

EDITORIAL OPINION

Ghost-Hunting Popular

It's Halloween, that time of year when the popular sport is hunting for ghost and goblins. But at Chowan, the sport of ghost hunting seems to be popular year 'round.

On most any given night students can be found at one of the local graveyards. What they expect to find roaming in a graveyard at night is beyond me. Ordinarily, it's not a place where one goes for excitement.

Then there is the ever-popular ghost of Early Station. Students go to the old abandoned station in Ahoskie and walk up and down the tracks all night in search for the ghost of a poor man who was beheaded by a train about a century ago. If there ever was a ghost, he probably gave up looking for his head after watching the college students and seeing how foolish it looked to walk the tracks all night.

Then, of course, there is Chowan's own Brown Lady. One story says she returns to campus each fall to test the loyalty of the students. Another says she returns in search of her lover, who was killed in battle after he promised to return to her. But who can be sure?

Most every little town in North Carolina has its own ghost. Some seemingly more realistic than others. So there is nothing unusual about our ghosts. But the interest in something real around here... The results could be amazing.

— S.L.P.

More Efficient Methods Of Study Recommended

As the student body heads down the home stretch toward Fall Semester final exams, the following suggestions for more efficient study procedures are offered by Mrs. Wilhelmina Wilcox, the college guidance counselor.

Francis P. Robinson, a well-known psychologist from Ohio University, developed the "SQ3R" method of studying a textbook. This method is one of the systematic approaches to studying a textbook. It enables you to plunge into a reading assignment easily and fairly quickly.

"S" is for Survey

1. Examine the title of the chapter you are to read. (Gives clues to the general content.)
2. Read the introductory paragraphs. (Author presents his topics and major problems to be discussed.)
3. Skim through the chapter looking for pictures, charts, graphs, and topic headings. (Gives clues as to the general outline the author used in writing the chapter, length of the material and how much time will be needed to read it.)
4. Read the summary or concluding paragraphs.

"Q" is for Question — Ask yourself (1) what should I be getting from this topic(s); (2) make up some questions that you want answered.

1. Gives you something definite to look for when you are studying.
2. Helps hold your attention on what you are reading.
3. Encourages you to watch for detail.
4. Helps you concentrate.
5. Helps you prepare for examinations.

The first "R" is for read — After you have asked some questions, you are ready to read.

1. You have asked yourself some questions. Now you are reading and searching for answers. Reading is more than saying the words on the printed pages — reading is a thinking process. Comprehension is vital.
2. If a passage is difficult, make a note to ask your professor. The only "dumb" question is a question not asked.
3. A passage with a great many key ideas simply cannot be read rapidly. If you have read a passage several times and it still doesn't make sense, try reading it aloud.

The second "R" is for Recite and Remember

1. Say over in your own words what you have read.
2. Helps you remember what you read.
3. Gives you practice in answering questions for verbalizing the topics.
4. Improves your ability to express your ideas in words.
5. Helps you to comprehend the ideas.

Special Notation: 1. Make marginal notes beside a paragraph. This helps you to recall what was read. 2. Outline the material as you read. Read several pages at a time, then go back and outline what you have read. Be sure to include new terms relevant to the subject matter (helps strengthen your vocabulary).

The third "R" is for Review — If you have done all of the suggestions above, you will probably find that reviews are easily and quickly accomplished.

1. Skim over chapter headings, trying to summarize as you go.
2. Review your notes and written summaries. Try to expand on the information they contain.
3. Space review periods over several days or weeks. Your first review should be within 24 hours of your first reading. The next could be three days to a week later, etc. Set up a review schedule that is comfortable for you and that is based upon how difficult the subject is. CRAMMING RARELY WORKS!!

It is important to realize that this suggested method is for you — so bend the rules as you see fit. But, don't bend the rules to the extent that you lose the method — that's what really works.

Schedule of Masses Announced

By TIM ELLIOTT

Mass was held on Chowan College campus on October 18 and will be held every Wednesday at 7 p.m. for the remainder of the school year, according to Dr. R. Hargus Taylor, college chaplain. The Mass is held in Daniel Hall.

Father Tim O'Connor of Saint Charles Church in Ahoskie, is leading the weekly Mass.

Dr. Taylor said that Mass has been

held on the Chowan campus for approximately five years because many Catholic students have no transportation to get to Ahoskie, where the nearest Catholic church is located.

The Mass would have been started earlier this year, but O'Connor couldn't come any earlier. O'Connor is new to the Ahoskie church and wasn't sure what his schedule would be, according to Dr. Taylor.

There are approximately 110 Catholics attending Chowan.

