

Editorial

Irene Schauer

Since When Are Good Grades A Reward For Not Coming To Class?

Many students have come by the GAS LIGHT office to register some rather unusual complaints. They are upset about the fact that there are some instructors on this campus who are not meeting their classes with any degree of regularity, if at all. They further say that some instructors are then giving out passing grades at the end of the quarter. Now, if the instructor never instructs, how can he give an evaluation at the end of the quarter? How can there even be an end to the quarter if there was never a beginning? While these instructors are definitely in the minority, this is one time when there should not be a minority at all. There is nothing admirable about plain laziness and incompetence.

Another complaint is that several students have been heard boasting that while they rarely if ever attended class, they still received a passing grade in a particular course. Now then, while it was admitted that this grade was a C, we still cannot understand when our standards were so lowered that a C was given out just like this.

One instructor teaches every day, and then holds office hours to help the students who need that extra time; while another meets his class twice during the quarter, and still another meets class a bit more regularly but never actually teaches the material (since he announced at the first meeting that he really did not want to teach the class and therefore did not care what the students did), and then gives whatever sort of grade he feels like giving when the quarter is over.

Maybe it is about time that we decided whether or not standards have a place at Gaston College. In this case the minority, no matter how small, is still too large.

Another Curtain Call

It takes a great deal of talent as well as more than a little "guts" to go out and perform for the crowd. But this is exactly what the people who gave Gaston College's first homegrown dramatics presentation did. These people, under the instruction of Mr. Dunsmore, spent long hours practicing in order to give some truly fine performances.

We of the GAS LIGHT simply want to say that we feel that what these people have done has been a service for the entire school. Their enthusiasm and efforts may not be rewarded with an Oscar or a Tony, but that is only because the GAS LIGHT does not give out those awards.

Several students who have seen the performance have let it be known that this is something which they want to become involved in and we think this is the key-involvement. These students, and Mr. Dunsmore, are involved, and in a world of seemingly increasing apathy and indifference, we think that this is sort of nice and refreshing.

What Cut Policy?

The story which appears in this issue of the paper concerning the cut policy at Gaston College brings up an interesting question: when did it become dated to have standards? Many faculty members and students have a set of standards which simply does not allow the possibility that a student should come to class only a fraction of the time and still be able to do the required work for a passing grade. If a student can only come to class a part of the time and still do all of his work, then maybe something is wrong with that particular class.

New "educational" theories are constantly being thrown out, and it is unfortunate that the latest theory suggests that there will be no "pain" involved in the learning process. By pain, it is meant that anything that a student does not feel like doing, he should not have to do. Discipline is a thing of the past - pleasure is the name of the game.

These new theories are embraced and then discarded, and in the meantime some students have been damaged. We are not trying to criticize people who honestly attempt to improve their teaching ability and promote class interest. But those people who are hiding behind this new educationese in order to avoid doing some honest teaching are another matter.

Perhaps the cut policy was best explained when one teacher suggested that it was not a cut policy at all, but a consideration extended to students to cover unavoidable absences from class. This redefining of "cuts" as absences brings us back to the original question-what about standards?

Dear Mr. Cline....

Your letter, which appears on this page of the GAS LIGHT, is something with which we must take exception. Besides from the atrocious grammar, which is a rather insulting put-on, and the cute French phrases, the actual content leaves much to be desired.

Why do you blame the GAS LIGHT for not promoting school elections? We have continually asked for and sought information of interest to the school. When we are ignored, we simply cannot do anything about it. Ah- but some say that the job of a newspaper is to get out and find the news. With this we agree, however, the GAS LIGHT is completely run by volunteer staff and all members of this staff are full time students. Without some cooperation from the people who make the news we cannot report it.

As far as the last issue of the paper being balm to Grier Beam's ego, any man who takes the time to show such an active interest in our college deserves a thank you. Didn't your mother ever teach you what the words thank you mean?

And while we are talking about what you've been taught, since you seem to feel like criticizing so freely, how about a few suggestions for improving this school- besides that is- simply telling everyone to "support the hell" out of school activities.

Thank you for taking the time to write, please write again whenever you have something to add

Letters To The Editor

DEAR EDITOR:

On March 27 Gaston college students and faculty has the rare opportunity of witnessing the

exceptional talents of native potter Ladi Kwali and the legendary master of ceramics,

Michael Cardew. Even the deficient individual in terms of an appreciation of art is able to recognize the significance of a visit of such famous artists to relatively small and insignificant

Gaston College. Consequently, one would think that the students of this institution would have

been encouraged to partake in this unique experience in art. But, sadly, the reverse situation seems

to have taken place; a situation, incidently, that caused this individual to doubt the rationality

and educational sincerity of the administration of Gaston College. The reason for my

disappointment centers around the refusal of the administration to grant an instructor approval to allow his students to miss his class and to attend this once-in-a-lifetime learning

experience. Instead, the instructor was told to conduct his class as usual and, in essence, to disregard

the program during his fifty minutes.

One question stands paramount in my conscience as a result of this bland show of administrative ineptness: Why

in the name of that which is righteous and intelligent did Gaston College invite these

distinguished people to display their talents if we, the students, were to be deprived of

participation? The common excuse that students are to attend such demonstrations on their

"own" (?) time does not stand at Gaston College due to the fact that most students have

uninterrupted morning classes resulting in no breaks between those classes. The opinion that

"students come to school to take notes, memorize, and learn, and by Jove, they're going to" is

completely archaic and anti-educational; however, such an attitude seems to have been taken

by the administration of Gaston College.

