



THE COLLEGIATE

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To provide the student body and faculty of this institution with a means of communication and a free discussion of the interests of the day.

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April 24, 1964

Stop-And Think Back

With the rapid pace of today's events, around the world and here at ACC, it is necessary for us to occasionally look back and re-evaluate some of them.

After the recent earthquakes in Alaska, in which so much was destroyed, why can't we send a little "foreign aid" to these fellow Americans without so much of the political red tape? Have we forgotten that they are Americans, not communists such as Sukarno in Indonesia and the eastern countries of Europe under communist regimes? Isn't it time that we stop wasting our money trying to buy friends and instead, use the money to build our own country, and at the same time slow down the outpouring of gold from our treasury?

Recently on our campus, there was a REQUIRED CHAPEL at which a most one-sided speech was made. Mr. Lowenstein's talk bordered on sensationalism. He used selected incidents in South Africa to create the atmosphere and then related them to Mississippi. There was one sign of a little sensibility on the part of the students attending this program: Mr. Lowenstein's "applause" was noticeably small.

The liberal press has given President Johnson a very good image thus far this year; yet there can be heard many rumblings of public opinion that the President might do well to heed. For some reasons, his "wheeler-dealer" image is growing so rapidly that the favorable press can not stop it. Maybe the American people will awaken in time to stop the creeping socialism that is surely present today.—AGG

The Misuse Of Tests

If we attempt to measure a person's ability to see if he is qualified for a job or to determine his level in school nowadays, the person is given a written examination. This is the system that has been used for years and is fine up to a certain point. It fails when we forget to keep in mind that a written examination measures a limited part of a person's ability, and that they are not infallible.

It must be kept in mind that these tests concentrate almost solely on a person's mental ability, and the psychological nature of the person is not considered. While good mental ability is very important, the ability to get along with other people is many times as equally important. Today, more people are fired from their jobs because they cannot get along with other people than from lack of ability. A Professor of Education at East Carolina College recently said that he would rather hire a teacher who had a C plus average in college than one who had an A average, because this teacher would have a better understanding of the learning processes of the average student.

Perhaps the greatest injustice through the use of placement tests can be found in our school systems. One test that has been used to determine the ability of millions of high school students is the California Test. This test is used to place a student in a college preparatory curriculum or some kind of vocational curriculum. In many cases, once placed, a student cannot switch from one area to the other. However, the people who have made up the California Test have said that their test will measure with good accuracy two thirds of the students who take it. The other third will vary over a wide and unaccurate area. Should the Test be used as the complete authority, the fallacy can easily be seen. It would completely restrict the late riser.

If our nation continues to rely on written examinations as the "complete authority" the loss of much valuable brain power will be keenly felt. It is necessary to look at all sides of a case before making a final judgment.—DLW

McComas

On Wednesday, April 17, there was a rumor heard about the ACC campus that Coach McComas had resigned. I found this hard to believe because of the many conversations that I had with the coach during this past basketball season. "Jack" McComas is a coach that hates to lose and on the other hand thrives on victory. He often relived the victories that the Bulldogs attained during the height of his coaching career. After a victory Coach McComas was the picture of happiness. Many people here at ACC criticize the coaching tactics of Coach McComas. Many of these people do not realize the problem of fielding a first-rate team with limited scholarships and without an assistant coach. Considering the type scholarships available and the facilities offered to an exceptional high school athlete, Coach McComas has done a remarkable job of gathering talent.