Charlie's Angles

By CHARLES HITCHCOCK

Amendment 1 of the Constitution of the United States of America reads as follows: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Chowan College, as we all know, is a Baptist institution of higher learning. Its goal is to teach students in a Christian atmosphere. This is fine as far as education goes, but I feel that when religion is matched against education an entanglement will ensue.

Chowan has an Assembly-Chapel program that is held twice a week on Mondays and Wednesdays. The purpose of this program is to promote to us, the students of Chowan, Baptist ideology and things related to the Baptist way of thinking and philosophy. I feel that this program is fine for those of us who are Baptist and are interested in things associated with Baptist philosophy and ideology but, by making the Assembly-Chapel program a mandatory matter, the administration is breaching the laws of this land and our "unalienable rights." In this case, I'm referring to our right of religious freedom.

There are many of us here at Chowan who are not Baptist and who are not interested in Baptist philosophy or ideology but rather in the academic quality of this college. Chowan reportedly ranks fifth out of the ten best junior colleges in the United States. This is an important factor in many students' decision to come here.

Religion is secondary and I feel that it should be so.

The administration of this college not only makes the Assembly-Chapel program mandatory but penalizes those who do not attend. The policy on attending Assembly-Chapel programs is as follows: students are allowed four absences from Assembly-Chapel. The fifth absence results in suspension from the college. To me this reeks of religious suppression and dominance of religious freedom.

I feel that the way to solve this problem is to let students decide whether or not the Assembly-Chapel program holds anything of importance for them. This can be done by a campus-wide poll asking whether or not the above-mentioned program is valid to students. Those who find the program valid should be given the chance to go on attending Assembly-Chapel. Those who do not find the program valid and satisfying to their lifestyles have the right to do something else whether it be studying, sleeping or general goofing off as long as it doesn't interfere with the students who are attending the Assembly-Chapel program meetings.

Something creative can be found to do for those among us who feel that the administration of this college is suppressing their religious freedom. Let non-Baptist students hold meetings relative to their own religion—and I'm not just talking about foreign students.

This college is a fine and outstanding college academically and I feel that this should be the main concern of the administration. Religion is a form of philosophy, and philosophy a form of education. They must be categorized into two different groups. I feel that one does not mix well with the other.

The administration has successfully succeeded in running this college with its religious interests topping the bill and its academics at the bottom only because no one has spoken out against this matter or the undeniable fact that the administration and the Baptist Student Convention which funds this college accomplish this through the suppression of those of us who aren't Baptist by removing our rights to religious freedom.

