

LET'S CALL HIM BILL

by Warren Hull

He received a letter in early June of his sophomore year. The second paragraph began with "We are pleased to inform you of your selection as a finalist. . . . Ecstatic, he charged downstairs shouting "I made it made it! I'm in!"

Bill drove over to Sam's house. Sam was a graduate of the school, currently attending Carolina. Sam possessed a keen mind, tremendous personal drive, and often wrote up imaginary chemistry experiments for fun. Bill knew Sam would give him an accurate, true-to-life description of the school.

Sam invited Bill in, offering congratulations and a bowl of cold Ramen Pride chicken soup. He answered Bill's questions quickly and confidently - all the while, Bill was thinking "Sam really has it all together - I hope I can be like him when I graduate from NCSSM."

Sam told him of the community spirit; about the teachers who busted their rears in class and to be available to help the students; about the

RA's who were kind, understanding, and able to solve any personal crises a person could manufacture; about the students themselves - who were dedicated to their studies and amazingly gifted; and about the personal growth Bill would experience. Bill had a disturbing vision of himself suddenly growing five inches and being handed a briefcase the moment he stepped on campus.

Bill came to Durham in the fall of 1986. The school had expanded to 550 students - when Sam was there, there were only 400. Bill wondered if there would be any difference with more students.

Bill moved into the huge, four-story dorm with 200 other guys. He thought it was a rather impersonal arrangement - sixty guys on each floor. Bill's roommate was bigger than him and his computer had more memory than Bill's - Bill felt intimidated.

The cafeteria was so crowded at supper, Bill found himself standing in line in front of the door to Media. Of course, the food tasted like Mother's own homecooking.

Classes started. Bill discovered teachers hyperextending themselves in packed classrooms of thirty students. He waited outside the chemistry professor's door and felt slightly insulted

when he was asked to take a number. By the time his turn came, the professor had fallen asleep. . . . Bill walked slowly back to his bland room and his scary roommate, threw the knowledge he did not understand on his bed, and wandered down to talk to his RA, hoping to begin his personal growth as soon as possible.

His RA's room contained twelve juniors in varying stages of personal struggle and growth. Bill walked to the back of the apartment and discovered the RA hiding in the bathroom. . . .

Bill endured two weeks before his disillusionment became complete. He returned home to go back to his old school - another great mind prevented from blossoming.

SENIORS OFFER ADVICE

With the school year drawing to an end, students begin to concentrate less on the distant future. As juniors look forward to becoming seniors, present seniors reflect on the last few years offering some helpful advice.

"Take advantage of the opportunities available here. Never think that you don't have what it takes to join a club or pursue an activity," Chandana Ganguli advised. "If you're interested in something, go for it - at least you'll have a common interest with the other people involved."

On a more specific



KEEP SULTRY SEDUCTIONS PRIVATE - STOP PUBLIC DISPLAY OF AFFECTION

by Richard Wu and Chandra Bastia

As he stroked her fine, silky smooth hair, their eyes were drawn like magnets as he drew closer. She had never been touched in such a way. Slowly but gently he moved forward and swayed her back.

Close were their lips, but before they kissed, she whispered into his ear... Is this some lewd and lurid scene we are forced to endure while watching a teenage oriented PG-13 film? No. Obviously, why should we pay to watch this kind of cheap sex when one can find more sultry and vapid seductions on the NCSSM science wings, dormitory causeways, and school lawns.

Unfortunately, many of us are not interested in seeing couples in action. The idea in itself is disgusting. Intelligent people should have more sense than to reveal their childhood fantasies to all those watching. We are promising and precocious students who aspire to be successful professionals, but do intelligent adults act like this? Think of the last time you saw an astronomer making-out in the corridors at Duke University.

It seems that many of our students cannot distinguish real life from the sleazy soap operas on prime time TV. Meaningful

relationships are not based upon mere public displays of affection (PDA). It is not necessary to display sexual relations to the public. There are many private places that people can engage in their romantic antics, such as, underneath the back lab stairway; behind the multi-purpose center; under the trailers by 1908; and in the biological pond.

If people feel that displaying their love affairs before the public is necessary, then they can find other places besides NCSSM. For example: Duke Gardens, the entrance way to Revco, Dunkin Donuts, and the intersection of Club Boulevard and Broad Street. We suggest the last place as it would decrease the number of students who engage in PDA.

