

# EDITORIAL COMMENTS

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Editorial comments expressed here, unless signed, represent the opinions of the editor and not those of the staff.

With regret . . .

The resignations of Jackie Tyler and Dave Wendelin stand as a symbol of tremendous effort that has been lost and poised substantially as almost incomparable. We have to agree that two good student leaders have been lost who have help mold the social activities thus far this academic year at Brevard College. But with their sacrifice comes also education. "Experience is the best teacher" and they have become **educated in themselves with their experience.**

Observing is also learning in my way of thinking. I have watched with much interest the progress Mr. Wendelin and Miss Tyler have made in their capacities with much astonishment and, I admit, admiration. I have observed them battle with ideas, the elements of time, and themselves to achieve the various goals they sought. Occasionally, I disagreed with some of those goals and ideas, but I always resorted to "Experience is the best teacher." If I could see that I was wrong, through experience, I was grateful for the lesson and would not soon forget it.

Mr. Wendelin and Miss Tyler have learned a lesson — a lesson in themselves. Such a lesson is one that does not feel the best when it comes at an early age, but is more comfortable than it may be if it occurs twenty years later.

The two cases are well - removed from each other, but in each, the "self - lesson" is evident.

As one who has traveled a similar path with several journeys, I challenge Miss Tyler and Mr. Wendelin to take that extra minute to take stock of what greets them each morning in the mirror. Likewise, the same challenge I make to all students who find themselves jaunting the same road.

Something is there.  
Something can be gained.  
An answer exists.

Eighteen words . . .

"I have but one lamp by which my feet are guided, and that is the lamp of experience."  
—Patrick Henry

## Do Your Thing... Right Now

As final exams came to a close, many of us had already made plans for the annual break. Parties, old friends, travel and a lot of sleep were ingredients of a formula aimed to make it all worth while. The nights brimmed with spirit (s) or for the more conservative, restful quiet at home.

For most, vacation is carefree. Showers are private and there are no strained conversations with embarrassed bathroom companions. There are no studies, schedules to work around or meal tickets.

On January 21, this blissful existence was abruptly ended. Within the span of three days, or from Saturday night's last fling to Tuesday's first class, we have found ourselves again to be dominated by our educational aspirations.

Campus talk and/or mood however, still centers around the past vacation. Some of us have been reluctant to accept the switch and are off the pace of classroom assignments. Themes are half-hearted affairs and reading is dull. In the classroom, eyes stray to the windows; notes are incoherent and study is motivated by guilt.

It is all too easy to fall into this rut of apathy and it has a way of becoming a self - commitment. Soon, rationalization replaces ambition and personal outlook takes the form of futility.

Interest must be rekindled and sustained. For those who do not take heed, at grading time they may witness the consequences of the irresistible force removing the not so—immovable object.

Tony Galvin

## Why Is Religion Required At BC?

"In most church affiliated schools in the United States, Bible is a required course," stated Brevard College Chaplain, Mr. C. E. Roy.

But the question of "why," arose in the minds of many students recently during registration.

Continuing, he said "Basic religion enables us to have a better and more well - rounded education. It helps a person to develop his own ideas and values."

Mr. John Setzer, another religion professor, believes that since we live in a Western culture, and religion is a part of this culture, that students should have an understanding of the Old and New Testament as a history of Religion.

Can students honestly say that Religion courses will not broaden their minds?

The hours put into studying and reading in the Bible will undoubtedly raise more questions about the life of Christ, and His followers, but should also help to explain religious history and clarify a student's views on life.

## Letters . . .

Dear Editor,

As more and more attention is being directed toward the meetings of the Committee on Attendance and Penalties, the college community is again faced with an avalanche of reform in many areas of college life. While change and progress is highly desirable and necessary, we may be on the verge of losing sight of our real goal — growth.

What does growth mean to the students of Brevard College? Are we as students growing toward a complete coup d'etat on campus? No? Well, perhaps we are growing into a stereotyped image of the American college — that "being like everyone else" imagine. Still no?

Maybe it's time to look at the time - proven definition of growth, Brevard College style. Since 1853, Brevard College has been growing — gradually — toward the nationally

—Turn to Page Four

## The RANKIN FILE

BY BILL RANKIN

I've been hanging around a lot of meetings and discussions lately and have heard numerous opinions expressed concerning Brevard College's purpose and "style" and so forth and a whole lot about what should be. I must admit that my estimation of what should be differs at least slightly from the views of these people that I have heard. But my ideals and theirs are completely irrelevant unless they happen to be the actual working policy of the school. As one great philosopher of our time has put it, "There is no such thing as what should be, there is only what is."

Committees have been set up to establish the students' and faculty's beliefs as to what should be. The chances are that many superficial rules will be altered and some disagreeable practices will be abolished as a result of these committees' efforts. But, I wonder if the people's true conception of what should be can be put into effect and made a reality.

Changing a few rules will probably relieve some campus tension, temporarily, at least; and may even change the attitudes of some people. But will the spirit of this change be done justice or will Brevard be the same place with a different mask?

What Brevard is goes deeper than its rules reveal. Brevard is a place where class work is considered either a burden or an incidental. Brevard is a place where personal expression is almost non - existent. Brevard is a place where intellectual discussions are practically unknown. Brevard is a Christian college where Christian concepts are perverted or ignored. Brevard is a place where the mental growth of its students is limited.

I doubt that this is what anyone thinks Brevard should be. The reasons for these failures are probably very complex. Perhaps the low admissions standards allow unqualified people into the college community. Perhaps the faculty has failed to motivate the students. Perhaps no one cares.

Unless this atmosphere of anti-intellectualism is remedied, Brevard will never be anything better than a post - graduate high school or a very, very junior college.

Think about it. Think about something.

## CORRECTION

A mistake was made in an article concerning the Committee on Social Behavior that appeared in the CLARION last week.

The typographical error occurred in the last paragraph. The paragraph should have read:

The Social Behavior Committee's (not to be confused with the social activities committee) purpose is to review, investigate, and recommend changes in any or all rules not having to do with legal obligations, meaning drinking and drugs.

The CLARION regrets the error.

## QUESTIONNAIRE RESULTS

(Continued From Page One)

- generally feel that it should be 50%.
- 8. Both a majority of students and faculty feel that they would have attended most of the lyceums even if they had not been required.
- 9. Most students and faculty showed their desire to have a student - faculty committee administer penalties for over - cutting lyceums and chapels.
- 10. A majority of students feel that Brevard has no right to require its students to attend religious programs (chapel), while the faculty generally agree that it does have the right.
- 11. Most of the students feel that the present system of attendance at religious

- functions is not satisfactory while the faculty are almost evenly divided between "yes" and "no" with a stronger feeling toward "yes."
- 12. That students should attend chapel is the faculty view, while a high majority of students say "no."
- 13. A majority of students said that the percentage of attendance at chapel should be 0% while the faculty feels that 75% is better.
- 14. Most students and faculty feel that the penalty for over-cutting chapel should not be the same as over-cutting a class.

This is only a small part of the answers received from the questionnaire. Beginning this Sunday at 7 p. m. the commit-

tee will be having open meetings where students may come and hear interested students, faculty, and administrators express their views. If any students have a strong desire to speak before the committee, they are urged to contact one of the committee members for a speaking date.

With less than one month left before the March 1 completion date, the committee must now begin the hardest task yet — to devise an attendance and penalties system that will satisfy the desires of both faculty and students.

If anyone is interested in seeing and comparing the totals of both the student and faculty questionnaire, attend the meeting Sunday night at 7:00.