

EDITORIAL COMMENTS

☆ ☆ ☆ ☆ ☆ ☆

A New President...

With the election of Robert A. Davis as President of Brevard College, the academic community looks forward to a period of curricular and extra-curricular growth and innovation. Mr. Davis' predecessor, Dr. Emmett K. McLarty, Jr., distinguished himself and the College by providing physical facilities for future growth. During Dr. McLarty's tenure, the Bryan Moore Science Building, Boshamer Gymnasium, Greer Beam Administration Building, Lena Sue Beam Dormitory, James Addison Jones Library, and Meyers Dining Hall were constructed. Already begun are the addition to Boshamer Gymnasium and the McLarty - Goodson Classroom Building (named for the late President following his death). It is expected that the Sim's Student Center can go under construction within a year. The building program has been underway more than a decade, and it has cost millions of dollars — none of which was paid by students.

Now we need to redirect our efforts, and with Mr. Davis' leadership it can be done. We need to continue the innovative programs of the past: after all, it was our present institution, Rutherford College, which first offered truly co-educational classes in the South. Let us continue that kind of leadership in education. Let us, for example, not just continue the Marine Ecology course in the Bahamas, but underwrite it financially so that a student will not need \$500 to attend it. Let us expand that principle by endowing a Washington and New York seminar in government and politics, attendance not dependent upon cash but upon brains. Let us endow a European travel seminar so that a Western Civ. student can pace across the Roman Forum or the Athenian Agora. Let us find financial resources so that John Updike or Philip Roth can be invited to our campus to lecture, so that Richard Tucker or Elizabeth Schwarzkopf can be invited to sing, so that a Rodin sculpture or a Picasso painting can be acquired. Let us find money enough so that students will not be denied admission for want of means, and so that faculty and staff will not forever subsidize — as they presently do — the academic program by receiving low salaries. In short, let us get on with the business of making Brevard an educational institution of which N. C. and the nation can be proud.

We believe Mr. Davis can accomplish these things and more. He is arriving at a college whose history is enviable, whose faculty is dedicated, whose administrative officers are committed to the College, whose students are worthy of all the hope and trust we can muster. We say to him "Welcome!"

Louis Miles

The Presidential Council...

Brevard College has a new president, and all the members of the college community look with anticipation to strong leadership for the future. Yet we could be remiss if in looking ahead we failed to take note of and offer a measure of gratitude for the wise direction which the Presidential Council has given to the affairs of the College.

Despite the shortness of their tenure, the five men who were chosen by the Trustees to direct the College, following the death of Dr. McLarty have left their mark on Brevard. As an interim executive body, the Council might have chosen to mark time until a new President was named. Instead, realizing that Brevard could not afford to stand still, they have provided courageous, imaginative leadership which has moved Brevard forward and which will make the transition from one president to another a smoother one.

During its time in office the Presidential Council has hired new faculty members, has moved forward with the construction of new facilities and has maintained the health and stability of the college. Yet to outline the specific duties which these men have performed is to miss their real contribution. For they have moved in other, less well-defined areas to give Brevard a new effectiveness, a new direction, and a new vision.

Richard Wilson

CSAM Has High Hopes

With the organizing of the Concerned Students Activist Movement, it appears that the student body of Brevard is to be delivered from its apathetic doldrums.

The primary objective of CSAM is to serve the need of student participation in national affairs. It is an anti-war group oriented to Brevard without national affiliations.

By sponsoring open discussions of Civil rights and the U. S. involvement in Viet Nam, CSAM hopes to stir campus interest in these vital areas.

To date, Brevard students have been outside this atmosphere of student involvement. This sort of activity is healthy for any campus; if for no other reason, it makes the student aware of his own relevance in matters of national policy. This relevance should not be underestimated. College students brought about Gene McCarthy phenomenon, and it has largely been the youth that have altered the course of the Viet Nam war.

CSAM is not concerned with producing student radicals, but to make students aware of their moral obligations to better America and humanity.

We wish success to the Concerned Students Activist Movement and its contributors in their continuing efforts to bring relevance to Brevard.

Freedom And Fools

By Ken Eaton

Freedom and fools, believe it or not, have some things in common. The definition of freedom has many different meanings, and it obviously means different things to different people.

