

Opinions and Editorials

Special students need special consideration

If you were the manager or owner of a company in which 27 percent of the work force consisted of employees faced with unique problems, would you consider providing these employees a sanctioned forum to aid in the resolution of their problems? The situation is analogous to the percentage of non-traditional students enrolled on the Rocky Mount campus of N.C. Wesleyan College.

According to Cliff Sullivan, Registrar of Wesleyan, 188 of an on campus student population of 678 are 25 years old or older. The increasing number of these so-called "non-traditional" students would indicate that colleges need to be more aware of the need to address certain unique problems faced by such students.

Among the problems faced by many of the non-traditional students are problems associated with commuting distances, class scheduling, and required attendance at class related lectures and other functions. However, and maybe more important, is the problem of an attitude of alienation from campus activities that can be experienced by older students. Most non-traditional students would like to become more involved in campus activities, but find it hard to do so. Whereas the

range of these problems can not be solved entirely by any college, we believe the older students would benefit from a forum at which such problems could be discussed.

From an academic viewpoint, Wesleyan is to be commended for its diversity of programs, its class scheduling, and its general helpful attitude towards the problems of the non-traditional student as exemplified by the college staff. However, we would suggest that a simple but effective step could be taken by the college to better accommodate the needs of these students.

We believe that the formation of a sanctioned organization, possibly under the direction of the Student Life Office, would provide at least a forum to those students who wish to participate in the organization. Functionally, this student organization should have regularly scheduled meetings and a faculty advisor to serve as a communicator between the students and administration.

We believe that an attempt by Wesleyan's administration to aid the assimilation of an increasing number of non-traditional students into the college's campus life is necessary and would be appreciated by those students affected.

Rules apply to everyone

Dear Editor:

I feel it is about time that we discuss the issue of hypocrisy among our so-called teachers here on campus. We are all at a responsible age where our actions may be questioned as well as our motives. Hence, what we do is brought about by our own intellect and judgment.

The students placed in charge of securing the dorms and campus grounds tend to forget such things. I feel, as a resident student, that these people are here to help me, not to reprimand me for my actions. Don't get me wrong, I understand their exist guidelines by which I must live. But if I wanted someone to scold me everytime I made a mistake I would have stayed home and allowed my mother to do it.

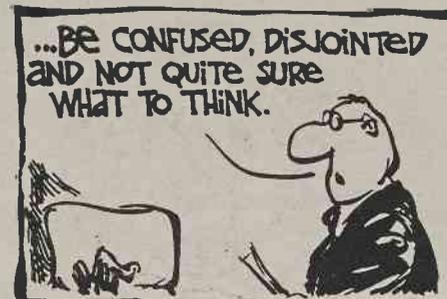
Now the issue at hand, hypocrisy!

The word means the practice of professing beliefs or virtues that one does not hold or possess. Such issues as open house policy and drinking may be addressed to further explain my point. It seems that only when one of our so-called leaders is interested in breaking or ignoring one of these policies that it is permitted. This is not right!

Our rules and regulations are not made for a specific group of people, they are made for every-one. If you as a leader have your stereo up loud on a Monday night, do not attempt to punish or scold someone guilty of the same infraction on a different occasion. So an action would be completely unwarranted as well as hypocritical.

Concerned Student

SIR, THE OPPOSITION TO YOUR 'ARMS TO IRAN' POLICY SEEMS TO...



Wesleyan purpose needs balance

By DOLORES WOOD

The purpose or mission of Wesleyan College has been the topic of discussion in many forums lately. It has been the implicit or explicit subject of several articles in recent issues of this paper. These articles have approached the topic from the view of the college student, staff, faculty, and administrator.

I have been on three committees which have directly dealt with this issue. The corporate faculty has also spent portions of many meetings discussing the intent and the wording of a statement of institutional purpose.

Wesleyan's focus on its purpose is not unique among institutions of higher learning, presently or historically. The topic has been debated, often heatedly, for the past 200 years in this country. Higher education in colonial America was reserved and geared for the needs of the elite. Liberal arts subjects such as logic, Latin and rhetoric, which had defined the educated man since the time of Classic Greece and Rome, were taught to the student of religion, law or medicine. The purpose of the curriculum was to develop a disciplined, logical mind and a facility with communication necessary to benefit from the education.

With the establishment of the new republic, men such as Benjamin Franklin began to support the need of a formal approach to educating citizens for the industrial and agricultural needs of a new nation. With this movement began the debate of the purpose of higher education — training or education.

Wesleyan is now, and has been for some years, supported largely by its preprofessional programs. The majority of graduates at commencement are listed under criminal justice and the various business degrees. This reflects a national focus of the past 10-15 years. There is a view of college as a time to begin training that will prepare the graduate to enter a particular job. College has not recently been viewed as a time for self reflection, for shaking off provincial up-bringsings nor for stretching one's horizons.

Apparently Wesleyan is successful at training its graduates for career suc-

cess. Our professional departments continue to grow each year. Why then does Wesleyan cling to an openly admitted archaic approach to education? Schools are, after all, businesses and a neatly packaged product is easier to advertise and sell.

Through its mission statement in the student catalog, Wesleyan professes a belief in the importance of a liberal arts foundations for all programs: professional, humanities, sciences, and athletics. The lofty goals of truth, freedom, and dignity are meshed with more pragmatic aims of social responsibility and productivity. This is not merely a statement for the public. The faculty at Wesleyan basically agree with this mission. In fact, it is the reason they have chosen to teach here.

This apparent agreement seems in contrast with my opening statements of the number of debates about the mission of this college. This also raises many questions about the sources of these debates. Is the mission statement so general that no individual can disagree with it? Is it also so broad that no institution can translate it into course requirements? Do the non-preprofessional departments give support to the athletic program and business departments so that they will have students in their classes?

I am not naive enough to believe that Wesleyan could remain open if it offered a classic liberal arts curriculum. Nor should the reader be gullible enough to believe there are

not some faculty who would like to try. I do believe there is a general consensus that an athletic program has more value than merely as a recruiting tool and that the business department provides a greater service than filling class seats in literature classes. There seems to be a basic agreement among faculty, staff, and administration about the importance of a broad, liberating education as a basic for all career choices. Wesleyan publicly purports to believe that the historical dichotomy of college mission need not exist. Business men and women can also develop an appreciation of philosophy and culture. Scholars of the humanities and arts are enriched, not distracted by experiences with practical concerns.

I hold little hope that Wesleyan will or should completely resolve the issue of its mission. Scholars thrive on disagreement. One defines what one is by defining what one is not. We will continue to balance the core curriculum with major requirements in an attempt to balance the needs of the student and the integrity of the college.

Although our curriculum is dynamic in nature, it must also have a sense of stability. I would like to see a more public realization that we are in basic agreement. I think it is time that we all stop jealously guarding every three-hour slot in our programs. I hope that we will continue to broaden our own horizons and liberate our own thinking as well as that of our students in this matter.

The Decree

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