

Community Notes

The North Carolina State Government Internship Program offers a variety of opportunities to learn about state government. The 10-week summer work program offers \$150 per week and includes seminars, tours and other activities designed to broaden your perspective of state government. The following schedule represents the time, place and date a recruiter from State Government will be on your campus to discuss these opportunities.

Thursday, 4 P.M.
January 26
the Gallery
Founders Hall

Deadline to apply to the program is February 10. Your attendance at this meeting is essential if you are planning to apply. Applicants must have completed 2 years of college work and graduating seniors may apply if attendance to graduate school in the fall is expected.

On Saturday, January 28 beginning at 9:00 p.m., the Fourth Annual President's Ball will be held in Sternberger Auditorium. The dress is semi-formal and is open to all faculty, staff and students. Scott Adair's Orchestra "The Greensboro Men's Club" will play music for your dancing and listening pleasure. Admission is free.



A social group for gay students, bisexuals, and their friends is now in progress. The group seeks to foster a positive gay identity, to provide a context for socializing, and inform students about the Greensboro gay community. The group meets off-campus and transportation is available. Privacy will be respected. Interested individuals should contact the Center for Personal Growth.



The Biofeedback clinic is opening on January 30 to help you relax! Any student, faculty member, administrator, or other persons can learn to control such physiological functions as muscle tension, skin temperature, and brain waves. Developing a deeper awareness of how your body works may lead to a lowering of daily stress and this in turn can promote a healthier lifestyle.

The clinic is located in King 224 and is managed by Deborah Arminger, Bernie Dickinson, Kathy Jessup, and Susanna Terrell. Contact them during clinic hours if you have any questions concerning biofeedback or call Jackie Ludel at ext. 210. The biofeedback clinic hours are as follows:

Monday	9 a.m. - 12 noon 6 p.m. - 9:30 p.m.
Tuesday	9 a.m. - 12 noon
Wednesday	9 a.m. - 12 noon 2 p.m. - 4 p.m. 6 p.m. - 9:30 p.m.
Thursday	9 a.m. - 12 noon
Friday	9 a.m. - 12 noon

CHALLENGE YOURSELF! This is the chance you've been waiting for to become involved. It is once again time to elect a new President, Vice-President/Treasurer and Secretary of the Community Senate and College Union. Information sheets including qualifications for these positions and petitions for candidacy forms are now available at the Information Desk in Founders Hall. Petitions are due no later than noon on February 10, and elections will be held on February 16 and 17.

Take advantage of this opportunity to assume a leadership position on campus.

For more information, please contact Wendy Quimby, 855-6151.



"The Elephant Man" will be shown in Sternberger Auditorium at 8:15 on Friday, 27. John Hurt, Anthony Hopkins and Anne Bancroft star in this true story of John Merrick, a man so hideously deformed that his only means of earning a living was as a freak show attraction.

CHARLESTON:
City/Sea/People

During spring break Hugh Stohler and Dave MacInnes will lead a field trip to Charleston, S.C., to study the ocean and a maritime city. Sponsored by the Off-Campus Studies program, the trip is open to all. The course is pass/fail and carries one credit. If interested, contact Hugh or Dave.



Guilfordians are revving their engines for the upcoming week.

Photo by Tom Risser

"E" Is For English

A Fact Appears On Campus?

By: Tracey Clark

Twice in conversing with people last week I was thrown into a quandry. One person told me they had 'verifiable proof' of something or other, and another that they had 'proven facts.' Both incidences immediately conjured up images from Charles Dickens' Hard Times.

The classroom was located in the topmost portion of the building. As it was, and as there were few classes held there, the classroom was not often cleaned nor aired. The atmosphere was stifling; warm, and heavy because it was dust-filled. The students, entering sporadically, were, from the moment they crossed the threshold of the classroom, at a disadvantage.

The tweed coated, bulbous mid-sectioned, grey-haired wretch of a professor stood before the students. He had arrived before any of them had; he did not appear dispositioned; his hair wasn't mussed, nor did his pulse race as the students' did, (whose flushed cheeks betrayed all). The

professor appeared (or so the students could reasonably have hypothesized) to be a fixture of the room. Like the fluorescent bulbs which come to life and illuminate a room when the controlling switch is depressed, so the professor seemed to materialize out of the floorboards to become the overbearing 'Wretch' when students entered the classroom.

Tweed-coated, bulbous mid-sectioned, 'wretched', and most of all, overbearing at the focal point of the classroom, before the students seated now with fresh clean notebooks opened crisply on their desks, the professor was somehow no longer possibly a fixture of the room. Rather, the entire classroom has in a few short minutes of embroidery been transported to an earlier realm. The monstrous monolith at the classroom's fore was none other than Thomas Gradgrind, benefactor of 'Facts, Facts, Facts.' The students were similarly transformed; helpless, hapless, forms that had they not been chained to their desks would have been wandering about the Coketown streets in derelict fashion.

The 'Wretch' peered from his position high on the ladder of fact and asked not the student, (who was cowering), but threatened him; because asking when one is physically imposing is no longer asking. Asking implies certain legitimate justice whereas the verbal component of an inquiry coupled with physical intimidation implies coercion.

"What," said the 'Wretch', is the proof you have to substantiate what is at present merely a supposition and not fact?" (The reader will note that the student's supposition is herein not included. 'Facts, Facts, Facts' education was at best insipid and it is in consideration of the reader that the author excludes the information. The author does not write with the intention of boring the reader.)

"Sir, I do indeed have verifiable proof..." began the cowering student before he was cut short by the 'Wretch,' who had begun to turn cherry-red in the face, discharge steam from his ears, and snort loudly.

"You have no such thing!" the 'wretch' emitted another horrific sort of guffaw and muffled belch

combination and continued emphatically. "Proof is proof precisely because it has been verified! It is not 'verifiable.' You would have been correct in saying you had proof that was verified in such and such a way, that is to say, if you had made a valuation of your substantiation-proof (!), but in asserting 'verifiable proof' you have spoken incorrectly!"

To this the student could make no reply. The wretch, however, continued to look at the student imploringly. The student, unable to escape the gaze of the black, beady and angry eyes set in the cherry-red swell of the 'Wretch's' cheeks, had no recourse but to make some statement.

"Sir, I apologize. I cannot plead ignorance; the fact is you have proven me incorrect."

Despite the sincere tone with which the student delivered his apology the 'Wretch' seemed to eat the student's words and fly into an increased rage. "Pwah—Now you, you imbecile, you incompetent boob, now you talk of proving facts facts! A fact is by definition a proven thing. A fact is even a verifiable thing!"

The wretch grew even more enraged. He ceased to speak, (indeed, the 'Wretch' was so enraged he could not, even if he had wanted to, speak further).

The classroom grew very grave. The students kept their eyes fastened to the more obvious fixtures in the room, avoiding each other's gazes, and also the gaze of the 'Wretch.' Everyone became sullen. Fact: the student had committed an impropriety beyond redemption.

"Perhaps this is all too harsh on my poor partners in conversation. Is it not possible that one can find another's proof unacceptable, and thus be driven to 'verify' whether or not the 'proof' exists? Hmmm, or is that a philosophic-moral point-in-case being played out in semantic guise. The Gradgrind School of 'Facts, Facts, Facts' was in no way concerned with 'what one meant;' in no way concerned with 'thought'. The 'verifiable proof' and the 'proven fact' were less incorrectitudes and more sacrifices in precision to convey 'what I meant.' Comments please on the demise of language as a communication medium."