

Viewpoint

A woman humors the Final Four

Well, it's that time again...Time to hear the three words that I dread hearing more than any other words in the human language...The Final Four...

My father and brother and the majority of my male friends have been talking about this event for the past two weeks. The games have cluttered my television set for some time now and I am tired of all of this hype.

Call me a "typical" female, but I see no purpose in having this contest. Who really cares about what team can dribble a little round ball best and shoot it through a basket? I did this exact motion when I was three years old shooting a pair of rolled up tube socks into a laundry basket.

Now, I admit that I have been to Duke in the past when they have won the NCAA championship, and I will hand it to the Blue Devils that they can throw a hell of a party. However, why use a win as an excuse to throw a party? I predict (and am almost willing to bet my life, and yours, on it) that Duke will not even see the glimmer of the NCAA trophy this year, but why cry? Throw a party anyway. Even losers deserve to let loose once in a while.

I am all for exercise and a little competition here and there, but I am sick to death of watching these games. I think that all of this basketball hype is just a cover up for more of this male bonding syndrome that seems to be running rampant across this land. I think that this basketball stuff is just one more excuse for men to get away from women and go get drunk and do it in the name of sport. Fellas, this is a cop out...

If you want to "bond," bond and take it like a man. Admit that it is not the game that you really like but the "things" that go along with the game (i.e. beer, betting, escape from females, freedom to swear at the television screen and not be held accountable for it, etc.)

And another thing, what is up with these betting pools? I saw some guy carrying around a photocopy of a betting sheet and, I swear, it had more detail on it than the maps that AAA puts out. Do you people have nothing better to do with your time than take out rulers and draw these sheets?

Instead of throwing your money away on these bets, why not get in your little cars with your Indiana, Michigan, Kentucky and North Carolina bumper stickers on them and drive 39 miles to the Virginia line and buy lottery tickets with your money? It seems to me that scratching lottery tickets would be a lot more fun than watching a bunch of sweaty men run up and down a court.

As for my prediction for the 1993 NCAA champ....I don't give a happy cup. Maybe Carolina will win and we can all car pool the 40 minutes to the party at Chapel Hill instead of the usual 50 to Durham.

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Four-hour class format

The most important issue ever for those attending Elon

There is a proposal which will be put to the faculty for a vote in early April and if it passes, class at Elon College will forever be different.

The proposal to which I'm referring is one which would change the present 3-hour class format to a 4-hour one. Now, this might sound like a merely technical change, but the implications of such a move would effect every facet of life at Elon. And this is why it is such an important issue.

But before I go any further with this essay, I would like to explain a few things. First of all, whenever a proposal like this comes under serious discussion, it is difficult to criticize it without appearing to be anti-education and anti-progress. (Of course, I am neither of these.) The dilemma is analogous to that of trying to say something educated about nazi Germany besides how horrible the holocaust was. People often miss the point because they're so locked in to seeing something only one way.

Therefore I will ask you to keep an open mind when reading this essay, understanding that I do not doubt the sincerity, or the motives behind the proposal in the least.

The issues involved with this proposal are both subtle and complicated and no matter how the faculty votes, Elon will be permanently changed.

The way I see it, Elon is on the precipice of an epochal change. The school is changing, literally, right before our eyes - the question is - how do you want Elon to change?

In an attempt to fully understand the complexities of this issue (and thus be able to represent it accurately to you) I discussed it, in depth, with Brad Hamm, Dr. John Sullivan, Lela Faye Rich, Mark Albertson, Dr. Alan White, Dean Bill Rich, and Dr. Warren Board. And I would like to thank them for their patience and time. Their help was invaluable.

When I first heard of the 4-hour class format proposal, my first question was - why? Why does Elon need to do this? And the answer, it seems, appears to be this: by changing to the 4-hour class format, two things would be



Jack Duval

accomplished; (1) the quality of intellectual interaction between students and faculty would be increased; and (2) the course load on the faculty would be reduced (from nine classes to six).

Both of these goals are much needed, and I applaud the attempt to realize them. As a matter of fact, I don't think anyone would dispute their validity. But I must ask if the 4-hour format is the best method to achieve these goals.

As I mentioned before, the implications of such a change would be far-reaching, and this is where we need to focus our critical attention.

The most logical place to begin, I think, is with the changes that will have to be made in scheduling.

With the 4-hour class system, Mark Albertson informed me, classes will most likely begin at 8:00 a.m. and will run until after 5:00 p.m., Monday through Friday. One-third of the classes will meet four times a week, one-third three times a week, and one-third twice a week.

Undoubtedly, some classes are better off meeting four times a week, language classes being a good example. But with one-third of the classes necessarily meeting four times a week, I fear that many of them would be forced into the four times a week slots. This would be an unfortunate waste of time for many of the Business and Communications classes, which require large amounts of independent, out-of-class research and hands-on type activities.

Since classes would be meeting past 5:00 p.m., Monday through Friday, there would be a tremendous amount of conflict for students who work after school, are active in intermurals, and, most importantly, play varsity sports.

When I talked with (athletic director) Dr. White, he said that

currently, the teams which practice outdoors try to start their practices between 3:30 p.m. and 4:00 p.m. And that athletes are encouraged to take their labs (which traditionally run late) on Mondays, in an attempt to avoid exactly what would be caused by the 4-hour format.

"Inevitably, you have upper-level classes taught in the afternoon, so the people you depend on most (upperclassmen) are the hardest hit," Dr. White said of the late classes.

"The only way I know around it would be lights (on the practice fields), and that's a major expense, and I don't know where the money would come from."

Aside from the monetary issue, which we will examine later, if our athletes are expected to practice at night, when will they eat (will the cafeteria stay open until 10:00 p.m.?), and more importantly, when will they study?

The most severe consequence of the 4-hour format would be the loss of 25 percent of the courses offered. This is inevitable, for if class time is increased by 25 percent, then the number of classes offered will necessarily (without additional faculty) drop by 25 percent.

When I discussed this with Dr. Board, he was right to point out that it will be 25 percent of the course titles that will be lost. That is to say that just because a course title doesn't appear on the schedule any more, doesn't mean that the material taught in that class won't be taught any more. For example: Western Civ. I and Western Civ. II might be combined into one class under a different name.

Now, this is not necessarily a bad idea. But the problem I see is that you would be taking six hours worth of classes and putting them into one four hour class. My concern is that (assuming the professors wouldn't be giving brutal course loads) the two hours being given up would constitute a significant loss.

If the classes are lengthened by 25 percent, then the number offered is reduced by 25 percent. Thus the number of classes required for a major is lessened by

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