

## Chapel or Assembly?

The following article appeared in *The News and Observer* a few weeks ago:

WINSTON-SALEM, (AP) A number of Wake Forest College students received letters from the dean's office last week saying that they had been assigned new chapel seats—on the front row.

The reason? They had been seen reading newspapers during the Tuesday and Thursday chapel programs.

Monday, the campus newspaper, *Old Gold and Black*, editorially criticized the action saying that the administration "placed itself in the position of the incompetent doctor who was unable to diagnose tuberculosis and gave his patient cough medicine—the college is treating a symptom and ignoring the disease."

The editorial said that reading newspapers during chapel has become a Wake Forest tradition—"A rude and discourteous one, certainly, but one which has become a habit with many students."

For several years students have complained about compulsory chapel, which the editorial says "often are not worth their time, and a newspaper barrier is erected such that even when a worthwhile speaker is presented they are hostile and unwilling to listen.

The editorial says that when a "decent" program cannot be scheduled chapel should not be conducted.

It is interesting to note that Wake Forest College students are experiencing the same thoughts about compulsory chapel attendance that one finds here at LC. We feel (and it is our belief that this thought is prevalent throughout the Campus) that if the Wednesday service is to be called "chapel", then it should consist of a *religious service*; however, it has occurred in the past (and undoubtedly will in the future) that the hour was devoted to nothing more than a boring business meeting, actually of interest to only a small minority!

It is no great compliment to the student body that newspapers and text books are seen flagrantly brandished before the speaker's face; it is, however, a valid, if silent, commentary on student opinion of a wasted hour. The student body may be compelled to attend chapel service—it cannot be compelled to derive benefit from it.

There have been several speakers of great interest who have delivered messages of worth. There have been a few who seemed totally unprepared and ill-at-ease who delivered long oratories of boredom. *One* unprepared speaker is capable of undermining the student's attitude toward the "Wednesday hour"—especially when there is already a hostile atmosphere created by the word "compulsory."

If the "Wednesday hour" is to be called "chapel," it should be devoted to an hour of worship. If it is to be devoted to a variety of topics, we suggest that it be dubbed "assembly".

MAR

## Time, Knowledge—Measured?

Recently there was a survey made of student opinion of library facilities here at LC. Among the questions raised in the survey was: "Have you at any time attempted to locate a book which was not in the Louisburg College Library?" The only comment we shall make on this question is also in the form of a query: Have you attempted at any recent time to locate *Masterplots* in the Louisburg College Library? Have you at any time attempted to locate Golding's *Lord of the Flies* or *The Inheritors* in the Louisburg College Library?

Another query on the survey was a gem: "Are the library hours adequate?" Are they? We noticed with chagrin that the "usual" hours were observed during the week of January 18 last. This presented a quite perplexing problem to the student who desired to study seriously during the weekend for his examinations! Having the library open on Sundays from 2:00-4:00 p.m. is ludicrous! Within two hours a student might achieve some gratification in the realm of research; or, he might find several interesting books to borrow; or, he might become engrossed in his work and be forced to leave at a crucial point! In any case, more than two hours are needed in which to gratify an impulse stimulated by a genuine desire for knowledge!

Shall we eagerly anticipate a change in policy by the library as a result of this survey?

MAR

COLUMNS welcomes the comments and contributions of its readers. If you desire to submit any article, short-story, poem, or letter, please address it to COLUMNS, Box 818, Louisburg College. Articles of this nature are not restricted solely to the college. Anyone who desires to submit articles and who lives in this general locality is urged to do so. All submitted material becomes the possession of COLUMNS, and the editor retains the right to accept or reject any article. All submitted material is subject to editing when necessary or advisable.

## COLUMNS

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## Speaks Out On Government

Basic to an understanding of American governmental institutions is an understanding of the political philosophers who preceded the formation of our nation. Our founding fathers read John Locke and Montesquieu, two of the leading political thinkers of the era.

From Locke came the idea that the people are sovereign and that no government should be established without the consent of the governed. Locke stated that all men are created equal and that all men are entitled to the natural rights of life, liberty, and property. If a government infringes upon these rights, the governed are justified in creating a new government.

Montesquieu contributed the idea of separation of governmental power into three branches—executive, judicial, and legislative. As a bulwark of liberty, the three branches of government check, balance, and discourage the centralization of political power.

Definitely any level of government within the United States must conform to the basic principles of the Declaration of Independence and the Constitution. These principles especially should be found in any student government, which is an educational political unit. At Louisburg, does the sovereign power reside with the governed? Do all students have equality and guarantee of liberty? Of course we realize that an assumption of responsibility is necessary for extension of freedom, but how can our students become mature citizens of our republic unless they are given the chance to exercise democratic principles? Our student body has voted to unite our

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Mike Warren and Larry Barefoot

With the semester break and the transfer of Ralph Hicks, the YDC lost its Vice-President. However, Grayson Walker has replaced him and has been very active in getting some of our ideas started. Plans for the banquet have almost been completed, and plans for other activities are in the making.

