

Takin' care of
briskness

Sunny and cold today with
highs around 42. Lows
tonight in the 20s.

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News/Sports/Arts 962-0245
Business/Advertising 962-1163

Desk meetings

The University and sports
staffs will have meetings
today. See announcements
inside for details.

Ho ho ho



Betsy Merten of Chapel Hill High School putting the finishing touches on this window Santa Claus at

Fowler's Food Store. She and her classmates were painting as part of an art project.

DTH/Larry Childress

Closs announces resignation plans

By GUY LUCAS
Assistant University Editor

Wyatt Closs, Campus Governing Council speaker and district 10 representative, announced Monday he planned to resign as speaker, but he may retain his seat on the CGC.

Closs said that he would finalize the details of his resignation during exams or the holidays, but the chances were "50-50" he would retain his seat on the CGC.

"At the end of the week, I'll probably have a much better idea of what's going to happen," he said.

"The reason for my doing that (resigning) is I hope to be involved with other projects next semester that either would take me away from campus or, while I would be on campus, they would restrict my time," he said.

He said he was not resigning to campaign for student body president.

"In talking to people earlier in the semester, I said, 'If you hear about me resigning as speaker, that means I'll be running,'" he said.

"I'm looking at doing some sort of intern work . . . one of working on a (U.S.) congressional campaign during the

entire spring semester," he said. Closs would not say for which candidate he wanted to work.

Closs said he also was working with the University's Division of Student Affairs to define different projects on which he could work.

"Some of my wanting to look into other projects comes somewhat out of my lack of fulfillment (as speaker)," he said.

Closs said his departure would not cause too many problems for the CGC.

"I'll still be trying to help out the CGC and get those things (the transition after the spring campus elections) accomplished," he said. There will be two meetings before the transitional CGC meeting.

CGC Speaker Pro-Tempore Jimmy Greene would be next in line to serve as acting speaker, but Closs said he would recommend that Jaye Sitton, Rules and Judiciary chairwoman (district 13), serve in that capacity. Greene and Finance Committee chairman David Brady (district 12) will be too busy with other things next semester to fill the position adequately, Closs said.

J-school chosen by NASA

By TERESA KRIEGSMAN
Staff Writer

UNC's School of Journalism is one of five journalism schools in the country that will act as regional headquarters for the selection of the first journalist to fly in space, and journalism school Dean Richard R. Cole is a member of the national steering committee for the program.

The selection process is being run for NASA by the Association of Schools of Journalism and Mass Communication, which represents 170 U.S. journalism schools. Cole is ASJMC president-elect.

Cole said the journalist that is selected should capture the mood, drama and awe of space and give the public insight into the purpose, value and future of space travel.

"(We want someone) to communicate the entire experience of space to the public," Cole said.

The winning journalist and an alternate will be named April 17. He or she will undergo a four-month summer training program at the Johnson Space Center in Houston and will fly on a Space Shuttle mission in late 1986.

The journalist will be the second in a series of communicators to be selected as part of NASA's Space Flight Participation Program. The program was established in 1984 to provide flight opportunities for people not otherwise associated with the space program, so that they could communicate their experience to the general public. The first candidate selected under this program was teacher Christa McAuliffe, who is scheduled to fly in January.

Applicants must be U.S. citizens with five or more years of full-time professional experience. They must submit two examples of their work and answer essay questions about why they want to be selected and how they will communicate the experience.

School to play role in selecting first journalist to ride shuttle into space.

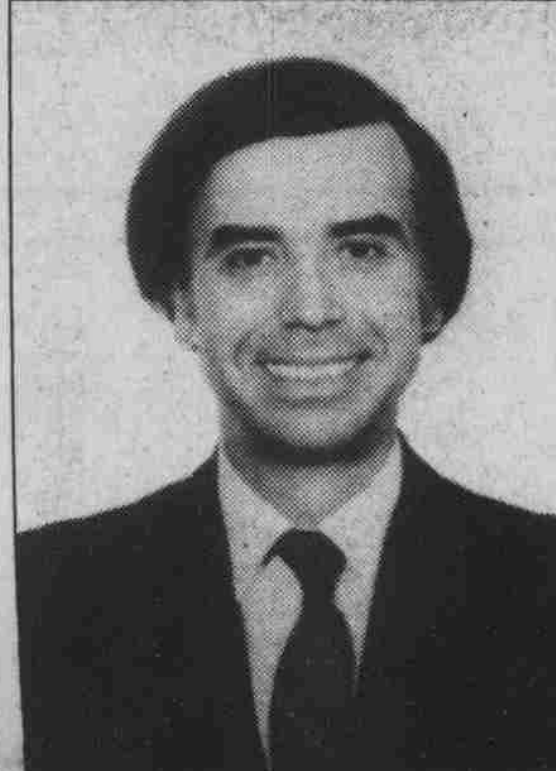
Everyone has an equal chance for the position, Cole said, adding that journalists from bigger communications organizations did not have a "built-in advantage."

