Digging Up the Past

Without really realizing what I was getting into, I signed up to go on an archaeological dig in Sepphoris, Israel, sponsored by the University of South Florida. The first day of work didn’t seem too bad. It was mostly meeting people, setting up the square, learning the lingo. At the end of the second day we had dug a hole for ourselves and I could barely walk. The sun was brutal, the work was exhausting, and by the end of the first week I was fantasizing about fleeing to Jerusalem and throwing myself on the mercy of the Albright Institute. Sometime during the second week we got a shade covering and the digging slowed down a bit as we started to find things. I decided to stick it out. By the end of the dig, I was in a groove. I had found my talent—sweeping dirt—and I could have kept going indefinitely.

Archaeology is performed according to the latest 19th century standards in 5x5 meter squares, at first with picks and shovels, and later on with trowels and whisk brooms. You save and label everything: pottery shards, coins, chicken bones, bits of glass. Everything is part of the puzzle that the head archaeologists are trying to put together. Sepphoris was a Roman city built in the first century BCE and destroyed by a fire in 351 CE. Much of the city had been excavated in previous years and was lovingly restored by the Israeli Park Service. Sepphoris is one of its most popular tourist attractions, and our work was making the site even better. The main point of the South Florida excavation was to finish uncovering a large public space, called a peristyle building. My square was expected to find part of the bath complex, and we did. Other major finds were a vaulted cistern, a gold ring, and acres of intricate and beautiful mosaic tile floors. A team of Italian restorationists was there to preserve the floors in situ.

The Italians brought their culture with them to the kibbutz where we all stayed, and around 8:00 to 8:30 both the smell of pasta sauce and the strains of Verdi wafted on the cool night air. We Americans cursed the Russian immigrant food served in the kibbutz dining hall, all the while wolfing down enormous quantities. Talk in my square often focused on food. We lived for the weekend jaunts when we could try new restaurants and find cookies. The local Arab cuisine was marvelous. Truly fresh pita bread, wonderfully inventive salads and lamb like you’ve never tasted in the U.S. were readily and cheaply available.

See Digging on page two.
Traditionally, universities have been arenas for great discussions and debates about any and all ideologies, experiences, and practices. Like other universities, WSU offers its students a comprehensive education and preparation for a life of learning beyond the achievement of a degree and occupational expertise. For many, WSU provides the first exposure to students and faculty from a variety of ethnic and national backgrounds and the diverse systems of beliefs and values they represent.

Interactions among individuals of different backgrounds are an integral part of the educational experience at WSU and in the University Honors Program. In order to prepare for life and work after college, students must learn how to function in a world of diversity, to understand other lifeways and worldviews, to balance ethnocentrism with a critical view of their own cultural values, beliefs and practices, and to develop an appreciation for the ideas and experiences common to all humankind.

The university is the most appropriate place to venture into these complexities because it emphasizes the life of the mind, which can freely explore new ideas without risk of harm and promotes the use of tongue and pen as weapons in the war of words. The University Honors Program is responsible for offering courses and seminars on international issues, ethnic and gender diversity, and socio-cultural pluralism to complement the regular curriculum and to provide opportunities to learn about pluralism in a setting of diversity. Northwestern Literature from Latin America, Africa, the Middle East, and Asia, Aging Around the World, Regional Studies, China, Comparative Non-Western Environment and Social Systems, Women, Violence and Politics, and Baseball and American Society are just some of the course offerings designed to meet the need this year, and new courses will be developed for the coming years by faculty representing a wide range of disciplines and backgrounds.

Anna

**Did you know...**

180 incoming students were accepted into the Honors Program; 112 females; 68 males (come on you guys) 151 indicated they are Caucasian, 14 African-American, 2 Asian, and 1 International.

