

Wesleyan Graveyard

Wesleyan, as it exists now, is destined to become a graveyard. The tombstones shall bear the names of men who endeavored to make a "college" of Wesleyan as well as those names of the phonies who only make it a place with a false facade. The surroundings of the cemetery shall be green and beautiful with flowers and trees and towering memorials. The birds will chant their melancholy tune as Wesleyan today, turns to dust.

The phonies who at present have the power of formulation are painting a pretty picture, but a picture which lacks depth. A picture is painted on the outside while no attempts are made to right the wrongs that exist on the inside.

So many wrongs exist that must be corrected before this college can ever expect to grow—can ever expect to be anything. Surely, it is a small school with much expanding to do—but how can expansion be expected when the foundations are crumbling. Yet still, our "leaders" continue with their painting with material colors of construction and promise, colors that will surely only disappear with age.

Yet, there are those men here who see a potential in Wesleyan—but they can only fight so long without becoming overcome with the fumes of failure and hopelessness. They cannot be expected to remain at Wesleyan—for there are better opportunities waiting as these few men who are among the honored of the graveyard are those who give the most to this college and when they leave—will take the most away and leave only the dead to pre-side.

And the dead ask that we paint a pretty picture with them and guide the brushes across a canvas of air. But, we cannot. Wesleyan is destined to become a graveyard because of the dead artists. It will be beautiful but crumbling with decay of injustice and malpractice and the birds will sing their mournful song. "This is the way the world ends. . . ."

The "C" Professor

At one time the "Gentlemen's C" was considered the desired mark for the college student. However, with the increased competition in college and with future employers asking for students with good averages, the student must now aim for A's and B's.

Unfortunately, there still exist on the campus faculty members who dish out "Gentlemen's C's" to everyone. C students make C's, B students make C's, A students make B's, D students make C's, and F students make D's. Everything is curved toward a C. These men can seemingly find no student who does either outstandingly good or outstandingly poor work. In their opinion, "Everybody's average."

One may spot the "C" profs by several traits. First, the student never gets a numerical grade on a quiz or paper. The rating is always a letter grade. Second, usually the quizzes are multiple choice, true-false, or listing. This type of testing quite effectively eliminates any chance for individual initiative and forces the student often to guess at "trick" questions. Finally, these teachers' lectures are characterized by vague statements and personal monologues. The student is forced to weed out the teacher's own experiences

Now some students may rejoice at this type of prof. After all, it is pretty nice to know you are going to pass the course with a bare minimum of work. The tragedy occurs when the student, after drifting through courses, graduates. By doing little work and by getting little information from the teachers, the individual finds himself completely unprepared to make a living for himself.

from the course content. Not until quiz time does the person discover what he should have known.

Moreover, this trend in teaching provides the student with little motivation in the classroom. A grade should serve as an accurate judgment of the work a student has done. Admittedly, in any course, it is impossible to always give the student the correct grade. Yet, every effort should be made to have as accurate a gauge as possible. The "C" prof refuses to make any effort at all. Consequently, the student makes no effort to do good work. "Why bother", he asks, "You're going to get the same grade anyway." And this is a question that everyone must indeed ask about such poor quality instruction. Until all professors can determine grades by a realistic criterion rather than by always curving toward a "C" one must ask, "Why bother?"

Letters To The Editor

LETTER
Dear Editor:

Yesterday I chanced to overhear a local citizen say that he had gone to the college (NCWC) to hear a guest lecturer (probably a Danforth Lecturer) and that after the little "chapel presentation", he was invited to join President Collins and the guest speaker in the faculty lounge for coffee, talk, etc. He declined, saying that he thought the lecturer's faculty time shouldn't be interrupted by an outsider.

Now here is the alarming truth. A lecturer's time usually is "faculty time". The students hear the lecturer (1) at chapel (one hour), (2) at night (one and a half to two hours) and (3) in rare and isolated class appearances. The rest of the time he or she is wined, dined, and entertained by the faculty and/or administration. The students (through their tuition) indirectly pay for this outside expert who is supposed to supplement and enrich their education and

LITTLE MAN ON CAMPUS



"I SAY HE WAS A DANG POOR ENGLISH INSTRUCTOR—IT'S OBVIOUS HE WASN'T ABLE TO LEARN ME NUTHIN'."

process of creative thinking. But it appears that the true beneficiaries are the faculty and administration rather than those for whom these lecturers are supposedly intended. Not only does this deprive the students of private, informal group sessions with the lecturer, it also deprives them of the faculty members and others who spend long periods entertaining these people at the "Heritage", their homes, the club, etc., etc.