To many, freedom means being excused from something — like work, studying, headaches, or escaping from something that one doesn't like.

Then there is the freedom to do something like helping other people, finding reasons to keep trying when there doesn't seem to be any. And there is also the freedom to love one in which there is no room for hate, jealousy, malice, or prejudice.

But we have heard that before and know that it is a bunch of idealistic nonsense because we know a person can't love or help the blacks in the ghettos, or the "poor white trash" in the mountains, or the dirty rotten Commies, or the stingy Jews, or you or me — because we just can't. There ain't no way. We got too many other things to do, too many places to go, and too many people to see to have to worry about anyone else.

But there are a few who understand that these are excuses, not reasons, just to keep from helping.

These few are trying to help and to love. Don't they know they're making fools of themselves? That's no kind of freedom, or is it?

I think I want to be a fool — with that freedom.

Who are the real fools, anyway?

The RANKIN FILE

BY BILL RANKIN

Well, I guess I asked for it. Thank you, Mrs. Tauscher, for giving it to me. At least now I know that there is someone else on campus that is opinionated.

In response to your response I would like to ask what comments you are responding to? I do not recollect implying that the faculty is "dictatorial" and I certainly didn't call anyone "adult." I referred to an attitude which I conjectured could be the result of unqualified students and/or a lack of motivation by the faculty. The fact that you, a faculty member, are motivating me to write this article disproves partially, at least, the latter assumption. The first, however, you failed to prove, in my opinion.

I would have to see a breakdown of your statistics before I could be convinced of any great educational accomplishments here. "Brevard enrolls many low risk students; yet an uncommonly high 90% of its graduates continue their education in four year schools where they do very well academically and socially. What per cent of the total enrollment graduates? How many of these are your "low risk" students? (an ambiguous title). How well do they do in what caliber four year schools? "If unqualified people are admitted, competent persons are graduated." Are these necessarily the same persons?

You assume that I consider Brevard to be a poor institution of learning indeed; and proceed to describe it somewhere between a "morass" and perfection. To me this seems a fair description. Brevard is between. It is mediocre.

This I find more potentially harmful to education than any "morass." I agree with you when you say that a hostile environment does not squelch intellectualism. But an apathetic environment, I would guess, does have an adverse effect. This is the state to which I was referring when I "sighed," perhaps no one cares. To elaborate: perhaps no one cares about truth unencumbered by convention; perhaps no one cares if they live in a state of semi-consciousness; perhaps no one cares about himself or his fellow human beings. And, if no one cares, is this not a perversion of Christian values?

Admittedly, it is easy to talk about problems. It is easy to use righteous cliches. It is not easy to convince people who are satisfied with the status quo that a problem does exist. It is even harder to find solutions to the problems. If our problem is a lack of intellectualism, then I submit that a possible solution might be to "unleash" the minds of the students. (not the "vacant minds" which you mentioned). Of course I don't know that this would work. Neither does anyone know that it would not since it hasn't been tried.

I am not advocating any great educational gamble. After all, you yourself said that the students here "know their needs." I also believe this in most cases. This is one reason that I advocate a suspension of the restrictions here.

I can not imagine anyone construing their needs to be a limitation on what they may think. I consider several rules and practices at Brevard as limitations upon thinking. I do not find it easy or even possible as you justify these rules on the grounds that behavior is also bad.

Simply stated, what I am for is the opportunity for anyone to think or believe anything. This, of course, is not a new ideal. But, it is still an ideal. I want it to become a reality. Perhaps I am being unrealistic in thinking that this can come about. (Probably a manifestation of my pseudo-intellectual, innate wisdom). But, until I become so "jaded" that I resent idealistic challenge this will remain my "hang up".

They're Human Too!

If you were up at Ross Hall Sunday afternoon about 3:00 you might have seen a strange sight. Mr. Hardin, our dignified business manager, along with Mr. Witek and Mr. Cort, slipping and sliding and sledding in the snow and enjoying it.

It really was a joy to me as a student to see members of our administration and faculty acting "more like children than children." It made me realize that although students, faculty, and administration may not always click very well, we are all just human beings, and all enjoy many of the same things, particularly playing in the snow.