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**New Honors Scholarship Students for Fall**

<table>
<thead>
<tr>
<th>Anita Artzner</th>
<th>Mckinley High</th>
<th>Political Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Brown</td>
<td>Glen Oak High</td>
<td>Undecided</td>
</tr>
<tr>
<td>Amanda Dawicke</td>
<td>Vandalia Butler</td>
<td>Theatre</td>
</tr>
<tr>
<td>Christopher Eilerman</td>
<td>Elder High</td>
<td>El Egr</td>
</tr>
<tr>
<td>Daniel Greis</td>
<td>St. Xavier</td>
<td>Bus-Acc</td>
</tr>
<tr>
<td>Tasha Haerer</td>
<td>Wayne High</td>
<td>Education</td>
</tr>
<tr>
<td>Angela Heft</td>
<td>Versailles</td>
<td>Nursing</td>
</tr>
<tr>
<td>Briana Hollister</td>
<td>Wauscon High</td>
<td>El Ed</td>
</tr>
<tr>
<td>Melissa Johnson</td>
<td>Dayton Christian</td>
<td>Music Ed</td>
</tr>
<tr>
<td>Ariana Kalter</td>
<td>Xenia High</td>
<td>Sci &amp; Mth</td>
</tr>
<tr>
<td>Jonah Keel</td>
<td>duPont Manual</td>
<td>Acting</td>
</tr>
<tr>
<td>Jospeh Mills</td>
<td>Arcanum-Butler</td>
<td>Business</td>
</tr>
<tr>
<td>Sebastian Nester</td>
<td>Wayne High</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Katherine Peters</td>
<td>Covington High</td>
<td>Ed-Chm</td>
</tr>
<tr>
<td>Jennie Plavecsky</td>
<td>Stow High</td>
<td>Biomed Egr</td>
</tr>
<tr>
<td>Andrew Rice</td>
<td>Greenon High</td>
<td>Bus-Acc</td>
</tr>
<tr>
<td>Kristy Robeson</td>
<td>Maumee High</td>
<td>Comp Sci</td>
</tr>
<tr>
<td>Rachelle Sedenik</td>
<td>Menton High</td>
<td>Biomed Egr</td>
</tr>
<tr>
<td>Stephanie Sheffield</td>
<td>Northmont High</td>
<td>Undecided</td>
</tr>
<tr>
<td>Rachael Thomas</td>
<td>Fairfield Union</td>
<td>Nursing</td>
</tr>
<tr>
<td>Jenner Torrence</td>
<td>Anthony Wayne</td>
<td>Engineering</td>
</tr>
<tr>
<td>Roberta Whalen</td>
<td>Dayton Christian</td>
<td>Bio Sci</td>
</tr>
</tbody>
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**How did you do?**

Everyone from Debbie Goode to Khurshid Ahmad identified Fred White and Phil Donohue in last quarter's challenge. See page five for a tougher test.

**Digging cont.**

The food may have been cheap, but the people I met were priceless. From the cheerful and lovely Ester, a recent Russian immigrant, who worked in the cafeteria and every day offered us schnitzel, feesh balls, or boeuff to Horace, the retired Methodist minister, who at 76 worked harder and with greater good cheer than anyone else, it was a strange and delightful group of people to live and work with for five weeks. You probably couldn't pay me to do it again, but I wouldn't take anything for the experience. It wasn't just a journey; it was a trip!

MEK
Coffee Talks

Coffee Talks initiated last spring have become popular events for Maple Hall residents. Held in our ersatz Coffee House (Maple Hall lounge) and led by Honors faculty members, these informal discussions are meant to bring students and faculty together to share views and explore ideas regarding specific topics of interest or news events or personal philosophies. Honors students are planning regularly scheduled Coffee Talks for 1995-96, to be held in the Maple Hall lounge in the evenings or on campus in the late afternoons. We invite all faculty members (Honors or regular) who would like to participate in or lead this year's discussions to contact the Honors Program office (2660 or e-mail browe@corvus.wright.edu). Please give your name, your preference of date and time, and your topic preference, if any.

Does Testing Cheat Girls?