P.S. It has been difficult writing this article as two students are currently climbing all over each other at the computer terminal next to us.

YOUNGBLOOD REVIEWS 1985-86 SCHOOL YEAR

by Mike Tilly

The interview began a little before 5 p.m. with Dr. William Youngblood filling his briefcase with his own "homework." Then he sat down, pushed his chair back, put his feet up on the desk and asked what we were going to talk about. I told him I was going to ask him about his expectations at the beginning of the year and how things have been since then.

He prefaced the conversation by saying, "Whatever I see is probably a worse view than it really is, in most cases, because usually I deal more with the negative." He went on to explain that because of this his view is a little below the norm.

"I worry about the

future of the school, in the sense that I see the potential to repeat mistakes where others have before," he remarked. He drew an analogy to the colonial times, where early on things were virtually unlimited: land, trees, food, etc. They abused what they had, and now the effects of that are obvious. The passenger pigeon is extinct, the buffalo is close, and the land suffered from being overworked.

"We're not unlike that, we have almost unlimited opportunity, but still a delicate ecosystem here in which the students determine the resources that will be available for the students who follow them by what they do," he stated.

He described his own personal impression by bringing up how in the earlier years there was a "pioneering instinct" in the students; they were more inclined to try something. They also fully realized the opportunity they had. Now that the school has done well, it attracts some people because of its credentials, and the piece of paper we get after two years becomes more important than the experience.

The school could possibly become "a stepping stone to the future" for too many students. Without care for the school, without commitment by the students, all the incredible resources the

school has and the opportunities it presents just fall off to the side.

Youngblood added that in his speech at the beginning of the year he hoped the seniors would realize what we can get from the school and what we could give to it. He felt there needed to be a level of awareness among the students. Students who come through and don't act responsibly create more rules and regulations for the next class, which in turn stifles the creativity and potential of that class.

He agreed that a lot of rules would not be necessary if everyone complied with the spirit behind a rule, instead of taking advantage of the temptations that come forth when there isn't a specific rule.

We agreed strongly with nearly everything Dr. Youngblood brought up. Although students not taking advantage of the school's resources may not be a real problem now, it could be in the future. Sooner or later, the state is going to ask for measurable results of what they're putting so much money into. If we, as students, haven't done our part to contribute to the school, it's future will be in jeopardy.

There was a grave problem earlier in the year concerning the abuse of the computer facilities, we're sure everyone knows enough about that incident. The students achieved an understanding in that situation and things improved greatly. The same thing needs to happen now with this problem.

More students need to understand the philosophy behind the school and the responsibilities tied in with it. In order for the school to present the same opportunities to students in the future, the students now in the present must not only have more respect for the rules (written and unwritten), but we also need to help the school by using it to its full potential.

Seniors won't be able to have much effect on this now. We've already done what's done, including the good and the bad. But you juniors, next year's seniors, have the ball in your court as to whether or not changes will come about. We're sure everyone has heard this kind of stuff before, and unfortunately, some people are going to read this and just shrug it off as a waste of time. But hopefully a few people will understand the problem.

Maybe those few people will undertake the task of solving the problem before the damage is too great and calls for outside action. The solution is as easy as the problem is; students need to become more aware of the opportunities here, and they need to be more aware of the consequences of their actions.

There's no way that anyone can make us take notice. We have to do it on our own. This will include a little bit of self-sacrifice, and some unselfish behavior, but giving that now would help secure that NCSSM's in the future have the same chances that we have been given.

THE STENTORIAN

North Carolina School of Science and Mathematics
1912 West Club Boulevard
Durham, North Carolina 27705

Editor-in-Chief.....Warren Hull
News Editor.....Kathy Anderson
Editorial Editor.....Steven Aldrich
Feature Editor.....Jeff Dimock
Sports Editor.....Mike Tilly
Photographic Editor.....Kevin Pint
Typesetter.....Reginald Humphrey

Reporters.....Bret Barton, Amy Bingham, Simone Bowers, Stephanie Bowes, Elizabeth Cates, Rodney Freeman, Jeanine Kelly, Leigh Killian, Kim Owens, Myon Paek, Amy Roscoe, Chandra Smith, Kelley-Brooke Snyder, Susan R. Wallace, Jana Watts, and Richard Wu.

Advisor.....Lynne Dinges