

EDITORIALS

Lack of planning was quite evident

I have just returned from the first freshman class meeting and I must say it was a disgrace.

To begin with, not more than 100 people were there. Many freshmen did not even know there was a meeting. It was not listed in the Campus Calendar. I was told that it was announced at 11 a. m. Chapel, but I know for a fact that nothing was mentioned in 9:30 Chapel about a freshman class meeting.

The small number of students present were scattered sparsely across the auditorium. The presiding officer told us that if we're quiet we'll get out sooner!

Nominations for homecoming attendants were taken from the floor, and as long as the SGA officers could hear the name all was fine. The president didn't even confirm the nominations by repeating the name for the students to hear.

The nominees present went to the front of the auditorium and "said" their names. Here, I must commend Gwen Francis, who let us hear her name. The others were hardly audible.

They went out and the remaining students voted. The ten girls with the most votes became freshman nominees for the Homecoming court.

At this time there was a conference between the president and his secretary to find out what these nominees do. The result? They "think" the girls will dress formal for Chapel Oct. 23. When someone finds out what these girls do, they will be informed through the mail.

I'm sure no college freshman has the time to waste on such a meeting during the week of mid-term exams. A well-planned and informative meeting would have been well worth the time.

Julia Hoskins

Someone is going to hear about it

Punishment is fine when it is called for, but there are some times when the strict interpretation isn't necessarily just. Call downs should be given when a person deserves them and when it is certain that he, or she, is in the wrong.

Tonight a call-down was given to me and I not only feel that it is unfair but I'm going to let someone hear about it.

Sure, I break rules and don't get caught when I should've, but tonight the girl in the office not only talked to me when I came in at 9, but she also admits it.

Am I the only person left that has a short memory? Signing in has its importance, but everyone is capable of mistakes, or are they?

Jackie Pemberton

That 'wire copy' is for birds

It's been a right long spell since I set down to my writing machine and conjured up one of these here pieces, and I reckon everybody'd be tickled if I'd just let that long spell keep running.

But I do get me a big bang outa relaxin ever once in awhile and jist let myself go.

On t'other hand, I'm a-thinkin that what I'm a-gonna say is not real crazy anyway. What I'm talkin bout is this idear of a mess of our students here to Chowan that the newspaper is purty worthless ifn it uses that "AP wire copy stuff."

Now a body had oughta stop and let that grey stuf, usually found in the topside of the human anatomy, do some conjuratn. That there so-called "wire copy" has been around a good spell longer than any of us, and it has been down a right good job of tellin folks all over what they got a right to know.

And, if a body would do a mite of thinkin, he couldn't hardly come to no other conclusion than what a good job its done. Don't you reckon we'd all be in a purty mess if we didn't have that wire stuff to let us know what's goin on?

Course, I been wonderin, and I've been

Exams slated Monday

Those students who plan to attend a college that requires scores on the College Level Examination need to contact Mr. Collins this week. The test will be given Oct. 27.

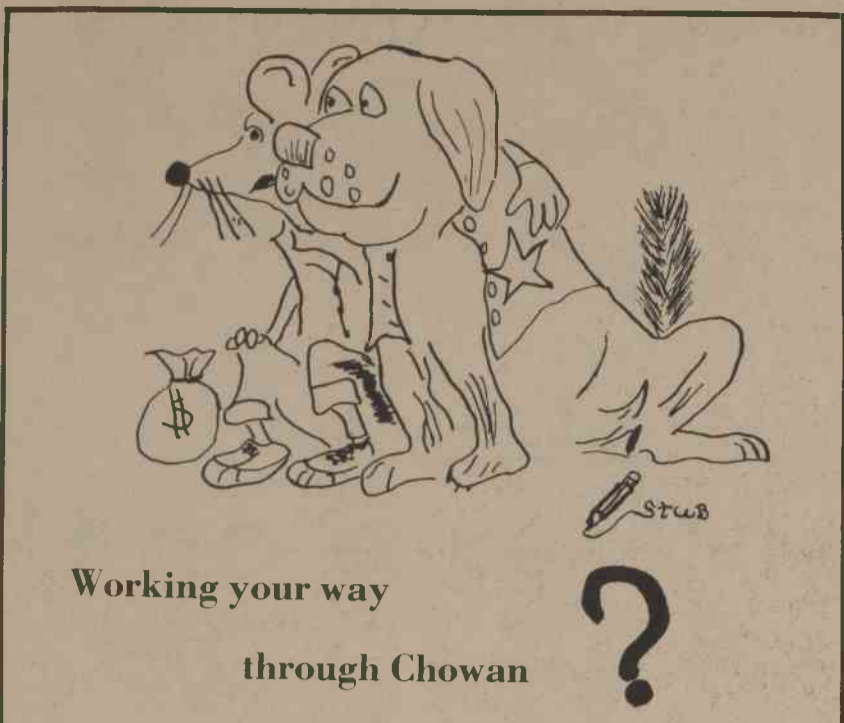
Answers to Last Publications' Crossword Puzzle
By HARRY LINDSTROM
Staff Writer

