

WHY TAKE A BUSINESS COURSE

By EUGENE VOSECKY

Four potential Gardner-Webb Bulldogs were discussing registration plans in the Gardner lounge.

"I'm registering for a Business Course," said Bill Smith. "You see, there's so much business going on all around that just knowing what's behind it would be an education. 'Economic Literacy' my dad called it. It's understanding our present business set-up."

"It's Liberal Arts for me," said Lloyd, "no specialization for this lad."

"Business education here at Gardner-Webb isn't the over-specialization you seem to be inferring, Lloyd," cut in Betty. "I'm registered in a Secretarial Course and I'm in some Liberal Arts courses, too. I have Bible, English, history, and speech. Don't forget what that personnel man said at our high school Career Day! Enough general education to speak and write—he said communicate—effectively and appreciate our culture and some training to help us become economically self-sufficient. The secretarial course provided vocational training and general education. You've got to have both."

"Ed—that's my brother—" began Jean, "showed me how I needed to know accounting, some finance, and a little business law just to fit into his furniture store. He told me how complex our economic system is; how each business firm or business transaction is related to others in making up the whole of American business. It's the Accounting Course for me, I imagine. He's a potential secretary-bookkeeper learning all that."

"It takes a good deal more than typewriting to hold a job in an office," added Betty.

"Since I'll be working for a living, all of my life I want to know my way around in this business world," put in Bill. "It doesn't take much more effort to go first-class."

"No reason why I can't take a couple of business courses for electives, to sort of round out my education," replied Lloyd. "With a combination of social and economic implications emphasized, my stay at Gardner-Webb should prove valuable."

WHY BE A BIBLE TEACHER

By STEPHEN MORRISSETT

Don't be a Bible teacher if you can help it.

In the first place, the preparation is long and difficult. You will have to learn Greek and Hebrew—two very stubborn languages. You will have to study a supernatural book which cannot be comprehended by ordinary intelligence. In the second place, your students will always be looking to see if you do what you tell them to do. A Bible teacher's job deals with personal life rather than mere head knowledge. To cap the climax, the One who wrote the Text-book has said that He will judge a Bible teacher more severely than anyone else, for the teacher is in a position to know His will better than the students. So you see the Bible teacher, because of his preparation, his text-book, and his responsibility, has two strikes against him before he starts.

But, if you can't help becoming a Bible teacher, if there is in you such an overpowering, compelling desire to teach the Word of God to others, that you cannot resist it, then you will find that there is no other subject in which your preparation will be so delightful and fruitful. A true study of the Bible is in itself a liberal education and the highest culture. You will have an unique entrance to the hearts and affections of your students, for your subject is of universal and eternal interest. You will receive a reward which is above all other riches, for you will be introducing thousands to Jesus and teaching them how to live "the life of the ages." Best of all, you will not have to depend upon yourself, for there will be the Master Teacher, Himself, applying your words in a special way, erasing your mistakes, and actually doing the job for which you get paid and receive the reward.

TEACHING — A REAL OPPORTUNITY

By F. B. DEDMOND

Many years ago John Adams said, "The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it." This the people have done; but there is one situation, which keeps this democratic educational ideal from being the glorious ideal that it might be. I have reference to the nation-wide shortage of competent, dedicated teachers in the schools of the people—the public schools.

Teaching is a real opportunity for a dedicated person, a person who wants to make a real contribution to his day and the future. The teacher is a bearer of the culture of a people, inculcating in those he teaches worthier tastes, finer attitudes, nobler manners and a philosophy of life. He is a trainer of the intellects of the young, giving them the material of thought and encouraging them to acquire the ability and habit of thinking. He seeks to develop in his students a love for knowledge which will make them students for life. He makes a contribution to the preservation of democracy. Woodrow Wilson said, "Without popular education no government which rests on popular action can long endure; the people must be schooled in the knowledge and if possible in the virtues upon which the maintenance and success of free institutions depend."

If one wants recognition or remuneration, he had better look elsewhere; but if he wishes to give himself to a cause that is in need of him, if it's service he's looking for, if he believes in the democratic educational ideal, then teaching is for him a real opportunity.

SCIENCE IN OUR DAY

By PAUL STACY

I take it that it is the job of the educational process to train and develop the entire personality including the mental, social, physical, and spiritual being. Thus, then, so called pure science has found its place in the curriculum of our colleges and universities along with the arts and humanities. Science, in the pure sense, is an organized body of proven knowledge relative to specific subjects. The scientific method infers that all the faculties of observation be used, that all known experiments be utilized, and that no conclusion be made until all the facts are in. In other words, science is after the true solution to any unanswered problem.

Science has sought the truth about man, mass and matter, and this universe; the great laws of nature which are a part of the Godhead have been studied and a portion of them revealed to man. An analysis of natural law and matter has enabled our day to witness the industrial revolution and the mass production line; to give mankind every conceivable gadget for making a more fruitful life. Such common names as automobiles, refrigerators, television sets, H-bombs are products of science and are not, in themselves, bad, but only bad in the hands of sinful men.

Must science now say? "It is Christ or Chaos!" The spirit of science, which is the spirit of truth, is a way of life. Mankind must realize—and early—that common sense and religion are necessary to the proper use of the instruments and products of science. It only proves that in the true light science and religion are not direct opposites; it rather states that they are both handmaidens in the educational process which is to improve and develop the lot of mankind.

The spirit of truth in nature, the spirit of research, in this a troubled world, should challenge all the faculties and capacities of our youth today. Such subjects as mathematics, chemistry, biology and physics are but a few of the pure sciences, but are, I think, necessary subjects in the light of education, because they lead young men and women to a host of vocations, to nature study, science teachers, research scientists, the professions, defense projects, and to a way of life in any job.