

# Feminism shatters stereotypes

Walking around in my body at the university makes me distinctly aware of my womanhood. Not only am I aware of it, I am informed of it every day by the messages I receive from the academic and social life of the university.

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The wound bleeds as they are gazed at with suspicion and disdain when they question the lack of representation of their foremothers in the field. If our professors and administrators join in the throwing of stones, how are we to rise up intellectually?

Socially we throw stones at each other. Men are often judged by their ability for sexual conquest. Women are judged therefore on their sexual attractiveness. We do not look at each other on human terms but disregard the feelings of our fellow students.

We should be able to walk around in our bodies without labels, expectations or false images of our value because of gender stereotypes.

We should be able to talk about many things in addition to our alcohol intake or sexual adventures last weekend. As students we are all at an important point in our lives and must be careful of the scars we leave on each other's skin. We must not hold each other down when we all want to rise up.

"Feminism" is a word we need not fear. A feminist is someone who supports and desires equal rights for women and men.

But the ignorance that follows the word, the fear of changes to our

norms and values, scares us to death. It means changing pejorative and degrading customs to which we have been socialized.

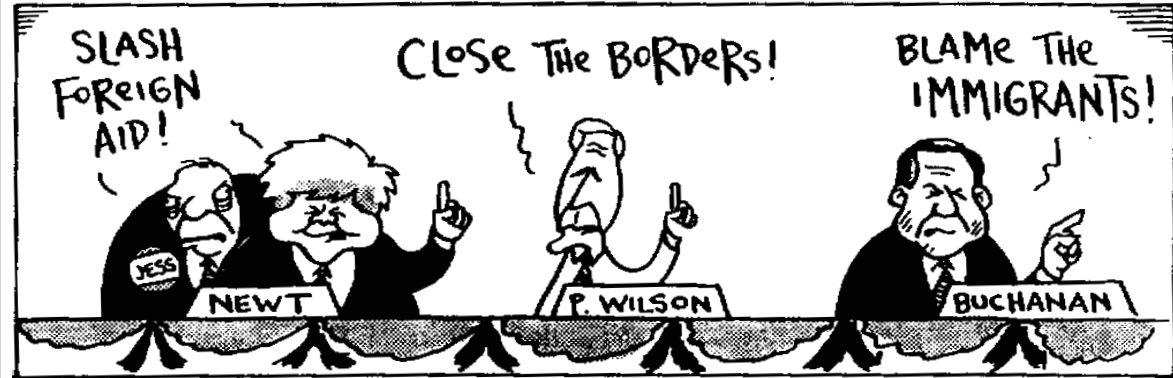
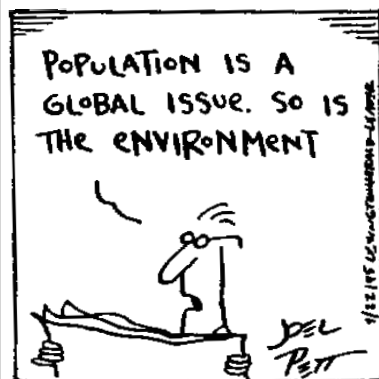
It means admitting that we all throw stones, often unconsciously, that prevent people from being able to walk around in their bodies with pride.

Feminism is feeling the rocks and stopping them with your hand before they hit your face and asking the throwers to evaluate their motives. It is facing the apathy to which we are accustomed and refusing it. Feminism is being aware of what goes on in our classrooms, our social circles and our minds, and taking action to make it right.

Asking questions instead of throwing stones back helps evaluate the origins of our need to throw stones. It is no solution to box each other into immobile situations or to take out our own frustrations on other, equally frustrated young men and women. We are dying to survive the stoning.

I have the right to hold my head up and walk around in a world of equality — a world where I am not punished for things over which I have no control, where I am not condemned for wanting representation and respect.

I have the right to use my voice to stop the stone throwers and to announce my pride and presence as a woman.



