," Lloyd said. "He said to read the book."

"The next few class meetings he reinforced that by ridiculing students who asked

questions.

"You don't know what it will do to someone when you give them tenure. Most do fine. But there are a few who will sit on their duffs and do nothing."

Universities that emphasize research have this problem most, Lloyd said. Most professors there teach only two classes, so they have the time for research.

"But some of these guys aren't doing that or anything else," he said.

However, bringing the erring professor to the attention of his superiors won't necessarily correct the problem. Dismissing professors, with or without tenure, is difficult, Hellstrom said.

If the university refuses to renew the contract of untenured faculty members, a court case may result. They may contend that the real reason for their firing was that they were women or were espousing some unpopular cause.

"The courts are full of these cases right now," Hellstrom said.

And a tenured professor is almost never fired. At Western, grounds for dismissal are limited to "incompetency, neglect of or refusal to perform duties or immoral conduct."

These terms are so ambiguous that it's difficult to imagine what they would entail, though they must involve conduct more blatant than that of one Western professor who never gives students a syllabus; never remembers the homework he assigned; ridicules students who do remember the homework he assigned and mention it; never decides when papers will be due; never decides when tests will be given;

repeats the same lecture day after day; and last year told a class that their grades would be determined by the look in their eyes.

"Irresponsible," Hellstrom said.

But not grounds for dismissal, obviously.

Lloyd knows the limits for disciplining faculty, but works around them to solve problems, particularly those caused by the abuses of academic freedom.

"We've got one guy here that we'd had a lot of complaints on," Lloyd said. "He'd go anywhere for a bright student but treated the lower-level classes — well, perfunctorily."

"I didn't want to stand in the way of his promotion, if you know what I mean, but I wanted this problem addressed seriously."

"I am happy to say he has now changed his attitude toward teaching," Lloyd said. He has also been promoted.

Academic freedom also hides inconsistencies in grades, Lloyd said, though he monitors his college's grades. Copies of every grade change made during the past semester within Ogden were stacked on his desk, waiting to be examined. Lloyd wants to know the reason for the grade change and the number of changes per professor.

"There are good reasons for grade changes," Lloyd said. "Sometimes you just make a mistake in adding up scores."

On the other hand, he said, "Some people are, let's say, more suggestible than others. You could have faculty members who just don't know how to say no, signing any student's grade change who asks."

If Lloyd finds evidence of that, the faculty member will be required to have his grade changes approved by a higher authority, he said.

The reverse also needs correction, Lloyd said. There are professors who grade unreasonably tough — such as the one who gave more than 75 percent of his students D's and F's.

"That particular faculty member left us on his own, though he had been really leaned on, if you know what I mean," he said.

But Lloyd believes that preventive measures may eliminate the need to "lean on" faculty. To locate and correct both extremes of grade abuse, Lloyd circulates grade distribution sheets by departments.

"Two of our departments here can't fail to notice, we hope, that they are giving more A's and B's than the others," Lloyd said. "And if all we give is A's and B's, what do they mean?"

Hellstrom approves of the technique, though he doesn't monitor grades himself. Only one department within Potter College — journalism — tabulates grades by professors, then circulates the distribution sheets. Each professor can see how his standards compare with others in his department. The results of each grading system are open to the view of others, a healthy practice, Hellstrom said, and one that he

See AN

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# Student versus teacher

By DENNIS ANGLE  
and SHARON WRIGHT

A student who protests a grade and wins at the final stage of the four-level appeals process is assured of a grade change despite the instructor's opinion.

Dr. Ronnie Sutton, dean for scholastic development, said few cases of grade appeal ever reach the university complaint committee, the final step in the four-level appeals process. One every two years is a "fairly accurate guess," he said.

But that committee's judgment is binding on both parties in a grade dispute. And if the committee decides in favor of the student, the grade is changed regardless of the instructor's opinion — something of a paradox where academic freedom is concerned.

The action is justified, Sutton said, in that if the committee decides in favor of the change, the vice president for academic affairs, whose duty it is to enforce the judgment, instructs the registrar, rather than the professor, to make the change. Forcing an instructor to alter his stance, Sutton said, would be an infringement of academic freedom. "He (the instructor) can still believe he's right," Sutton said.

"If the committee says, 'We agree with the student,'" Sutton said, "they're not going to tell the faculty member to change his thinking, because it's the university making the decision."

Western has provided an alternative for students with complaints about a grade or the way a class is conducted since the early 1970s when the Board

of Regents adopted a proposal that originated with the Academic Council.

The Student Complaint Procedure, as outlined in the student handbook "Hilltopics," applies to all complaints except those covered by committees on sex and racial discrimination.

"Academic complaints are usually grade-related," said Dr. Faye Robinson, associate vice president for academic affairs. "But the Student Complaint Procedure should be followed in any case."

"In all cases, we suggest that the student talk to the faculty member first," Robinson said. "I realize that in certain cases, particularly when the student has a complaint about the instructor, that may be difficult."

Many disputes result when a student does not understand the instructor's classroom procedures, she said. University policy

states that teachers should provide a course syllabus to students, defining course requirements and grading systems, she said, and any violation of that policy should be reported to department heads.

The formal complaint procedures are clearly defined in "Hilltopics," but not all students become familiar with the booklet.

Freida Eggleton, coordinator of orientation and special projects for the Office of Scholastic Development, said the handbook is published by the Office of Student Affairs and is usually revised each fall. It is distributed to dorms and to university offices each year, but off-campus students

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Page 11, Column 3



# A scavenger hunt

By STEVE PAUL

Hiring faculty members is like a scavenger hunt. Administrators take clues such as race and sex, salary guidelines and quality and stalk the right employee.

But some of the items on the list — especially race and sex — are rare and elusive. And other universities have the same clues and have better artillery for the hunt.

They, like Western, need qualified blacks and women. So Western has to bag those who are willing to accept the salary and environment a regional university in Bowling Green, Ky., offers.

That's difficult.

But the game doesn't end when the hunt is complete. The administrators must decide if they have found what they want. If so, tenure is granted and the game is over.

If not, the hunt begins again.

## Minorities and women

Western has been criticized for a shortage of minority and women faculty, but administrators can't just snap their fingers and hire dozens of well-qualified people in those categories.

"There aren't enough women in the academic pool," said Dr. James Davis, vice president for academic affairs. Few women apply for the numerous positions available in business, computer science and engineering, he said.

The situation is similar in hiring blacks.

"We would like to have many more black faculty," Davis said, but competition is intense. Larger universities which also have quotas for hiring blacks can offer higher salaries. That hinders Western because the salary offered "can't be so high that it's out of line with faculty members who are already here," he said.

Western tried to hire three blacks with doctorate degrees last year, but they opted for schools offering more money. "We just offered the highest we could in that area," Davis said.

Another barrier is finding qualified blacks in the popular academic areas. Davis said the university needs people who are strong in research and teaching to help students and for departmental accreditation. "We have to hire almost on the doctorate level or that won't help us get the MBA (Masters of Business Administration) accreditation," Davis said. "The MBA accreditation helps the students."

Meanwhile, Davis contends that Western isn't lagging in hiring women.

The Kentucky Human Rights Commission recently reported a decline at Western in the number of female faculty between 1979 and 1981 and a 29.9 percent hiring rate for women in 1981.

But in a letter to President Donald Zacharias, Davis said, "The reported decline of five in women faculty members

between 1979 and 1981 must be seen within the context of the overall decline in faculty size. University records show that the total teaching faculty declined by 16 during that period, indicating that less than one-third of the decline was accounted for by women."

The report — based on information provided by the university and the Council on Higher Education — said 22.2 percent of Western's faculty are women.

But, according to James B. Tomes, personnel director, the number of women faculty members has increased, and the number of men has risen.

His statistics show that 181 of 605 full-time faculty were women in 1979. Of the 608 teachers in 1981, only 172 were women; 144 of 575 teachers were women last year.

Between 1979 and 1980, the number of men faculty members rose by 12, from 424 in 1979 to 436 in 1980. That number dropped to 431 of 575 teachers in 1982.

But Davis said in his letter, "Western is committed to affirmative action for women in its hiring practices. Extensive efforts are made to bring faculty vacancies to the attention of qualified women applicants. Hiring experiences at Western over the last two years would indicate that progress is being made."

Dr. John Petersen, assistant vice president for academic affairs, also said Western has improved in hiring women. Ten faculty members (35 percent) hired last year were women, and 13 (41 percent) of the 32 hired this year were women, he said.

Regarding minorities, Davis isn't sure if the university is below state or national levels.

