

The Decree

OFFICIAL STUDENT NEWSPAPER OF
NORTH CAROLINA WESLEYAN COLLEGE

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Give change a chance

"I am an athlete. I'm in excellent physical condition, but I haven't been conditioned well enough to walk two hundred yards to the gym and back. And the walk to the cafeteria is a real bitch, also. By the way, I only came to college to play sports. Who goes to college to get an education, anyway?"

That sounds pretty ridiculous, doesn't? You might think that only a basketball player from UNLV would make a statement like that, but unfortunately, that is precisely what many athletes were arguing last week at the Forum on the College. One student who complained about the inconvenience of the extra distance to the athletic facilities next year was asked outright by Dean Marron how far he had to walk to the soccer field at Lock Haven before he transferred. It turns out that he had to walk several times the distance from Nash Hall to the gym.

Why are so many people complaining about the changes in the residence halls? It's really very simple. They just don't like change.

Some thank yous due

At the end of the year it is appropriate to thank all of those people without whom publication of this newspaper would have been impossible.

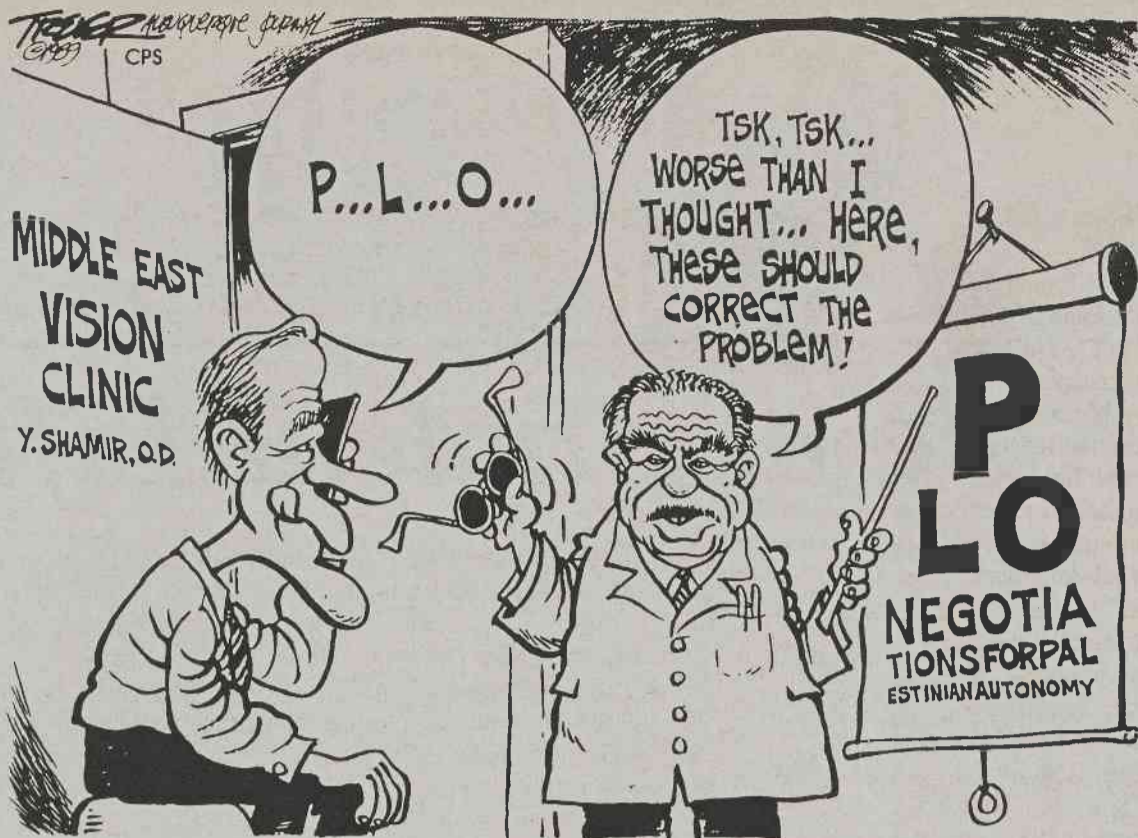
First, I would like to thank my reporters, David Payne, Dell Lewis, Greg Strehmel, and Terrie Roberts. I would also like to thank my two regular columnists, Dr. Steve Ferebee and Mark Brett.

In addition, I would like to thank Marg Buehler, our pho-

tographer, as well as the staff of the Spring Hope Enterprise. They, to use an old cliché, have gone above and beyond the call of duty.

Last but not least, I would like to thank the faculty and staff of N.C. Wesleyan College, especially Athletic Director Mike Fox and Dean of Student Life Joe Joe Marron, for without them, there would be less news.

— Don Rhodes



A teacher's struggle

Learning how to let go

By DR. STEVE FEREBEE

Teaching presents a paradox which I always think about at graduation. When we teach a student we presume to know more than he or she knows, but our goal is to make sure that person learns how to survive without the teacher's constant aid.

Teaching doesn't do the student any good if she becomes dependent on her teacher's presence. I don't mean that we don't explicitly remember what teachers say to us. I, for example, often judge my classroom methods and general behavior by asking myself "What would Miss Buchanan do?" She was my Milton and Renaissance teacher in graduate school. Miss B was close to retirement when I came along, and she was one of those teachers who seemed to be so full of knowledge and wisdom and patience that I felt I had to force myself into her life before she disappeared.

In and out of the classroom, Miss Buchanan taught me a great deal — and not only about writers and writing. She is what I call a pragmatic humanist. She listened to my ideas carefully and responded as if I were an intelligent peer assisting her in her pursuit of knowledge. But if I were wrong or galloping into a dry canyon she would look me straight in the eyes and rein me in with an emphatic but kindly "No."

She knew the art of filling the

Dr. Steve Muses

student with enthusiasm for his own ideas and of guiding in the right directions. Then she knew when to let him run on his own.

I often think of her in the middle of a class when I'm dominating too much, not assisting students to think for themselves and make their own mistakes. A teacher can lecture in a one-sided affair with his own ideas; she can provide no direction at all, hoping that from the anarchy will

arise a useful idea; or the teacher can present ideas that need the student for completion. Read Plato's dialogues sometime; think about the Socratic method sometime.

I don't think of myself as particularly smarter than other people, though I may be more knowledgeable. What Miss Buchanan had that I am still trying to gain is enough confidence in myself to let students pursue their own ideas but also enough to know when they need my help. My knowledge doesn't do my students much good if I use it to block theirs.

The longer I teach the more I

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Wesleyan takes part in legalization debate

By DAVID PAYNE

The debate over legalization of drugs is a very heated one. How the country feels about this debate is one thing, but how the administration at North Carolina Wesleyan College feels is something else.

President Leslie Garner feels that he is "not qualified as an expert" to state whether he is for or against the debate. He says that he is willing to hear both sides of the argument, but until then he will not give a personal opinion about legalization.

When asked how the legalization of drugs would affect college life, he responded by saying that it would "make our jobs tougher" and that there is "no place for drugs on college campuses." Garner went on to say that legalization would "pose significant problems" on campus.

President Garner feels that if drugs were legalized, disciplinary action would be basically the same as it is now for alcohol. Presently, whether you are under 21 or over it, you cannot drink in

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