



editorial

This seems to be the day and age of the "I'll do it — if it's required — if I get credit — if I get payed — if it will lead to a job" philosophy for approaching a college education. The majority of college students across the country exhibit evidence of commitment to this philosophy. (A meeting on nuclear energy is announced on a large southern campus, and a handful of students turn out. Volunteers are sought to be Big Brothers or Big Sisters, and a few students respond.)

As we lament the passive behavior of the majority, we tend to overlook the minority — the students who **are** involved, who **are** concerned for others, who **are** making a contribution, who **are** interested in learning and growing. Since I have done my share of lamenting, I would like to tilt the balance — I would like to publicly recognize some people who fall in the minority group on the Mars Hill Campus — my PDS 261 group and some others who we have adopted. Many of my PDS 261 students are exceeding the 3 hour per hour minimum community involvement requirement and devoting six to eight hours a week for no pay or no extra credit. They are ACTIVELY INVOLVED, and many hold jobs as well. Some are teaching and assisting teachers, some are practicing for a play every Sunday afternoon, one is volunteering in a hospital, five are restoring a log cabin — to mention some of their activities.

And then, there are our "adoptees" who just want to be involved: Rebecca Jarvis attends our PDS sessions voluntarily, has been actively involved in our fund raising efforts, and spends Wednesdays

helping with the cabin restoration.

Cecilia Briggs donates her Wednesdays teaching art at Walnut School. She also helps with fund raising.

Judy Garron has put in many hours helping us raise money. Durrill Taylor joined our group to help raise money and initiated a community beautification program that has gotten him involved with regional planners and the county extension agent as well as community members.

Altogether, that adds up to 27 students who I've met this term who **don't** have the "I'll do it if it's required, if I get credit, if I get payed, if it will lead to a job" philosophy for approaching a college education.

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Experiential Education

P.S. Keep the Feedback Coming!

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a drinking problem here." People that he calls "Closet Drinkers" are here but can't handle alcohol. Problems stem from people getting drunk and then tearing things up. In the future there will be attempts at alcohol education. Also, he mentioned that the staff will be trained to deal with academic problems, etc. He wants the students to realize that Housing is for them, and if it weren't for the students Davidson and his staff wouldn't be here. He wants to stress the fact that anything students want to talk to him, he's willing to listen, "except at 2:00 in the morning."



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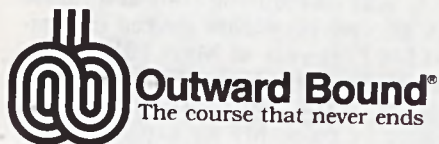
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