# Family Weekend: A survival guide

It's that time of year once again! That magical weekend of bonding, sharing and good eatin' is once more upon us. Yes, it's Family Weekend! I'm sure the first thing that came to your mind was, "Why was the name changed from Parents' Weekend?" The second question was probably, "Why is it always on a weekend when I have a lot of work to do?"

To answer the first question, the name was changed to avoid the legal repercussions of the name "Parents' Weekend." A parent is defined as "anyone who signs his or her name on the parent or guardian line on official documents." Those not fitting that description, i.e. brothers, sisters and cousins, are not included in that definition and are recognized by the university as "loiterers." In past years certain steps have been taken to deal with the "loiterers," much to the dismay of parents, and things have gotten ugly. But this year will be different.

To help you maximize your Family Weekend enjoyment, I have compiled a few helpful hints. The first thing that you should do is take a look at your carpet. Odds are you haven't vacuumed it since you first got it, and there are those little "new carpet" fuzzies all over it. You always want to give your family the impression that, even though you have left home, you have still retained the value of cleanliness your parents instilled in you.

Run to your local resident adviser's office and try to get the vacuum cleaner, which you will

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not be able to do because everyone else has little fuzzies too. Make sure that you also dust, pick up your dirty clothes and remove that Papa John's box that you kept just for the coupons on the top. If you follow these instructions, then — when your family arrives — they will take a look at your sparkling room, smile and say, "You just did this yesterday, didn't you?"

If this is the first time your family has spent much time in Winston-Salem, they will probably want to go off campus to visit many of the exciting attractions nearby. I suggest going to Old Salem or Pilot Mountain, but wherever you go, do not take your car! Your parents will want to know whether you've checked the oil (you haven't), whether you've washed the car (not since the summer) and why there is no gas in it (You know that 'E' really means "12 more miles," but they won't want to hear it).

Your family might want to take a campus tour led by you, their college man or woman. There are many beautiful and exciting places here besides the Quad, but you don't know where any of them are because you have spent most of your time cooped up in the library pretending to study. No matter. Here are some places that you might want to show them.

The view of the Quad from the balcony of the Benson University Center, as you sit in the rocking

chairs and enjoy the nice breeze.

The view of the Quad from the balcony outside of the Magnolia Room lounge as you watch the hustle and bustle of college life take place below.

The view of the Quad from the Wait Chapel entrance as you reflect on its splendor in the shade of that majestic building.

The view of the Quad from the Deacon Shop as you persuade your parents to buy you that sweatshirt with the hood that you've always wanted but couldn't bring yourself to spend 40 bucks for, Deacon Dollars or not.

Empty out your refrigerator! When your family comes to your room, make sure to ask them whether or not they would like a cold beverage. Lead them over to your refrigerator, open it, stare at it in all of its emptiness and sadly exclaim, "Gee, I guess I'm all out. Oh well. (Sigh)." This should earn you a quick trip to Kroger and a restocking of all of your non-perishables (Kraft Macaroni & Cheese, Ramen Noodles, etc.) If you really play your cards right you could end up at Wal-Mart or even the mall.

Lastly, there is always that one extremely tactless friend of yours that will see you with your parents and still not hesitate to mention your previous night of drunkenness, skipping of class or late night with what's-his (or her)-name, and all you will be able to do is look at your parents and give them a weak smile and a nervous laugh. What to do about it? You're on your own for that one.

# Vital class time should not be spent sitting silently, watching the clock

Slow, quick-quick. Down, up-up. Stomp. Hop. Spin ... smiles, cheers, laughter. Could this truly be a class at Wake Forest? For a mere elective credit, 40 students spend 150 humbling minutes per week in an attempt to swing, shag, waltz, fox trot and, yes, even polka.

Why? Why did over half of the class choose this one, unnecessary credit for its only pre-registered elective? Why did the rejected wait-listers groan upon discovery that all spots had been filled?