A watch-dog group called Fair Test has filed a gender discrimination suit against the Educational Testing Service allegations that girls do not receive a fair share of National Merit Scholarships. Even though girls earn higher grades in both high school and college when matched for exactly the same courses, boys annually receive more than half of the Merit Scholarships awarded. One test—the PSAT—determines who will go on in the Merit competition. Even ETS admits that the PSAT “underpredicted the academic achievement of female students in mathematics and in the broad spectrum of courses taken by science and non-science majors.” For 1995, 53.4% of National Merit Semifinalists were boys and 42.3% were girls (for 4.3% gender could not be determined from the students' names)—only Semifinalists may go on to win awards. Some of the most attractive scholarships go to National Merit Scholars. Most state schools in Ohio (including Wright State) offer full rides to Finalists. For example, Ohio State awarded 91 Merit Scholarships, 76 of which were funded by the university. Over $25,000,000 is awarded annually in the Merit competition. Fair Test estimates that gender bias in the PSAT costs girls about three million dollars a year. (Sources: Fair Test Examiner, Spring 1995; The Chronicle of Higher Education, Almanac Issue, September 1, 1995)

SHA Report

by Renee Beasley, Secretary

SHA is a social club for Honors members. All Honors students are welcome to attend any SHA event. Look forward to officer elections, the annual SHA-loween party, general meetings, and other SHA socials. Thirsty? Grab a 35¢ can of pop from the Honors office. Want to get involved? Come to meetings, join a committee, or run for office. Hope to see you soon!

P.S. Thanks to members needing XXL SHA tees-shirts for their patience.

Alpha Lambda Delta

There will be a general meeting on Thursday, October 12, from 3:00 to 4:00 in the Honors Office, 179 Millett. All chapter members, including new pledges are encouraged to attend this important meeting. Refreshments served. Other dates to remember:

* Election of officers October 20
* Pledge Breakfast, October 25, 8:30 to 9:30 a.m.
* Induction Ceremony, October 31, 7:30 to 9:00 p.m.

Continuing Student Scholarship Awards

President Flack selected Valerie Geisler and Greta Pujara to receive Heritage Club Scholarships. Christopher Gamm and Michelle Gnam received Distinguished Senior Scholarships and the Salsburg Memorial Scholarship went to Lee May.

One-year $1500 Continuing Scholarships were awarded to Tim Rogers (Fin and Econ), Donny Powell (Eng and Mth), Lora Dodson (Und), Matt Fox (Comp Egr), and Barrinder (Bobby) Mahal (Bio Sci) for the 1995-96 academic year.
News and Gossip

Nancy Baker (90 Art History) presented a paper at the 1995 annual meeting of the Midwest Art History Society held in St. Louis entitled Elisabetta Strani: Her Life, Her Influence, Her Legacy. The same paper (nine times longer!) served as the thesis which earned her an M.A. in Art History from the University of Cincinnati in August.

Linda Ayers Ionelli (91 SOC) is directing the Dayton Suicide Prevention Center. She was on campus this summer with daughter Copper who was checking out Wright State’s Medical School.

Joel Mondary (90 GEO) checked in on e-mail (hint, hint) to share some major changes in his life’s direction. When last we heard he was in Siberia, voluntarily, of course. His job as a geophysicist for Amoco was based in Houston but took him as far afield as Egypt. Even though he loved his work, he decided to attend Alliance Theological Seminary in Nyack, New York, where he is working in a three-year Master of Divinity program. The Nyack area, he says, is quite nice with lots of parks. He’s 30 miles north of NYC and 30 miles south of West Point right on the Hudson River. He’s just finished an intensive Greek course and would probably like to reestablish contact with the outside world. Write to him at 170 S. Highland Ave, #18, Nyack, NY 10960 or e-mail jfmondary@aol.com

Charlene Kingston (83 ED) wrote from Phoenix where she has been living for the last three years. Charlene started off in education but branched out quickly. Last year she took the plunge and started her own business. She provides a variety of computer software support services, publishes newsletters, and produces brochures. She also publishes her own newsletter, Celestia, and conducts journal writing workshops. She has reconnected with Bitto Gorowara and his family who live just down the road. They sit around and reminisce about Giovanni’s Pizza and Young’s Dairy. All of this reminds us that Bitto had a brother, Rajevce-where are you?

Lori Scheckelhoff already has a job for when she graduates this June with an accounting firm in Columbus. She is enjoying he third floor residents in Maple Hall as she begins her second year as a Community Advisor.

Shawn Ruble left his job in the Honors Office to become News Editor of the Guardian. If the first issues are any indication, we trained him well to move up in the world.

Shauna Weyrauch (95 BIO SCI) received an attractive fellowship to continue her studies in biology at Wright State.