I am sure that James E. McComas will be a more than adequate golf pro, and under his guidance and instruction that Wedgewood Country Club will grow.—KC

TEN TOUCHY TOPICS

1. Editorials
2. Athletic Dept.
3. White Wash
4. The Phantom vs. Mr. Holloway
5. Robert Royall
6. Admissions Committee
7. Exec. Board! Again
8. Beach Parties
9. Faculty Pay
10. Disciples Convention

LONELY LITTLE LOSERS

1. Ladder on Chapel
2. 50 Dollars
3. Sunbathers
4. B. H. Marshal
5. Brent Hill

Readers' Forum

April 20
Dear Editor and Other Interested Students:

Several months ago I was appointed chairman of a Faculty-Administration - Student Committee whose function it was to promote better understanding among the three groups represented on the committee. Being widely addicted to "better understanding" (of everything from gossip to metaphysics), I entered upon my duties with a considerable enthusiasm. I am serious. I really wanted to be on the committee. Apathy had not yet paralyzed my better nature.

The Committee has met twice, and the discussions seemed revealing and, perhaps, helpful — or potentially so. The faculty, meanwhile, has taken one constructive step which may lead to better communications. At its last meeting, the motion was made and passed that time will be allowed on the agenda of every regular faculty meeting for the Faculty Representative on the Executive Board to convey to the faculty the important issues under discussion by the Board and to secure from the faculty a consensus on these issues.

But, in this interim since the last committee meeting, I, the erstwhile un- apathetic chairman, have begun to simmer. I have not liked the series of comments on the apathy of the faculty which have appeared in the Collegiate. I do not believe that ours is an apathetic faculty. I see no evidence that the majority of our teachers are indifferent to the activities or the well - being of students. A few may be. There may even be a few students who are indifferent to their own activities and their own well - being. Most of our faculty take the view, I believe, that they are properly involved in the whole life of the campus — at least to the extent to which their poor debilitated carcasses and the requirements of their scholarly life actually permit them to be.

Our college is engaged, this year, in preparation for two visits next year of accreditation agencies: NCATE and the new State Approved Program for Teacher Certification. Every college and university is undergoing (or has recently undergone) similar preparations. These two programs are new ones, and we are all working hard to ensure that Atlantic Christian College make a satisfactory showing when our visitations take place. Now, we did not choose these innumerable reports, extra committee meetings, and extended research as forms of delightful parlor games! And we are not complaining about them, either. We are glad to do the work, because we are doing it for the college — your college and ours. Nevertheless, the faculty has been unusually burdened this year. Added to the above, we are making a total and much - needed revision of the catalogue and we are preparing a greatly needed Faculty Handbook. It may be that faculty attendance at some student-functions has been hurt by these extra and temporary burdens.

On the other hand, I believe that our faculty spends a great amount of its time in attempts to help students with their problems. For example, I missed the first Golden Knot Tapping that I have missed in twenty-three years. I don't think

Campus Musical

BY JERRELL LOPP

Many times the question arises as to why contemporary music is important and is it really any good. The answer to the first part of this question is as old as music itself. As in literature and art, music looks for new ways to express something, and in expressing, it leaves a picture of an era. Today we study music of the Baroque, Classical, and Romantic eras by relating it to the society which produced it. Three in another hundreds years or so, our grandchildren may study the music that is being produced today much as we study the music of Beethoven, and Brahms. The lives of the composers are also important, because in studying their music, the lives of the composers will come into focus. Therefore, our society may be judged by the lives of these composers and their position in it.

Music like art and literature must have unity and variety, discipline and connotation, and balance and proportion, in order to be well received and accepted by the public. Music must have individuality, universality, originality, personal appeal and aesthetic distance.

Contrary to common belief, most modern music is good music because it contains all or many of these elements. Modern composers are looking for new ways to express themselves and yet remain within the boundaries of the elements. Their music is very expressive and seems to be filled with the tensions of this explosive age in which we live. Frankly, I am interested in modern music because I would like to see what kind of picture these composers are presenting of us and I would like to be sure that it is a true picture.

from the eye of the fly

BY JOHN REYNOLDS

R-i-i-i-ing . . .
 "Harry Truman here."
 (whispered) "Harry, this is Lyndon. Yeh, I know it's kinda late to call. That's why I'm whispering. Don't want to wake Lady Bird. How'd things in Missouri?"
 "What in tarnation do you want, Lyndon? It's three o'clock in the morning!"
 "Listen, Harry, the reason I called . . . you know I'm trying to economize here in the White House . . . no lights after 12:00 midnight and all that . . . yeah . . . well, I wonder if you might tell me which way the bathroom is on the first floor. I can't find it in the dark . . . whataya mean 'Was this collect?'"

