

Letters To The Editor

Gorgey To Join Faculty

the boys out for baseball have given their all this year, it seems a shame that their efforts should have been in vain.

This college has one of the most beautiful and well-kept ball diamonds in the state, but almost nobody to play on it, and never more than 20 at a game to see it used. Once again the favorite descriptive word for the student body here rears its ugly head, APATHY. How is it that a college with a growing student body, which includes quite a few good athletes, is unable to field a basketball team that has more than the barest required number of players? Sure, only nine guys can play at one time, but a few substitutes never hurt anybody. As it now stands, the Bishops have disbanded for the rest of this season, and it is doubtful if we will have another season for quite a while.

Nobody likes to play on a losing team. True, but this year's team did not have to be a loser. There was a nucleus of good ballplayers on the squad, and twice their number sitting the season out. Some of these people were prevented from playing because of academic standing. Hogwash and phooey! I have found that a person participating on a team will do all that he can to keep up his grades so that he can continue playing. The time spent practicing and playing the game is not used by others to study, why so should it be so for those wish to play. If these people want to play on a team, then they should be allowed to.

Shape up, administration! If you are going to field a team and schedule schools who back their athletics to the fullest, then give your own teams some support. We'd like to have a winning season too.

FWS

LETTER TO THE EDITOR

Dear Editor,

Two letters in your April 9th and May 15th issue discussed randomly the problem of Sophomore Proficiency Examinations. To this random rambling I wish to add some of my own observations. As I am not accessible to administrative re-

ords these observations may be some what incomplete. It is nevertheless my intention to bring out some aspects of this controversy (If I may) that have not been aired.

In fact, there was at least one student who entered under the 1962-63 bulletin who graduated last year without having to pass the sophomore Proficiency examinations. These exams are binding upon others graduating this semester under that same bulletin.

Without further pressing this point, Let me ask a few questions. Why are these tests administered? Are they college ability tests? Are they aptitude tests? I think not. Spelling is an ability that if not mastered in early years will always be a problem to the individual. I have never known an individual who increased his spelling ability while in college. My own experience has been a decrease due to preoccupation with scholastic matters. If this supposition that spelling is an early learned trait is wrong, I stand corrected. Would it then be too much of a disgrace to put a non-credit course in the new catalog for spelling? (Phonetic Derivations #31 would fit the stereotype nicely) I see no reason why a memorization of 690 words (you can miss 10) is a criteria for a degree... It seems a "game". (One faculty member was heard to call it just this).

Now consider the more sane of these "hurdles." Is a spontaneous composition of time confined proportions a valid test of one's rhetorical ability? Agreed, it shows one's self-discipline. Yet one can hardly attain levels of sophomore standing without having experienced the disciplined examination that some professors relish. A timed composition is not an indication of one's aptness at expressing himself on paper. It is very conceivable to me for one person to write a better theme in one hour than another person. It is also very conceivable for these persons to spend thirty minutes more and show reversed results. Let me deal with facts. At least one person received the Freshman Composition

Award and did not pass the composition half of the Proficiency Test. At least two people received B's in Freshman Composition and did not pass the written portion. At least one person received an F in Freshman composition and passed both portions. This person was not required to pass these tests.

Let me further opionate this letter by stating that percentage wise the faculty and administration cannot pass this test to a greater degree than the students. This I think is a very reasonable challenge since the preponderance of faculty members are M.A.'s and Ph. D.'s. (administration members of college level included.)

Please do not distort the intent of this letter it is not intended to be sarcastic or insubordinate. Rather it's purpose is to gain a greater degree of constancy for academic standards at Wesleyan.

The reader will please acknowledge that the writer of this letter did pass both of the Proficiency Tests the first time and was not required to.

Very sincerely,

Name withheld by request for fear of unvoiced "reprisals"

Summer Employment Opportunities

SCOPE, a Directory of Summer Opportunities for College Students in Community Service, offers student summer jobs.

There are 96 organizations affiliated with SCOPE with more than 27,000 openings listed in the Scope booklet available in the DECREE office. Voter education projects in the South, tutorials and community action in the North, government employment and summer work camps; these and others are included so that interested college students will be able to make an informed decision about their summer's activity. Fully half of the openings listed are local projects in which students with summer jobs or summer classes may participate.

Published by the U. S. National Students Association, SCOPE is written to aid college students in obtaining summer employment in a position to which they are best suited and will find the most enjoyment. Pick up your free copy of SCOPE in the newspaper office anytime during the day or consult an editor of the DECREE.

Wesleyan Gets Grant

North Carolina Wesleyan College announced today a grant from the National Science Foundation. The grant of \$1,700 is for the purchase of undergraduate instructional scientific equipment, according to Dr. A. W. Sharer, Chairman of the Science Division.

This project is to be under the direction of Margaret A. Bird, Assistant Professor of Biology, who prepared the project description in physiology.

She will use these funds, with matching funds, to develop a new course for biology majors. This is the first grant to the new college from the National Science Foundation, according to John T. Wilson of Washington, deputy director.

Dr. Lasflg Gorgey will be come an Assistant Professor of Political Science at North Carolina Wesleyan College in September, according to announcement from President Thomas A. Collins.

