

# LETTERS to the EDITOR

## Concerned

Dear Mr. McCulley:

In your editorial concerning Dr. Cone "a sad story . . . maybe" you wrote that "some of your students care about you, about helping you to continue to serve UNCC". If I may, I would like to add my voice to your expression of concern.

Dr. Cone has had much personal meaning for my life. She was the reason I came to UNCC, and it was she who initiated the Counseling Center and supported it during the five years of its existence. When we need administrative support, personal advice or just a sounding board, she's there. She demonstrates her belief in individuals by encouraging them to act independently and to follow their interests wherever they might lead. It is a very rewarding experience to work with an administrator who desires that you and your area grow and develop toward all that it can become.

I too care for Dr. Cone because of what she had been, is and can continue to be as a person and an educator.

Sincerely,  
R.B. Simono, Director  
UNCC Counseling Center

## Confrontation

To the editor,

Now that many of you have registered to vote in Mecklenburg County, be informed of the candidates before the Primary, May 6. Utilize this opportunity to meet the local candidates.

On Tuesday, April 11 at 4:30 P.M., candidates for the County Commission will be on campus in the Library Lounge of Sanford Dorm.

On Thursday, April 13 at 11:30 A.M. candidates for the Board of Education will be on campus in the Main Lounge of the University Center.

Both meetings will be completely informal sessions to give both the students and the candidates a chance to find out a little bit about each other.

Be sure to come and voice your opinions to the candidates.

Sincerely,  
Ron Young, Chairman  
Community Relations  
Committee  
Student Government Assoc.

## Hustlers

To the editor,

What's going on with the Game Room? On March at 8:45 a.m., I tried to enter therein to play my favorite game. Lights on, pool table uncovered, one game of solitary pool in progress and the pin-ball game in use - evidenced by a ringing in my ears. All is fine but the door was locked! So what do I do? I bang on the window and get the pool sharkies attention. Then I am informed that the pin-ball players are supposed to be cleaning the floors. How can you clean a floor with a flipper button? The position I found myself in that day is not uncommon. The game room is always late in opening. It seems to me that someone is getting paid for playing games.

Robert Elliott

Editor's note:

When asked about the letter, Dean of Students Dennis Rash and Maintenance head Bill Mooney said that the men

Robert saw were off duty at the time but they shouldn't have been playing the games. As for the game room opening on time, they said that there is a problem getting student workers that early in the morning but that the game room should be open on time in the future. He also said that he would talk with the men to insure that this wouldn't happen again.

## Bad impressions

Editorial response:

Your editorial "The Greening of a Campus" was read by myself with interest and a great deal of dismay. I had not envisioned that my final two years of education at UNCC would be with an apathetic student body. As a transfer student in my first semester I began to question fellow students about teachers, courses, and grading. My dismay at your article was noting compared to my reaction to the student feedback I received.

Mr. Editor, the learning environment at UNCC has produced your apathetic student. He has learned to conform to the standards of the establishment and to just get finished and get that piece of paper that says he is a college graduate. In the process the student you described has been produced.

There is a negative attitude towards achievement present on campus. I've been advised to forget about making all A's because "The price is so high that it really isn't worth killing yourself for a grade that an unpredictable instructor might not give you anyway." (And as some students have discovered, professors do not change grades. Are professors never wrong?)

Advice number 2. Do not try and be original. Just regurgitate. All most the professors want back on their test is found in their lecture notes and the closer it is to what they said, the closer you are to that "A". (Ugh! I did not come to college to do this. Programmed learning accomplished the same thing!)

Advice number 3 was from a senior who for two years tried to fight the system and to be an individual and just managed bad grades. Not only must you psych out the professor and feed back just what he wants, but the right fraternity membership also makes

the difference between an "A" or "B". He knows—his grades now reflect the compromising of self to the system and after he joined the "right" fraternity.

Advice number 4. There are certain professors who find students who seek them out in their offices repulsive and accuse them of brown-nosing. (My goodness! Whatever happened to student-teacher relationships?) In solid lecture classes with absolutely no class discussion (which I thought went out of vogue years ago, along with a blue book) when does one get to the type of in-depth learning that only verbalization is capable of producing?

Having left a school where teacher accountability is being honestly examined and incorporated into the school's philosophy; where the learning environment was one of "success is possible, not impossible"; where the classrooms were far more stimulating in the interaction and varied approaches to teaching; where learning was fun and one dared to question, disagree and to be original; where the instructor was the student's friend in the learning process more so than the authority figure who would reward (or punish) by the ultimate weapon—grades; What can I say about UNCC? I am appalled and these last two years look terribly long at this point.

Perhaps my attitude is too forward for UNCC, but I'm paying to learn in a course. If I fail to achieve the success that I desire in that course and I am willing to put forth the effort, I feel that the teacher is also responsible, or shall I say accountable, for the degree of success or failure that occurs. I expect the most for my time and money and I don't want poor grades when an "A" level is perhaps possible. I don't want to hurt my chances for success when I graduate. A teacher that produces few "A's" may not be "teaching", or else his goals are unreasonable or not clearly stated. Grading is so arbitrary and five years after graduation most of the "nitty-gritty" learning is forgotten anyway, so why penalize students by requiring unreasonable learning or grading.

The college environment is the student's last chance before he becomes hopefully a productive member of society in his job—responsible to himself, his wife, and his children. The opportunity that should be offered him at college level should allow his creativity and problem solving ability to develop to the utmost under the guidance and direction of competent professors.

We need for tomorrow people who dare to think of the future in terms of solving the problems that overpopulation, ecology and technology have produced. Not people who have learned how to learn what they were supposed to learn in order to get that grade so they can get that piece of paper that says they are a college graduate and capable of what?

The Journal encourages its readers to write in response to items appearing in its pages. The Journal accepts all letters to the editor, provided they are typed or legibly printed and limited to a maximum of 300 words. All letters must be signed and bear the address and phone number of the writer.

The Journal reserves the right to edit all letters for libelous statements and good taste.

There is so much happening in education today that is good and positive. I do not believe that the quality of student education is lessened by relaxed, humane learning relationships. Research has proven that high levels of anxiety inhibits learning. The type of learning environment present on campus either produces an ulcer or a nervous breakdown, or it produces the rationalized, defeated student who accepts the limitations the system imposes on him so he can graduate.

What is the solution? Am I wrong about UNCC? Have the students I have talked to been wrong? I'm still to new on campus to know where and how one needs to work to try an effect changes of this nature. How about some more student advice? What do you students see that needs to be changed for the better at UNCC?

Name withheld by request



### UNIVERSITY SENATE ELECTION RESULTS March 29, 1972

Candidate	Commuter votes	Dorm votes	Total
**Richard Phelps	5	53	58
**Robert Williams	11	6	17
Robin Brabham	5	3	8
**Stephem M. Fishman	17	31	48
**Tom Alsop	45	60	105
**Marcia Finrock	38	50	88
Write-Ins			
Dean Duncan	0	2	2
Elaine Nichols	0	4	4
Dr. Vermillion	0	4	4
Chris Broadhurst	0	4	4

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