But Tomes' statistics show a drop in hiring minorities in the past three years.

Of the 605 faculty members in 1979, 21 were minorities — 10 were black. In 1980, 18 of the 608 faculty members were minorities, with eight blacks. Last year, six of the 14 minorities were black, of 575 faculty members.

But Davis said Western has had "great success" in hiring black graduate assistants, who are potential teachers and have a better opportunity in getting hired by the university after graduation.

To hire more blacks, the university tries to narrow advertisements for open positions to "predominantly black" institutions and journals, Davis said.

And because Western wants to ensure the hiring of minorities, it requires a department head to file an Affirmative Action Certification, which is reviewed by Davis. He said the report will "make sure that every aspect of our affirmative action guidelines have been followed."

The report includes the position filled, the salary and how many blacks, males, females, Hispanics, Asian or Pacific Islanders and American Indians applied for the job. It also includes a statement as to why the person hired was best qualified.

## Hiring

When Western hires a teacher, the department head, faculty and college dean share the decision. The university provides only basic guidelines and standards, Davis said. The department has the responsibility to choose the right person. "They draw up the qualifications," he said.

"We believe . . . the department is well qualified. There always has to be a certain amount of trust in anything."

Davis decides whether a new teacher is needed. "If money is available to hire anyone, I decide the position in academic affairs," he said.

As the first step, the department head advertises in major publications, such as the Chronicle on Higher Education, and at other universities.

After the application deadline, a search committee of faculty and sometimes the department head evaluates resumes, cover letters and transcripts and makes three or four recommendations.

## BY THE NUMBERS

Statistics on female and minority faculty hiring



June 30, 1982

BLACKS

6

OTHER MINORITIES

8



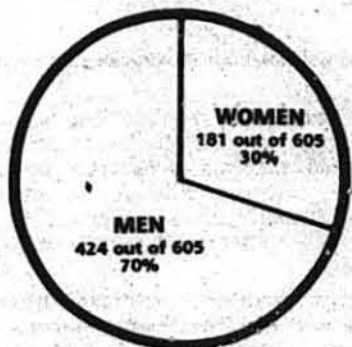
September 30, 1981

BLACKS

8

OTHER MINORITIES

10



September 30, 1979

BLACKS

10

OTHER MINORITIES

11

Source: Department of Personnel Services.  
Chart by Robert Carter

The candidates are invited to campus and meet the dean, the department head, faculty and some students.

Davis said a candidate may be asked to give a seminar, which allows the faculty to get acquainted with him. "It's just a good opportunity to evaluate the person's work," Davis said.

The department head, with the help of the faculty, makes a final recommendation to the dean, who sends it to Davis if he approves. If Davis also approves, he sends the name to Zacharias.

## Salary and rank

If Zacharias approves, he sends the person a contract, which includes the salary. The new teacher will be on a probationary appointment for one academic year, according to the faculty handbook.

Although there is no pay scale, Davis said the university tries to be competitive. "We try to pay as high as we can," he said.

But that's difficult, he added. The university couldn't pay a computer science professor as much as a computer programmer, Davis said. A computer science teacher would have to have a desire to teach. "He's certainly going to lose in salary."

Davis said pay is an important part of a cycle: It attracts quality teachers, which attract good students and help department accreditation.

"I believe Western has the best well-prepared faculty it's ever had and the most well-prepared students," Davis said.

But he acknowledges that "some (teachers) are stronger than others."

A new teacher's rank is based on merit and credentials upon recommendations by the department head and approval by the dean, Davis, Zacharias and the Board of Regents.

## Tenure and termination

One of the most hotly debated topics in teaching, Davis said, is tenure, which

secures a teacher's job after he meets certain qualifications.

A popular belief, he said, is that a person's teaching quality may decline after tenure is granted — and the university has no recourse.

But Davis said the university can punish those teachers by giving them little or no salary increases. "This usually catches people's attention," he said.

Davis said Western's policy is better than those of universities that have a continuous contract system in which the dean and department head decide if a teacher's contract is renewed.

Unlike that system, Davis said, tenure offers a teacher job security, academic freedom and security against political dismissal.

Professors, assistant professors and associate professors who "have attained the educational qualifications specified for the positions they hold and who demonstrate outstanding performance" are eligible for tenure, according to the handbook.

Tenure recommendations are made by department heads and are reviewed and approved by the dean, Davis, Zacharias and the Board of Regents.

The teacher goes through a probationary period and has to meet certain requirements. The teacher is notified of the tenure decision by May 15 of the final probationary year.

Although firing a teacher isn't common, Davis said, the university often refuses to renew a new teacher's contract.

But he said the university tries to help a teacher before dismissing him. The department head works with the teacher to help him "reach his full potential." If the counseling fails, Davis said, the department head can recommend the dismissal.

But the grounds for firing a tenured teacher are limited. According to the handbook, "incompetence, neglect of or the refusal to perform duties, or immoral conduct" are the grounds for dismissal.

The university is not obligated to renew the contract of a non-tenured teacher.

## About the reporters

The stories in "An examination of teaching" were written by the Herald's special reporting team.

Reporting team members are Dennis Angle, a Bowling Green senior; Pat Hampton, a senior from Hendersonville, Tenn.; Steve Paul, a sophomore from Newburgh, Ind.; and Sharon Wright, an Elizabethtown senior.

Jim Ausenbaugh, associate professor of journalism, is the team's adviser.



# Who teaches teachers?

— Continued from Front Page —

ing, for a group of students on whom to test her theories. If the university had tried formally to prepare her for the job, she probably would have thought it was interfering.

But as a graduate assistant at Iowa, Butler participated in what she called a "professional development program" - a workshop setting in which experienced teachers conducted sessions on various facets of the field, such as grading systems.

A similar program at Western would have been helpful, she said, something akin to the workshop where "teachers talk about how they go about different things like grading and juggling classes," and how they cope inside and outside the classroom.

"But," she said, "I don't know that it's their (the administration's) responsibility. . . . They have a right to expect that that person will find her way through."

**T**he terms "good and bad," Emerson wrote, are "merely words, easily attached to this or that."

It's the subjectivity, the abstract nature of categorizing teachers by quality that makes it so hard.

There is no concrete yardstick with which to measure it. Those labels float like lint between people and stick, and are just as easily brushed away.

Perhaps it's because of this blending of insoluble attitudes, that gray area in between that has caused us to question the quality of our teachers and of our educations. Has caused us to redefine teaching and wonder how important we, with all our subjectivity, think it is.

Dr. James Davis, vice president for academic affairs, says that of an estimated 580 faculty members, "most are good."

"Teaching is the most important mission of this university," Davis said. . . . "We work hard to make sure the person is good before we hire them."

"I can still remember the teachers that turned me on to a certain subject," he said. "To me, quality education is having outstanding teachers working with outstanding students and both groups being interested in learning. Everyone you work with should know something you don't know."

Davis said that process of "quality education" is "hard to define. Is it the student, is it the teacher - very likely it's a combination."

In the actual hiring process, Davis said, much of the responsibility is broken down at the departmental level.

When a position is open, a faculty committee in that department reviews applications and narrows the field to three or four applicants, who are usually invited to visit the campus - sometimes to give a sample lecture to other faculty members, sometimes just to meet with administrators.

The committee then makes its recommendation, subject to approval by the department head and the dean, then Davis and President Donald Zacharias.

Once a teacher is hired, he is essentially on his own.

Part of this is because in many cases Western depends on the instructor's having gotten experience at other universities.

Dr. Ward Hellstrom, dean of Potter College, said the university has few criteria on which to judge a new professor. "People with the appropriate terminal degree have done some teaching in graduate programs," Hellstrom said, "and we get letters of recommendation along with the application. We assume every college has standards that are similar. New professors do not generally receive from the college level any instruction as to standards of grading or teaching. But graduate programs are seldom well-supervised and generally teach you nothing about teaching."

"When I started teaching with a bachelor's degree at the University of Illinois," he said, "they told me where Lincoln Hall was, handed me a book and I didn't see anybody for five years."

William Lloyd, Ogden College dean, said the university doesn't know when it hires so-

meone if that person can teach.

"You don't," he said. "You sure don't. It's just like giving someone tenure. You don't know what that will do to them either. You have to use your best judgment and hope. Most do fine, but there are a few who will sit on their duffs and do nothing."

"We've got this one particular guy here that we'd had a lot of complaints on," Lloyd said. "He'd go anywhere for a bright student but he treated the lower level classes, well, perfunctorily. Now the department head wanted to back him for promotion. But I wanted this problem addressed seriously. He has changed his attitude toward teaching now, I'm happy to say."