Has today's ideal of progressive education taken such a backward step at Gaston College? For the sake of rationality and survival, I sincerely hope not.

Another Nomination For Farce Of The Year

The "cut policy" at Gaston College is the biggest farce on campus. It is a non-policy if ever one existed. The handbook clearly defines what class attendance means, and while some instructors subscribe to a different policy through the most well-intentioned actions, other instructors are simply too lazy to bother with such trivia as meeting classes and doing some honest teaching. When a student can cut one third of a class and still pass the course, it is obvious that the instructor is only doing two thirds of the work, and perhaps should be paid accordingly. Instructors who walk into a class and then dismiss it after finding out that the students don't have anything to discuss that day, are simply lazy. Again, it should be emphasized that we are talking not about the teacher that may use various methods to "shake up" a class, but rather the

Dear Editor:

How is it that Gaston College can go to what I am told was "considerable expense" to bring some person or persons to the campus; then not let the students have the privilege of viewing such persons?

I am referring to the recent visit by Michael Cardew and Ladi Kwali, both potters and ceramics artists.

It would seem that since these persons and others were brought here through the \$6.50 student activity fee, students who have a class at the time they are performing should be let out of class, if the instructor so desires, to see the performance.

Recently several instructors were denied the privilege to dismiss their classes in order for them to see Mr. Cardew and Ladi Kwali. They were told by administration members that their students could not possibly make up the "valuable" class time that would be lost if the classes being held at the time Mr. Cardew was performing were dismissed.

By this action of the administration we, the students, were clearly denied the right to get our money's worth from the prepaid activity fee.

Performances should be scheduled within reasons so that all interested students may attend. If it is impossible for the performance to be held at the eleven o'clock free hour, then students should be allowed to miss class at the hour of the performance.

As for the "valuable" class time makeup, that should clearly be left to the instructor's discretion.

If something cannot be arranged so that all students may view all special performances then all extra programs should be omitted, and the activity fee should be used in such a way that all students have the opportunity to benefit from its usage.

(Editor's Note: The letter below is overdue for this time of year. Once in a lifetime a student suddenly realizes that his school or community falls short of perfection, so he takes five minutes from his busy schedule to place the blame on somebody before he goes back to the student center to play cards or whatever it is he does with his constructive time. Now, Mr. Cline, we plead guilty-- if everyone else will. And if you plan to move forward with real enthusiasm and constructive energy, we're with you one hundred per cent. If, however, as we expect, you are finished with your civic responsibilities forever, get the hell of our back.)

Editor, The Gaslight:

Recently, a school function perporting to be school elections, was held at good ol' G.C. Any resemblance between this exercise in futility and an actual election was purely accidental.

With ten positions on the ballot, there were candidates for around six of them. Ladies and gents, this is nothing but criminal! There should be much more interest in student government than this.

From the response that was shown, it would seem that the only purpose of student government at Gaston College is to maintain our accreditation. Good friends, this just ain't the raison d'etre of student politics. If there is to be any action originated to change this school, if it is to become what we, the students, want of it, there is a strong necessity for organization--organization of the students. And this means STUDENT GOVERNMENT.

To a degree, I blame the Gaslight. In the last issue, there was no mention made of upcoming student elections. Why Not? Is not a purpose of a student run newspaper the promotion of student activities? And there can be no more important student activity than student government. (I did think, however, that the last issue was very balm to Grier Beam's ego.)

So. A call to ACTION! Let us all get behind All our Student activities, especially the Gaslight and Student Government, and support them. Support the hell out of them. They is all we got.

Peace

Joe S. Cline

Dear Editor:

Everyone knows that in any given class there is bound to be some time spent that is educational though it may not deal with the course of instruction. We have instructors here at Gaston College who consider one 50 minute class of more value than the educational experience of seeing two of the world's greatest pottery makers at work. These instructors thought it necessary to deny members of their class permission to watch these people as they worked.

If the college is going to have people come in and demonstrate an art for us, the instructors should allow us the opportunity to see it if we wish.

After all, our activity fee pays some part of the visitor's expenses. Why should we pay for something when we aren't allowed to see it?

person who is filling a teaching position and strides into the class, asks if there are any questions, and then dismisses the class if there aren't any. While the students must do their share of the work, if the instructor doesn't feel that he has anything to contribute to the class, then maybe he isn't really a teacher at all, but rather a paid baby sitter.

In an attempt to clarify exactly what the cut policy is at Gaston College, many members of the college were contacted by members of the GAS LIGHT staff. The fact that their opinions follow this opening in no way states that they would have written the opening paragraph to this feature. Their statements speak for them, and were not offered as criticisms of different instructors and their systems.

The hand book states that during any one quarter a student

is allowed a total of four absences in a class which meets five times a week. These absences should be used to cover absences necessitated by illness, death in the immediate family, approved college activities or personal activities. If a student incurs absences in excess of those allowed in any class, he may, at the discretion of the instructor, be dropped from that course with a grade of F.

Mr. Galanti commented that, "If any student in my classes takes five cuts I drop him with an F. Of course each case is evaluated with some merit. The absences must be justified. One thing I would like to say about absences is that students don't understand the allotted four absences. They feel they are entitled to have four cuts. This is entirely wrong."

Mrs. DeVaughn lets each

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