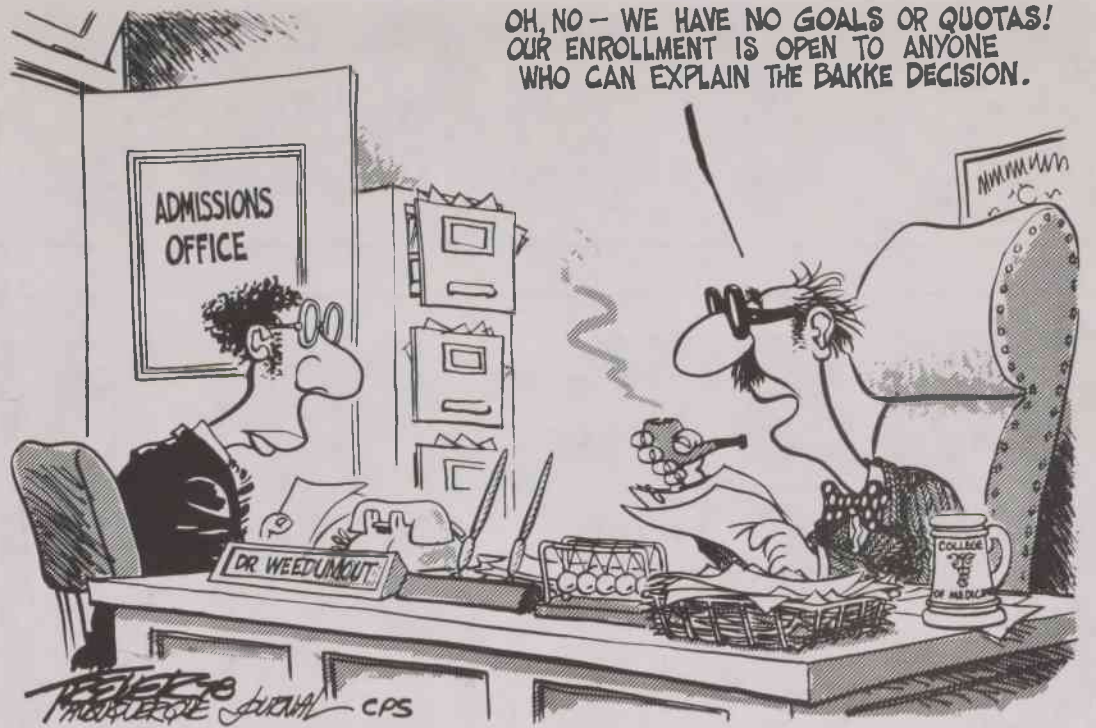
Dunn Heads Honors Chapter

A leadership planning conference was held the weekend of September 15-17 in Charlotte for all Phi Theta Kappa chapters in the Carolina Region. Attending this conference from the Chowan chapter of PTK were Mr. Wooten and several of the chapter officers.

Many informative subjects were discussed among the involved chapters; such as, community relations, service projects, and fund raising activities. Also discussed was the upcoming Carolina Regional Convention to be held in Greenwood, S. C. in the spring. In their free time some of the members enjoyed a night in Charlotte, while others participated in a square dance.

Phi Theta Kappa is a national honor fraternity for male and female junior college students who obtain and hold a cumulative 3.0 grade point average. The Chowan chapter is Iota Delta.

At the first meeting of Iota Delta, officers were elected for the 1978-79 year. These officers are: Tandy Dunn, president; Anne Bueche, Vice president; Aaron Cartte, treasurer; Pat Hudson, secretary; and Dan Fuchs, reporter. Mr. Wooten of the Math Department replaced Mr. Simmons as the chapter advisor this year.



Administrators Still Befuddled On Meaning of Bakke Decision

By DAVID ARBOGAST

WASHINGTON, D. C. (CPS) — Tim Bradley of the American Society for Engineering Education only shakes his head and says, "Nobody knows. They're all wondering."

That, in a nutshell is the "consensus" that has developed among education lobbyists here in the four months since the U.S. Supreme Court ruled that 38-year-old Allan P. Bakke was illegally denied admission to the University of California-Davis medical school because he is white.

The court also ruled that the school's admissions policy, which reserved 16 seats in a class of 100 for minority students, was unconstitutional. Yet it was the court's third ruling — that colleges may consider race as a factor under some circumstances — that generated the kind of confused Bradley noted.

For admissions officers are trying to determine what those "circumstances" might be. Their task is not made easier by the court's split opinion on the issue. Only five of the nine justices concurred in the "special circumstances" opinion, and there was considerable dispute among those five over what constitutes an acceptable race-conscious program.

As a result, the academic community is busily running off to various conferences to see if it can concoct an acceptable affirmative action program on its own. Professional organizations like the American Council of Education and the National Assessment of Educational Progress, as well as schools from the University of Maryland to Mount Marty College in South Dakota, have already scheduled Bakke conferences

this fall. Other groups, like the American Association for Higher Education, have rushed opinion booklets into print that catalogue admissions policy adjustments in the Bakke decision's wake.

The adjustments to date seem to be an empty consensus. Among the consensus' main points:

That any admissions program that uses racial considerations in any way will probably be viewed by the courts as "inherently suspect," and thus be subject to review.

That all schools are going to have to review their current policies, and are probably going to have to re-draw them to explicitly reflect the school's stated academic objectives.

That colleges will, nonetheless, retain broad discretionary powers in tailoring their admissions programs to their own goals, including the goal of increased minority enrollment.

The court itself was clear only on the first point of the consensus. On the second point the court said schools can consider race as one element of an applicant's character, and thus his admissibility. Yet it added that to give an applicant special treatment only because of his or her race would violate the equal protection clauses of the 14th Amendment.

Specifically, the court decided that Allan Bakke had been denied an equal opportunity to compete for one of the 16 med school seats Davis had reserved for minority students. Minority students, though, were eligible for all 100 seats in the class. Bakke and all other whites were only eligible for 84.

Justice Brennan wrote at some length on the third point of the consensus, that colleges should retain control over their

own admissions programs, and that "more minority students" is a worthy program goal.

But he found — and the post-Bakke consensus has tended to concur — that schools will need to take a good, hard look at how they admit students. Minimally, the standards that are emerging would require schools to publicly declare their admissions policies, and to explain how the policies help the schools meet their institutional goals.

It's also clear that professional education associations are taking an active part in pushing their member schools toward new admissions programs. The emphasis is on innovation. Innovation would seem to be necessary if a school is to thoroughly consider an applicant's race within the vague bounds suggested by the court. The associations are asking schools to pattern their programs after Harvard's.