**B**efore Bennett was hired in 1960 to teach in the history department, he had taught at a private high school and later at a Texas university. He doesn't complain about Western's having done little to encourage, or even ensure, his teaching ability, because "I'm not sure it would be desirable for the university to do that. If I've just hired you and I come in and tell you how to do this and how to do that, I would be tell-

**'I think the university tries, but it (teaching ability) is not a thing you can measure well. It's a terribly subjective thing.'**

- James Bennett

ing you to teach my way. Pretty soon everybody would be teaching everything the same way.

"I think the university tries," Bennett said. "But it (teaching ability) is not a thing you can measure well. It's a terribly subjective thing."

Some cite academic freedom, others youth and a desire to do things their way as the reasons they don't complain.

"Professors," Bennett said, "want to feel free to teach their material as they think it should be done," without fearing their chances for promotion will be affected.

When Robert Reber began teaching in the marketing department last semester, he was allowed to choose his textbook and was given help from colleagues concerning basic material his class would cover. For the most part, though, he said, "it was left up to me."

Reber, who came to Western with two years' experience from a university in Louisiana, said he thought Western was "sufficient in preparing me for the job."

"I think teaching is still important," Reber said, "but I think there's a little more emphasis on research. Teaching effectiveness is hard to measure. It's frustrating because of the criteria - because all you have to go on are teacher evaluations."

Before Reber was hired, he was required to give a sample lecture to other faculty in the department. He said his teaching effectiveness was evaluated largely on the basis of that seminar.

"It's the best way, probably," he said, in that the presentation gives faculty members a feel for the prospective instructor's classroom manner.

Ronald Linton, hired last semester in the math department, was also asked to present a lecture. Because he had more than 15 years' experience teaching, he said, "they pretty much felt that I knew the ropes."

"It's very standard when you come into a department," Linton said. "They tell you you need to meet your classes a certain number of times, give an adequate number of tests, assignments and cover an adequate amount of material." Beyond that, he said, things were left up to him.

Incoming teachers, Reber said, "shouldn't need a lot of on-the-job training." Jerry Rust, hired last year in the account-

ing department, said things were "generally left to the instructor." But "I felt like I had adequate help. I have no complaints."

"I'm not going to say I'm the best teacher in the world," Rust said. "I'd taught the course umpteen times before. But I think the new person here would find it much easier than he would at some other places."

Teaching, Rust said, is a "high priority. The students are the reason we're here."

"I knew what was expected of me," he said. "I didn't have any surprises."

**T**eaching can become so ordinary that it results in teacher burnout.

Reber said one reason teaching may be suffering is that the university has not rewarded faculty effectiveness.

By the time teachers have been around a while, Reber said, "they get disgruntled with the system." He said they don't slack off so much as to hurt their self-pride, but that they get so fed up that they may get by on just the minimum requirements.

Carlton Jackson was hired to teach in Western's history department in 1962. He

was just out of graduate school.

"At the time I considered myself a pretty good teacher," Jackson said. "I had more idealism back then."

"Essentially I was simply assigned some students, a room and turned loose. My departmental chairman walked into the classroom, introduced me and left." But, he said, "I probably would have resented any more help. I certainly don't believe a departmental chairman should go into a professor's classroom."

Jackson said the quality of students and discussion affects his teaching - "If I'm not feeling well, if I'm tired, irritated, if I've got a bunch of stumps for students . . ." he said, his teaching job suffers. "It's like being a newspaper reporter and writing nothing but obituaries 365 days a year."

"You sort of begin to wonder what are you doing here," he said.

## Student versus teacher

— Continued from Page 9 —

must either pick up a copy at registration or fee payment, or at the Student Affairs office, Eggleton said.

After a student gets a copy of "Hilltopics," he must then find the academic complaint procedures, a task complicated by the wealth of other information in the handbook.

According to the handbook, a student must take the initiative when he has a complaint.

The Student Complaint Procedure follows four steps, the first of which is for the student to discuss the problem with the instructor. If grades are the issue, the student must initiate the meeting within the first two weeks of the next regular semester.

If the issue is not resolved, the student then has two weeks to complain in writing to the department head. The department head should then meet with the student and instructor to seek a settlement.

The department head is required to keep written records of the meeting and to issue a recommendation in writing. Neither student nor teacher is bound by the department head's recommendation.

"A lot of teachers get sort of burned out after a time," he said. "That's why the sabbatical program is maybe the best investment the university could make."

"I think the emphasis that's lately been given to research is just a case of research catching up with teaching," he said. "A university is a place of varied ideas and opinions. If we were running a teachers college, it would be something different altogether."

Joe Cangemi, who has taught in the psychology department for 15 years, conducted a study which was published in his book, "Higher Education and the Development of Self-Actualizing Personalities."

Cangemi said he found that young professors seem to have the most interest in student growth, and that as an instructor's career progresses, there's a "waning of interest in student growth and development."

Cangemi said that the university doesn't know whether a professor can teach when it hires him, but "past behavior is as good an indicator as anything."

"There's no perfect way to find out what's going on," he said.

Davis said that to encourage good teaching the university gives awards each year - one for the outstanding teacher and one for research and creativity. Recipients are chosen by a committee of faculty and alumni and two students selected by ASG. Two more awards - one for public service and a Faculty Excellence Award in which Davis says "teaching is given the greatest priority" - are also given.

Bennett said the awards and evaluations aren't much incentive for good teaching. "I think a far greater stimulus would be a person's desire to do well," he said. And that often doesn't diminish."

"It's all arbitrary," Bennett said. "I think the university should be extremely careful in the faculty it chooses in the first place. It should get faculty who have done well at very good schools, and who demonstrate in conversation that they're interested in students and in their work."

"There are still a lot of very good teachers," he said. "I think most really educated people find one of the greatest joys is sharing knowledge. You can tell when one student finally understands something. That's a tremendous feeling."

"We have a pretty good level of teaching here," he said. "I don't think our students are threatened."

Bennett cites the idealism he had when he began teaching. The difference, he says, is that now "I'm aware it's idealism. But I keep hoping."

If the department head agrees with the teacher, the student has two weeks to appeal in writing to the dean. The college's complaint committee must then outline its procedural guidelines to both parties and schedule a conference within two weeks.

The decision of the college complaint committee is binding, Sutton said, and is enforced by the office of the vice president for academic affairs. If either student or instructor wishes to appeal to the university complaint committee, he must act within two weeks.

The written appeal is made to the university complaint committee, and a copy must be forwarded to the vice president for academic affairs. The committee will review all previous proceedings and schedule a meeting with both parties. The decision of the university committee, Sutton said, is final.

The Student Complaint Procedures state that neither instructor nor student may be represented by an attorney during the meetings.

Though these procedures are organized primarily to handle grade disputes, Robinson said, they form the basis for redressing grievances for "anything to do with teaching or academic affairs."



# Grades? Ask Alice.

— Continued from Front Page —

grade-point average that reflects their luck in choosing a professor — the one who gave the A or the one who gave the F.

And GPAs count. They can determine whether students get that scholarship, that job or into graduate school.

The university awards many scholarships solely on the basis of GPAs, and students with less than a 3.8 have little chance. The median GPA of the '82 freshman class at Vanderbilt University's medical school is 3.7; at University of Kentucky, 3.5. Vanderbilt law school requires a GPA of 3.4.

Business recruiters agree.

"Grades are extremely important right now," said Barbara Clark, manager of Snelling and Snelling employment agency in Nashville. "Companies are looking for engineering graduates with 3.9 GPAs, the cream of the crop."

But students say grades reflect more than meets the eye. Few believe they are a fair measure of learning or ability.

"When I came here," said one senior with a 3.1 GPA, "I cared so much. I threw up before tests."

But she said it didn't take long to see enough arbitrary grading to persuade her not to care as much, not to measure herself by grades.

The initiated know that a grade-point average measures more than knowledge or hard work.

It reflects:

— How wisely a student chooses professors.

— How quickly a student catches on to the system.

— Whether the student takes most of his courses in the arts and humanities, which are more subjective, or in the sciences.

In the humanities — including English, history, government, philosophy — a good

grade depends on essay tests, answers striking the right note in the professor's mind.

And Hellstrom said that "the reader (professor) in part creates what he reads" from his own knowledge.

But the theory says students catch on to this system and learn to work successfully in it.

At least they know that the system must be reckoned with. The students huddled in the university center grill after an essay test aren't as worried about the material as they are that they had "read" the professor correctly and had given him what he wanted.

