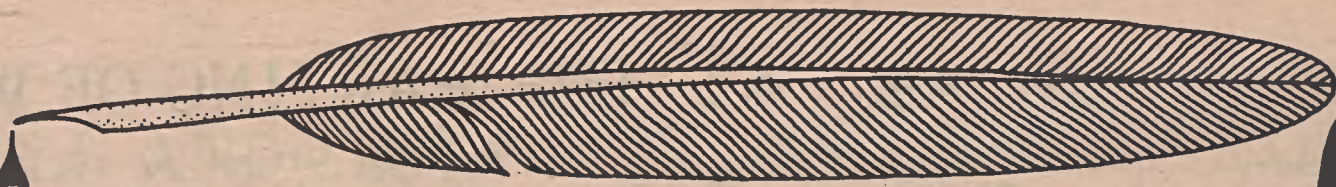


The Stentorian



Volume 4 Number 3

The North Carolina School of Science and Mathematics

June 1985

AN OPEN LETTER FROM BORDEN MACE

REFLECTIONS AFTER SIX YEARS

Standing in the shadow of Thomas Sayre's magnificent and towering GNOMON, as the massive slabs of concrete were hoisted into place in the center of the N.C.S.S.M. campus, I had time to reflect on where we as individuals and as a community are, where we came from, and where we are going.

First, the sheer beauty and symbolism of this work of art and science by a native of Morganton only a few years older than students at N.C.S.S.M. is overwhelming to me. It is a product of imagination and technology, both of which are creative aspects of people, as opposed to laws of natural or physical science. GNOMON, weighing 43,000 pounds and precisely

aligned with the daily motion of the sun, symbolizes man's preoccupation with time and space.

The Greek word "gnomon" can be translated to also mean "one who examines", and "gnomia" as "a combining form meaning art or science of judging or determining." How would it be possible to have a more appropriate symbol or statement at this time and this place to represent the vision and the dream of N.C.S.S.M.'s founders and the hundreds of young men and women who risked two years of life away from home to "examine" themselves and their world?

From the shadows we see a multi-million dollar dormitory, new classrooms and laboratories,

administrative offices, and a potentially beautiful lake--excuse me, a biological research pond--being completed on a former hospital site that in its day had been a pioneer in serving the people of the entire state. I asked Ross Baker if the first students working in makeshift basement "laboratories" learned as much biology as students using the new multi-million dollar laboratories. "I can't honestly say they learned any less, but life for teachers today is one hell of a lot better." Of course, a biological research pond on campus is a major plus as are two electron microscopes, an observatory, and computers galore spread across the campus. Three cheers, ruffles and flourishes!

Our graduates are in the far flung corners of the United States with a handful of adventurous souls abroad. We have some of the world's best and brightest teachers at the secondary level living and learning in an ever-increasingly inviting campus located in the intellectually and culturally invigorating Research Triangle area.

Much has been accomplished but not enough. This is the time for re-examination and renewal. Theodore Roosevelt wrote a marvelous essay called "Latitude and Longitude Among Reformers." He quotes a fictional would-be leader of reform: "I don't know that I think they are so much above us as too far to one side. Sometimes it is longitude and sometimes it is latitude that separates

people." Teddy Roosevelt believed this to be true, and "the philosophy it teaches applies quite as much to those who would reform the politics of a large city, or, for that matter, of the whole country, as to those who would reform the society of a hamlet" or, I might add, a small residential public high school in Durham.

There are on each side, unhealthy extremists who like to take half of any statement and twist it into an argument in favor of themselves or against their opponents. They are types of such ingrained cynicism, that they do not believe in the possibility of making anything better. Others champion reform to emphasize their own righteousness or "superiority." There remains the great body of the people though, Roosevelt says "including the entire body of those through whom the salvation of the people must ultimately be worked out." He was worried about the unhealthy and undesirable tendency to deify mere "smartness", unaccompanied by a sense of moral accountability.

Our students, present and past, and our faculty are speaking, as are administrators, trustees, staff, parents, university representatives and legislators. But are we hearing each other?

The excellence of any school lies in how its internal processes work constantly to improve its performance. I personally would like to see less focus on institutional

PLANS SET FOR FINALE

by Eric Jones

Graduation. An event that simultaneously climaxes and ends twelve years of education. Being that our education has been so...well...Unusual, Graduation holds a special meaning for S+M'ers. It means the end of two years of nightmarish work. It's also the end of Senioritis and the beginning of Freshmanitis. Comments on the fateful day range from "I can't wait" to "Not yet! I'm not ready!" It's a once-in-a-lifetime event, and our seniors have worked for it (most of them, anyway).

On June 8, 1985, one hundred and seventy Seniors

will march at Northern High School here in Durham. Two of these seniors (Geoff Davis and Kenro Kusumi) left NCSSM at the end of their junior year to enter Duke and Harvard, respectively. Yet they will return to march with their classmates.

Events actually start on June 7. All Seniors and junior escorts are expected to attend a rehearsal at 10:30 A.M. at Northern. At 2 P.M., the required awards ceremony will be held at Rogers/Herr Middle School in Durham.

At 8:30 A.M. on June 8, vans will start making loops to Northern High. Everyone will be expected to be in line by 10. At

See Page 8

SEE PAGE 2