

# The Ridgerunner

Martha Dula ..... Editor  
 Ray Elingburg ..... Business Manager  
 Allan Pierce ..... Photography Editor  
 Stephen Swearingen ..... News Editor  
 Sandy Ledbetter ..... Social and Features Editor  
 Bob Jones ..... Lay-out Editor

### Our Letter Policy

Letters to the Editor and submissions for guest editorials should be left at the office of *The Ridgerunner* or put in the intracampus box in the Student Union Building. All submissions must be signed. *The Ridgerunner* will withhold names upon request.

We welcome both letters and longer more comprehensive articles of opinion from students, faculty, administration, and from any citizens of the community whose contribution is directed toward the educational interests of the college. All submissions should be typed and double-spaced. In order to be published in the next issue, all submissions must be in the office by the Wednesday before our Monday deadline.

## Student Review Board Would Damage

Last spring, a request was made to the newly elected SGA that a student review board be established as an organ of the student government.

The primary function of such a board would be to review complaints of students who are not completely convinced that they have earned particular grades. Let us take a look at the validity of such a request.

Ideally, the purpose of education is individual. But an achievement-conscious society such as ours forces its educational system to devise some method whereby academic progress can be measured. Since this measurement is to a great degree comparative, those who take the measurement have to be capable and experienced.

Our professors have earned the right to evaluate our academic progress. They have also earned the right to something called academic freedom. A small part of this academic freedom is feeling free to act on their opinion of our ability and motivation. The administrator of a college such as Asheville-Biltmore is striving to establish would, hopefully, not even consider allowing students to interfere with this right.

Questioning a professor's evaluation of us through a student board would be doing ourselves an injustice and turning our educational experience into a farce. To earn recognition from experts is more rewarding than to receive consolation from our peers. Such consolation does not bring us self-satisfaction, but rather self-delusion. To accept and even encourage self-delusion indicates an adolescent attitude.

Consider that professors are not infallible, but people. And most normal people have a sense of right and wrong with which they have to come to grips. That grade is what the professor feels we have earned. He does not make it or give it. He assigns it according to merit or lack of merit.

There may be a better way to work this aspect of the educational system. But no convincing proof has been given yet of one's existence.

It is up to us to grow up and accept the responsibility for our achievement or lack of achievement. Our college is moving towards academic maturity. Students, let us try to catch its stride.

M. D.

## ART REVIEW

by Elsie Kronenfeld

Calm repose, contrasting vivid motion, color, and whimsy, characterize the first Faculty Art Exhibition in the library at Asheville-Biltmore College.

Lutrelle Wishart's precise, peaceful and pleasingly quiet work serves nicely to play up the tornado splash of color and rhythm of Gene Bunker's work. Mr. Bunker almost overwhelms one with the aliveness of his canvas.

The whimsy of Bob Gore's wire sculptures brings one back to earth and laughter. Their simple, yet subtle, humor captures one's mind and eye.

The display leaves a lot to be desired. Though still light and background offer some compensation, the hanging committee could have taken our eye to each individual piece of art by not hanging all the paintings at the same level. Less regularity would have been less lulling to the eye and would have served to better emphasize each work. But this is

## PERSPECTIVE

by Dr. William Highsmith

The ceremonies of September 27 serve two purposes. In the first place, they mark, in a formal way, the beginning of an academic year. In 1965 this is particularly significant because this is the first year in which we function as a senior college with a graduating class. Also, the ceremonies will mark the formal dedication of the D. Hiden Ramsey Library. This important event will bring to our campus many friends of the college and of Mr. Ramsey, one of the leading citizens of the area. The appearance of Governor Moore will be the first time that a Governor of North Carolina has appeared at a formal meeting since the new campus was dedicated in October of 1961.

This convocation and dedication of the library are important events in the history of Asheville-Biltmore College.

a small fault to find with a show beautiful to "feel," and so alive to see.

## VALUE OF HONORS PROGRAM

Last spring the General Faculty approved in principal the proposition that Asheville-Biltmore should have an honors program. Debate about the form and structure of such a program continues in the Curriculum Committee. The following statement on the significance of honors work is reprinted from May, 1958 issue of the *Newsletter* of the Inter-University Committee on the Superior Student.

### THE CREST AND SPRAY

"We must conceive of the gifted," wrote Dean K. Roald Bergethon of Brown University, "as the crest and spray of a pyramidal wave rather than as the apex of a cone built in layers. What is done for the gifted must also be done for a fairly large group below and around them."