"It's not as bad as it sounds," Hellstrom said. "Some (professors) are looking for one thing, some another."

"A professor has a student for 16 weeks, and the student learns what the professor's expectations are and moves toward them."

Unlike those in the humanities, grades in the sciences — including biology, chemistry, engineering, mathematics — claim to reflect students' knowledge objectively.

Though Dr. William Lloyd, dean of Ogden College of Science and Technology, admits to having a share of subjective disciplines, such as agriculture and geography, he said most of Ogden's disciplines are objective.

"Look at this," Lloyd said, flipping open a test that asked the definitions of chemical formulas.

"You either know what those symbols mean or you don't."

Hellstrom acknowledges that grading in the humanities is different from that in the sciences. "It's not like algebra where everybody comes out with the same answer," he said.

But in his experience, there's plenty of room for subjectivity in algebra, too.

"I failed an algebra test," Hellstrom said, "because the teacher failed to turn the paper over and grade the problems on the

other side.

"When I showed it to him after I got my paper back, he said I could have done that after the test."

And Hellstrom defended grades in the arts as being more objective than in the humanities, because those professors have more than academics on which to base grades. They have professional standards as well.

"Once you get accomplished professionals, they can make objective judgments about what is excellent in their fields," Hellstrom said. "That's true of artists, dancers, draftsmen."

Lloyd said professional standards also measure Ogden's graduates.

Ogden is first among Kentucky's eight state schools with graduates accepted at medical schools. That, Lloyd said, is because students know how much those grades will mean to them and how to get them.

"Our premed committee is not going to pat them on the back and say that a 2.8 GPA is fine and have them fall on their faces when they apply to Vanderbilt," he said.

"They've got to be something of a grade-hound, and they can do it only by bearing down," Lloyd said.

But being a grade-hound doesn't guarantee a grade, and Dr. David Lee, professor of history, said he'd like to see students be more philosophical about it.

"In a sense they (grades) are arbitrary, unfair," Lee said. "Grades give you a rough estimate of how a student has performed. I've had students who would drop my class if they felt they couldn't come out with an A."

But in the long run, it makes no difference, he said. Those falling into the upper 2's to the middle 3's are good students, and from the middle 3's up is great.

"I never challenged a grade in college,"

Lee said. "I always felt mine balanced out in my favor; there were some A's that I got I didn't earn, and then a few times I thought I was robbed."

"But I don't know of any situation where this isn't true."

And that's not a nightmare; that's life.

"Even if you're in the Army, you've got a supervisor who will write some sort of evaluation of you that includes his opinion."

Students might as well get used to it, he said. They will be judged all their lives according to someone's standards of superiority or excellence — just as they are here.

Alice would understand. Words and grades mean only what someone wants them to mean.

"Curiouser and curiouser."

## An invitation for abuse

— Continued from Page 9 —

would encourage other departments to follow.

Although public awareness might deter many of these abuses, it's not easy to establish. The isolation and freedom of professors, which are traditions, are part of the problem. Another part is that students, intimidated by professors and the university itself, refuse to report abuse.

"The bigger the university, the more there is of it (abuse)," Hellstrom said.

Hellstrom is aware of his own isolation.

"I'm not encouraging everyone to complain, but things do happen," he said. "Unless students will say something, I don't know anything."

"It's frightening," Hellstrom said. "You know, I didn't get one complaint about that crazy graduate student in Florida."

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## Callboard

### Movies

**AMC I: Eddie Macon's Run**, PG. 5:45 and 8:15; tomorrow, 4:45, 7:15 and 9:45; Saturday, 2:15, 4:45, 7:45 and 10; Sunday, 1:15, 3:45, 6:15 and 8:45. Late show tomorrow and Saturday, **Rocky Horror Picture Show**, R. Midnight.

**AMC II: The Outsiders**, PG. 5:45 and 9:45; tomorrow, 5, 7:30 and 9:55; Saturday, 2:30, 5, 7:30 and 9:55; Sunday, 1:30, 4, 6:30 and 8:45. Late show tomorrow and Saturday, **The Dancers**, R. Midnight.

**AMC III: Joysticks**, R. 5:45 and 8:15; tomorrow, 4:45, 7:15 and 9:45; Saturday, 2, 4:45, 7:15 and 9:45; Sunday, 1:15, 3:45, 6:15 and 8:45. Late show tomorrow and Saturday, **Forced Vengeance**, R. Midnight.

**AMC IV: E.T. The Extraterrestrial**, PG. 5:45 and 8:15; tomorrow, 4:45, 7:15 and 9:45; Saturday, 2, 4:45, 7:15 and 9:45; Sunday, 1:30, 4, 6:15 and 8:45. Saturday and Sunday, 2:15, 5, 7:30 and 9:55. Late show tomorrow and Saturday, **The Dancers**, R. Midnight.

**AMC V: Tootsie**, PG. 5:30 and 8; tomorrow, 4:30, 7 and 9:30; Saturday, 2, 4:30, 7 and 9:30; Sunday, 1, 3:30, 6, and 8:30. Late show tomorrow and Saturday, **Nightshift**, R. Midnight.

**AMC VI: Spring Break**, R. 5:30 and 8; tomorrow, 4:30, 7 and 9:30; Saturday, 2, 4:30, 7 and 9:30; Sunday, 1, 3:30, 6 and 8:30. Late show tomorrow and Saturday, **Spring Break**. Midnight.

**CENTER: Swamp Thing**, PG. 7:30; tomorrow and Saturday, 7 and 9:30; Sunday, 7:30.

**MARTIN I: Dark Friday**, PG. Tonight and tomorrow, 7 and 9; Saturday and Sunday, 3, 5, 7 and 9.

**MARTIN II: Tough Enough**, PG. Tonight and tomorrow, 7 and 9; Saturday and Sunday, 3, 5, 7 and 9.

**PLAZA I: Return of the Black Stallion**, PG. 7 and 9; Saturday and Sunday, 3, 5, 7:30.

**PLAZA II: High Road to China**, PG. Tonight and tomorrow, 7 and 9; Saturday and Sunday, 3, 5, 7 and 9.

### Night life

Tonya will be featured at the Brass A this week.

Starflight will play at Runway 5.

Los Juages will perform at Johnny Lee's.

Arthur's will feature Shock.

The Ken Smith Band will play tonight and tomorrow at the General Store.

### Concerts

Delta Omicron will perform a spring recital in the fine arts center recital hall at 8 p.m. Monday. Admission is free.

Barry Drake will perform at 7:30 p.m. Monday in Center Theater as part of University Center Board's Catch a Rising Star series. Tickets are \$1 with student I.D. and \$2 otherwise.

### Play

Hedda Gabbler will be presented by the theater department at 8 tonight, tomorrow and Saturday nights, and 3 p.m. Sunday. Tickets are \$2 with a student I.D. and \$4 otherwise.

## Free tutoring offered in dorm

By GARY ELMORE

Students needing help with classes can find it in McCormack Hall.

Kathy Baker, director of Central Hall, has started a free tutoring program Monday through Thursday to help students with math, science and the humanities.

Baker, 26, of Dallas, started the program with \$450 from Western's unrestricted development fund to pay minimum wage to two tutors who work six hours a week.

She got the idea from East Texas University, which has a similar program.

Baker said she started the program here because most students can't afford a private tutor, "and there's no reason to lose them if we can help them somehow." She plans to hand over the program to

Susan Underwood, director of McCormack Hall.

"At least now, if we dorm directors spot someone who seems to be having trouble academically, we have somewhere to refer him," she said. Underwood said as many as six students at a time have used the service.

Although the service is in a women's dorm, it's open to anyone. McCormack was chosen because of its convenient location, its high percentage of freshman residents and its available space.

Teresa Sinnett, a Pleasant Ridge sophomore, helps students with math and science on Mondays and Wednesdays, and Jan Campbell, a senior from New Albany, Ind., helps students with humanities classes on Tuesdays and Thursdays.

The sessions meet from 7:30 to

10:30 each evening in the recreation room. Appointments aren't necessary.

Baker said a lot of students used the service at midterm, but she expects the number to "ebb and flow" with heavy-testing periods.

Pam Couch, a freshman recreation major, used the service when she needed help in Math 109.

"It still didn't help me much," she said. "I think it was because the tutor was more tuned in to calculus and the like, but she spent a lot of time with me that my usual instructor couldn't have."

But Teresa Barr, a senior dietetics and institution administration major, said the service was "a big help."

"I go twice a week, and she (the tutor) is better than my instructor."