Perhaps this is the national policy for guest lecturers on college campuses. If this is so, then: (1) Wesleyan doesn't necessarily have to follow along and (2) the policy stinks! Can't our college afford to be a little different in order to provide its students with a quality education? If it can't, then I predict that such a policy, extended to all areas of academic and social life at Wesleyan will one day result in a chapel program entitled not "God is Dead" but "Wesleyan is Dead"!

The college has such great potential if students, faculty and administration would quit contemplating their own navels and would, instead, reach out and strive for something a little different; a little stimulating; a little creative. Thank God for the Ralph James' of this world . . . without them we would still be wearing loincloths and clubbing tigers.
Edward B. Lewis, '65
Wesleyan College

known problem of campus apathy applies. If there is more to it than this, let's hear it in your reply.

If the staff is unbalanced and consequently inefficient, this is a problem to be corrected by the staff through a more organized and cooperative staff structure. If there isn't enough "student interest" and "student action"—Here's mine!!

Sincerely,
Bryan Stearns

REPLY TO LETTER TO EDITOR

The article under discussion was not a threat, it was and is fact. And certainly the two reasons stated should be sufficient. Don't you think this is enough to cause the fold of the Decree?

Further, the staff is not inefficient for our number. Could you call a group of three or four who turn out a newspaper inefficient? I doubt it!

On behalf of the staff, I would like to thank you for your individual interest. Also, I am happy to say that the editorial under discussion did receive response from the student body and it is greatly appreciated and more greatly needed.

Sincerely,
Duffie Monroe
Co-Editor

Response

LETTERS TO EDITOR
Dear Editor:

I think that the threat, in the last issue of The Decree to discontinue publication is a sad and serious thing. I think many students realize this and those who don't, would soon miss The Decree if it is discontinued.

However, I think your reasons for stopping publication are confusing and should be pointed out more specifically to your readers. As I interpret your article, there seems to be two major reasons for the supposed failure of The Decree: First, that The Decree staff is only composed of three or four active members who actually organize and produce the paper. Second, that "student action" and "student interest" is lacking and evidently the well -

Potpourri

By Doug Groseclose

It seems to be a good time to write about the situation in Viet Nam again because of many recent developments in that area. When my last article on Viet Nam appeared in the September 30 issue it was misconstrued by many people who read only the first two paragraphs. I will try to alleviate this problem at this time.

It is now apparent that the United States is completely committed in Viet Nam. Viet Nam is tenable, and for that reason, we must defend it completely. The President is, as of this writing, on his way to Honolulu to confer with various leaders of the United States and Viet Nam on this problem. We cannot, we must not, we will not pull out of Viet Nam - this is my prediction. Whether the present conflict will eventually or immediately escalate into a larger and possibly nuclear war will probably be determined in the next few weeks.

It has been said that the United States is "losing face" in the eyes of the world by staying in Viet Nam. To the people who say this I ask the question, how will the United States appear to the rest of the world if it pulls out of Viet Nam now, after committing millions of dollars and thousands of men to its defense? I believe this would be a greater defeat for the United States than any loss of American lives could be.

Regardless of what many people may think Viet Nam is not an insignificant stretch of swampland in the middle of a communist sea. I also would like to predict that within the next year Britain will pull out of Singapore and this will leave only Hong Kong and South Viet Nam in the Far East, these two will be the only areas under Western influence. With the collapse of British control in Singapore the Straits of Malacca will no longer be watched over a Western power and thus would trade might be greatly impaired. For these and many other reasons it is imperative that the United States stay in Viet Nam and endure any consequences this might bring. "Operation Masher" is the first big step in an American offensive which, I predict, will continue to increase until an almost full-scale war is being fought (if it is possible to fight an "almost full-scale war").

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