Gorgey, a native of Budapest, Hungary, was graduated with honors from the Royal Hungarian Military Academy. He earned the Master of Arts degree at the University of Virginia, and the Ph. D. degree in Foreign Affairs in Virginia in 1964. He has taught in the Social Science Division of Alabama College for the past two years.

He served with the Hungariah Army during World War II, was made a prisoner of the Russians for more than five years. Following his release he was not permitted to complete his academic work for the doctorate in law. He worked at a variety of jobs, until he fled in the winter of 1956. Entering the United States, he learned English well enough to return to graduate school, and complete his doctoral program at Virginia.

With his coming, Wesleyan will expand the offerings in Political Science and International Relations.

Gorgey and his wife, also a native of Hungary, are now naturalized citizens of the United States. They have two small children. Mrs. Gorgey is now teaching German in public schools in Alabama. Gorgey was reared in the Reformed Church (Calvinist tradition) of Hungary.



PROFESSOR GORGEY

THE BUSY CORNER FARM

THE BUSY FARM

by FELIX

As if confused as those confronting it
The meeting ground of five roads were
... with sand and gravel strewn
Not knowing which would lead to where
I sat a moment pondering there ...
This parody of my desires.

I had by now fancied myself as being
a horsepowered Frost, deciding "which would
make all the difference."

Thus not knowing where I was going—
I stopped to ponder where I was at.
Attentions subsequently shifted from
the tragedy of the road ...

To the blazing barn that had
blasted me with its individualistic
whiteness, as I had overcome the
last hill.

I sought myself, and questioned
my own analogy ... this confusion ...
this human indecision ...

Had not been borne upon itself.
These swerving vehicles had been
avoiding this barn, which threatened to impale.
A sage had taken it upon
himself to make of this instrument
of labor and toil a monument
I searched a moment amidst
the fireworks of Pennsylvania Dutch
Vlockwork and neatly constructed
signs ... reminiscent of the Great
God Burma ... and squarely between
the eyes was struck by universal
meaning;

Learn from the mistakes of others ...
you haven't the time to make your own ...
Elipses couldn't have been more properly
placed in unrealized significance.
Sitting at this gravel swept
corner in the midst of this foolery,
I puzzled.

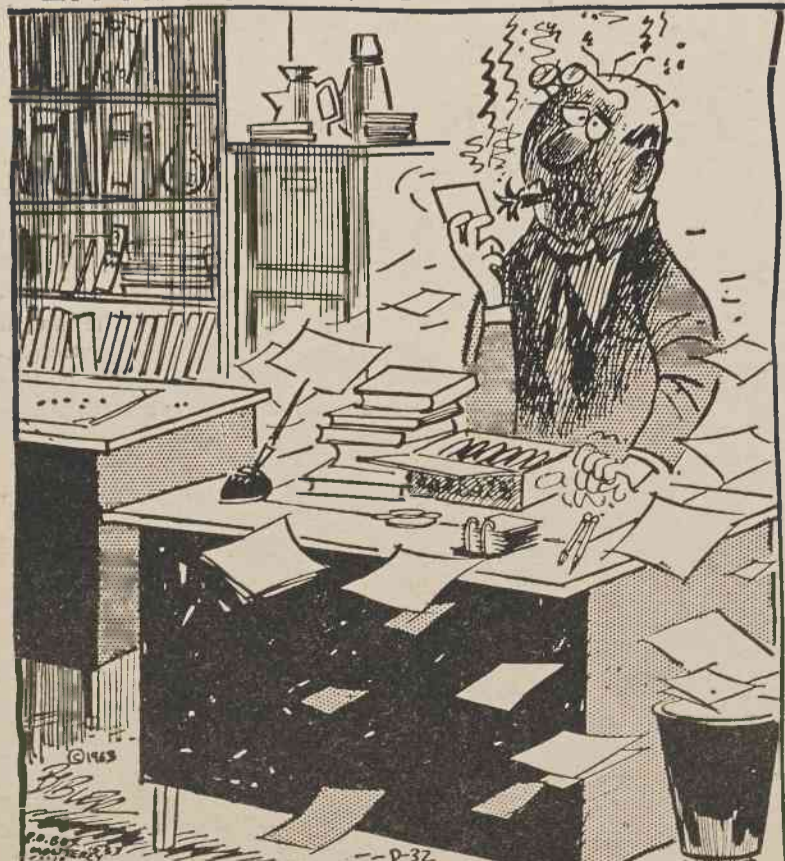
For I was indeed in the midst of
what this Oriental Camel rider had
dubbed by frequent ensign ...

THE BUSY CORNER FARM

Thus he labeled his microcosmic womb
What idiot could have the outright balls
to think himself Godly enough
to display such ironic understanding?
What is wrong with frustrated
people who build Busy Corner monuments
unto themselves is
that ...

They are part of a society whose
problems rest on the fact that
they haven't the time to find their
own truth and are forced to accent
the platitudes of fools
whose uncopyrighted platitudes
are plastered on Barns,
and Railroad Bridges,
and Bathroom Walls.

LITTLE MAN ON CAMPUS



TO PROF SNARF FOR MANY SEMESTERS OF THOUGHTFUL ASSIGNMENTS & FAIR TESTS, CONSIDERATION & HELP — The Senior Class