Regina Crawford (95 BIO SCI) is off at medical school in Cincinnati. No word yet on how she likes it.

Paul Zwart (95 ME) had a multitude of job offers to choose from; at last word he was heading for Kansas City.

Is it true that retired Honors Professor Hughes is making a little extra pocket change waiting tables at the Samuel Johnson Coffee House in Dayton?

Kristina Davis (93 EL ED), a source reports, has abandoned her career in elementary education for medical school at Wright State.

Michelle Dayton (91 BIO SCI) breezed through her Medical Boards. She and husband Lee are enjoying some much deserved time together before she goes off to Africa next year for a semester.

The new face in the Honors Office is Rachael Thomas, a first-year student from Pleasantville who is attending Wright State on an Honors Scholarship and majoring in Nursing. She lives in Maple Hall.

Jeff Warman came back from his White House Press Internship with a lot of great stories and experiences and a box of White House Mess M & Ms for Mary Kenton. He knows how to keep those reference letters glowing!

Warman for president.

Dan Greis has finally arrived on campus. Now we can get things going.
Innumeracy, John Allen Paulos

Reviewed by Richard Mercer
Associate Professor of Mathematics and Statistics and Chair of the Honors Committee

Among the possible benefits of an education, the most valuable (and most difficult to attain) is to learn new ways of thinking. A close second is to learn that other people often think differently than you, and thereby have important insights that you do not. Ideally the second would motivate you to attempt the first, but it's a valuable lesson in any case. Though written by a mathematician, the national bestseller Innumeracy is not really about mathematics as such, but about a numerical way of thinking which most technically trained people (engineers, scientists, etc.) are capable of using. The subtitle is mathematical illiteracy and its consequences. Just as illiterate does not mean ignorance of literature but rather the inability to read altogether, innumerate does not mean ignorance of any particular aspect of mathematics but rather a complete inability to deal with the most basic numerical concepts and calculations that affect everyday lives. Yet this describes a depressingly large percentage of the population. Why does this sad state of affairs exist? Paulos' answer, though never quite explicitly stated, is that we never really try to teach people how to think numerically in grades K-12. Rather the standard school curriculum focuses on computation to a degree which is excessive and obsessive. Furthermore, mathematics should be understood to be continuous with language and logic and not as some isolated collection of mental isometric exercises. This book is largely a collection of short discussions on selected topics from the whimsical to the very practical and sometimes politically incorrect, illustrating the numerate point of view. Along the way Paulos takes on numerology, parapsychology, medical fraud, financial advising scams, drug testing, and many other topics, often pointing out how the average citizen and society as a whole are subject to manipulation when ignorant of the facts, or when they intentionally discard the facts in favor of emotional responses. Much of the book is devoted to situations where probability and statistics play a role. Counterintuitive results abound when probability is afoot! Consider the case of a cancer test which is 98% accurate. If this test gives you a positive result for cancer, what are the chances that you actually have cancer? The answer: only about 20% (whew!), assuming that 1 out of 200 people tested have cancer. The reason for this result is that the majority of positive results are actually false positives; although the test is accurate, the overwhelming percentage of people who do not have cancer generate far more false positive results than true positives from people who actually have it. Of course if the test were only given to people who did have cancer, so that 1 in 10 actually had it, the results would be very different. This example seems at first to be relatively harmless, with an apparently certain diagnosis of cancer revealed as only a 1 in 5 chance — no actual harm done. But suppose the test were a drug test, with jobs and careers on the line?

A comment of my own: little progress can be made on the problem of Innumeracy as long as the field of Elementary Education is itself a refuge for the innumerate. A large percentage of Elementary Education majors have woefully inadequate math skills and/or a strong antipathy toward mathematics, and select the field at least in part because the math requirements are minimal. What could be crazier than to send our children to spend their first six years of school with these teachers, and then complain that our children have poor math skills? How can we trust a teacher who avoided mathematics in her/his own education to give it the required time and attention in the classroom, let alone imagination and enthusiasm? The answer of course is that we can't, and too often it just doesn't happen. Of course many Elementary Education majors are wonderful teachers, wonderful people, and just fine with math. But if you are considering Elementary Education, and you love kids but hate math, you have to ask yourself whether you will be doing a favor for these kids.