P	L	E	A	S	E	S	U	R	T	A	X
H	M	S	T	P	P	E	A	E	A	E	
R	H	P	E	A	D	B	R				
A	U	K	P	E	A	R	T	F	O	X	
S	B	Q	U	A	R	T	E	T	X	E	
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T	D	F	A	N	D	N	E				
L	E	X	T	R	A	S	R	E	M	O	V

My apologies for the wrong clue on 21 Down. It should read: teeters and so 28 Across should read E.E.

SMOKE SIGNALS
STUDENT NEWSPAPER OF CHOWAN COLLEGE

Editor: Pauline Robinson
Associate Editor: Julie Hoskins
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The Inquisitive reporter

Question: What is your opinion of the idea that a teacher should guide and direct while students teach themselves?

Pam Clifton — "I think it is a good idea for the teacher to guide and direct the student while he learns, because through teaching one's self one can subject himself to responsibilities."

Kathy Cuttrell — "It is a good idea for a teacher to be there when needed, but the teacher is there to teach and she should."

Chris Bridgers — "I think the teacher should know as much about the subject as a student will get out of a book and then if there are questions the teacher should be qualified to answer them."

Mrs. Pittman: Some students would progress very well under this type of program. Others require presentation of the material. At Chowan with mixed abilities in all the classes the material in most courses must be presented. The material being covered would have a great deal of bearing also. I keep an open mind toward this type of experimentation.

Robbie Daniel, sophomore: Material should be presented by the professor. I cannot usually understand material by just reading from the textbook. In some courses it might work, but not usually.

Lynn Naudain, freshman: Students should do most of it themselves. The instructor could direct and guide by giving assignments and giving additional ideas during and after class discussion. Students should certainly have more voice in the class.

Mr. Corbett: I feel that the student should teach himself. However, he must have some sort of motivation toward teaching himself. The teacher can give assignments and hope the student completes them.

If the student was left on his own to teach himself he would get nothing accomplished.

The teacher is the motivation that the student needs in which to increase his knowledge.

Todd McConnel: I feel that the student should teach himself. He should not need any kind of motivation. He comes to college for one thing, to get an education. It is up to him whether he wants to study or mess around every night.

This is where college is different from high school. In high school the teachers were always down your throat to get an assignment in on time.

In college the teacher makes the assignment once and that is it. If the student does it that's fine. If he doesn't well that's his fault. The student should teach himself.

Bert Brown: I feel that the student should teach himself but without going to classes. I think seminars would be worth while as far as the student teaching himself goes. The student would enjoy it more than taking notes all the time. I think you can learn more in discussion than in any other type of learning method.

Amelia Vann, sophomore: I don't think I would like it. I think the teacher should tell you what she wants. I for one prefer

help. If they come in and give something to read it's harder to understand unless they give help.

Andy Gower, freshman: I think the teacher should guide and not make long speeches. They try to talk to much. If you get a good group to discuss it (lesson) you can learn it. If the teacher rattles off the lesson you might go to sleep and not learn anything.

Marlor Brackett, freshman: I think it's a pretty good idea. I believe the students would learn more. The class wouldn't be as dull. If it was discussed with someone else they would learn it.

Prof. R. G. Mulder: My personal feeling is that a teacher should teach, at least that is what I try to do in my classroom. I should hope that my teaching will guide and direct my students in order that some learning will result.

Of course, self-teaching is ideal, and we probably do retain more of what we "dig out of a course" on our own than what is lectured to us.

If the above statement refers to "students teaching themselves" by way of class discussions, panels, and class reports, I have certain reservation.

Class discussions, when properly conducted and when used with direction and discretion, have something to offer the college course; however, this method, if taken to an extreme, does little good, in my opinion.

A monopoly by certain free-spoken students often results, and most students would benefit more by a well prepared professor's lecture than from his classmates; those few who just like to speak out.

I believe in students teaching themselves, and my system to aid this is simple: I do the guiding and directing in the classroom, and the students teach themselves, often in the classroom lab, but more often in the library, in their dormitory rooms and maybe even in other selective places.

Prof. Charles Paul: I feel that if a student learns anything he must teach himself. Furthermore, I feel that it is the task of the teacher to guide and direct the student as he attempts to teach himself.

