

EDITOR COMMENTS

Rare Disease

A common but rare disease has reached epidemic proportions at Louisburg College. The affliction has proven to be hopeless but not serious. Both sexes have been equally infected, although more males than females seem to have contracted the disease. This ailment which has seized our peaceful campus has been dubbed Commuter's Bluse (this name is probably derived from the Lithuanian ballad *I Got Dem Old Commuter Bluse*).

Students have been requested by the Administration not to panic. As a precautionary measure, all commuting students have been ordered to use only the parking area on the south end of the AC Building. To further quarantine the affected, these students have been discouraged from entering the cafeteria. These precautions have thus far only seemed to promote, rather than hinder, the spread of the disease.

The school physician, Dr. B. L. Patterson, has posted the forty-seven warning signs of Commuter Bluse in the janitor's closet of 4th Floor Patten. The first four of these signs are: (1) Loss of memory -- the Commuter Bluse victim cannot recognize any of his fellow students. (2) Withdrawal -- he keeps to himself and only communicates with other disease-laden bodies. (3) Stomach pains -- probably resulting from forced eating at Chips. (4) Shortness of hair in males -- parental influence seems to be associated here.

The only known cure for Commuter Bluse is time. It also appears that the possession of a 427 GTO or a good pair of legs speeds up the recovery process.

-Neill McDonald

Systems Approach

For Future

Today Louisburg College, along with sixty to seventy other colleges, junior colleges and universities have as part of their curricula a better approach to learning; this is the systems approach. The systems approach has had success, for the most part, because it allows a student to proceed on his schedule at his own pace and not get bogged down by others who learn more quickly.

A course under the systems approach consists of several self-instructional packages. After a student has taken a test on this package, which he takes until he passes it, he goes on to the next package. Of course, there will be films and group discussions along the way which ordinarily do not slow down a student's progress.

The teacher has a large part in the systems approach. The role of a teacher in this approach changes from one of an instructor to one of an evaluator and manager. The teacher is still there to give assistance to the students who need it. For the prospective teachers and professors, training to use the systems approach only requires a semester graduate course and some workshops. For the best efficiency, a teacher does not deviate from the assigned method, for it will hurt the student. There are three professors at Louisburg College who are thoroughly trained in the systems approach.

The systems approach, in various forms, is used in all levels of education from elementary up. The "no-grade" system in the Chapel Hill and Pinehurst school systems is just an example of this. This approach will increase the number of students under one teacher and will therefore cut down on the number of teachers and may lower the cost of education per student. Truly this is the educational approach of the future.

-James Hallock

Guest Editorial

Ox-Car And Horse-And-Buggy Times? Or Empathy

Could it be that some of us are reverting in a way to a period scores of years ago when our country was in the ox-cart or horse-and-buggy days, when we were largely isolated from other lands and peoples? Even the Father of His country, however, in his farewell address stated that "Harmony, liberal intercourse will all nations are recommended by policy, humanity, and interest." Though he probably would not have thought those qualities should manifest themselves at the time as today's needs suggest, the basic awareness of other peoples is clearly implied. Now the view would seem even more urgent, for our today's world is so closely interwoven that the word *foreign* seems all but obsolete with our up-dated era of 707's overnight New York-to-London flights, of earth orbits, and of moon landings. How long will it take for our humanity to catch up with our technology? An earthquake shatters human lives in Peru, tornado-swept tidal waves leave over 50,000 students destitute in Pakistan; and on our campus, life moves along in the even tenor of its way, an average of some

\$1,500 (yes, fifteen hundred dollars) being spent in our soda shop weekly.

The now generation has talked much of love-an enveloping, creative, renewal love, it has been maintained; and now has come a prime time for authenticating that claim. Does our love reach farther than the nearest vacation beach or the latest-model dress shop or our campus soda shop or the dorm automat? Have we *felt* the pennies or dimes or quarters we have given for student relief in dispossessed areas of our one world?

How can we on our campus come to give and *feel* the gift? There are instances where some have found ways that imply empathy. Numbers of our own students recently made a magnificent gesture of concern in the Easter Seal Fund Drive; and Leon Worrell distinguished himself for the cause in an effort of unique fortitude, endurance, and dedication that cannot be forgotten. A medic in a North Carolina university goes to Vietnam for three months to minister to diseased children there, students in another North Carolina university give up some of their Christmas

holidays to collect clothing for needy people, and children in a boys' home in a western state have for a number of years found a way to feel their giving: at Thanksgiving these boys have denied themselves the traditional sumptuous dinner in order to provide Christmas dinners for underprivileged boys unrelated to the home.

Even if we at Louisburg do not match those boys in all all-campus effort, individually anyone can experience some feeling of caring by denying himself a meal and making a gift of what that meal would cost, were he a guest buying the meal at the college: breakfast \$.75, lunch \$1.00, dinner \$1.25. This possibility is only one of the ways to feel, really to experience, something of empathy in our world.

World University Service can doubtless go on without Louisburg College, but will we travel "the way" of true humanity if we allow ourselves to turn deaf ears, blind eyes, and empty hands to cause that belongs primarily to students for student circling the globe--especially at a time when youth has scored hypocrispy and declared LOVE as the panacea for our world?

Phi Chi Sigma Club Presents Film "Titicut Follies"

Titicut Follies, "an educational film", was presented by PSI CHI SIGMA in the library auditorium on March 22. PSI CHI SIGMA, an honorary psychology club, showed the film as part of a program toward understanding the problems and treatment of mental health. *Titicut Follies* was closed to the public because of the nature of the film. Viewing was limited to

persons "interested in psychology, law, medicine, sociology, and the ministry."

Titicut Follies was "not recommended for those who do not wish to see on film what they would see if they visited a hospital for the criminal insane". The "Follies" was a raw documentary of the lives of men inside a prison for the criminally insane. The atmosphere there can be des-

cribed as "one of aimless hopelessness punctuated by outbursts of unthinking, almost ritualized violence".

This particular hospital happens to be at Bridgewater, Massachusetts. The conditions there are not exceptions, but the general rule for treatment of the criminally insane. Morris Schwartz of the Department of Sociology at Brandeis University said of *Titicut Follies*: "a stark film, and the most realistic and honest statement that I have seen on the mental hospital." This film is a must for persons who are interested in working in any field that touches the criminally insane. The ideas of Dr. Robert Coles sums up the general view of the film. In his words, "The *Titicut Follies* is a brilliant work of art, and as such it will not go unnoticed, despite the opposition to it."

By David Ellis

PROJECT ATTAINMENT	Pledged	Paid
Trustees	\$192,625.00	66,382.19
College Family	76,794.33	28,362.40
Louisburg-		
Franklin County	73,530.00	20,946.66
Alumni	20,978.00	15,507.65
Friends	59,902.00	41,352.00
Parents	2,898.00	2,898.00
Foundations	108,951.40	88,951.40
Total	\$535,678.73	\$264,400.30
Interest Income		760.95
Total		\$265,161.25

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The best years can always be ahead.

You may have a wonderful excuse for your failure but the world pays cash for success.

Hard work is probably a good thing for mankind but there are many who want very little of it.