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## TRAIN FOR SERVICE

By PHILIP L. ELLIOTT

All over the country parents are lamenting the fact that their children do not know what they want to do in life. The children are confused also, because they do not know what vocation to prepare for. As a result the parents are not interested in sending their children to college, and the children are not interested in going until this all-important question is settled.

I suppose this is a legitimate worry. However the significance is not as great as the worry would indicate. As a matter of fact there may be more danger in knowing too early what you want to do than not. There are two primary dangers: One is too great specialization; and the other is selecting your vocation from economic and practical considerations instead of giving enough attention to what Emerson called "the calling in your character."

At this point is our great confusion. We confuse animal training with education. You can train a monkey, but you can't educate him. He learns what to do and how, but he can never understand what he does or its relation to the sum total of things. We confuse propaganda with education. Propaganda is teaching people to think what you want them to think. To educate a person means that you train him how to think to the end that he may be able to do his task not only skillfully, but justly and without prejudice or malice, irrespective of personal consequences.

The bait most often held out to waiting youth by advertisers and some schools is "If you will enroll for certain courses in residence or by mail you may one day sit in your boss's chair."

This utilitarianism has led us into our craze for specialization. These words from Emerson are very applicable here. "The state of our society is one in which the members have suffered amputation from the trunk, and strut about, so many walking monsters—a good finger, a neck, a stomach, an elbow, but never a man." Add to this Mulcaiter's and Montaigne's admonition: "It is not a mind, it is not a body we erect, but it is a man, and we must not make two parts of him."

In other words in the choice of our vocation we may be so busy becoming doctors, lawyers, preachers, and farmers, that we overlook the Man who practices medicine, law, or preaches, or farms.

Again the craze for specialization may lead us to try to take shortcuts. There are no shortcuts to real scholarship and greatness. It is individual transformation and dislikes being forced.

"Wisdom was never learned at any knees,

Be those knees a father's and that father a king."

No, "Wisdom comes up slowly like the dawn over an unknown ocean."

A great man remarked to me recently, "A man's evaluation of his profession is manifested by the extent to which he will go to prepare for it."

The foundation of general and cultural education is vital to the quality of the vocational superstructure you build on it.

## AIR FORCE CAREER

On April 26th, an Air Force Aviation Cadet Selection Team was at Gardner-Webb. They counseled the students on Air Force opportunities, training, and requirements. They gave assistance to any students interested in planning their military service or career in the U. S. Air Force.

Capt. Robert E. Coates, the team president, advised that one of the best opportunities open in the Air Force today is the Aviation Cadet training program. For those who are interested in Aviation and in being an officer and leader in the U. S. Air Force, the Cadet program is the traditional source of Air Force leadership.

To apply you must be 19 to 26½ years old, single and a high school graduate.

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## SOMETHING TO NOTE

Waterville, Me.—(I. P.)—A new approach to the perennial problem of freshman adjustment was recently tackled at Colby College with the help of Professor Theodore M. Green of Yale University. Dr. Greene, a philosophy professor, deplored the "typical freshman indoctrination" to college in an address here last spring and suggested at that time a Freshman Convocation.

"We fail to use imagination to get inside the minds of the newly arrived freshman," he charged. "We tend either to lecture at them or to shake their hands and pump them full of ice cream. There ought to be a time for the beginning of the kind of mature conversation which . . . four years of college ought to mean."

The Convocation, held last month, in Dr. Greene's words was "to give the freshman an opportunity to find himself as an individual and, in so doing, to adjust himself and accept the responsibilities of college life." In his three-day visit, Dr. Greene addressed an All-College assembly, spoke informally at classes, before fraternities, conducted Chapel and was featured in the Freshman Convocation meeting and panel discussion.