

# Maroon And Gold

Dedicated to the best interest of Elon College and its students and faculty, the Maroon and Gold is published semi-monthly during the college year at Elon College, N.C. (Zip Code 27244), publication being in cooperation with the Journalism department.

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FRIDAY, OCTOBER 29, 1965

## CROWDED CAMPUSES

The recent ground-breaking for the new men's dormitory on the Elon campus is part of the answer of Elon to the crush of students which has been crowding the various colleges and universities of the nation in recent years, and indications are that other buildings will have to come here and elsewhere. This necessity for the future is reflected in an article which appeared in the news recently. That article, which gives interesting facts and figures, follows:

On a schedule as inexorable as the sun's rising, the college crush hit the nation's campuses this fall.

With rare exception, the campuses were not ready.

The final figures aren't yet in, but there are approximately 5.4 million college students enrolled this fall.

This is almost two million more than the 3.6 million students enrolled just five short years ago, and an 8 per cent increase over last fall.

The biggest burden has fallen on the public colleges and universities, which enroll about 65 per cent of all undergraduates.

For example, the University of Minnesota enrolled a freshman class of 9,614 last month. This is more than the combined freshman enrollment of 9,240 in all eight Ivy League schools — Yale, Harvard, Dartmouth, Brown, the University of Pennsylvania, Columbia, Cornell and Princeton.

To cope with the hordes of students, the public institutions have started classes in early morning and run them late into the night. They have taken over private homes as dormitories, and rented space in motels. They have squeezed three students into rooms designed for two, increased the use of classroom television and opened branch campuses.

And, tragically, they have shut the doors on thousands of qualified applicants for lack of space.

In New Jersey, 25,000 were turned away, some of them honor students and valedictorians. In North Carolina it was 5,000. The University of Illinois alone had to reject 7,000.

The college crush didn't just sneak up on the United States. Educators have seen it coming for years.

They saw it coming when the number of births jumped from 2.8 million in the 12 months ending June 30, 1946 to 3.9 million in the next year.

They saw it coming as the percentage of high school graduates going on to college zoomed upward. In 1939-40, only 14 per cent went on to college. In 1954-55 it was 29 per cent. In 1964-65 it was 43.2 per cent.

Although college enrollment will continue to climb, from this year's 5.4 million to 10 or 11 million by 1975, the crush may never again be as bad as it is now.

First, the birth rate leveled off after that 1947 peak. Second, the public institutions are laboring almost frantically to expand their facilities.

If you don't want your children to hear what you're saying, pretend you're talking to them.

Perhaps the reason the grass on the other side of the fence looks greener is that they take better care of it.



## a glorious feast

By RICHARD HUTCHENS

### DISPLACED AGGRESSION

Much has been said, and much more is yet to be said about the U. S. involvement in Viet Nam. Further analysis of this problem is left to the realm of history, however, for each side of the contemporary debate over this issue has become saturated with emotion and subjectivity. Speaking frankly, arguments for and against U. S. intervention have regressed to the point of being irrational.

Francis V. Drake, the military editor of "Reader's Digest," has written an article which appeared in the October issue entitled "Why Are We Fighting In Asia?" In this article Mr. Drake states that "Communists' conquest of South Viet Nam would almost certainly trigger the downfall of neighboring Thailand and Malaysia and yield control of the Straits of Malacca to the Reds, permitting them to seal off trade routes east, west and south. It would also put the Communists within easy reach of their next targets of expansion: Indonesia, Australia and Japan."

If Mr. Drake is correct in his conclusion, then our failure in Viet Nam is indeed an ominous prospect. Does it not seem a bit unrealistic, however, to assume that such nations as Japan, Indonesia or Australia would acquiesce meekly while the Reds proceeded to take over their most important trade route? India, which would be affected by the loss of the Straits of Malacca, has shown by her determined position in the Kashmir dispute what her reaction would be to such aggression.

Another important fact that is also overlooked by many present-day military theorists is that Viet Nam is one nation divided. The history and traditions of either the north or the south on that nation are not conducive to strong nationalist feeling or intense patriotism. This is not the case with such countries as Japan or India.

Inhabitants of such countries are of one nationality and have strong cultural bonds, even among different levels of caste and class. This "nationalist psychology" is what makes a nation an entity, and not arbitrarily drawn boundaries. A true nation, then, would be a much more difficult "target of expansion" than that "half-a-loaf" called South Viet Nam.

Just as irrational as the ideas shown above are those of many who are convinced that the U. S. should reverse its policy in Southeast Asia. The arguments for this point of view are not only fraught with emotion but also contain a tragically small amount of tangible suggestions as alternate propositions.

