

Professor's enthusiasm stimulates class interest



Dr. Joseph Tulchin, right, speaking with students during office hours

DTH/Larry Childress

By GUY LUCAS
Assistant University Editor

Students better not sleep in Joseph Tulchin's class. He knows their names, he's got energy to spare, and he'll use every bit of it to get his students as interested in Latin America as he is.

"I come out of a day quite literally exhausted," he said. "... (Teaching) is a high-energy activity for me." Tulchin, a history professor in the Latin American studies curriculum, speaks about his job with an enthusiasm he carries over into his teaching.

"One feature, which most students think is a plus and some do not, is I enjoy teaching," he said. "Each new generation of students teaches me something."

A native of New York City, Tulchin attended Amherst College in Amherst, Mass., spent a year at Cambridge University in England and received his doctorate from Harvard. He taught Latin American history and U.S. diplomatic history at Yale for seven years before coming to UNC in 1971.

Tulchin said he became interested in Latin America while doing graduate work in U.S. foreign policy, when the issues he chose to study involved Latin America.

"Now I focus primarily on Latin America and secondarily on U.S. foreign policy."

He said he tried to teach his undergraduate classes in "any way that legitimately gets undergraduates interested in Latin America."

He wants to stimulate a reaction in his students, he said, "and really that's what the Latin American curriculum is about — getting students involved, getting students to react in some way."

Students remarked on the rapport they felt Tulchin tried to establish in his classes.

Rick Brisco, a senior Latin American studies major from Chapel Hill, said, "Most of the classes I've had have been kind of small... and it was kind of like a dialogue." He added that larger classes he had with Tulchin also were as much like a dialogue as was possible considering the class's size.

David Gilmore, a senior Latin American studies major from Pinehurst, said, "He always keeps it sort of loose."

Tulchin said he liked to learn the first names of all his students, or as many as possible in the very large classes.

"I enjoy classes in which I am able to learn the first names

of students," he said.

That kind of approach doesn't work with all students, he said. Sometimes students come to class half asleep, or they just prefer to keep a low profile in class, so having a teacher with enthusiasm who knew them by name and wanted to get them involved could be embarrassing for them, he said.

"I think some students have found the kind of classes I teach can be intimidating," he said.

Tulchin said one of the things he tried hardest to teach his students was how to think coherently and express their ideas.

He said his teaching philosophy might be expressed as a concern for expression and having students repeating what they learned rather than regurgitating facts.

"When you graduate from Carolina, you're not going to carry away packets of information," he said, but everyone will need to know how to think and express themselves.

He said he tried to teach the patterns of past events rather than simple facts, and his exam questions always had more than one right answer. This approach makes his classes easier for students because there isn't as much memorization, but it makes them harder because students have to know how to think, he said.

"I tell them (students) each year, as a joke, that I don't know either, so don't worry about it," he said.

If he performs his job as a teacher well, Tulchin said, no matter what his students do in life, they will be informed citizens and be able to think coherently.

A second thing Tulchin said he tried to instill in his students was an appreciation of the complex reality he sees Latin America to be.

Tulchin said he had a commitment to Latin America as well as his students, and he tried to convey that commitment to students.

"Latin America is an area of the world that lives today, with real problems," he said.

Tulchin said that during his time at UNC, he had noticed some changes in the undergraduates.

Students today have an increasing interest in contemporary affairs, he said, and there is a rising trend of student activism, which follows a prolonged term of passivity.

"It doesn't concern me what the politics of the student are," he said. "It does concern me when he doesn't care."

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SHS campaign informs students about chlamydia, the silent VD

By RACHEL ORR
Staff Writer

Two out of 10 UNC students may have chlamydia, a type of venereal disease, and not know it, said Sue Gray, health educator for Student Health Services.

Chlamydia, referred to as the silent VD, often goes undetected because the disease is rarely accompanied by symptoms, said Dr. Bruce M. Vukoson. If untreated, chlamydia can cause sterility, he said.

Nationally, 10 to 12 percent of the population has chlamydia, Vukoson said. After analyzing last year's students' chlamydia test results, SHS figured about 12 percent of UNC students suffer from the disease, he said.

Because of the chlamydia's prevalence and its lack of symptoms, SHS is starting a campaign to inform students about the disease under the slogan "Chlamydia is not a flower. It's the VD of the '80s," Gray said.

Gray said strategically located brochures and radio commercials will be part of the campaign. SHS wants to emphasize on campus that chlamydia is easily treated, affects both men and women, rarely produces symptoms in females and may be present in two out of 10 students.

Usually, males with chlamydia suffer from the typical symptoms related to sexually transmitted diseases before infertility results, Vukoson said. However, females can become sterile without ever knowing they had chlamydia, he said.

Vukoson said culturing for chlamydia cost between \$30 and \$40 because it was difficult to grow in the laboratory. Screening for chlamydia, which doesn't require a culture, is a much more economical way to determine if the disease is present in the body, he said.