This does not mean, however, that class lectures are to be replaced by general "bull sessions" or even by student reports, though both of these have their place and value if properly directed.

The class lecture is the means by which the teacher guides and directs the student's interest into vital areas of study or makes him aware of significant questions.

But, if the student stops at this point he only cheats himself. He must take up where the teacher has left off and, through the use of textbooks and library research, complete the educational process.

Dr. Calvin Dickinson: I consider the tutor method of teaching an excellent system of education if two conditions are satisfied — if the teacher has a small number of students and if the students are interested in learning.

In the U. S. our goal has been education for everyone. In the earlier periods of our history this goal was only applied to secondary education, but with the increased importance of higher education and the development of the community college system it has been expanded to collegiate work.

The object of a higher education for everyone has meant increased teacher loads and has meant students that may not be qualified for college work.

Many times these students are not motivated enough to do independent work and must be "spoon-fed" by teachers in order for them to receive any value from their education.

Thus, the two conditions for the tutor method to be effective cannot be met in our modern American system of education and we must rely on others.

Carolyn Willis: Teachers shouldn't spoon-feed you but they shouldn't leave us in the dark either. They ought to explain things to us.

Sue Lane Winstead: We're in college and should be here because of a desire to learn and grasp life for ourselves. Teachers should present their material in an interesting way and depend on the students' initiative to learn and profit from this.

Sue Sontheimer: I don't think the kids here would get that much out of it. Many would do it just for the sake of getting it done, and not learn much. What's the purpose of a teacher if he's just giving assignments?

Letters to the Editor

Open Forum

for and would like to see this rule changed.

It's ridiculous to turn away students from a meal because they have no coat and tie on. People should at least be allowed to eat in the clothes they are comfortable in.

Bucky Griffin, Vice-President of the Student Government Association, told me that this year's organization has never approved this rule and favors REVISION of it.

This means that students dislike this rule enough to have their government do something about it. If the Student Government Association can't bring about this rule change, then it's senseless to have a student government in existence. After all, the S.G.A. speaks for the students.

The way the cafeteria is set up, the fewer the amount of students attending meals, the more money the cafeteria makes. Therefore, if every student with a card, attended every meal for a week, the cafeteria would go broke or urge the faculty to do something about changing this rule. Here you have an opportunity to play dirty if necessary.

How about it Dean Lewis? Let us eat comfortably and quit being ridiculous.
David Jarrett

Literary Musings

By PROF. ROBERT G. MULDER

The Bell Still Rings for Poe

It was on October 7, 1849, a hundred and twenty years ago, that Edgar Allan Poe passed on to his glorious reward. About his death and the great loss it gave to literature, I was on one occasion reminded of Scott's immortal line: "Unwept, unhonored and unsung."

At least that's what the Rev. Rufus W. Griswold would have had us believe. His fingers of slander were reaching for Poe's fame almost at the very minute the dirt was being shoveled on the poet's coffin.

Griswold was Poe's worst enemy, and it was ill-fitting indeed that he became the first biographer of this literary genius.

Appearing in the evening edition of the New York "Tribune" on October 9th were these words from Griswold's uncomplimentary pen: "Edgar Allan Poe is dead. This announcement will startle many, but few will be grieved by it. The poet was known, personally or by reputation, in all this country, he had readers in England and in several of the states of Continental Europe, but he had few or no friends."

Thanks to the Rev. Griswold, Edgar Allan Poe became the most misrepresented author in American literature. This meddling minister defamed Poe in a way that has taken over a hundred years to correct. Even today slanderous facts about Poe appear in articles based on Griswold's early attacks. The reader who enjoys the sensational defamation will find his satisfaction in Griswold.

And yet, Griswold may have unknowingly, and certainly unintentionally, assisted the popularity of the American writer. What student today has been through high school without being introduced to Poe's stories and poems? I'm certain there are very few if any.

Even though Harcourt Brace left Poe's stories out of our freshman text, he is mentioned in the introduction, and I never teach a unit of short stories without having Poe read as parallel.

Last week our students saw Poe's "The Pit and the Pendulum." Others have seen "The Black Cat" and "The Fall of the House of Usher."

Poe is very much with us today, and I feel that his spirit will remain.

And who knows? Perhaps someday I may immortalize the chipmunk as Poe did the raven. One must begin somewhere.

Some Have it, Some Don't

It's amusing how our popular entertainers influence the slang of our generation. The enduring search now for the man with "true grit."

Glen Campbell did it with a song in the early summer, and already the motion picture is fast becoming on top of the list of westerns one can't afford to miss.