It is not that the idea of withdrawal is without an element of truth, but the sense of values evidenced by those who demonstrate for this idea that should be the object of concern. Taking an example of a recent series of anti-Viet Nam demonstrations, let us review those that occurred on the sixteenth and seventeenth days of October.

One theme that recurred time and again in those protests was that of atrocities committed toward Vietnamese women and children. In New York there was erected on the top of a number of cars a likeness of Uncle Sam around whose feet were several maimed Vietnamese children. No one would be foolish enough to deny American responsibility for the injury to and killing of non-combatants, but, again, important factors are being overlooked or ignored.

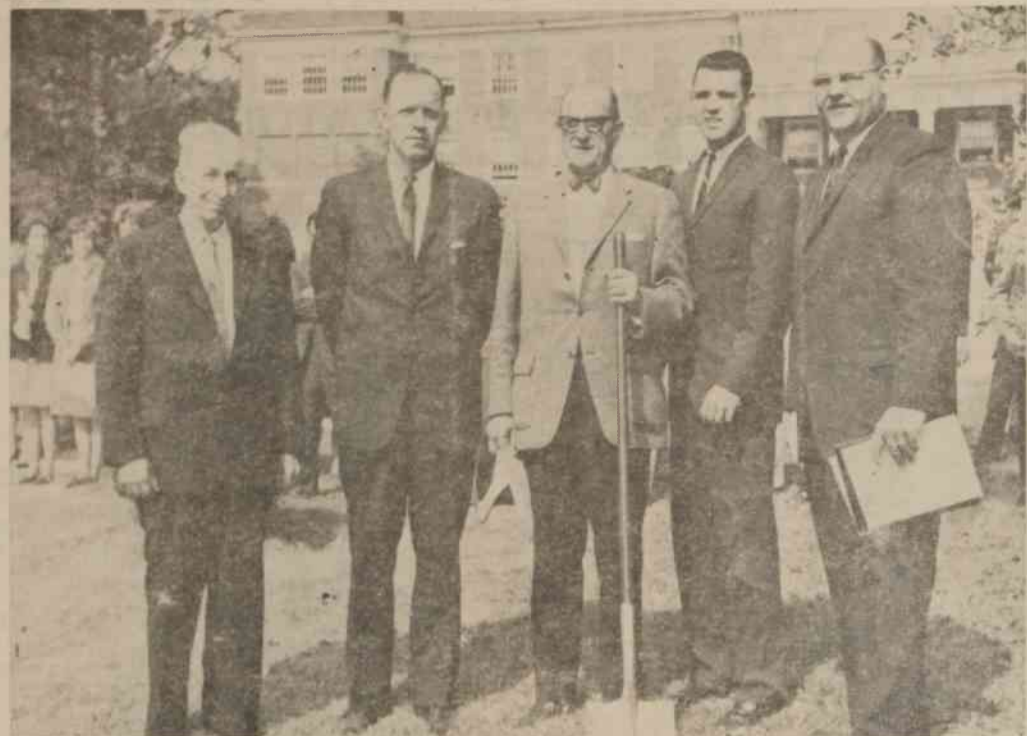
What of the atrocities committed toward the American fighting men? Perhaps it is assumed that since the American troops are composed mainly of paratroopers and marines, the bullets don't bother them as they would a Vietnamese child. Still more important are the atrocities committed by the Viet Cong prior to any form of U. S. intervention whatever. Where were the placards then? Who told the Viet Cong rather than the Yankees to go home?

Only the villagers of South Viet Nam who had the courage to tell the guerillas to go home, and they suffered dire consequences for their protests against the tactics of the enemies. Now, the villagers have assistance in their protests, yet herein lies the supreme irony: The picket lines that were practically non-existent when the South Vietnamese were alone in their struggle are now all over the world; not attacking the "National Liberation Front" but those troops that have arrived to assist the beleaguered villagers.

Stewart Alsop, writer of the Saturday Evening Post, has said that the anti-Viet Nam demonstrations have caused the politicians of North Viet Nam to labor under an illusion that the demonstrations represent a majority consensus. This illusion has created in North Viet Nam the feeling

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## LEADING FIGURES IN ELON GROUNDBREAKING



Playing leading roles in the ground breakin corner of Elon's new dormitory at the southeast corner of the campus above. Left to right, they are Dr. A. L. Hook, dean of the Elon fac the Elon Alumni Association; Thad Eare, of Hal Dr. George Bullard, of Mebane, president of the North Carolina's secretary of state and chairman of the Elon board of trustees; and Mike Wyngarden, Elon College president.



