

The Decree
OFFICIAL STUDENT NEWSPAPER OF
NORTH CAROLINA WESLEYAN COLLEGE

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Treasures abound

Why do I have to take English? Why do I have to take history? Why do I have to take math? These are all typical questions that are heard from freshmen and sophomore (and sometimes even junior and senior) students entering a liberal arts curriculum. They do not realize that the liberal arts education is preparing them to be well-rounded individuals and to, as they often hear, "broaden their horizons."

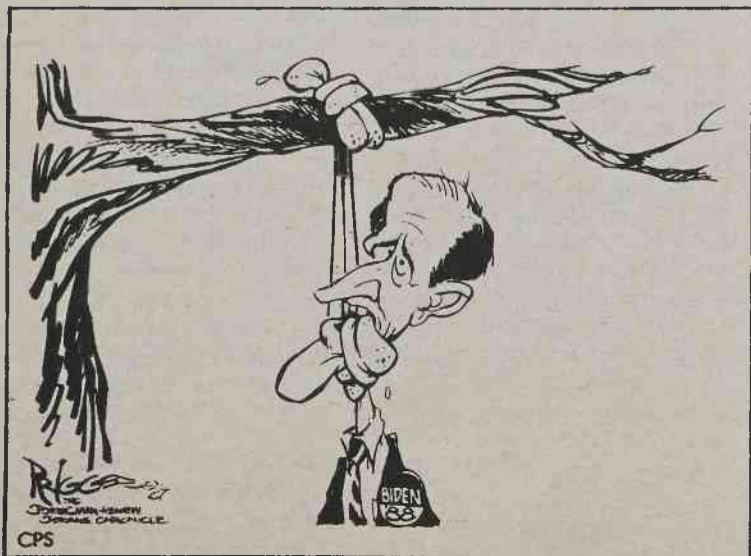
The liberal arts education is important for students in many ways. Not only does one learn about the specifics of management or how to prepare a balance sheet, he may learn about literature, history or psychology and how it affects his environment.

If a student does not engage in learning about these other areas, how will he know what interests him outside of his area of expertise. Will he enjoy sitting around in twenty years worrying about the problems of business today during his spare time? He will probably have some type of hobby that occupies his time.

Once again, how will he know what he enjoys if he does not give these other areas a chance?

College is the perfect opportunity to explore other topics. A student is in an environment during his college years, that gives him the opportunity to take advantage of the vast amount of knowledge that surrounds him. If the student would like to pursue an interest in literature, then there is an English department that he can take advantage of expertise ranging from Shakespeare to Creative Writing. There is a history department with topics ranging from Western Civilization to the United States in the Twentieth Century.

There are many opportunities available for students to take advantage of a liberal arts education right here on this campus. Please open your minds to all of the different areas of knowledge here and give one or two of them a try. You may or may not take advantage of these opportunities, but if you don't, you only have yourself to blame.



They are here to help

Take advantage of faculty

By WAYNE MARTIN
 Contributing Editor

In the Sept. 25 issue of *The Decree*, Dr. Leslie H. Garner, Jr., our college president, wrote, "Wesleyan's obligation is to help you prepare a meaningful, productive life in a complex world. In return for *your* (emphasis mine) diligence in study and service to colleagues, you will take from this place knowledge you can use to achieve economic independence, personal integrity, and spiritual peace."

Implied in this important statement of institutional purpose is an offer made to all Wesleyan students of a "learning contract" with the obvious, but often overlooked by students, reciprocal requirements of such a contract. To receive the benefits tendered by NCWC as expressed by our president, we must agree with and actively enter into the terms of the contract.

As students we can all agree that we hope to reap knowledge from our college experience that will enable each of us to achieve "economic independence, personal integrity, and spiritual peace." It is the active participation clause in the contract that we often fail to honor. It seems to be that the benefits offered in the learning contract justify a reciprocating action.

One way in which we can fulfill our contractual requirements as students is to utilize fully the resources made available by our college. To some students this statement may appear as a statement of the obvious in that we all know about our textbooks, the library, the Learning Resource Center, etc. However, I would like to suggest that we may be overlooking one of the best resources available at our college — the faculty.

Our faculty is perhaps our most untapped resource. Collectively, the

Wesleyan faculty offers a wealth of education and experience for the inquiring student. Moreover, all of them were once college students, and they are familiar with student concerns and interests. Also, I find that most of our faculty exhibit a genuine interest in the education and welfare of the students.

Again, however, the student must demonstrate some initiative in establishing a working relationship with the faculty. Dr. Garner again sets the tone: "We're all in this together. Nobody here will do it for you. We are all in the business of learning, which is much easier if we work together." The question seems to be whether or not students are making a legitimate attempt to work with the faculty.

One way to work together towards a common goal would be to meet more often with various faculty members (more than once a semester for academic advisement). All faculty members maintain office hours for the express purpose of counseling

and assisting students. These hours are normally listed on the syllabus provided by the professor and they are also mentioned in class. If more students would avail themselves of the opportunity provided by this policy, they could make better use of a valuable resource.

Gripping to fellow students in the halls, some of whom are as confused as we are, about not understanding processes or concepts presented in class accomplishes nothing. Instead, why not spend some time, during office hours of course, consulting an authoritative source?

The administration of our college has offered its students a contract and provided a favorable faculty-student ratio which aids the student in fulfilling his contractual obligations. The faculty at Wesleyan is both willing and able to assist the student. It is now up to us. I, for one, am accepting the terms of the contract issued by Dr. Garner and I encourage my fellow students to do so.

**The First Eleanor Hoyt Smith
 Memorial Reading**

ROLAND FLINT

Author Of
RESUMING GREEN, SAY IT and the forthcoming **SICILY**
 to be published by North Carolina Wesleyan College Press

FRIDAY
OCTOBER 16, 1987

North Carolina Wesleyan College Library

A Talk At 3:30 P.M.
 The Poetry of James Wright

The Reading at 8 p.m.
 A reception will follow the reading