

Editorials

A Reading Period

Released from all our study lights,
At home we lie in bed.
From dexadrine and sleepless nights
It's strange that we aren't dead.

In one packed week we wonder how
We managed to survive.
Through one fierce storm of anguish now
We find we're still alive!

In spite of time we need so dear
Our "doctrine" holds us fast.
Classes are still attended here
Until the very last.

This is a cute little poem. I composed it myself. It's also a bitter poem. Let me ask you a few questions.

How many of you spent one, two, three or even four sleepless nights during exam week? How many of you attempted to review early and found yourselves on an 18 to 20 hour day?

I began my reviewing 12 days before exams and found myself on an impossible schedule. I still had to stay up for several nights during exams. This is probably what would have happened to you had you tried the same thing (for those of you who didn't). How many of you suffered grade drops because of inadequate time to assimilate, organize and review? How many of you found yourselves preparing for two exams in one night, with the pleasant prospect of two more the next night? How many of you enjoyed having new class material thrown at you one day before exams so you could stay up all night and take dex and enter your exam all dead and punchy?

Well, my friends, this doesn't have to be. For your enlightenment, many other schools have what is called a "reading period" before exams. Approximately three to seven days before exams, all classes are suspended (with, perhaps, the exception of optional review class) in order to allow the students time to digest new material and to organize and assimilate and initiate a planned and effective review.

What's that rumbling I hear? Oh, you say that some students would take advantage of such a period? Of course they would and it's their wasted money and their funeral. Regardless of how strong or good a system is, someone will always try to take advantage of it. However, our money is paid to come here to study and gain knowledge (at least that's what I'm told); not to cater to a group of people who aren't mature or responsible enough to attempt to reap the benefits of what they supposedly are here for.

I see no reason why I, or any other concerned student, should have my grades and future jeopardized by a system which protects potential prodigals from going astray a few days—especially since they have been doing it all semester anyway.

One day they'll find their great guardian "The College" is a thing of their past and they'll either remove their rose-colored glasses and face up to the facts of life they won't make it.

How could this system be brought about? Here's how. Move fall registration from September 14th to the 9th (of course I'm referring to this past semester). The loss of one week in September wouldn't be a great one anyway—many schools do it. This would give a leeway in the year of approximately five days. This time could be used to give us a two to three day reading period at the end of each semester. The professors could easily condense their syllabi schedules to terminate by this time. The condensing would amount to only a fraction. During this time the professors could hold optional review classes and/or spend this time on exam preparation and unfinished semester business. The benefit to the students would be enormous.

I think that without too much trouble this system could become effective this semester. I realize that this school is on some sort of esoteric system whereby we get less leisure time than most schools (note Saturday class and brevity of vacation breaks, etc.) but unless the administration looks to the heart of its problem—the voice of the students and their wants and needs—then I predict more academic problems than we already have.

A system such as I have suggested, would, I think, be a step in the right direction. A reading period would, for many, greatly relieve the tension of exams and would give a student enough time to prepare for them. Other schools manage it, and it works.

Think it over; talk it over—make your opinions known; after all, it's your school, your education and your money, so let's mold it into something worthwhile. Work for these things which we should have and eventually we'll get them. A reading period would be a great step forward.

—Ed Lewis

LITTLE MAN ON CAMPUS



"AN' DON'T TAKE A CLASS FROM PROF SNARF THERE HE LECTURES SO LOUD YOU CAN HARDLY SLEEP."

Letters To The Editor

Editor's Note: The editor reserves the right to accept or refuse to print any material submitted. Letters printed represent opinions of the individuals and not necessarily those of a Decree staff. All letters must be signed, and names may be withheld upon request.

Dear Editor,

I consider myself a well-informed individual and I have attempted to evaluate, in particular, each article and letter in your past editions in which the author has taken a personal stand on some controversial issue. I think a majority of them have been in all sincerity and have been penetrating enough to provide many fresh insights, but upon reading the article PSI: Its Purpose, Kennedy: The Myth, appearing in the December 18, 1963, issue, I was quite upset to discover that you would even consider printing such an article.

The school newspaper is the place for minority groups to express their grievances and beliefs, but when an article such as this is printed it appears to readers outside our college as if we are supporting extreme right wing political views which are definitely in a minority among educated citizens. I am referring to the second part of the article because the first part was too naive to criticize. To me, this section reads like a horror tale conceived by a sick mind during a nightmare—a cloth of disrespectful unpatriotic fantasies woven on the loom of reactionary.

