



Tough Luck, Kid!

## Rushing To Dinner

It seems that ACC will never completely eliminate the perennial problem of line-breaking in the cafeteria. We realize that the students, in their eagerness to partake of the excellent cuisine Hardy Dining Hall has to offer, may occasionally forget their manners and their democratic principles that all men are equal — therefore, all must equally wait in line.

It is quite an unheartening thing, however, to finally reach one-half the way to the front, only to find that 20 people have broken in front of you. The added time it takes to reach the front, however, gives one an opportunity to philosophize about life, sex, religion, love — you name it, there will probably be plenty of time to think about it. Perhaps we should thank the breakers for allowing us the privilege to meditate, but, frankly, most of us would rather meditate after eating—Not Before!

## Grin And Bear It?

The Administration's announcing this week of the new Chapel policy will undoubtedly meet varied reactions, for required chapel attendance is inevitably a sore-tooth at any college.

Students have often complained, and in our judgment not unjustifiably, of compulsory chapel attendance. And the new system deserves a greater cry of disparagement, though it has many merits.

On the good side, the new policy will set mandatory "convocations" only on Tuesdays; students will be notified of chapel dates at the beginning of each semester; and better programs "may" be possible. However, we feel that the new penalties are much too strict and are completely unjustifiable.

Students should not be suspended from school because they have missed four programs. The chief function of Atlantic Christian College is to educate its students, give them a well-rounded outlook (that's why we're a "Liberal" arts college), and better prepare them for life in our fast-moving world. However, we question the right of a college to compel its students to attend a concert, a lecture, a speech, religious services or student government meetings.

We are not stating that these are not important or beneficial for they well may be. We are pleading for the individual right to choose to whom we must listen, to what we are forced to attend and to what maladies we must encounter before we can get a degree. It seems rather ridiculous to realize that though a student may have straight A's, he may still not graduate from our fine Christian College, unless he has attended enough boring lectures, or whatever the various committee heads decided to throw at the student. The "convocations" may add much to our lives, but it seems that we should have the freedom to choose what we want to hear. Does an academic degree depend on what music, which sermons, how many speeches we could get into four years? For that is the way it seems to be!

## Reader's Forum Policy Outlined

Due to the number of Letters To The Editor, The Collegiate must limit all letters to 350 words.

The Collegiate welcomes writers with dissenting views of all editorials to express their opinions through the Open Forum. Letters will be subject to editing only to conform copy to Collegiate styles. Ideas, views and opinions will not be altered.

The Collegiate also requests that all letters be type written on a 60-space line and double-spaced. Letters must be submitted to the paper by 7:30 p. m. on the Monday preceding the date of publication.

Dear Editor:

The zoo animals of AC campus are hereby congratulated. Their barbarous table manners and conduct presented on Tuesday night, Halloween, could not possibly be unsurpassed as examples of their Southern graciousness and good breeding. The cafeteria staff wishes also to express their thanks to their 300 Huns and Mongols who exemplified the normal conduct of the average AC student.

However, a special note of thanks goes to the students who either from habit or thoughtfulness, did return their dishes to the window. More than that, a special thanks goes to the handful of students who were gracious enough to lend some of their time to help the cafeteria staff clean up the wreckage. It's somewhat reassuring to know that there are some human beings left on this campus.

Finally, I'm sure that the patience and graciousness that greeted this meal is deeply appreciated by "The Cater's Slaterring Service", and Mr. Crumpler will surely go out of his way many more times this semester to try to break the monotony of the "usual" meal program.

Chris Murphy  
Byron Wyndam

## G. C. Miller Slated To Address Group

The Science Club will hold its next meeting Wednesday, Nov. 8, at 8 p. m.

The guest speaker for the meeting will be G. C. Miller, of the N. C. State Zoology Department. His topic will be "Science and Theology".

## The Week That Will

FRIDAY, NOVEMBER 3  
Midsemester Bull Dog Booster Club Dinner

SATURDAY, NOVEMBER 4  
Supervising Teacher's Meeting  
Choral Room 9:45 a. m.