The answer glares you in the face upon entering the mirrored dance room. Everyone is having fun. Greeks, independents, athletes, nerds, debutantes and all other walks here at the university interact, touch and spend the minutes appreciating one another's differences. Wouldn't it be great if all courses ended with the classmates knowing one another and becoming friends?

With the much-needed discussion circulating about the academic environment outside the classroom, it's a wonder that more focus is not being placed on improving the setting inside the classroom first. Assigned seats make it easier for the professor to learn names, but what does it do for students?

Seventy-five minutes staring at the back of the same individual's head at 9:30 a.m. twice a week is not what a class should be. Those precious minutes should be spent in fiery discussion, analysis and debate. While lecture is sometimes necessary, professors owe it to students to make those times more than monotone slide shows.

Professors, you are experts in your respective fields! Share with your students your passion for what you have learned. Be creative. Dance, play, act, talk, but most of all explain why learning the material is important to life. Do this, and the academic environment will naturally improve because those energy-driven qualities are con-

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tagious. Students will want to learn more. If this cannot be done, what is the purpose of learning from your expertise?

Help students to interact. Use group projects. Encourage name-learning. Sit in circles instead of rows. Pass

out lists of your students' phone numbers. Make the focus of your class time students, not professors, and discussions will naturally continue beyond the walls of Tribble and Carswell Halls.

Teach students to interact in an academic setting — to question theories, to question one another and to question you. Use texts as your outline only. Expect that your students have read the material. Do not insult their intelligence

by reviewing last night's reading. Do not insult your teaching ability and your students' learning abilities with mandatory attendance policies.

What message are you sending to your students? Is your chosen passion so unexciting that you must threaten your students with grade point penalties because you fear that they will not listen to what you have to say? Why would any student want to attend classes where the teachers have so little confidence in their abilities to share their passions?

Take five minutes of class time. Break the social barriers and fear of risk-taking embodied within us by showing students that their opinions are important. One less book or article reviewed during the course is hardly a sacrifice when compared with the greater lesson students will learn: to look at one another in a mirror, to jump, to laugh, then to hold hands and eventually to move together in an effort to demonstrate a collective passion for harmony.

**Professors, you are experts in your respective fields! Share with your students your passion for what you have learned. Be creative. Dance, play, act, talk, but most of all explain why learning the material is important to life.**



# LETTERS TO THE EDITOR

three students appointed by SG officers.

Since the Shorty's Planning Committee will be mainly students, student voices will certainly be heard.

After all, Shorty's began as a student initiative and, we assure you, will remain a student initiative until the first cup of coffee is served two years from now.

We believe Shorty's is something for everyone connected to the university to be excited about.

In two years, this university will have a place where all members of our community can come together and enjoy themselves while soaking up the essence of what makes this the unique school that it is.

SG takes great pleasure and pride in that this student proposal was achieved after years of hard work.

We are even more thrilled that the students we represent will be able to visit Shorty's in two, 10 or 20 years and realize the importance of a gathering place for students, faculty, staff, alumni and friends of our university.

We encourage everyone to stay current on the progress of the Shorty's Planning Committee and we invite any feedback that you may have to offer.

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SG Secretary

## Consult students

The fatal flaw of the "Lilly Report" is that it neglects to address a fundamental precept of the presentation of academic recommendations. It fails to consider that "intellectual and cultural enhancement" might be a goal which doesn't require the subjugation of all other goals and values.

They must first overcome the logical hurdle of proving our community exists only to promote values which they view as important, and I think that is difficult to accomplish. Otherwise, their recommendations typify nothing short of cultural imperialism and serve to promote values in an obligatory fashion, a concept antithetical to the mission statement of the university.

The Lilly Committee answered the "charge" of suspicious distribution bottlenecks from two weeks past by laundry-listing the organized committees and other bodies with whom they shared their initial draft of recommendations.