*The first two to solve the mystery will win $25 bookstore gift certificates.
Not Food for Thought

Pesche Ripepi (Stuffed Peaches)

Thinking about Angelo Ripepi in Turin and the bushel of peaches I brought back from Michigan Labor Day sent me to my favorite Italian cookbook for this wonderful recipe. It’s like nothing you’ve ever had; give it a try the next time you see good peaches. Because I canned 18 quarts, I will be able to enjoy a taste of summer during January’s darkest days. DiSalvo’s Deli on Stroop Road in Kettering has anything you need for Italian cooking.

6 to 8 yellow peaches
4 T butter
12 macaroons (amaretti, the small slightly bitter ones)
2 egg yolks
2 T maraschino, marsala, or amaretto
1/2 cup finely chopped almonds
1/2 cup granulated sugar
1 teaspoon cocoa powder
Grated rind of 1/2 lemon
White wine
Butter
Superfine sugar

Cut the peaches in half, remove the pits and hollow out some of the flesh. Lightly grease an ovenproof dish with butter. Place the peach halves in it, cut side up. Chop the peach pulp, crush the macaroons and stir together in a bowl with the egg yolks, maraschino or liquor, almonds, sugar, cocoa and grated lemon rind. Mix well. Fill the peach halves with this mixture, sprinkle with white wine, dust with sugar and put a shaving of butter on each. Put the dish in a 350 degree oven for 20 to 30 minutes, until golden. Dust with superfine sugar.

From Claudia Roden, The Good Food of Italy--Region by Region, 1990

The American Freshman: Fall 1994*

Why College? Better job 7.3% -- Learn more 73%
Prepare for grad or professional school 55.7%

Why This College? Good academic reputation 48.8%
Low tuition 29% -- Offered financial assistance 29.6%
Grads get good jobs 42% -- Size of college 35.6%

Students Think They Will -- Graduate with honors 16.2%
Get a job to help with expenses 38.7%
Get a B or better average 46.4% -- Get bachelor’s degree 65.7%

What They Did in 1993 -- Attended religious service 82.6%
Performed volunteer work 70.1% -- Drank beer 53.2%
Visited a museum or art gallery 57.3%

Agree Strongly That --
The federal government is not doing enough to control environmental pollution 84% -- Abortion should be legal 59.7%
Marijuana should be legalized 32.1%
Employers should be allowed to require drug testing 80.6%
The federal government should do more to control the sale of handguns 79.9%

Life Objectives -- Raise a family 70.6%
Be very well-off financially 73.7% -- Help others in need 61.7%
Develop a meaningful philosophy of life 42.7%

*Excerpted from a survey of 237,777 freshmen entering school in the fall of 1994. Published by American Council on Education and University of California at Los Angeles Higher Education Research Institute

National Scholarship Competitions

The Honors Program seeks candidates for the following national scholarship competitions: Goldwater, Truman, Marshall, and Rhodes. While each competition has specific requirements, they are all looking for similar student profiles. Does the following sound like you or anyone you know? If so, contact the Honors Office immediately.

Competitive students have excellent cumulative grade point averages and even higher grades in their majors. Good candidates are active on campus and in their communities. They take on leadership roles and accomplish great things. They have a variety of interests and tend to be overscheduled. They are ambitious, hard driving, and goal oriented. They often don’t think of themselves as special, but their friends, teachers, and cohorts do.

Applying for major scholarships is a time-consuming process. The Honors Program can help you decide which competitions best suit your talents. Once you get past the initial screening, a committee will work with you as you prepare your application. Just going through the application process can be a rewarding experience.
When Academic Success Means Too Much

Self-denigration also functions to inoculate the students against failure. . . . The problem of self-denigration is particularly difficult when students demean themselves in order to preserve their place in the group. Students who lack internal sources of validation are more concerned than others (who are still plenty concerned) that they not appear better or smarter than their peers. In demeaning themselves, they protect their position in the group, seek for positive reinforcement, and inoculate themselves against failure. A simple act can become a social ritual, and it is easy for faculty and students alike to assume that this is merely a standard mode of communication, neither very significant nor indicative of any underlying meaning.

