

## The Ridgerunner

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### Our Letter Policy

Letters to the Editor and submissions for guest editorials should be left at the office of *The Ridgerunner* or put in the intracampus box in the Student Union Building. All submissions must be signed. *The Ridgerunner* will withhold names upon request.

We welcome both letters and longer more comprehensive articles of opinion from students, faculty, administration, and from any citizens of the community whose contribution is directed toward the educational interests of the college. All submissions should be typed and double-spaced. In order to be published in the next issue, all submissions must be in the office by the Wednesday before our Monday deadline.

## EDITORIAL . . . .

The Assemblies Committee, composed of both members of the student body and the faculty, was formed this fall for the purpose of planning high-quality all-campus assemblies.

When this committee was first proposed and newly initiated, the committee members were given highly optimistic reports as to what was expected of the committee and what the committee could expect, in terms of support, from the SGA and college administration.

Planning programs under what the members realized was a limited budget, the committee was faced with its first major setback when it was informed at the beginning of the second term that the unused funds allocated for its expenditures during the first term by the SGA reverted to the SGA treasury at the close of the term and could not be reclaimed in the second, third, or fourth terms. The committee had purposely kept expenditures at a minimum in order to save funds to bring a large-scale program to the campus in the spring. Being uninformed on the financial arrangements of the SGA put a serious curtailment on the committee's plans.

At their meeting on December 9, members of the committee heard two reports which could prove to be "the last blow." The first report informed the committee that the second term budget from the SGA had to be cut. The requisition for funds this term did not include an overhead beyond the planned expenditures.

If this wasn't enough to completely discourage the committee members, the report which followed did the job quite well. At the beginning of its existence, the Assemblies Committee was informed that all SGA funds set aside for assembly expense would be matched by the college administration. Now the committee has been informed that the administration cannot possibly meet this commitment. The amount of funds which can be put at the committee's disposal for the entire year is shockingly small.

It is entirely possible that the Assemblies Committee's hands have been tied. The programs for the remaining part of the school year may not meet the standards hoped for by the committee due to this shortage of funds. Nor will standards of high quality programs and performances ever be met under such conditions as those imposed on the committee this year.

This is the first attempt at such a committee on this campus and thus it is expected that it should confront unforeseen difficulties. However, if such a committee is expected to succeed or even to continue to exist in years to come, it is rather obvious that better arrangements will have to be established for maintaining such a committee. This committee has to plan on long-range terms. If funds are not allocated early, it becomes almost impossible to engage prominent speakers and popular groups who have their time scheduled far in advance. And if funds are withdrawn well into the year, and commitments have to be broken, this becomes not only a bad reflection on the committee, but on the entire Asheville-Biltmore College image.

Other small colleges have found ways to maintain a high-quality assembly program on their campus. If we cannot find a satisfactory way of maintaining a similar program, we should forget the whole idea. We can put this year down as a first attempt. But Asheville-Biltmore is striving to establish a first-rate college. In such a college, a third-rate committee performance, no matter for what reason, is defeating to the over-all purpose.

M. D.

## An Open Letter

... From The Cheerleaders

By SANDY MASTIN

This year's A-B basketball team needs support from the students, and the cheerleaders are but one facet of that support. The function of the cheerleaders is to represent the student body and lead the students in verbal support of the team . . . not to entertain! The time, energy, and enthusiasm spent by cheerleaders in preparation and fulfillment of these duties, is, however, gladly given. It is impossible, though, to expect them to continue to carry the burden alone.

The response of the student body so far seems to be in the form of ridicule and criticism. Sugges-

tions and constructive comments are appreciated if they are indicative of sincere interest. But the representation of students at the games by the rest of the students themselves has thus far not indicated this type of interest. It seems fitting to expect a lot, but it is also fitting to share the burden of support for the Bulldogs. At any rate, the cheerleaders will continue to try to lead cheers, but it somehow seems difficult to lead when no one follows.

Below is a list of the Asheville-Biltmore Cheerleader squad for 1965-66.

Sandy Mastin, Captain  
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## The Judicial Board

By LINDA LEE

The Judicial Board, a body of seven members from the three classes of Asheville-Biltmore College, is charged with the duty of "ruling on questions and problems arising under the Constitution and By-Laws, to Administer student discipline as regards SGA rules and regulations, and to hear and rule upon the protests of any individual students or organizations pertaining to their relationship with any facet of the SGA." This is what the Constitution declares are the responsibilities of the board. The President of SGA has the authority to appoint members with the approval of the Executive Council. As far as written duties and privileges, there are none beyond what is written in the constitution.

The very fact that no more is written in the Constitution, is both a good, and at the same time, a bad thing. It means that for the first few years, of which this is the second, nearly everything which the Judicial Board does and says is precedent. All eyes are upon the board, so to speak, and the job is not easy. People, especially the old-timers, are not used to having a judiciary body decide on traffic cases and disorderly conduct cases. Things, in the past, were overlooked with a grumble, since little student action, other than pure social pressure, could be taken. Now that cases are brought before the Board, there is room for justice for both the defendants and those protesting. The ideal, of course, is difficult, if not impossible, to obtain. Justice is always elusive and seldom found. For the first time in our history, however, there is a legal body delegated just for searching for that ideal.