SHS started offering the screening test for chlamydia just last month. The test, which costs \$10, is sent to the Research Lab in Burlington for analysis. Results are usually back within 48 hours, Vukoson said.

Treatment for chlamydia involves taking the antibiotic tetracycline for a week to 10 days, Vukoson said. After treatment, patients should have another test run to ensure the bacteria has been killed, he said.

Because of chlamydia's silent nature, SHS is recommending the test to all women who come in for pap smears, Vukoson said.

If chlamydia is detected, it is very important for the patient's sexual contacts to be notified and to come in for testing, he said.

SHS is planning a weekend chlamydia clinic for men. Gray said it was difficult to test males regularly because men do not come in annually for pelvic exams as females do.

Further information about chlamydia and other sexually transmitted diseases is available through the SHS sexual health hotline, Gray said. The hotline, which can be reached by dialing 942-WELL, operates Monday through Friday from 8 a.m. to 5 p.m.

Latin America

other students and the teachers.

Gil said the most effective way to attract new majors to the curriculum was by word-of-mouth and the reputations of the teachers.

"Naturally, the more visible we become and the more publicity is done, the more people we attract," he said.

Many students in the curriculum said they felt the Institute received less money and attention than it deserved.

Gil agreed. "Our funding from the state is so low it is ridiculous," he said. "If it were not for the cooperation of other departments, there would be no curriculum."

A lack of funding also makes it difficult to bring in visiting professors from Latin America, he added.

"(But) at the present time, there is a very genuine desire (in the University administration) to develop and promote the curricula," he said.

Mateu said one of the weaknesses of UNC's program was that the professors didn't participate as much in activities related to the curriculum. Mateu worked at the Center for Latin American Studies at Tulane University before coming to UNC.

The Tulane professors went to events and encouraged their students to go, which UNC professors don't do, he said.

"There's a core group of professors that attend," he said. "To be fair, this

is a larger university and there probably are more demands on teachers than just participating in activities."

Gil said: "Unfortunately, this has been a problem we have been trying to correct... In any group you have a core of those who are the 'faithful ones.'"

He said activities for Latin American studies students included a speaker series and brown-bag lunches where someone usually would lecture.

Although the quality of the curriculum's professors has been one of its strengths, three very popular professors are on leave, which has caused a disruption.

Besides Baloyra, history professor Gil Joseph is working on a research project in Yucatan, Mexico, and political science professor Lars Schoultz is finishing a book.

Baloyra's departure after last spring semester was the source of some speculation and controversy. Some students said they heard Baloyra had personality conflicts with people in the administration which were responsible for the University not matching the salary offered by the University of Miami.

Baloyra said that wasn't true. "At least on my part, I don't think that's the case," he said. "I think maybe the difference in the qualities of the

universities led the people negotiating with me to believe I wouldn't leave, but the financial aspect was very important too."

Baloyra has a large family, and he said the salary structure at UNC was not good for supporting it.

"The University has a limited pool of resources to decide who to retain," he said.

Baloyra is on leave for one year, but he said he would probably spend at least another year in Miami.

"The (curriculum) is sufficiently strong to find new vigor and reinventorize itself," he said.

The Institute also has resources that are open to all students. The resources include the Spanish edition of the *Miami Herald*, clips from the *New York Times*, Cuba's newspaper *Granma*, Spain's newspaper *El Pais*, daily reports on Latin America from the Foreign Broadcast Information Service, International Development Bank reports, Kellogg Institute working papers and State Department documents.

Campus Calendar

The Carolina Student Fund/DTH Campus Calendar will appear daily. Announcements to be run in the expanded version on Mondays and Thursdays must be placed in the box outside the Daily Tar Heel office, Room 104 of the Student Union, by 1 p.m. Friday and 1 p.m. Wednesday, respectively. The deadlines for the limited editions will be noon one day before the announcements to run. Only announcements from University recognized and campus organizations will be printed.

Wednesday

8:00 a.m. Phi Beta Sigma Fraternity making applications for the Michael L. Zollicoffer Scholarship Award available at the Union desk until 11:00 p.m. Return completed applications to 01 Steele by November 8.

10:00 a.m. Carolina Athletic Association holding voting booths for the 1985 Homecoming Queen at the Union, Campus Y Court and South Campus Union until 4:00 p.m.

7:00 p.m. AIESEC meeting in Union. Sociology Undergraduate Club meeting in 151 Hamilton for undergraduates majoring in Sociology and other liberal arts. Representatives from social work, teaching, public health, etc. will speak.

8:00 p.m. Carolina Athletic Association hosting Jim Lamley, UNC Alum and ABC Sports-caster, in Memorial Hall.

10:00 p.m. Anglican Student Fellowship invites everyone to celebrate the Eucharist in the Chapel of the Cross.

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Interviews: Tuesday, October 29th

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