Another indicator of at-risk students is that they are the ones who focus on the grade rather than the learning process. It is these students who come to faculty offices concerned that they “got a B.” It is not unusual for honors students—or any student—to worry about grades. But students who do not need validation from grades will be concerned that they “are just not getting it,” that “they don’t grasp the material;” that “they never seem to be able to know what’s important.” At-risk students will be angry at the grade, not focused on the process that led to the grade.

There is a good test for determining when a student is looking for unhealthy external validation from grades. When the student comes to the office to discuss the grade, separate the student from the work. Healthy students can accomplish this easily; they know that they can be good people and uneven students. At-risk students have more trouble. If they are separated from their academic performance, they seem to lose any sense of who they are. As one such student said, “If I’m not my grades, I’m not anything at all.” This is the root of the over-achiever’s problems.

Some honors students become honors groupies who fail to develop lives and identities beyond the honors program. These students often locate a sympathetic but demanding member of the honors faculty and attach themselves to that faculty member. These students attempt to develop overly dependent relationships with these faculty, looking to them for support as well as motivation, sometimes without the faculty member being aware of the problem. . . . It is difficult for faculty to restore a sense of balance and perspective without appearing to reject the student; and for these students, such apparent rejection can be potentially devastating.

It is important to note that not all honors students are at-risk students. Many of them are reasonably happy, reasonably well-adjusted people, who compete with themselves and thrive in the atmosphere of honors programs. But an increasing number of honors students achieve as a means of escape and have developed unhealthy patterns of accomplishment and competition. Honors faculty need to be aware of this possibility, and thus avoid fostering these patterns. Identifying at-risk honors students is the first step in reducing the level of risk that they face. . . . We need to be sensitive to the motivations for student achievement, and be careful to encourage healthy rather than destructive motivations and responses from our students.

Excerpted from an article in The National Honors Report by Mary E. Stuckey and Elizabeth L. Macy, SPRING 1995.

Teacher of the Year

Chemistry Professor John Fortman was named Honors Teacher of the Year for 1994-95 last May at the annual banquet at Kitty’s. Dr. Fortman helped to develop the UH 203: Studies in the Natural Sciences course and was one of the members of the team of scientists who taught it the first year. Since then he designed an introductory chemistry course for Honors students: CHM 191, 192, 193. His evaluations for that course are always among the very best. Students appreciate his clear explanations, fair tests, interesting lively lectures—basically, his overall student friendly approach to teaching. We in the Honors Office appreciate his professional attitude, the way he supports our activities, but mostly the way he treats our students. It couldn’t have happened to a nicer, more deserving guy. Congratulations!

John Fortman at the annual University Honors Program dinner.
Angelo Goes Turin

Angelo Ripepi disappeared for the summer, but kept in touch through e-mail. The account below of his trip to Turin came from Bethesda, Maryland, where he had an internship with the National Institutes of Health. Maybe he'll write about that experience for us in the next issue. Angelo is a junior majoring in biomedical engineering. He plans either medical or graduate school after leaving Wright State, maybe at the University of Bologna in Italy.

* * * * * * * * * * * * * * * * * * * *

This summer I took part in a study abroad program in Turin, Italy, offered through the Wright State Office of International Programs. The program was a great experience both culturally and educationally. I took two courses during the five-week program: International Marketing and Intermediate Italian for a combined nine credit hours earned. Both courses were interesting and taught by excellent professors. The Italian course proved to be very beneficial, as I was often forced to speak Italian in Turin. The International Marketing class was one of a kind. Taught by a world-renowned business consultant, this class gave us first-hand knowledge that usually costs businesses hundreds of dollars per hour.

The living arrangements in Turin were excellent also. I shared a two room apartment with a kitchen and bathroom with another American student. The highlight of my time in Turin was when I found over 50 cousins. I had known about some cousins in Reggio Calabria, but nothing about these new-found relations. Through a strange course of events I got in contact with my cousins at the beginning of my second week in Turin. After we met I ate lunch and dinner every day with relations, took weekend trips with my cousins, and had a wonderful time meeting all of them. Anche, ho imparato tanto Italiano con miei cugini, because they didn't speak any English.

I highly recommend this program to anyone interested in studying abroad. For more information contact me or the Office of International Programs.

Ciao from Bethesda, MD
Angelo