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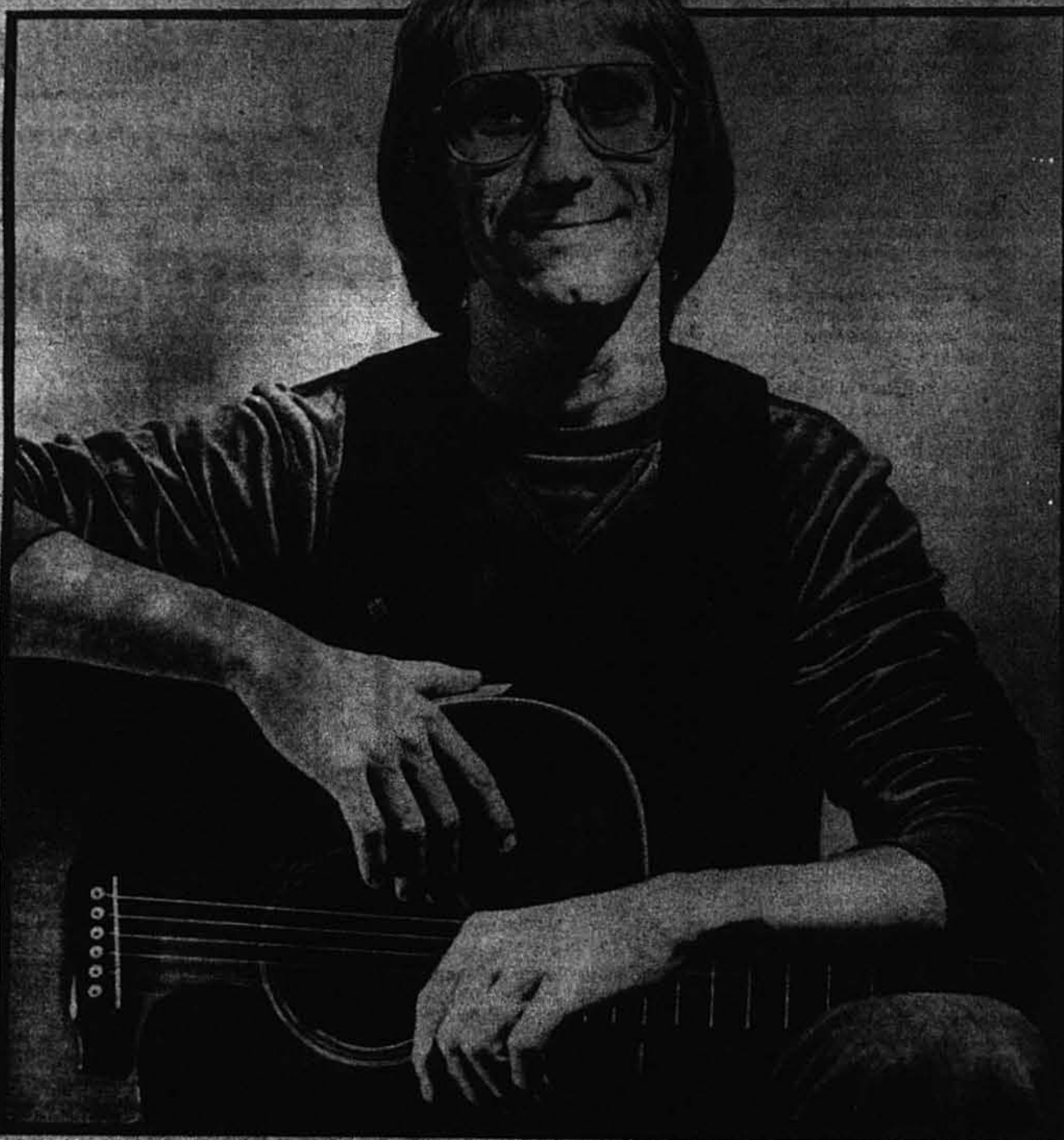
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# Pikes say 'bye' in style

By CRAIG DEZERN

Fraternities have many reasons for throwing parties; losing the chapter house usually isn't one of them.

But when the members of Pi Kappa Alpha discovered that they'll have to move when their lease expires in May, that's what they did — they threw a toga party Tuesday night.

"It's more of a morale booster for the guys and to show the campus we're still here," President David Davis said. "I don't want people to think that the Pikes are going to fold."

The fraternity rented its house at 1366 College St. from Joe Covington, a Bowling Green attorney. When he died in September 1981, his brothers decided to sell all his properties and placed American National Bank and Trust Co. of Bowling Green in charge. But when the Pikes contacted the bank in January about buying the house, they found that their neighbors already had the house under contract.

John and Hanne Karay, owners of Kinder Kollege, bought the

house for \$45,000 and closed the deal March 12.

Karay said he became interested in buying the house in December and placed a bid in January. "We thought that if the fraternity was interested, it had adequate time to make a move," he said.

Terry Hale, senior vice president and senior trust officer at American National, said he knew the Pikes were interested in the house. But he never received a written bid from them. "We didn't solicit anyone to buy the house; we just took bids," he said.

However, George Gleitz, president of the Pike housing corporation, said, "I told him that we were definitely interested in buying it. We feel it was unfair to sell it without letting us bid on it."

Gleitz said the fraternity had the house appraised in November to support any bid it might make. But housing corporation meetings were delayed, and it was January before Gleitz could start dealing with the bank.

Karay said their plans for the property are uncertain. "Right now, we really don't know. We have no definite plans."

But they may add more parking space for Kinder Kollege or turn the first floor into an area where the children can stay until their parents pick them up after school.

Gleitz said losing the house "is a serious situation," because the city Board of Adjustments must grant a special exemption before a fraternity can buy a new house. And the board makes it difficult to get an exemption, he said. "We didn't want to buy it (the house); we had to buy it."

Davis said the fraternity is looking for a new house now and is considering several. But before buying, the fraternity will have to get the exemption and financing from alumni and its national office.

But the mood at the party was optimistic. "They're ready for us to move out, and we're ready to move out," said Jeff McCall, a Pike freshman from Evansville, Ind.

David "Purple" Hayes, a Radcliff sophomore who is a member of Sigma Phi Epsilon fraternity, said, "I heard what was happening with the house, and I agree with them that there's nothing to do but have a party."

## Elevator vandalism costs high

By CARROLL KNICELY JR.

Campus police are investigating \$3,000 in damage to a Pearce-Ford Tower elevator vandalized March 15 — the largest felony incident at Western since 1974, said Paul Bunch, director of public safety.

Since July 1 vandalism has cost Western at least \$1,500 in elevator repairs, said Owen Lawson, physical plant director. The university already pays \$5,742 a month for regular elevator maintenance costs.

Most elevator vandalism occurs in men's dorms because of people jumping up and down, which overloads the circuit; punching out lights; or knocking the door off track, Lawson said.

Vandals cause at least \$10,000 worth of damage to elevators and other property each year, Lawson said. But this year Western has experienced the lowest amount of damage since 1965.

"The students, by and large, are the most conscious of protecting life and property," he said.

A moderate amount of vandalism occurs at the end of each semester, with the highest in April and May, Lawson said.

Criminal mischief offenses are the third or fourth most frequently reported to campus police, Bunch said. Since August police have received 33 reports of vandalism, 14 involving university property; only three have been cleared.

"The criminal mischief cases are extremely difficult to solve because there are usually no witnesses or leads available to the officers," he said.

Most criminal mischief cases are handled administratively — turned over to the student affairs office, which may put the student

on probation or make him leave the dorm. Cases handled by the office usually result in restitution made to the university for damage, Bunch said.

Circumstances determine whether an arrest will be made, he said.

"The university police are only able to investigate the most important cases of criminal mischief, which depends on the seriousness," Bunch said.

"A person who does anything that has to do with a person's safety on campus — it's a pretty serious offense," Lawson said.

## What's happening

### Today

The Intervarsity Christian Fellowship will meet at 7 p.m. in the alumni center.

### Tomorrow

The Accounting Club will tour the Deloitte, Haskins and Sells accounting firm in Nashville, Tenn. The group will leave the Grise Hall lobby at 2 p.m.

### Saturday

Phi Alpha Theta, history honor

### Monday

The Student Art Guild will have an exhibit from 8:30 a.m. to 4 p.m. each day this week in the fine arts center gallery. Artwork will be on sale during the show.

## Correction



Mary Ellen Miller



Earl Pearson

Because of a printer's error, these pictures were switched in Tuesday's Herald.

The faculty regent election continues today.