I saw the movie recently and it was not the worst western I've seen, neither was it the best. The picture concerns a fourteen year old girl named Mattie Ross of Yell County, Arkansas, who seeks revenge for the murder of her father.

In the dusty, dangerous search, Mattie (played by Kim Darby) is assisted by the meanest marshal around, Rooster Cogburn (played by John Wayne) and a Texas ranger named La Boeuf (played by Glen Campbell).

The action seems to be motivated by who has it and who doesn't — true grit, that is. Mattie has it, Rooster has it for a while then loses it, and La Boeuf doesn't have it at first but finds it just before he dies.

The acting is not good. John Wayne seems to be on the way out, Kim Darby seems to be on the way in (she hopes), and Glen Campbell appears much more at ease on "The Good Time Hour." At any rate, the use of "true grit" is a term we'll all be hearing from time to time.

A New Novel By Laurence

Last year when everybody was talking about "The Fox," that controversial but beautiful film based on D. H. Lawrence's novel, another not-so-objective picture made the scene. The title was "Rachel, Rachel," and the story was based on a novel ("A Jest of God") by Margaret Laurence.

Having enjoyed Laurence's story about the lady school teacher and her awakening, I was immediately drawn to her new story, "The Fire-dwellers" (New York: Alfred A. Knopf, 1969).

Advanced reviews state that this new Laurence novel presents "a woman more wholly alive, recognizable, and compelling than the memorable Rachel Cameron of the aforementioned film."

The heroine in this novel is an ordinary woman of thirty-nine, living in a housing development with her salesman husband and four children. A theme of the novel is "fear" as it reflects her own hidden concerns relative to the world in which she finds herself. Her efforts to protect those about her from the world she believes to be on fire and her determination make the novel move in a brilliant and eventual way.

Stacey MacAindra, the protagonist of this recent volume, is a sparkling creation. "She is both earth mother and scared girl, and her interior life strikes universal chords far beyond her milieu . . . Margaret Laurence's ordinary and extraordinary Stacey embodies the terrors and guilts and fleeting graces — and the incredible aptitudes for survival — of a whole world of fire-dwellers."

Happiness is . . .

By ANNE HANDEL

Having a friend with twelve beautiful sweaters.
A decent meal once in a while.
Cutting Friday's classes to go home.
A five minute chapel program.
A good turn out at the pit party.
Passing a chemistry test.
A warm blanket on a cold night.
Going to Virginia Beach for the weekend.
Making 9-9.
Having your own private phone.
Getting some mail in your box.
Not having an 8:00 class.
Getting to bed before 3:00 and not getting up until 10:00.
Getting off strict campus.
Getting along with your roommate.
Having your own Hot Nut's album.
Not having a private-eye in squirrel park.
Being able to "do the town" and not have to be in by 12:00.
Having people not take food from the ice-bx.
Making the dean's list.
Not hearing soul music all day long.
Not having to hem last year's skirts.
Knowing Paul Newman's son.
Finding a ride home.
Not finding worms in your chocolate cookies.
Only going before 'womens' council' once for the same incident.
Having a cat named Stokley Carmichael.
Not catching your boyfriend's cold.
Not having a dress code.
Signing your friend in and not getting caught.
Not having to dress up for Wednesday night dinner.
Not having to recite "Canterbury Tales" in old English.
Not having Dale Willard recite it.
Tom Garner in a good mood.
Getting a free night out when you're not expecting it.
A snow storm for Thanksgiving.
Meeting the deadline.
Not getting two parking tickets for the same violation.
Driving a Hemi-Cuda.
A friend.
Eva'ing the draft.
Making love not war.
A Bicardi party.
A ton of pop corn.
Having a date with B.M.O.C. (Big Man On Campus).
Getting your dorm mother out for the night.
Doing well in French.
Having Pete Sykes fix up your dinner.
Two live crockidiles in the science department.
Catching Dean McKeithan in her office.
Being a Yankee.
A peanut butter and banana sandwich.
A free cut.
Having a dog in the dorm.
Getting out of the infirmary.
Permanent permission to Virginia Beach.
A clean floor.
A gas tank that never has to be refilled.
Saying what you want in the school paper.

MAY YOU HAVE
 "Enough happiness to keep you sweet.
 Enough trials to keep you strong.
 Enough sorrow to keep you human.
 Enough hope to keep you happy.
 Enough failure to keep you humble.
 Enough success to keep you eager.
 Enough friends to give you comfort.
 Enough wealth to meet your needs.
 Enough enthusiasm to look forward.
 Enough faith to banish depression.
 Enough determination to make each day better than yesterday."
 (from CHOWAN COLLEGE CALENDAR 1968-1969.)