There is much leeway as to procedures to be used during Board meetings, and last year, official rules of procedure were adopted. Since its beginning, an attempt has

been made to keep accurate and complete records of the meetings and decisions to be kept on file. Other than the official files of the Board, a copy of the minutes and decisions are given to the SGA Executive Council. Cases which deal with important matters are posted on the bulletin board of the student center lounge and explain the basic reasons for coming to such a decision. Where matters concern the administration, letters are sent to Dr. Highsmith and others, as well as the usual copies which are sent to the Executive Council. This may seem like unnecessary paper work, but it is felt that if there is any question on previous decisions, or if there is need for them in the years to come, there will not only be an official record, but other records as well.

Perhaps the most difficult thing for students to realize is that the Board exists for them. It is a body of their peers, who have accepted the duty of deciding things which no one else wants to decide. It is difficult to remember when any decision pleased more than half of the students, but on the other hand, those not pleased were either asking that such decisions be more lax or that they be more strict. If a middle ground is any indication of justice, the Board has not erred too far as yet. Let us hope that, when judging others, we are not overly anxious to cast that stone.

### NOTICE

An Alumni Committee has been organized here at Asheville-Biltmore College for the purposes of helping the college and graduates. The program is also required for accreditation. All interested students PLEASE contact George Bryan, Carol Carson or Mrs. Sanders.

After a definition, description and elaboration such as this, it would seem that no more words were necessary. On the contrary; many of you after reading thus far are probably thinking that the article is out of place, that you are not in secondary education but higher education and you wonder what this has to do with you. Just this: many of you who feel that this article no longer applies to you, are just recently out of secondary school and therefore are largely dependent on your high school program of general education for your success or failure in college, depending on what you learned in high school. Those of you who are more removed from the high school days, very likely would not be as far along as you are without the background a liberal education afforded you.

General education should not end where the college curriculum begins. A person is not at the height of his maturity at age seventeen or eighteen — when most people enter college; therefore he is not quite as capable of reasoning, deciding and rationalizing on a higher level as the more mature person is. The purpose of education is to prepare one to be able to meet the rigors of life. Since college for most people is the last phase of education in a person's life, this is the very last time when general education should be removed. The general education courses should be studied more intensely and delved into more deeply since college is, indeed, higher education. General education reaches its zenith in importance and value for later life when it is applied in the college curricu-

R. T. W.

... On Team Support

By the time this column is read much of what is said in it may be proven erroneous, but it might be worth repeating.

Slightly over a week ago this author had the privilege of witnessing the maturation of a ball team. In one night, the Asheville-Biltmore Bulldogs grew up. Against King College, in Bristol, and in a gymnasium that would do little justice to a junior high, the A-B players battled back from a fifteen point deficit to tie the game in the closing minutes and then go on to a twelve point lead in the overtime. There were six cheerleaders and two fans present (including your truly) who rooted for A-B. This kind of support is hardly overwhelming.

The really important thing though, is that the team never gave up! At times they were noticeably cold from the floor and were unable to buy a basket. But they kept trying! They were sloppy when it came to rebounding. But they ball-hawked after losing the ball! They were confronted with two referees who seemed to have lung cancer when it came to blowing a whistle. But they did not let this become an excuse for defeat! They were obviously tired from the trip to Bristol and Bill White was recovering from illness of only a few days before. But they forced themselves to move just that little bit faster when the chips were down! Even if the score had been different, the fact remains that the team became winners.

The question now is, "How can the support of this student body for the team be made to change the same way?" As the students of this college we should ask ourselves whether or not we are "winners" or losers when it comes to the matter of spirit. This writer believes this student community is a loser in this respect.

It seems a sad comment on a school with so much to look forward to academically, that it so far has given little indication of any thing to look forward to in support of campus functions outside of the classroom. It seems a sad comment that with a team with so much desire to win, the students have almost no desire in either direction. It seems also that A-B should be even more proud of their basketball players, than other colleges, because of the fact that the team members at A-B are not carried along in the classroom as is the practice of certain institutions not too far removed.

Some students at A-B decry the lack of traditions, but with a school so young there can be even greater rewards in starting the traditions that others will carry on later. This writer dares the students of Asheville-Biltmore to help in the establishment of a tradition begun in a little gymnasium in Bristol two Mondays ago.

Editor's Note: The initials R. T. W. that head this column are those of an associate editor of *The Ridgerunner*, but the opinions expressed are not necessarily those of the staff. Response both pro and con to anything said herein is encouraged and invited.)

lum. It is rare that a person is ready for specialized training at seventeen or eighteen; why not, then, give him the benefit of one, or even two years, to mature so that his specialization will be more meaningful both to himself and to his society?

Arnia Halldorson



Hard at work