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## Busy signals

Reid Poland, a junior from Clarksville, Tenn., Marsha Buffin, a Versailles sophomore and Kim Houk, a Bowling Green sophomore, talk on telephones in the university center. They were making phone calls on the second floor yesterday afternoon.

Photo by Tony Kirves

# Flynn succeeds despite hard life

By CRAIG DEZERN

It would have been easy for Dr. James Flynn to give up on his goal of a college education.

Before he could earn his doctorate, Flynn had many problems to overcome.

When he was 12, his mother died of cancer. A year later, his father was killed in a car accident, leaving Flynn and his older brother, John, in the care of relatives. And the uncle who was his guardian died when Flynn was still in high school.

His marriage at 19 — between his freshman and sophomore years — and the baby that followed within a year further hindered his education.

Yet he and his brother became successful doctors — Flynn with a Ph.D. and head of the English department, John an M.D. in Tennessee.

"One of the bad things about your parents dying young is you don't know a lot about them as people," said Flynn, now 28.

But he does remember enough to know that it was his mother who provided the motivation to continue college — even when times were rough.

"In our household there was

never a question of whether or not we would go to college," he said. "It was just assumed."

He credited his mother with giving he and his brother their academic drive. "It has a great deal to do with the high respect we were both imbued with for education."

Although his mother had never been to college, "she was a reader," Flynn said. "She believed in the power of books and reading, and she just communicated that to us."

After his parents died, Flynn grew up fast. "It's interesting how it worked with me; I had a great deal of freedom," he said. "I sort of felt I was responsible for myself, ultimately."

His brother, who is four years older, assumed some of the responsibility for him, though. "I always looked to him for brotherly support," he said.

Their troubles brought them closer, Flynn said. "We didn't have too much to do with one another, except needle one another," until after the accident.

Flynn said a small amount of insurance money helped pay for his

education at Western and later Auburn University in Auburn, Ala., but the bulk of the financing fell upon him and his wife, Lana.

The birth of their first child, Jim — who is now a freshman at Western — during their first year added even more expenses.

"We did what a lot of couples do — scrimp and save and try to get along," Flynn said. "I had a very understanding and willing wife. She stopped (going to college) to work; that's one of the sacrifices that she made."

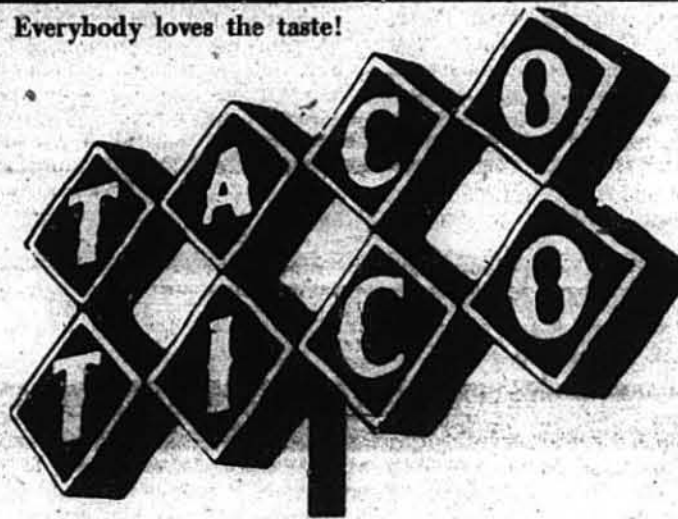
Mrs. Flynn took a job as desk clerk at a Bowling Green Holiday Inn; Flynn was a bellhop for two years and a projectionist at the State Theater downtown.

During summers, he did construction, farm and factory work.

Looking back, Flynn admits it probably would have been better to wait before marrying. "It's better to hold off on that until you get your footing," he said. "In our case, we were very lucky."

"You look back at things like that, and you wonder how you did it," Flynn said. "(But) I think what we did isn't any more remarkable than what a lot of people do."

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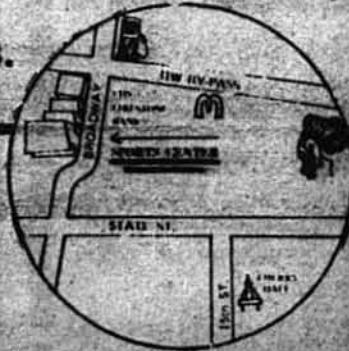
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# Sports

## Toppers lose 3-2 to Commodores

By STEVE GIVAN

Vanderbilt scored three runs in the first inning, then used good pitching to hold off Western 3-2 yesterday at Denes Field.

The Commodores scored a single run before rightfielder Doug Fair took starting pitcher Craig Martin, 2-2, over the right centerfield fence for a two-run homer.

Western scored single runs in the second and sixth innings and threatened in the ninth, but Brian Day struck out with Van Isler on third base. The Toppers fell to 11-10.

The Hilltoppers play a doubleheader today with Ferris (Mich.) State at 1 p.m. Tuesday's doubleheader with Evansville was canceled.

Using eight hits and four Vanderbilt errors, Western got runners on base throughout the game, but left nine men stranded.

Coach Joel Murrie said the Tops didn't take enough advantage of their opportunities.

"You can't expect to win when you leave guys on base like that," he said. "We had nine times to score with those guys (Vandy) and you'll never win when you come up with zero."

Southpaw Jeff Edwards, 1-1, went the first six innings for Coach

## Baseball

Roy Mewbourne's team, and righthander Jeff Trenning came in the last three stanzas to pick up his second save.

Isler led off the ninth with a double to the gap in rightcenter and moved to third on Joe Garafola's grounder to second after John Britt popped up. Day then struck out.

Western scored in the second when Ron Lighthiser's sacrifice fly scored Matt Logic. The Tops' other run came when Jim Rathbun scored on third baseman George Flower's throwing error.

Martin only pitched two innings because of a sore arm, Murrie said. "He's still got a case of tendonitis that has been bothering him just about the whole season," he said.

Murrie got good performances from Mike Spearnock and Jeff Peterek, who brought the Commodore offense to a virtual standstill the last seven innings.

"We're beginning to expect good performances of Mike," Murrie said of the freshman. "Jeff has already come farther along as a pitcher than anyone else on the whole staff. He's beginning to think out there now."

## New batting cages hit for Western graduates

By STEVE THOMAS

It isn't likely that they'll be turning out any pros, but the operators of a batting cage in the storeroom of Lowe's Sporting Goods are hoping the venture will be a hit.

Jim Cooper and Brad Montell started talking about opening their own batting cages after they saw a setup in Louisville two years ago. They thought batting cages were needed here, and they wanted to do something to keep involved in sports themselves.

About a year later, Cooper and Montell made definite plans to install batting machines, but found it no simple task.

After graduating from Western in 1980 Cooper went to work in his parents' store, Lowe's Sporting Goods on Scottsville Road. Montell, also a Western graduate, is a teacher and football coach at Warren Central High School.

The first problem they ran into was finding a place. They planned to put the cages outside, but soon discovered that meant a lot of money.

"We got real discouraged," Montell said.

But they didn't give up, and decided to test the feasibility of putting the cages indoors.

Cooper's parents, Norris and Barbara, suggested that the sporting goods store would be a perfect location.

In January, the decision was made. The batting cages would be at the store, but everyone agreed that they would operate as separate businesses.

But the work was just starting. They had to remodel a storage room to suit their needs. And when their equipment finally arrived, it meant working several nights until midnight.

Now that everything is set up they're working to get all the bugs out of the system. And that's taking a lot of time, too.

They've had to order more softballs and baseballs. So until they arrive, they have to stop play periodically to reload the machines.

"For the next couple of weeks it's going to be a working out process in getting all the problems solved," Cooper said.

But that hasn't been the biggest problem. They flooded the building one afternoon.