★ ★ ★

SENIORS! Hark unto the words, and take heed. You are the forgotten children. Do you realize that your administration has provided a chaperone for every sponsored function you've attended? Have you further felt a gnawing uneasiness at the thought of May 24 when you will no longer be provided with such a friend? I say it is unfair to dash a man into the insane extra-collegiate world without the moral protection of our elder proctors. It seems the administration could at least provide a list of references whereby reasonable protection might be afforded. Possibly the difference between suspicion and trust is a matter of one day or the difference between May 24 and May 25. Well let's show them we won't just stand by and be forgotten. Arise, then and go into the world nude—throwing ice water!!

★ ★ ★

John Foster West is Director of Journalism at the College of William and Mary in Norfolk, Virginia. Unless you want to understand this poem—Don't read it. I don't have the space in my mail box for your letters. But if you believe in the goodness of human irony, consider his . . .

BLEST BASTARD

How could such a hot yahoo and frigid bitch
 In casual copulation of a dull hour
 So tamper with time, so enrich
 Man's fallow garden with so fair a flower?
 Most immaculate virgins in hilltop towers
 Topple fast enough with stays removed;
 Watching, one wonders whence the powers,
 What unseen sanctity has approved
 Her, who stands white and clean
 Like a daisy in mucky sty.
 How could a mating so mean
 Go so awry?
 To wryly but aptly redesign
 Our metaphor: imagine a lovely girl
 Cast in casual passing behind your swine,
 And more precious than pearl.

★ ★ ★

from TRUE MAGAZINE—
 "Women's irrationality was forever proved when she showed herself willing to take dietary advice from a snake."

that I want to publish the reason— but it did involve a student and his very real problem. Every faculty member that I know well spends an unconscionable amount of time in willing efforts to be helpful to students. Don't mistake me: I'm not trying to earn Brownie points. No faculty member is. I believe — and most of them believe — that it is the proper business of a teacher to show this concern. My present point is that I think we do show it. I feel embarrassed even to mention this fact. As teachers we ought to show the concern and keep our mouths shut about it. But somehow, that word "apathy" in the Collegiate — well, I do (or once did) have red hair; and it made me mad. (Not the red hair; the word). I told the Dean he'd better remove me from the committee or else tell me how to be a mediator even in a state of supreme irritation. I'm still the chairman, and I'm going to call a third meeting right away.

Another thing: I had a telephone call one night. The caller (for whom I really have the highest possible regard and who, I think, was merely acting as spokesman for a group) asked me what I would think of the Executive Board's recommending to the Faculty some names of faculty members the Board would like to see considered for faculty - representatives to the Board. I told him. I told him that it was none of the Board's business. The Faculty does not pick the class-officers. Perhaps I should have said: "Oh, yes, I'm sure the Faculty will be delighted to find out which of its members is not apathetic." I did say, "It is not your business." Well now, is it? Can name you forty faculty members who, while they might really be downright personally happier at home every Monday night with their wives and children (whom they seldom see anyway) or even their cats, but who would serve faithfully, interestedly, and even enthusiastically.

I do not want to end on a carpentering note. I have a very practical constructive suggestion to make to those students who think that our faculty is indifferent to them: Try going, for one semester, to an institution like the one I attended. It had an enrollment of 17,000. It was a good school, but nobody ever held my hand. I wretched in my frightful adolescent problems all by myself. If I had turned out better, I might really recommend this kind of "apathy" for all schools. But, things being they way they are, maybe you'd better not look a gift horse in the mouth!

Interestedly yours,
Mildred E. Hartsock