

# Instructors. . . Speak Out—Ideal Student

Much has been said about student ideas and opinions on academics, restrictions, and extra-curricular activities at Atlantic Christian College. These are the opinions of ACC students on these issues:

Do you feel that ACC allows you the same extra-curricular freedom that you would find at a more liberal college?

Jackie Parker: "Yes because I am a member of a Greek organization and that is where the majority of social life exists on campus."

Jimmy Cobb: "Yes. I don't feel prevented from doing what I want to do here any more than I would any place else."

Becky Provost: "No. It is so small that there aren't as many extra-curricular activities."

Danny Wilkins: "Yes. We don't have the big concerts or beer blasts on campus that larger and more liberal schools have, but school is what you make it. If you want to sit in your room and do nothing, you can anywhere. Being in a fraternity, we have social activities, and I have things to do."

Do restrictions on extra-curricular activities affect your social development as an adult?

Jackie Parker: "They don't affect me."

Jimmy Cobb: "They don't have any affect on me."

Becky Provost: "The restrictions are silly. They place us in a mature situation and then treat us immaturely."

Danny Wilkins: "They don't

really affect me."

Do you see the alcohol and visitation restrictions at ACC as guidelines for good moral judgments?

Jackie: "No. If you haven't decided what is morally right for you by the time you enter college, you are very immature and have no place in college life today. Basic morals should be formed before this time. But still some leeway must be allowed."

Jimmy: "Yes. By discouraging alcohol and things of that sort, it puts a type of restraint on sexual morality, especially through dorm visitation restrictions."

Becky: "By this time basic moral judgments are established and it's kind of late to develop judgments that aren't there."

Danny: "Not really. I see them as moral guidelines for some people, but for me they conflict with my personal beliefs."

Since ACC is a small college, do you feel that it offers as good an academic program as larger schools?

Jackie: "I think that depends on your field and major, because some departments here are stronger than others."

Jimmy: "It has a good variety of courses in several of the departments, although some of the departments are limited and you might not receive as good an education. Some departments need branching out. More courses are real generalized."

Becky: "I don't feel that the opportunities are as great, but the curriculum is more in-depth because it is so small."

Danny: "It depends on how you look at it. Some departments are strong, but some are not. ACC's strong point is in the student-teacher ratio. And that is where you really can learn. Yet it depends on the individual and what they need. My department, history, is as good as any other school's."

Do you believe that because ACC is easier to get into it is easier to stay in and keep up your GPA?

Jackie: "Definitely not."  
Jimmy: "No. It is no easier than other colleges."  
Becky: "No."

Danny: "No, just as many flunk out here."

Do you feel that the moral atmosphere is conducive to learning? For instance, do you resent mandatory religion classes?

Jackie: "No."  
Jimmy: "I don't feel antagonistic about it. After all, religion is as important as any other field of knowledge. In life you must deal with people of all philosophies, and religious classes help to understand them."  
Becky: "No. This is a Christian school."

Danny: "Religion classes opened my eyes a lot and helped me personally. Required courses don't bother me if they

are taught well."

Do you feel that restrictions on class cuts infringe on your adult responsibilities or on your rights as a paying individual?

Jackie: "Yes, definitely. I feel as a college student you should be mature enough to know if you need to attend class or not."

Jimmy: "No. For a large amount of students it could force a teacher to lower his grading standards, because some students couldn't cut and keep up. This would reflect on all graduates and present students of ACC. It is very important for a small school to have a good reputation."

Becky: "No. I think you have to have a stimulus to make some students attend class. Otherwise, it might take away from the efforts of the profession."

Danny: "I think I should be able to cut class if I want. But then again, you can't usually cut classes and keep up your grades. I'd like to see a liberalization of cuts."

Do you think tht the new curfew regulations for women on campus are a sign of liberalizing attitudes of the administration, or do you feel that the action would not have occurred if HEW insistence hadn't grown.

Jackie: "The action would not have occurred so soon without HEW insistence. I feel that all college students, male or female, should have the same privileges and rights. They should not be discriminated

against because of their sex.

Jimmy: "It wouldn't have occurred without outside insistence from HEW."

Becky: "I think it wouldn't have occurred without HEW."

Danny: "It wouldn't have occurred without HEW insistence. It might have gradually evolved. It wouldn't have from that strict a curfew or no curfew."

Are you glad there are regulations which prohibit alcohol on campus.

Jackie: "I'm not particularly glad, but I don't care one way or the other. I don't feel it violates my rights as a citizen and I don't think it is un-christian."

Jimmy: "I wouldn't say I'm glad about it. It would be better to drink in the dorm than out on the streets somewhere. But it depends on how much drinking would interfere with other students' rights. It is kind of bad that students can't drink quietly in their rooms. But since people tend to get rowdy, I can understand that it would be harder to keep order in the dorm, and I go along with the school's policy."

Becky: "I'm glad. I think it takes away from the learning atmosphere."

Danny: "They can't really control liquor on this campus. There have been small, quiet parties in dorm rooms. But if the administration wants the regulations this way, it's their school."

By LEVIHAMER

## ACC Equal To The Competition

Several weeks ago, the students were asked what, in their opinion, made up an ideal professor. Well, now it is the professors' turn to inform the students what they feel makes up an ideal student.

The professors seem to feel that it isn't really possible to

describe or characterize the ideal student, but such a student should possess some basic qualities.

The major quality that a student classified as "ideal" possesses is intellectual curiosity, and a genuine desire

to learn. The ideal student is actively involved in the learning experience, and sincerely committed to his chosen task. His attitude should be: "Help me learn all I can," instead of "Well, you teach me if you can," says Mrs. M. Tyndall, of the education department.

It is generally agreed that the student who fits into the ideal classification is not in college primarily for the sake of getting a degree and a better job. Instead, he enjoys learning for it's own sake, for the satisfaction that developing one's mind can give. In this way he will enjoy the classes and not think of them as a tiresome chore that must be done.

In the same way a student expects his professor to have a

pleasant personality and a good sense of humor, the professor expects the same from the student. The student should also be able to develop tolerance for others in the class, since each of his fellow classmates learns at different paces and has different viewpoints. This type of attitude shows that he enjoys people, which must be demonstrated both in and out of the classroom.

An ideal student faces the classroom situation with an open mind. He expects the best from the professor, yet realizes that like himself, the professor is not infallible. If he faces his classes with an open mind he is capable of getting more out of the many facets of his courses. Mistakes will not hinder his progress; he

realizes that mistakes occur in the process of learning and looks beyond the surface mistakes to see what he can learn by them.

A person who is aware of his environmental surroundings and is actively involved also can be classified as the ideal student. Therefore, one who participates in different types of campus activities demonstrates his concern and awareness of his environment. This participation not only shows his concern, but also leadership.

If the student is self-disciplined, he will use his time properly, and therefore, will come to classes well prepared, and will be regular with homework assignments, not because it is necessary to, but because he cares about the material. This reading gives rise to questions, and he will seek the answers to them the following class period, as well as participate in discussions on that material.

Dr. McGill feels that an ideal student is "eager to have his ideas and values challenged and equally willing to challenge the ideas and values of others, whether instructors or fellow students. For the student who is inquisitive, self-disciplined, and open, the years in college are but the beginning of a life-long process of growth and self-realization."

In conclusion, many of the professors questioned on this subject feel that they expect no more of the student than the student expects of the professor. Therefore, if both the students and the professors strive to reach what each feel is "ideal" the student-teacher conflicts should be decreased here at ACC. With both trying to meet the expectations of the other, the student would be satisfied with the professor and the professor would be equally content with his student.

By TRICIA LOUGH

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