

EDITORIAL PAGE

PAGE TWO THE CLARION November 17, 1967

The Seminar: A Better Method?

A new form of education is gradually being experimented with in various institutions today. It is the seminar. The seminar differs from the orthodox classroom method of education in that it is conducted on a less formal basis, and covers more of the detailed aspects of each particular course. Because of its very nature, the seminar is a more effective form of learning: if the ultimate goal of education is the training and development of knowledge, which it should be, then the seminar should be the method of education in use today.

One advantage of the seminar is that it stimulates personal initiative in the individual student. In the classroom method, a student is given a cut and dried assignment from a book common to all the pupils in the class. But in the seminar form, the student searches for knowledge in books which he himself has chosen. As a result, he is able to achieve a sense of satisfaction, in that he learns and exploits his subject to the limits that he feels are necessary, and not to the limits given in the assignment. In this respect, each student gains his knowledge in his own unique way. He may be stimulated to search out the detailed aspects of his subject, and go beyond the limit generally established in classroom education. For example, a student might be asked to explore Hannibal's invasion of Italy. After he has found out what Hannibal accomplished, he might be further interested in why Hannibal did what he did. This knowledge can only be acquired through extracurricular reading.

It is impossible to over-evaluate the worth of this type of stimulated interest in the student. While it is true that some students will seek out additional information on some subject, this is not common in the present form of education. The drudgery, boredom, and routine of daily classroom learning is removed in the seminar, and replaced with a genuine interest. Also, the knowledge that one acquires when he is interested in a subject is retained much longer than if he had not been concerned with the subject. The elimination of tests and the subsequent crammed "knowledge" give way to a more gradual and effective learning process.

Perhaps the greatest advantage of the seminar is that it gives the student a desire and a reason to learn. The present system can give little inspiration or reason to the student who searches for it, simply because there is none. Theoretically, the objective of the present system is the attainment of knowledge. Under the existing principles, the cut throat competition between individuals is placed above the importance of knowledge, and the ultimate goal of education is actually forgotten. Learning tends to become less important than "making the grade." But if the seminar students are graded on their personal achievements, then they realize that they are not competing against others, but against themselves.

The essential reason for learning then takes on an entirely new perspective — the perfection and development of the human mind, through knowledge. The worth of the resulting man is much greater, because his process of acquiring knowledge does not end when the classroom requirements stop. Rather, he continues to search for knowledge after his formal education has been completed, because the nature of the seminar has taught him the personal

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The Clarion

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SNEA Holds Monthly Meeting

The monthly meeting of the Student Education Association was conducted in the faculty dining room November 10. A film from the National Education Association, "Not by Chance," was shown at the meeting. The film traced the progression of a teacher from high school ideas through college training and finally to the actual occupation. Besides being informative, "Not by Chance," offered an inspiration and a challenge to the members of the SNEA.

In commenting on the content of the film, advisor Mr. Harrison Tawney explained: "In the colleges of North Carolina, a student who is aspiring to be a teacher is really fortunate in the type of program the colleges offer potential teachers. Prior to actual teaching, the student undergoes a semester of courses involving psychology, philosophy, and his major, and the second semester is entirely devoted to student teaching in some secondary school."

A possible summer tutoring program, involving Brevard College students as tutors, was explained by Mr. Tawney. The tutoring will not involve actual subject matter and will be solely for high school juniors and seniors in the area. The purpose of the program is to persuade high school students to attend college. The tutors would receive room and board and hourly wages. The program is still in the planning stage.

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art majors, and all other majors. If you have not seen the "Aspects of a Secretary," put those leg muscles to work. It just might be worth the effort!

THE WAR: CAMPUS ISSUE OF THE YEAR

(ACP) — No campus, however provincial ordinarily, has been able to shut itself off from the dialogue over the war in Vietnam.

An issue of such force, such immediacy, has not hit the campus since the civil rights upheaval of 1964. And the campus is reacting, with a fervor unequaled in this generation.

While the dissenters are still relatively few, they seem to have given a war-and-peace orientation to the entire campus.

The forms of dissent are as diverse as the campuses themselves:

High above the Southern Methodist University campus in Dallas, a former student held a silent vigil atop a flagpole. His sign read: "200 men died because five refused to be drafted."

It referred, not to Vietnam, but to a World War II incident in which five Negroes who refused to be drafted set off a riot in Colfax, La., which resulted in the lynching of 200 Negroes. But had there not been a Vietnam, and the resultant war consciousness, his ire might not have been aroused.

It mattered not, he was quoted as saying in the SMU CAMPUS, that the incident occurred 20 years ago. "The first person who talked to me while I was picketing told me I shouldn't be making trouble about something that happened 20 years ago," he said. "Then in the next breath he told me that people who refused to be drafted ought to be hanged anyway."

"The draft is not the issue I am concerned with," he said. "It's the fact that people who refused to be drafted could be hanged in this country. They should be ready to go to jail since that's the law, but not die."

Near the University of North Carolina's Chapel Hill Campus, students are exposed every Wednesday to a long line of silent protestors. Among them one day last month was an 84-year-old retired Episcopal priest, who had been part of the vigil nearly every week since January because, he told a DAILY TAR HEEL reporter, "I want peace for my children."

"We don't want to push ourselves on anyone, that's why we're silent," he said. "We just want to make our views known."

The new chairman, Vance Opperman, 24, a second-year law student, immediately made known his plans to introduce a resolution calling for an unconditional end to the war at the Club's November meeting.

Other organizations soliciting students' support are Individuals Against the Crime of Silence, Negotiation Now, and Dissenting Democrats.

The first group contains such signatories as James Baldwin, Ben Gazzara, Ring Lardner, Jr., Dr. Linus Pauling, Dr. Benjamin Speck, and Dick Van Dyke, who, "appalled and angered by the conduct of our country in Vietnam," have given their names to the Secretary General of the UN, "both as permanent witness to our opposition to the war in Vietnam and as a demonstration that the conscience of America is not dead."

THAT'LL BE THE DAY



"We ran out of stew, so we'll have to give you steak."