A boy from Warren Central High School was hitting baseballs in the

See BATTING  
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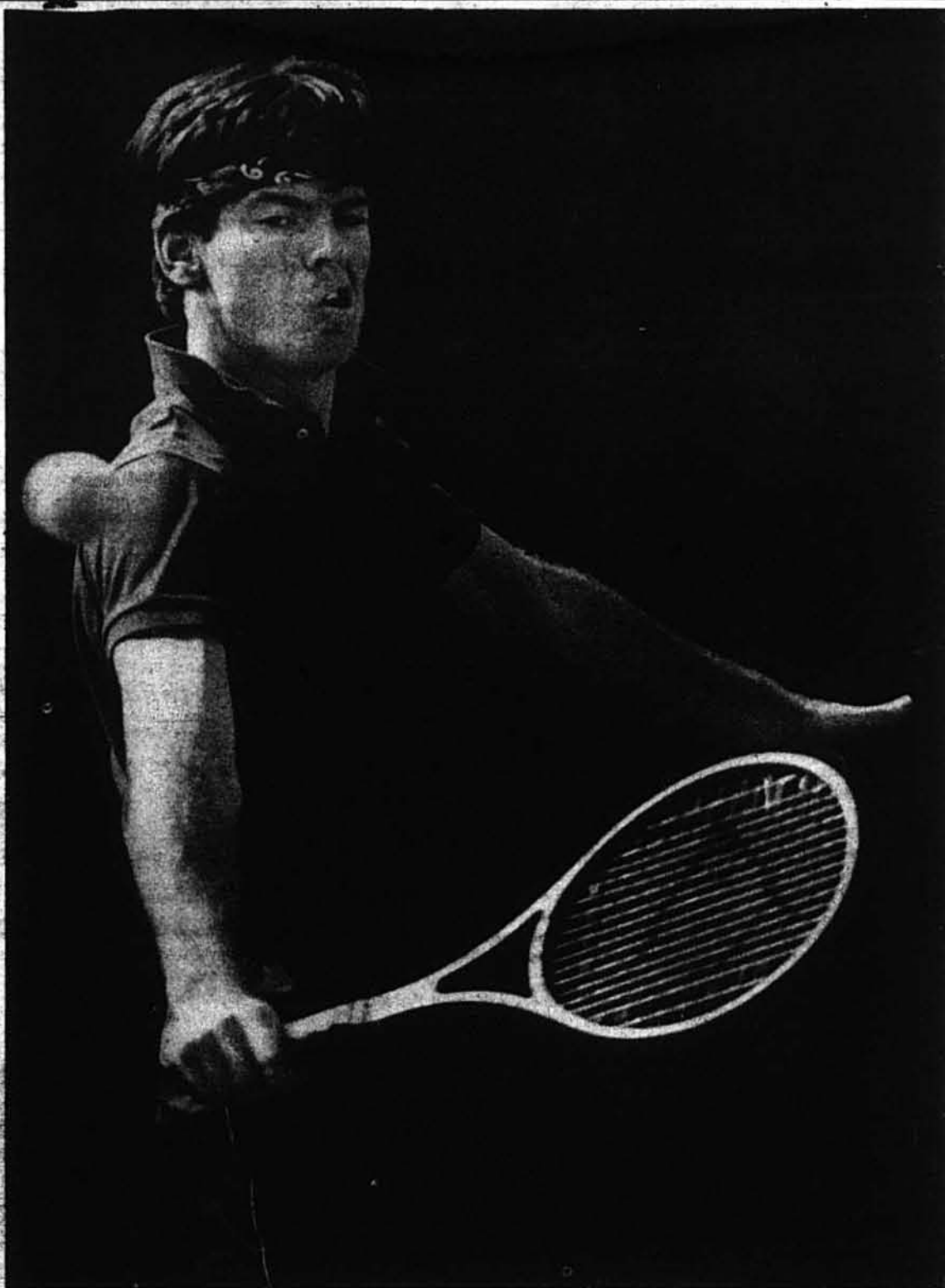


Photo by Rick Musacchio

Danny Darnell, a Bowling Green senior, lost 6-1 and 6-4 to Curtis Wright of Michigan State during Wednesday's match. Western won the overall match 5-4.

## Western upsets Michigan State

By STEVE GIVAN

In what Coach Jeff True called "by far the best win since I've been here at Western," the Toppers came from behind yesterday to beat Michigan State 5-4.

Western was tied 4-4 in team play, but the No. 1 doubles team of Ken Putlak and Scott Underwood tied one set each against Joe O'Brien and Steve Yorimoto. Putlak and Underwood scored 18 of the last 21 points — including 14 in a row — to capture the last set 6-4.

True hopes his team will play well again today when Louisville visits at 2 p.m. if the weather permits.

Putlak and Underwood, down 4-2 in the set, lost the first set 6-1, but won the second by the same score. "That was the most incredible string of points I've ever seen in a

## Men's tennis

doubles match — ever," True said. The two teams split six singles matches, but the Tops took two of three doubles contests.

The win avenged a 5-4 loss to the Spartans here last year. Western is now 2-4, while Coach Stan Droback's team fell to 1-2.

Putlak, the No. 1 seed who had been slumping, won 6-7, 6-3, 6-3 over O'Brien to pace the Tops' singles attack. Also winning for Western were Matt Peterson, who defeated Steve Hooley 6-0, 6-3; and Keith Henton, who defeated Andy Salski 7-5, 6-2.

The No. 3 team of Peterson and Henton beat Hooley and Salski, 6-3, 7-6. Brad Hanks and Peterson fell 6-4, 6-2 to Ross Smith and Curtis

Wright.

Perhaps the biggest surprise came when freshman Hanks, the Tops most consistent singles player, was defeated by Smith 7-5, 6-4, after leading 5-2 in the first set.

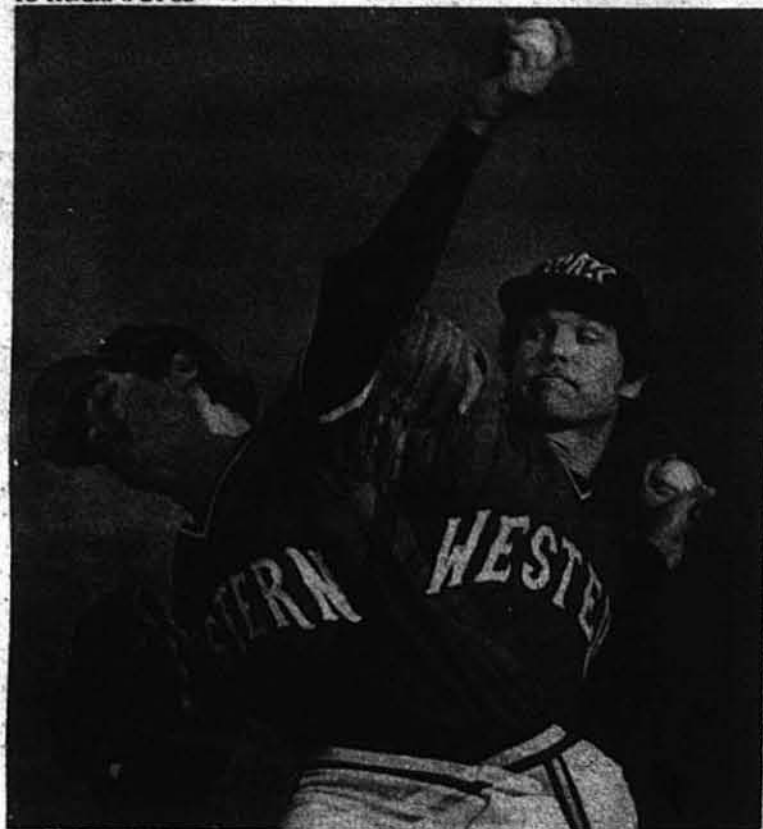
"It was just a case of Brad running into a good player and Smith out hustling him," True said.

No. 2 Underwood also forfeited a one set lead as Yorimoto came back to win 6-3, 6-3 after Underwood went up 7-6. No. 4 Danny Darnell lost to Wright 6-1, 6-4.

In other doubles play, Hanks and Peterson lost 6-4, 6-2 against Smith and Wright, but Henton and Darnell slipped past Hooley and Salski 6-3, 7-6.

"I think we are just continually improving," True said. "This team (Michigan State) is just as good as UAB (University of Alabama-Birmingham), and they beat us 7-2."





Pitcher Mike Spearnock winds up for a fast pitch during Western's game against Vanderbilt. The Toppers lost yesterday's game 3-2.

## Players' verbal contract does not mean he will sign

By MARK C. MATHIS

Kannard Johnson has cast his lot and will be wearing a Hilltopper basketball uniform next year.

Or will he?

Just because a high school player makes a verbal commitment to a particular college doesn't mean that on the signing date he'll put his name on the line. Coach Clem Haskins will probably be in Cincinnati on April 13 — the national letter-of-intent signing day — to prevent what has happened to Alabama-Birmingham coach Gene Bartow the past two years.

One has only to look at the cases of Buck Johnson and Ennis Whatley of Alabama or Dicky Beal of Kentucky to realize that verbal commitments hold about as much water as a spaghetti strainer.

Bartow had verbal commitments from Hurt in 1982 and Whatley in 1981, only to see them pulled away at the last moment by Alabama.