Among those who wielded the shovel in breaking ground for the new Elon Student Center on Wednesday, October 13th, were President J. E. Danieley, shown left above, and officers of the Elon Student Government. The SGA officers, left to right with Dr. Danieley, are Jerry Cameron, of Sanford, SGA president; Eileen Cobb, of Amherst, Va., SGA secretary; Ben Bayol, of Alexandria, Va., vice-president; and Kenneth Faw, of Hockessin, Del., treasurer. Other students from each state represented in the Elon student body also took part in the ground-breaking for the Student Center but are not pictured.



## A Sleeveless Errand

By WILLIAM BRADHAM

sadly disturbing. Today, we live in a "dog-eat-dog" society, in which only the immediate care and needs are concerned.

Let us put the situation on a broader only with that which helps our personal advancement; whether it be getting good grades without learning, or in later life the struggle to get ahead and crush one's competitor in order to make a few extra dollars and thus provide for a better life.

Here is the rule, for in this life-and-death struggle, are we creating a better life? Hardly! It is simply another step up the ladder of true misery under the guise of happiness.

This harsh competitive attitude of life remains on an immediate here-and-now level, whether it be man against man or nation against nation.

It remains the same struggle between two forces towards an unfulfilled goal. We see the world as a struggle and life as a fight, when it should be seen simply as an experience to be lived rather than to be enslaved. Life is ephemeral, too short to be lived in such an inviolate manner. Men must care, or eventually there will be nothing to care about.

Here is the crux of the situation: Man's apathetic attitude to life, his fellow man and the good there can be found. Furthermore, when opinions are voiced and people do take notice, it is generally in the form of criticism. People

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## a few blasts and bravos

By MIKE WYNGARDEN



### THE PROFESSOR

In the last issue, as you may recall, we were discussing matters concerning the Professor, and how in the scheme of things he is a very important person. And whereas the last column viewed the professional situation from the standpoint of a few important generalizations, this edition will attempt to pinpoint matters. That is, what specifically are the effects on a professor when he is denied academic freedom.

In the classroom the professor is nothing short of an enlightened despot. He has within his grasp the minds of a host of students, being able to shape them in the way he deems necessary and proper. The process of learning may well come from experiencing theories built upon previous theories.

Thus the thinking student may receive from the Professor delicious bits of information, which are the result of conscious study and clear thinking. I am not talking about the quotations from Shakespeare or Donne per se: rather about the interpretation of and the comment on those quotations, that little something extra which may not have to be noted but will always be remembered. In short, then, the student is stimulated by the desire of the Professor to teach and the Professor is stimulated by the desire of the student to think. It is a reciprocal relationship that is dualistic in its results. Indeed this learning situation is in this case ideal.

Nevertheless, this situation is set within the framework of a precarious equilibrium. Two or three shuffles may knock it asunder. The students could cut class, the Professor could lose desire, or, worse yet, he could quit his post.

Since the article deals with the Professor, we will neatly omit the first possibility. The Professor could lose desire because of encroachments upon his academic freedom. He could quit for the same reason.

Let us suppose that the Professor were required to give a test every three weeks, therefore causing him to follow a rigid schedule if he were to finish the outline of the course, a copy of which had to be submitted to the powers that be. There simply would be no time, then, to delve into the multiple meanings of a Shakespeare quotation, the mysteries of molecules, or the bewitching smile of Mona Lisa.

I do not mean to imply that all Professors are told what they must teach or the manner in which they teach. Rather, I am talking about the entire environment in which the Professor is situated: the environment of faculty-administration meetings, the relations between faculties and administrations, the brick wall of animosity created by provincial ways of thinking.

Should the Professor ever be challenged as to his methods of testing, as to his outline of procedure? Obviously not. After all, who knows better a field of specialization than the person teaching it? Surely one cannot comprehend an anthropologist telling an historian how many tests he must give.

Should there be committees constantly lurking behind the back of the Professor, headed by administrative officials who keep their "eyes on things?" And what about responsibilities? It seems that to the student the Professor must remain objective, well-prepared, and enthusiastic.

Towards his college or university the Professor's main responsibility is that of keeping clear the air of intellectual freedom, both in classes and in other places. He will not stand for having his ideas shunned, his methods of teaching endangered. Above all, he does not have to be tied down to a mountain of trivia, the effect of which requires him to sign a million-and-one different forms and telling him what he can or cannot wear to class. In a similar manner, the Professor should always be kept aware of what is happening with the policy makers. That is, the opinion of the Professor must be regarded before a policy is set in motion, and not after its initiation.

As was stated before, the competent Professor in America is difficult to find. Therefore, why endanger the position of the ones we do have? Why pester them so as to make them leave their posts? Why not just let them go, speaking with the students as they please? I think it makes sense.

Architects cover their mistakes with ivy, doctors with sod, and brides with mayonnaise.