Justice Powell, of course, wrote approvingly of the Harvard program in his Bakke opinion. Harvard considers a candidate's minority status as one factor (in the applicant's favor) among many factors that determine if the candidate is ultimately accepted.

There is one other point on which everyone seems to agree: When evidence of past racial discrimination is proven, the courts will not hesitate imposing even drastic measures to remedy the problem.

Otherwise, speculation is all administrators have to go on right now. There seems to be agreement that something will have to be done about admissions programs in the near future, but the schools, contemplating an ambiguous court decision, are cautiously waiting to see what other schools will do first.

Bakke Quietly Attends Classes As Controversy Surrounds Him

DAVIS, CA. (CPS) — The dean says he caused a decline in minority applications to the school. The administration says his very presence required extra security precautions. The rest of the world of higher education, meanwhile, knows he's inspired a time of uncertainty for all affirmative action programs.

So, none too surprisingly, Allan Bakke, possibly America's best-known freshman, started school Sept. 25 amid the clamor of the press and the shouts of protesters. Seemingly oblivious to the questions and the demonstration, Bakke just smiled and walked briskly into the main building of the University of California-Davis medical school.

Some 40 reporters scurried after the 38-year old from Los Altos, Ca., but were denied entrance to the classroom by the university.

Bakke who has shunned publicity since filing his "reverse discrimination" lawsuit in 1974, only told reporters, "I'm very happy to be here." Then he left to attend his first class.

After the class, a three-hour session on molecular and cellular biology, Bakke had to be helped to his waiting car by some of the extra security forces the school hired to keep Bakke's first day peaceful.

Meanwhile, demonstrators from the National Anti-Bakke Decision Coalition picketed the school, shouting "Down with Bakke" and "We won't be denied." Nonetheless Andy Noguchi, a spokesman for the group, said he wished Bakke the man no ill, and that he was protesting the U.S. Supreme Court ruling.

In June, of course, the high court ruled the Davis affirmative action program — which Bakke contended had unfairly barred him from the med school because he is white — was unconstitutional because it used race as the major factor in considering Bakke's application.

The furor over Bakke's resultant arrival on campus, though, was considerably more short-lived than the controversy over the court's disposal of his case. Only one reporter greeted the first-year med student on his second day of class. The rest of the week he was largely ignored by both press and protesters.

Bakke was, according to his classmates, greeted warmly by many students, and has been treated as just another person trying to survive med school. By the end of his first week, Bakke was indeed indistinguishable from his peers. On breaks he talked medicine with students around him, and answered probing questions like "How's it going, Big All?" and "how far are you behind?"

Dr. Willard Centerwall, a genetics professor, said the faculty isn't giving Bakke special treatment, either. "I haven't changed my style," Centerwall said. "And I did not prepare for these class any differently."

Anatomy instructor Dr. Edward Carlson called it a "foregone conclusion" that Bakke would be treated as just another student.

But Bakke's presense has made a dif-

ference at the administrative level. UCD Medical School Dean C. John Tupper said Bakke's case is responsible for a decline in minority admissions to the school. He's hopeful that "after the furor dies down, the number of minorities (in the med school) will continue to increase."

This year's entering class includes 20 minority and 33 female students, the dean said, but only nine people were admitted through the affirmative action program.

Students admitted under the program before the Supreme Court's June 5 decision were allowed to remain, added Vicki Saito, the university's public affairs officer. Those spaces opened by students declining to attend Davis were filled through a different process.

Race, said Saito, was still a factor in the process. Spots were offered to minority students as well as white students. Although she could not separate pre- and post-decision admissions, she did know that only two of the 18 places offered to Hispanic students were ultimately accepted. Only four black applicants accepted the 11 spaces offered, and just 14 Asians took the 36 invitations extended to Asians.



Edited, printed and published by students at Chowan College for students, faculty and staff of Chowan College

Susan Pate — Editor

Harry Pickett and Angela Elder — Associate Editors

News Staff

- | | | |
|-----------------|-------------------|-----------------|
| Daniel Bender | Tim Elliott | Cindy Lee |
| Jane Bridgforth | Charles Hitchcock | Sandra Perry |
| Allen Davis | William Hobson | Donna Swicegood |
| | Paul Kelly | |

FREE

CATALOG of COLLEGIATE RESEARCH

Over 10,000 listings! All subjects.

Send NOW for this FREE catalog.

(offer expires Dec. 31, 1978)

Send to: COLLEGIATE RESEARCH
P.O. Box 84396, Los Angeles, CA. 90073