"Selecting the first journalist in space is obviously important, and we must make sure that all journalists — from small newspapers and broadcast stations, as well as the big guys from CBS and *The New York Times* — are treated fairly," Cole said.

Cole said he expected about 5,000 journalists to apply. More than 1,750 applications already have been received. Applications are available through Jan. 15, and applicants are not restricted by age, but they must pass minimum physical requirements and cannot be employees of the U.S. Government or spouses of present or former NASA employees.

Applications will be sorted among five geographic regions. After preliminary judging at cooperating ASJMC schools, applicants will be interviewed at the regional level in March. In addition to UNC, the other regional schools are Pennsylvania State University, University of Kansas, University of Iowa and California State University at Fullerton.

Eight applicants selected from each region will go to Washington, D.C., in early April for the national finals. The National Selection Panel will recommend five applicants for consideration by the NASA Space Flight Participant Evaluation Committee, composed of seven senior NASA officials.



Richard R. Cole

Vermont Royster, UNC journalism professor emeritus and former editor of *The Wall Street Journal*, is among the judges on the National Selection Panel.

Royster said the panel would be looking at the applicants from a "journalistic standpoint."

"None of the astronauts so far have been very articulate," Royster said. "We need someone to tell us earth-bound people what it's really like."

Royster said he would like to see the journalist have "some acquaintance with science and technology" and be capable of writing about personal experience.

The five finalists will undergo medical examinations and receive briefings on the space flight experience. Based on the results of the physicals and interviews, the evaluation committee will recommend a primary and backup candidate to NASA, which will approve the final selection.

Student teaching allows first-hand look

By LIZ SAYLOR
Staff Writer

This semester almost 200 UNC education students ventured into their field, learning for the first time what being a teacher really involved.

"Nothing in college has prepared us for this — taking over 100 kids a day," said Laura Calhoun, a senior from Hendersonville who teaches seventh-grade science at Grey-Culbreth Junior High School. "If we don't do right, they're the ones who suffer. It's scary."

The students attended classes in the schools where they were assigned before they began their work in the classroom. On Oct. 23 they went to schools in the Chapel Hill-Carrboro school system and Durham, Orange, Wake, Chatham, Lee and Alamance county school systems. Sometimes students also were sent to Burlington City schools.

"Our biggest problem is trying to find placements for them," said Dr. Joseph Browde, clinical associate professor in the School of Education and director of the student teaching program.

Student teachers in Chapel Hill-Carrboro City

Schools receive a \$50 stipend a semester, said Dr. Paul Pritchard, who is in charge of student teachers' placements in the area. He said that, with 350 teachers in the system, they used 30 to 60 student teachers each semester.

The education curriculum has several divisions, Browde said. Students planning to teach kindergarten through fourth grade and fourth through sixth grade must student teach for certification and degree work. In secondary subject areas (math, science, social studies, English), student teaching only is required for certification, Browde said.

The student teachers are assigned a supervising professor in the education department who visits them while they teach.

"When my supervisor came for his first visit to my class, the overhead projector blew up," said John Boldt, a fifth-year senior from Kinston who teaches five American history classes at Hillsborough Orange High School. "The second time he came, I was supposed to be in the library, but it was closed, so I was teaching without a lesson plan. I haven't had much luck when the supervisor

visits. Maybe next time . . ."

Student teachers also attend weekly seminars, where they can meet with other students in their area and discuss common problems.

