

EDITORIALS

America's colleges and universities are bracing themselves for a new surge of applications for admission to their institutions next year. They realize that in addition to the usual bumper crop of high school graduates who will wish to continue their education, there will be another element which will put even more strain on their already overstrained conditions.

This increase in the number of applicants will be mainly composed of veterans eager to take advantage of the opportunities afforded them by the new "G.I. bill of rights." The bill, effective since last March, came too late to make a radical difference for this year, but even modest predictions foresee a record number of persons attempting to enroll in colleges and universities in the fall of 1967 under its provisions.

This, of course, means that the educational institutions of the country, in an over-crowded state already, will be even more burdened than ever. The added load will not be felt drastically in terms of dormitory space and housing for most G.I.s will have no desire to be a campus resident, but rather will be most noticeable in the student-teacher ratio.

The college teacher force, already overworked and only moderately paid, will find much of the weight of increased enrollments placed upon their studious shoulders.

The G.I. Bill, considered quite proper by most as a means of offering a token of appreciation to men who have served the country during times of armed conflict, is at present an incomplete bill. It provides money for tuitions, etc., and opens the doors of colleges to many who would otherwise be denied, but at the same time it lacks any provision which will help the colleges to cope with the problems which the increased college force creates.

Admittedly, the veteran has many things in his favor when he applies to a college. It is an accepted fact that veterans, on the whole, are better students than young men just out of high school, either because they are more settled than the youngster or because they have a better realization of the worth of a college education and attempt to take full advantage of it. In addition, they are given a running edge over equally qualified high school graduates simply because they are veterans.

This can ultimately mean that a great number of high school graduates who would have gotten into college easily in the past will find all doors closed to them in the next few years. This situation has proven to be true each time the G.I. Bill has been in effect in the past.

The obvious question is: "What can be done to remedy the situation?" One would be taking his life into his hands if he suggested doing away with the G.I. Bill, especially at this time, and of course, there is no way to deter the wave of high school graduates who will be seeking admission to college next year.

The fault obviously lies with the governmental institution which would enact laws which create such a situation without providing some means of coping with the problem. Until such a time that a "Help the College Cope with the G.I. Bill" is enacted to go along with the "G.I. Bill," the situation will continue to remain nearly chaotic.

LITTLE MAN ON CAMPUS



POTPOURRI

By DOUG GROSCLOSE

It is a shame that it takes so much to become a member of some organizations; to get into the Ku Klux Klan you must meet some rather rigid requirements, to get into the Diner's Club you must have good credit ratings and to get into the Wesleyan Monogram Club you have to almost be a survival expert.

The initiation which "goats" had to go through on November 5 was nearly unbelievable, it is a miracle that several of these men have not become very sick as a result of some of the infantile actions of the men in the Monogram Club. In my opinion an initiation of the type administered by the Monogram Club has no place in the Wesleyan Community, it is useless in that it is not meaningful to either present or prospective members, and it is harmful in that it could cause serious physical disorders. Is an initiation like this needed?

In the past these initiations have resulted in; a store being broken into, illegal fires built in roads, citizens calling the state police to investigate the disturbances, and uncountable colds. If this is the purpose of the Monogram Club it seems that it is an organization to be avoided, rather than sought after.

In BISHOPS' LAW it states that the purpose of the Monogram Club is to encourage and to support the interest of varsity athletics on campus, is the interest of varsity athletics the physical having of its most avid supporters? It would seem that this would drive men away from the club who would be hard working members, one of those initiated this weekend said that if he had known what the initiation was like prior to its enactment he would have not joined the club. Others this year and in the past have reacted the same way, it is just not worth the sacrifice to join the club.

I am sure the members of the Monogram Club could devise ways to be selective other than hazing, the very fact that a candidate for membership must have earned a varsity letter from the Dixie Conference is very selective, the club must approve candidates by a vote, this makes membership more selective.

In the opinion of this columnist the Monogram Club is led by one of the brightest men on the campus and it seems that he could have thought of a solution to this problem, since he evidently has not I hope the new members will attempt to get rid of this juvenile practice before more members are taken in.

Letters
to the Editor are
Welcome



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THE DECREE

Official Student Newspaper of

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Attention

All Clubs

The DECREE

wants to hear from

YOU

New Testing Procedure Disclosed

Seattle, Wash.—(I.P.) A University of Washington professor believes he has the answer to testing the "depth of knowledge" of students, even in large classes. Dr. Paul E. Fields, professor of Psychology reported the results of his research on the improvement of student testing at a recent session of the American Psychology Association convention.

The tests are the result of many years of research on the psychology of learning by Dr. Fields. He has used them in introductory Psychology classes for nearly two years. "In large classes, there has been a trend toward fewer examinations and toward unrelated true-false or multiple choice questions which may catch students with trick questions," Dr. Fields said. "That type of examination is not a true test of a student's usable knowledge."

The approach he has developed, known as the Fields Serial Multiple Discrimination Teaching Examinations, is based on radically different principles, he reported. Although the Fields System uses true-false and multiple-choice questions, they are combined in a manner that tests a student's "in depth" knowledge more effectively than other objective examinations and also removes the "guessing" factor.

To get credit for his answer, the student must correctly answer a true-false statement and also four close true associations, one each from four lists of five associations. "With this system, absolute knowledge in depth is necessary and guessing just won't work," Dr. Fields said. "The probability of getting a correct answer by chance alone is 1 in 3,125 as compared with a 1 to 2 chance in a true-false exam and 1 to 4 chance in the multiple choice variety."

The Fields tests can be hand-scored by student labor easily, quickly and objectively by keyed answer sheets. He gives 12 one-hour exams during a 10-week quarter to as many as 450 students. At the beginning of the quarter, all students in the class are given a 400 page manual with examples of test questions for the entire quarter.

"I am not worried about the student's rote memorizing of all the parts," he explained. "It is a simple matter to change the order of the part answers or change the statements from true to false. The student who does not answer or understand the material would make a zero score because all five parts of each question must be correctly answered to score one point."

"These tests are actually a teaching device. They are designed to emphasize the important concepts of the course, so the student knows what to concentrate on. The tests also assist the student in learning and understanding by requiring him to organize isolated bits of information as he takes the examination.

The tests utilize the principles inherent in a 5 x 5 "Latin Square." Every fifth part of each question is determined, as are all five parts of every fifth question. Thus the student can check his own errors and learn while taking the exam.

"I am convinced that what and how students learn is determined more by the kinds of examinations we give than by our formal statement of course objectives," Dr. Fields commented. "Course examinations have not changed significantly in the past 40 years. After experimenting with different examination techniques for large classes for several years, I believe I have developed a method

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