Whatley and Hurt are from Birmingham, and Bartow thought he had them both firmly in grasp. It was said that Whatley's mother had a significant influence on his decision to leave Bartow with an empty uniform; however, Hurt's

## Commentary

story is a little less clear-cut.

Johnson was in the Birmingham-Jefferson Coliseum waving a green and gold pom-pom when the Blazers lost to Louisville in the Midwest Regional final last year.

But on signing day, he was in Tuscaloosa, Ala., and Bartow was left to steam for the second year in a row.

Beal had practically guaranteed DePaul head coach Ray Meyer that he would be playing for the Blue Demons. After all, both Meyer and his son Joey, a DePaul assistant coach, had been to every one of Beal's games his senior year at Covington Holmes. But when signing day came, Beal decided he liked Wildcat Lodge better than Chicago.

Johnson is obviously good enough to play anywhere in the country — he was named to McDonald's Dream Team — and he has chosen to play at Western above all the Louisvilles and Kentuckys.

Western can't just hope that the other schools which were in the running for his services will leave him alone with his decision.

## Tops to compete at Austin Peay

Western will be competing this weekend in the Austin Peay Invitational after the Hilltopper Invitational was canceled.

The home meet was canceled about six weeks ago when several of the teams pulled out, Coach Curtiss Long said. "Most of the teams that were going to be in it

## Track

were schools from the north that we were going to be catching as they went farther south," Coach Curtiss Long said. "But a lot of them pulled out early and so we felt like we could go to Austin Peay and ac-

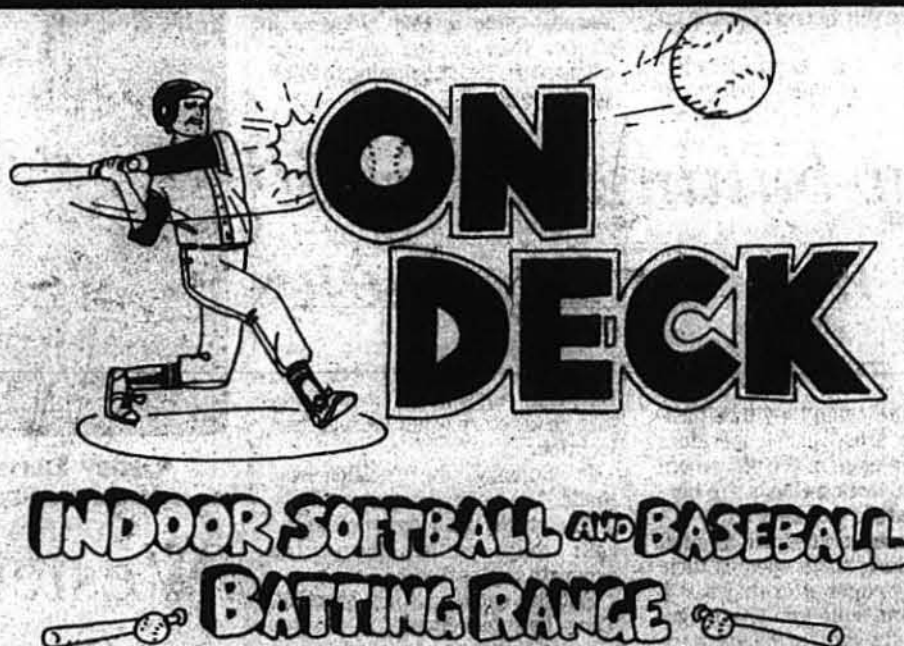
complish some of our goals better (there)."

The meet in Clarksville, Tenn., will be the Toppers' first competition since February. Long expects the men's competition to be stronger this year because several Ohio Valley Conference schools will compete.

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## Batting cage becomes hit

—Continued from Page 17—

cage Sunday and hit a ball to the ceiling. It broke off an automatic sprinkler.

That day's business was rained out.

Cooper and Montell have put wire around the sprinklers to prevent future rainouts.

Neither expect it to become a full-time job or provide a full-time income.

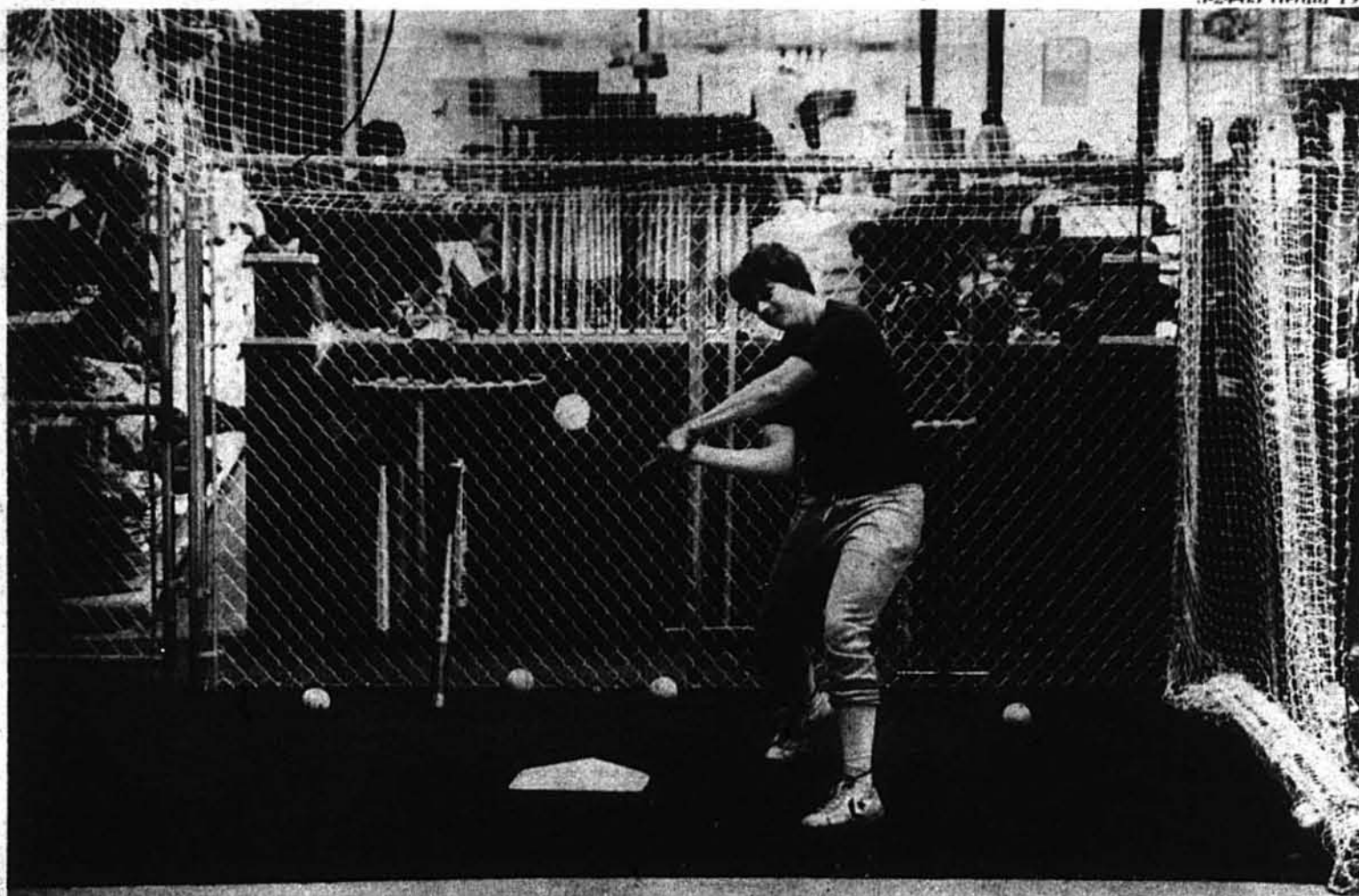
They figure that the winter will be slow, but expect spring and summer to take up the slack, particularly since it's the only year-round baseball and softball facility in the area.

"This part of the country is really going softball crazy," Montell said. "You also have all your women playing softball now."

Cooper said the batting cages have attracted business to the store, too. And he said the store hours probably will be extended to 8 or 9 each night.

Despite the problems and hard work, they're not discouraged. "We've had some very positive comments," Montell said.

"I'm really glad we're in it," Cooper added.



Michael Bartley, a Tompkinsville junior, practices at the new batting cage at Lowe's Sporting Goods on Scott-

sville Road. Bartley said he practices there because he recently started playing on an intramural softball team.

Photo by Mike Douglas

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