MONDAY, NOVEMBER  
Senior Solo Howard Chapel 8:00  
Executive Board Meeting 7:00  
room 212

TUESDAY, NOVEMBER 7  
Sigma Pi Meeting

## Telephone Stock Is On Upswing

SPRINGFIELD, Mo. (CPS) — American telephone stock may be on the rise again if Universities followed Drury College's lead in telephone classes.

An English course in contemporary literature at the Springfield, Mo., college will be given via telephone this year. Several novelists and poets will speak and answer questions over an amplified telephone system. Among the speakers will be John Knowles, author of *A Separate Peace*, Wright Morris, author of *The Field of Vision*, and possibly Saul Bellow and John Updike.

## "PN Perspective"

# Teachers Want Greater Voice In School Policy

BY DR. REXFORD E. PINER  
Associate Professor of Education  
Atlantic Christian College

(Editor's Note: This article is the first part of a study, made by Dr. Rexford E. Piner, associate professor of Education, concerning the teacher's growing interest and concern in public school management. Because of the quality and information contained in the article, coupled with the ACC student's interest in education and the position of the teacher, Dr. Piner's "PN Perspective" will be reprinted in its entirety in the Collegiate. Due to the length of the article, however, only the first half of it can be reprinted in this issue. The conclusion will be published next week.)

Careful observers of the teaching profession are witnessing an upsurge of teacher-interest in the management of public schools. Increasingly this interest has grown into collective teacher-demands for a voice in policy making, and administrators and school board members are finding it necessary to sit at the conference table with teachers and listen. Accustomed to unilateral authority, many of these members are having to review their traditional position of exclusive responsibility for determining over-all school policies.

### More Militancy

Moreover, there is a growing militancy among teachers as they assert their right to be the new partner on the school management team. Braulio Alonso, president of the National Education Association, said while campaigning for this office: "I want to see the NEA a more aggressive, more responsive, more militant teacher association . . ." Alonso exemplifies the "new" leadership in the nation and in Florida, where both the FEA and NEA have invoked statewide sanctions.

NEA president-elect, Mrs. Elizabeth Koontz, said in a New York speech last December: "Teachers have become sufficiently frustrated and actively dedicated enough to do something about the many problems that stand in the way . . . I am not sure that teachers are yet as militant as they must become . . ."

To understand what is happening, we need some historical perspective and an understanding of factors contributing to the current teacher unrest.

In the earliest days schools were usually administered by town selectmen, there being no professionally-trained administrators to do the job. In fact, until after the Civil War few teachers had gone beyond the elementary

grades themselves. These men hired the local teachers, provided a school house, set the rules, and otherwise operated the local school with complete authority.

As towns and schools grew however, and as the duties of town selectmen multiplied, the school board was appointed and elected to be responsible for this phase of the community life. In either case, whether schools were operated by school board or by the town selectmen directly, the governing body autocratically, patrimonially, and with complete authority over the teacher and the activities of the school. The examination of the process was often administered by selectmen or board members.

### Help Needed

With continued growth of schools the tasks of administration became even too great for school boards, who, after having their private businesses as a result, they began to superintendents to do their "work" for them. Generally though school boards continued to set all school policies, it was the job of the superintendent to carry out the intentions of the board. As population passed and the complexity of schools increased, and as superintendents were better prepared and united professionally, they began to advise the board which employed them, and played an increasingly important role in the heretofore exclusive policy-making function of the school board.

Teachers had little or no voice to say about how schools were run. It may even be said that until the last few years teachers had no great desire to participate in the operation of schools beyond the immediate control of their individual classroom. Now, however, the picture is entirely different. Teachers, the superintendents before them are assuming some of the policy-making and administrative responsibilities.

### PN Is Born

This change has now developed into the most significant movement within the profession today, a movement variously known as "professional negotiations," "collective bargaining," "teacher bargaining," and other terms that indicate action in dealing with boards of education. Whatever it is called it is simply a formal arrangement whereby the profession now be guaranteed some participation with school boards in arriving at decisions that affect the operations of public schools.

## THE COLLEGIATE

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