First, the pool of candidates they selected to purvey the report is probably the single greatest contributing factor to the problem. If you look closely, you will see that they forgot to include one group of people in

their club — students. You know, the people who shell out \$20,000 a year to attend dear old Wake Forest.

But that probably would not have mattered anyway. All the drunkards at this party school would have used the report to balance a couch or for a fire starter, right?

Second, the committee members quipped that they had shown their report to the Student Life Committee. Indeed they did. But if I can refresh their memories for a moment, they might recall that they instructed the SLC to keep the report confidential, as the final draft had not yet been written.

I realize that initial drafts of papers are not usually published. But certainly they should not venture to consider their presentation of the report to the SLC as a distribution mechanism if they expressed that the report be kept confidential. The Post Office refers to that situation as a dead letter; it never gets to the person it should reach.

Fourth, the Lilly Committee members replied in their letter to the OG&B ("Report explained," Sept. 28) that the committee was ad hoc and independent of the university. I have to struggle to believe that had the Lilly Committee filed a request with the Division of Student Life to publish their report for "campus-

wide discussion" on the university's most pressing intellectual, cultural and social dilemmas that they would have been turned down. I cannot imagine a 29-page report presenting too formidable a challenge to a copy machine.

Fifth, it is humorous to note that the fraternities and sororities on this campus who have been so aptly characterized as having their exclusive festivals of drunken debauchery can find their way to the OG&B office to place an advertisement for their sexist, racist and other appropriate "ist" parties in their one fleeting moment of sobriety, yet the Lilly Committee couldn't find its way to the same office to take out an ad for the final copy of its recommendations, about which it desired to generate "campus-wide discussion."

Wake up, Wake Forest! This is not a tyranny we live in. And if it is, we had better change it, quickly. If one looks at the university from a historical perspective, perhaps one might realize that the university has skyrocketed to where it is not by restricting students' abilities to act of their own volition, but by expanding them. It is the attitude that restriction and condescension can cure our "problems" that spins the university into retrograde motion. The ability of freshmen to rush Greek

organizations is not the university's problem, but paternalism sure is.

The Lilly Committee proffers its opinion that social organizations are nothing but monolithic whirlpools drawing in our innocent best and brightest, sucking them from valuable intellectual and cultural experiences during their free time. Whoops, take a second glance! Social organizations are not objects, so don't objectify them.

They are, however, made up of people, and if we thought about it for a minute, we would probably be forced to conclude that our interactions with other people are what change our outlook on life, not being forced to listen to Beethoven's 5th Symphony or the university's newest lecture on the brown-horned jumping toad from Madagascar.

The bottom line is this: The Lilly Committee should know how viable policies are created. Good policymaking stems from debate, discussion and thorough introspection with all relevant actors, not the other way around. Their report was presented to all the bodies mentioned in their letter with its conclusions already made. Anecdotes from twenty or thirty students do not represent consultation. (To steal the line from Bill Clinton's campaign, "It's the students, stupid!")

Education is about identifying options, not robbing people of them. The "Lilly Report" is an imminent threat to student sovereignty, and an insult to our well-established responsibility as a campus collectively. It is a smack in the face to any person who has those zany ideas that the First Amendment protects freedom of expression.

So this weekend, go to a concert, a play, a lecture, a seminar or, well, even a party (Sorry, I used the "P" word). Do what you want to do. Don't let anyone else tell you what you should do.

But watch out; don't have too much fun, or the Lilly Committee just might tighten its stranglehold on everything unrelated to its culture and everything that is enjoyable.

But the saga continues, and the "Lilly Report" still hasn't been distributed to the students. I am really bummed that I had to spend those three dollars to copy it. I was really going to use that money to go to the ABC store with my fake ID to buy a bottle of Jack Daniel's so I could get drunk with my fraternity brothers before class and be sexist, racist, ageist, weightist ...

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