The article contains a multitude of nebulous words which have no meaning whatsoever in that particular context. For the sake of brevity, I will question just two of them. Just what does the phrase "system of truths" mean in the second paragraph and what "political nightmare continues to plague us?" Is it that the writer abhors the thought of a liberal administration which has been fighting conservative racialists to bring greater equality before the law for all men, to improve the foreign relations of the United States in a changed world, to advance education, to

provide opportunity for all our citizens, and to bring needed sociological advantages to persons who are discriminated against both racially and economically?

One must realize that all aspects of life in the world are constantly changing and that we cannot remain in a static position and remedy our problems by antiquated methods. The failure of the U. S. to join the League of Nations is only one example of the damaging fallacies of conservative thought in our age.

I could continue to point out incongruities and paradoxes in that article which seem to be so prevalent among extreme right wingers who are basically uneducated because they can't see reality and make necessary moves to remedy problems which are unique to our times. This would be most unnecessary for I think that anyone can see that the writer is out of step with the times and can't accept an application of our Constitution to pressing political, sociological, and economic problems of today. By opposing Kennedy's legislation, he is also in opposition to those Christian principles of love equality and the improvement of ourselves and our fellow man.

I employ all readers: why should not a man be exalted and respected who has made such a breakthrough in political thought to prevent antiquated ideas and laws from binding and strangling our country to a point of stagnation and consequent decline? I believe the economic, sociological, educational, political condition of the South is a good example of what can happen and become progressively worse unless preventive measures are taken—even if such measures do hurt some few irrational individuals.

In conclusion, I would like to invite a reply supersaturated with Burchite rationalizations. I am expecting such, but I don't believe such thinking can offer any concrete solution to our problems or deny the fact that Kennedy was truly an outstanding man.

An interested member of the YDC

Outpost

Another Look

Congress has passed a bill which made it possible for the Soviet's to fill up on U. S. wheat. The irony of the "wheat deal" is that we are giving the Russians up to 20 per cent credit on the sale. The Russians still owe us millions of dollars in World War II debts.

We are making Russian Communists stronger to fight freedom all over the world but at the same time Secretary of Defense, Robert McNamara, says that the U. S. should stay in South Vietnam. He says that we must not let Communism continue to spread throughout Southeast Asia. He hasn't had too much to say about the American Servicemen who have been killed during the struggle.

In the United Nations the U. S. tolerates and readily accepts the U.S.S.R. The U. S. is now wanting Russia to cooperate in a joint space project. We aren't as nice toward the Red Chinese though. In the U. N. we are against Red China's acceptance, on the grounds that they are not a stable nation; we are not explaining our real reason—that they're Communists. It's going to be most embarrassing when the U. S. finally backs down and has to accept Red China.

As for Cuba, we don't think that anyone should trade with them. We can trade with Russia but we can't nor should anyone else give Cuba any trade support. Americans want Castro out of Cuba but we are afraid that it won't look nice to the world if we adhere to our own Monroe Doctrine, a policy that is recognized in the United Nations.

We have to admit that there are vast irregularities in our present foreign policy. Since there are changes of administrations in U. S. politics, it is necessary that we have a set, coherent foreign policy. This policy, like the Monroe Doctrine, must be upheld and no president should be allowed to change it.

—Ray O'Kelly

Delta Club Sets Meeting

The Delta Club will present its fourth lecturer in the Science Lecture Series on Wednesday, Feb. 12, 1964. The meeting will be held at 7:30 p. m. in Room A-105, Gravelly Science Building.

The speaker will be Dr. Max Hammersand, Professor of Genetics at the University of North Carolina at Chapel Hill. The topic of his lecture is "Sexuality in Algae."

This Delta Club meeting is open and the public is invited to attend.

Concert Slated

The North Carolina Symphony will play in the Rocky Mount Senior High School auditorium on April 14, 1964, at 8 p. m.

This is an excellent organization and is certainly worth hearing. Student tickets can be purchased for \$1 for students, \$3 for adults, and \$5 for two adults. You won't have to travel all the way to Raleigh to hear a good concert.

See Larry Gupton for tickets this week.

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