"All we ever talk about with other student teachers is how different school is today than for our generation," Calhoun said. "When we were in school, we'd have to raise our hands to talk in class, and you were embarrassed if the teacher even looked at you. Now they try . . . lots of talking, no matter how far apart you seat them, bad language (and) insubordination, where you tell them to do something, and they just say, 'No, I won't.'"

Calhoun said she still wanted to teach, but wanted to instruct students in earlier grades.

"I would like to go younger, like elementary school, where they're still excited about learning," Calhoun said. "These kids are just looking forward to when they can get out and be done with school. The older they get, the less excited they are about learning."

More people should become teachers, Boldt

said. "Most high school students think teachers want to fail them. But the best feeling to me is when a student who's not doing so well improves. We actually want them to succeed, not fail."

"When I first started, I didn't know if I knew that much in leading them," Boldt said. "I found out I do. Also I thought I'd be able to really get into a subject, but due to the time limitations, I can't. We skip over a lot of stuff. It's a lot of work preparing."

"No one," Browde said, "expects you to be a perfect teacher."

"Look at the student teaching experience as a culminating experience," he said. "It applies the theory of education, subject matter, specialties, strategies."

"It isn't enough to know what I'm going to teach. It's how to do it. A top-notch scientist or mathematician may not know how to get their subject across."

Hands-on experience is the goal of student teaching, he concluded.

Education major finds high school a class act

By MARYMELDA HALL
Assistant Features Editor

Student teaching provides education majors classroom experience before they enter the school system. But students get training even earlier through an observation lab included in required classes on adolescent development.

Observation yields different impressions. Students may sit in the back of a deathly quiet classroom observing students practice algebra or chemistry problems. They could find themselves in the Middle Ages or the Guilded Age, America or Spain. They can witness model students or a 50-minute free-for-all.

I was assigned to an American Government class at Chapel Hill High School for eight weeks of

observation. I made the mistake of overdressing the first day — high heels were not meant to navigate gravel parking lots and high school hallways. After finding the classroom, I stood outside trying to muster enough nerve to interrupt busily working students.

What I interrupted was a small war. An extensive study of the U.S. constitution had resulted in a "discussion" of heavy-metal music. To ban or not to ban was the question of the hour, and it created lopsided response — one teacher against 30 students. He was holding his own, though. He even had attended an Iron Maiden concert to get first-hand experience.

The students were arguing about their constitutional right to listen to what they wanted. The

words were getting hot. Suddenly, the teacher turned to me.

"What kind of music do you listen to?" I experienced a classic example of identity crisis. Was I an adult or an adolescent? A teacher or a student? Did I have a responsibility to side with the teacher or go for a popular response with the students?

I compromised with what I felt was pretty safe ground.

"Well, uh, I like Billy Joel." This got agreeable response from both the students and teacher.

"Now he's a good guy," was the adult response.

"Good guy!" said a kid sitting across the room. "What about Catholic girls starting much too late?"

Don't you think he's promoting promiscuity?" He was reading from an article listing singers and songs that should be publicly censored.

The argument ended with an announcement that it was time to move to another section of the constitution, and class got a little more orderly.

I learned a lot from that observation, like never to underestimate the ability and creativity of a high school student.

Observing without the pressures of preparing lesson plans and objectives is a wonderful opportunity for education majors. It provides the first objective glance at the teaching profession through the eyes of the teacher. And that glance helps in preparing education majors for a headlong leap into teaching.

Blacks fill few posts in politics

By KENNETH HARRIS
Staff Writer

Blacks hold approximately 11 percent of the appointed positions on advisory boards established by Chapel Hill and Carrboro each, but town officials said it is difficult to get blacks involved in politics.

The Carrboro Board of Aldermen appointed 73 people to its town advisory boards. Eight of the appointees are black.

Hilliard Caldwell, the only black member on the Board of Aldermen, said he wants more participation from the community.

"We want to make sure that all segments of the community are well represented," he said.

In the Carrboro November elections, Caldwell was re-elected to a second term on the board. He received more votes than any other candidate on the ballot.

The Parks and Recreation Commission has the most blacks of any town board in Carrboro. Of the commission's 11 members, four are black.

Carrboro has both a planning board and a board for downtown development, but neither of the two boards have black members. Caldwell, however, remains optimistic

See BLACKS page 7

You don't have to think too hard when you talk to a teacher — J.D. Salinger