

# Organized Learning Experiences Consitute Makeup Of College

By Helen Edmonds  
Editor's Note— Dr. Helen Edmonds, currently Dean of the Graduate School, has been on the faculty since 1941. Dr. Edmonds is the author of "The Negroes and Fusion Politics in North Carolina" and the co-editor of "Appropriate Directions for the Modern Colleges."

A college is a set of organized learning experiences. It is a gateway through which one passes to enter the more wholesome and the more abundant life. The organized learning experiences are designed to make the student better prepared for living successfully once he passes through that gateway.

These organized learning experiences are categorized under many names. Some of the names are freshman class, sophomore class, junior class, senior class, dormitory living, religious life, extra-curricular activities, social life, etc. Every wholesome experience engaged in by a student whether it be a formal experience in the classroom or an informal experience in the cafeteria is a learning experience. It is in this sense that a college becomes more than buildings, walkways and trees. The plant of a college is important but only to the extent that physical facilities provide the best atmosphere for the most up-to-date learning experiences.



College provides the foundation for a successful prosperous life.



Many hours are spent in laboratories and research cubicles.



College students are often in the forefront of American thought.

# College Defined By Utilizing Negative Reasoning

By Robert W. John  
Editor's Note—Dr. Robert W. John is head of the N. C. C.'s Music Department and has been on the N. C. C. faculty since 1951. Dr. John received his B.S. from Wisconsin State College, M.Mus. from the University of Michigan, and Ed.D. from Indiana University.

It's not a campus—although green grass and shade trees add to its physical beauty.

It's not a complex of buildings—although there is probably a positive relationship between facilities and quantity of learning.

It is not people or persons—although presidents, deans, business managers, chairmen, and other officers can contribute to the on-going of it.

It is not even students or professors, although you can't have a college without them.

Other things which a college is not include: a business; an institution; a collection of people, books and equipment; a school which starts at the 13th grade, although it sometimes might erroneously be called by any of these restrictive terms.

In fact, a college is nothing tangible—it can neither be seen nor measured. One cannot "look" at a college and decide its worth, yet even the most naive freshman can tell very quickly if he is involved in a bad one. To attempt to judge a college using tangible evidence, is like making a judgment on the capacity or love based on physical beauty.

Some great colleges are poor and physically quite ugly in appearance: Some equally great schools are wealthy and beautiful. Exactly the same could be said for mediocre or down-right bad colleges.

What then is a college, and why are some great and others less great? Far and away, the most important thing a college is, is a collective mental attitude or state of mind. I wonder if it is really overstating the case to say, for example, that Harvard University is great because every Harvard man says it's great. Again, citing an anti-

## -Two Types-

(Continued from Page 2)

college is certain to become a last damning symbol of a by-gone era of Jim Crowism. It will lose the little vitality that it now possesses as white students shun it and a top Negro students avoid it. Our "colleges" must become colleges in fact rather than continue clinging to an era of pseudo-black "bourgeoisism" that I pray will be swept into oblivion as our society more closely approaches the ideals that it professes—a society where each man irrespective of his color dares to stand and be measured on his merits, without excuse.

*Training is everything. The peace was once a bitter almond; cauliflower is nothing but cabbage with a college education.*

—MARK TWAIN

thesis, surely any college which considers itself second-rate can hardly be more than that.

Greatness in a college, as in men, is not accidental. It must be sought after and worked for. Blood, sweat, and tears must flow freely to reach and maintain greatness. A college is a way of life which must have an established ethos, doctrine, morality, and sets of values which differ in kind and degree from the "outside world." A college man must conduct himself differently and think and act differently than a non-college man. If he does not, then this college is ineffective and sterile. The activities on a campus must differ from similar non-college activities.

A college must be run or administered in a spirit far different from a business. One cannot minimize efficiency punctuality or responsibility, but a college is not a collection of desks or chairs or mops or microscopes, but rather it is

groups of ideas and events. The makers and doers of ideas and events must be championed, and all else and others serve supporting roles. To reverse this is to have a dull (even though financially solvent) business—not a college.

A college, to be great, thinks of people and programs and ideas first and solvency second. A business cannot afford to do this, but this is one major difference between a college and a business. As long as there are eager, active inquisitive students and professors, a college cannot afford to discard or dismiss cultivating ideas or concepts regardless of how much they cost. Great colleges sponsor ideas and then find the means of supporting them. Less-than-great colleges restrict their programs by counting costs first. It is not irresponsible idealism to point out the large number of "well-heeled" but academically sterile colleges. The woods are full of them.



College students and civic leaders work together in the interest of the community.



College enables an individual to acquire new and technical skills.



Charm consultant prepares coed for the "manhunt."