In American higher education, what has been done for the gifted has often been done, in a very real sense, for the whole university community. Where honors programs have been soundly established, their influence has been felt by students outside the program, their stimulus has been evident in the morale of faculty members, their effect has been perceivable in the tone and standards of campus life.

Into his dormitory or fraternity, the superior student brings a list of stimulating honors books, a set of provocative discussion issues from his honors colloquium, and often an example of scholarship and respect for the intellect that must influence his companions. His knowledge and his values have an impact on campus organizations and campus activities. His questions and his arguments brighten classroom discussions. He sets a standard for others to follow.

At universities where the honors program is confined to the College of Arts and Sciences, its standing on campus is evident in the number of students from

other colleges who press to be included in Arts and Science honors courses. An engineering student boasted not long ago that he roomed with an honors student and "I read all the books he reads." At the University of Colorado, one party in a recent election for student government endorsed the honors program in its platform and proposed that it be expanded. At the University of New Mexico, students voted to award activity points for honors work in choosing candidates for a sophomore honorary society.

For faculty members, the opportunity to confront the best young minds in the give and take of small groups and in individual conferences is a stimulus and a challenge. The honors faculty member often feels the need for deeper scholarship and more thorough preparation, and this is reflected in his teaching outside the honors program. He often returns to his regular classes with new enthusiasm and demands better performance from his students. He tends to re-examine his customary teaching methods, to attempt innovations and to find that the techniques that work with honors students can be used to improve the teaching of others.

A number of honors faculty members have reported that their honors experience led them to put greater emphasis on source material, to rely less on textbooks and to introduce more variety into their reading assignments. They said they were revising their examinations and quizzes to reduce the number of questions that called for memorized answers and to include more questions that required the student to synthesize his knowledge and to think his way through problems.

The influence of an honor program on students and faculty can be reflected in the total character of a campus and in the values of student life. This is especially true when the size of the program reaches a certain critical mass and the program is clearly visible

within the academic community. In this circumstance, an honors program can act as a counterbalance to superficial student activities and the preoccupation with big-time athletics. It can serve as a symbol and a reminder of what an education means and what a university is for. The advantages of a more intellectual climate on campus are shared by all the students.

Those who base their case for an honors program on the benefit it will bring to the superior student alone will invariably meet resistance from budget-conscious university administrators. Many a dean will balk at the notion of using scarce funds for a program that is only expected to benefit three or four per cent of his students. A broader approach, emphasizing the spillover effects of honors, is essential. An honors proposal must be presented, not as an investment in a few students, but as an investment in the total quality of the university. In the world of higher education, such investment adds have been returning rich dividends in many parts of the nation.

## Letters To The Editor

This year I fear our progressive seers  
 Have gone the way of the world.  
 For it's know this book and don't  
 bother to pry.  
 The banner of the "old-fashioned"  
 teacher's unfurl'd.  
 Individual study we had begun  
 to think  
 Might be a good thing after all,  
 With papers and papers and  
 papers and papers  
 and a little bit of "study hall."  
 But the roll came back with the  
 beginning of the year  
 To check on our whereabouts.  
 We're no longer allowed to sit  
 on a cloud  
 And ponder up there and not in  
 a chair.  
 It seems to me with such regulation  
 That little is learned but "the  
 book."  
 Progressive or "new"—we liked  
 it that way.  
 A boost from the wise, we'd say.  
 Who or what? I really don't  
 care.  
 I feel like pulling my hair.  
 Maybe it's not "op" to blow my  
 top.  
 But I think I'll "steam" my  
 share.  
 So take heed learned one with  
 the coveted hoods,  
 The braid, and all the robes.  
 Our enthusiasm's at stake—our  
 curiosity, too.  
 Give back our exciting education,  
 won't you?

(Ed. note: the editor acknowledges the request for anonymity of those persons collaborating on this letter.)

## POEM

c. c. cummings

ardensteil - henarub - izabeth)  
 this noN  
 allgotupfittokill  
 She with the  
 & how  
 p-e-r-f-e-c-t-l-y-d-e-a-d  
 Unvoice which (frightens  
 a noisy most  
 park's  
 least timorous pigeons (squ  
 -I-  
 nts (while showe  
 ring cigaretteash O  
 ver that scre  
 Amingfeeblyoff  
 s,p;r;i;n,g