The time will soon be here when North Carolina elects another governor. L. Richard Preyer, Dan K. Moore, and I. Beverly Lake are among the outstanding Democratic candidates. One of these candidates who is planning to continue Sanford's education plans is L. Richardson Preyer. Preyer is following almost the same campaign plans as the other candidates, but he has added one. This is "Students for Preyer." Students for Preyer is the first statewide student organization to support a candidate for Governor of North Carolina. Preyer announced three outstanding students from N. C. colleges to direct his Students for Preyer campaign. The three named and their schools are these: Charles Shaffer, basketball and tennis star, UNC; John Bynum, student body president at North Carolina State; and Kitty Bernhardt, editor of the annual at Wake Forest College. We believe that Preyer will receive the overwhelming support of students all over North Carolina.

## • OPEN FORUM •

### LETTER TO THE EDITOR

#### Thanks and Introspection

I am deeply thankful for the pathetically sparse handful of students, our president, the four faculty members, and the one staff member who somehow found the time and energy to hear Dr. Bernard Boyd bring an inspirational message to our campus at a recent "Y" meeting. It was obvious to this minute gathering that they were privileged to hear the most inspiring and dynamic speaker to visit Louisburg College in many years. At the University of North Carolina hundreds of students each semester are fighting to register for Dr. Boyd's religion courses; in fact, the University had to build a special lecture hall to seat the hundreds who crowd into each of his classes. I deeply regret that it is not within my power to present the AC Building to the University, for they could surely utilize the empty seats created by our faculty, staff, and students. My sincere thanks to that handful among us who really seem to want programs and speakers of the highest quality. The majority, however, have clearly indicated the course of our future unless something drastic can be done, and in the light of such a shameful and embarrassing lack of support, it is time to pause and raise some serious and embarrassing questions. Where is our Christian leadership? A mere handful of faithful students and teachers will not be able to bear the entire cross of responsibility. Where are our faculty and staff members who should be taking an active part in the Christian life of Louisburg College? Where are our student leaders? Where is the leadership and direction that should be spurring our religious organization to activity? These and all similar questions can only be answered in terms of each person's personal dedication to the task of Christian higher education. Louisburg College has been here longer than any other Methodist college in the United States—over 175 years. We need to be reminded, however, that an astonishing number of church related colleges have closed their doors forever during the past fifty years. We are presently facing a challenge from the tax-supported community colleges that could seriously threaten our existence. It is impossible for us to compete with these colleges on a financial basis. Our survival depends on our ability to do a better job academically and our ability to create an atmosphere that bristles with the life blood of Christianity. If the present condition of this latter emphasis is indicative, we are on the threshold of disaster.

P.S. Unfortunately, our entire student body was not *required* to hear this dedicated man of God. He drove a hundred miles at the end of a long and tiring day to give *His* all for us (in spite of frequent pain from World War II wounds), but we could not even walk across the street for *Him*.

BOB BUTLER, Advisor  
YMCA-YWCA

### LETTER TO THE EDITOR:

I would like to go on record as one who recommends winning a certain war in Viet Nam that is currently being lost. What is the method of winning this controversial issue? May I suggest the Sixth or Seventh Army, a few squadrons of our heaviest bombers with non-nuclear bombs, of course, and a few hundred of our best fighter planes. This is the only way our side is going to beat these fanatical, throat-cutting, foxy, little men we call the communists.

Please let us face the issue, and honestly for once. We are losing this war as we have lost other wars, by adhering to those leaders of ours who are over-cautious, short-sighted, and foolish and who are saying that we will start a war if we get too involved. We are already in this war. American men and materials are being thrown away every day in a futile attempt to stop a flood by gently tossing a few pebbles into the current instead of hurling a mountain across the source. We gave the first helicopter, assigned the first officer as advisor, and we became a first party participant in that war, and mere semantics cannot alter or mask this fact. Everyone in the world seems to know this except we ourselves. Why play this little game, if not to WIN? If not, then let's get out altogether and stop deluding ourselves. We will need our resources soon enough!

W. A. Williamson

### LETTER TO THE EDITOR:

Have you been to the library lately and tried to read *MASTER PLOTS*? If you have not, it's too late. They have been locked up. The English Department of our school has requested that they be removed from our library shelves. At other schools these books are placed in reference rooms with other materials such as *The Interpreter's Bible*, *Reader's Encyclopedia*, *The Oxford Companion Series*, and other such books. These books contain the same type of material found in *MASTER PLOTS*, but our English Department failed to remove these.

Why must the whole student body suffer because a few students have misused *MASTER PLOTS*? Any college teacher should be able to tell whether a student has read the complete work or only a condensed version. Why didn't the English Department also try to stop our library from selling *The College Outline Series*? Many students have in the past used *MASTER PLOTS* as an excellent review for exams. Other students use them as reference to books they would like to read.

Why must knowledge be locked up? Will our *new* library have a vault in the basement for such books?

Charles Massey

is without precedent in the history of American education.

Ed. note—We agree with Mr. Massey. The locking up of knowledge