

IS THE CHAPEL PERIOD WORTHWHILE??

When asked their opinion of the Chapel programs, students, without exception, voiced the need for variety in the programs. The students recognize the difficulty of always obtaining an outside speaker. They therefore suggest that more student participation be allowed in the future. However, the students know full well that there are interesting and qualified speakers available if they are employed. It is no wonder that the Chapel period is used as a "brush-up" time for the eleven o'clock classes. Students almost know, instinctively, the nature of the Chapel program. Just as there is a need for programs of a religious nature, there is also a great demand for programs of an entertaining, educational, and even purely recreational nature. Since students are allowed three free Chapel cuts, they feel it would be to their advantage to have the Chapel programs posted a week in so in advance, thus eliminating hearing the same program more than once. The students questioned realized the time problem. However, they do not feel it would be worthwhile to lengthen the Chapel period unless the programs are in some way improved. Allowing for several outstanding Chapel programs and taking into consideration the students' three free cuts, it has been estimated that G.W. students waste more than twenty thousand hours a year. Is there no constructive way in which these countless hours can be used??

BACKWARD LOOK AT FOCUS WEEK

Many students seemed to be disappointed in the Religious Focus Week held on campus in April. After giving the entire program some careful thought, the students decided on several basic reasons for their disappointment. Many felt that there should have been one main speaker who could have remained in campus throughout the entire week. If there were to have been several speakers and seminar leaders, they should have been introduced in Chapel so that the students might know who they were and what topic they would be discussing. The students felt that the guests should have been invited into the classrooms where they could have gotten better acquainted with both the professors and students. Some students felt that the Focus Week was held at an inconvenient time. It seemed to conflict with the preparation of term papers and with the Student Fund Raising Campaign. Several students voiced their disappointment in learning that the seminar topics had been completed at the last moment.

In spite of all the complaints, there were a number of students who attended the seminars, made it a point to meet the speakers, and who, through personal participation, received some worthwhile and profitable help.

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can. Then the frolicking began. Various dances, each depicting folklore of other countries, were presented. An English Folk dance, a French folk dance, the Highland Fling, a Chinese Dance, the Mexican Hat Dance, and the Margole Dance all together actually did give an impression of a world wide trip. All these events were duly announced by Morris Logan, the captain of the S.S. May Queen.

But... the real show stealers were the four children, the Train Bearers, the Flower Girl, Chris Washburn, and the Crown Bearer, Jonathan Elliott. CeCe fell from the queen's platform to the amusement of everyone including CeCe. Finally as the Receptional started, everyone stood up, that is everyone except young Master Roberts, who seemed glued to the spot.

Despite, a few difficulties, Gardner-Webb's May Day was a great success as alumni and visitors, who flocked to the campus for the event, all agreed at the reception following the festivities.

EDITOR ELECT PROMISES BETTER PILOT, 1960 - 61

The 1959-1960 Pilot staff is to be commended for the splendid issues which have appeared this year. We understand that The Pilot has made great progress under Miss Roper's editorship. However, the 1960-61 staff feels that even yet The Pilot can be improved. The staff for next year pledges itself to produce the best school newspaper possible.

Linda Sharpe
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PILOT SAYS BON VOYAGE TO GRADUATES

The Pilot staff wishes each graduate the very best of all life has to offer. To those who go on to other colleges, we express our hope that yours will be academically successful and happy years wherever you are. To those of you who will complete your formal education at Gardner-Webb, we hope life will be rewarding and full wherever you go and in whatever you do.

Bin Voyage!

FAREWELL

O mighty fortress at the foot of the hill
When my departure comes I will remember you still
All the times I trampled upon your sod
To bring glorification to my God
On winter days, winds that cut
And heart and mind embedded in rut.
O yes! Mighty One, I won't forget
To you I owe an invisible debt.

The thoughts of old Joe

And of how little I really know.
How his simple words of cheer
Seemed to make everything clear.
A greater friend I will never find
Then this beloved one I am leaving behind.
God bless this one of you know
And make me just like good old Joe.

Allan, I'll remember a thought your way,
In payment of your debt to me each day.
Even on occasions when we stood apart.
Your pay will come still from the heart.
It isn't easy to make the past live again
Unless, one like you, can teach its plain.
My hope is that I may have another
When in history I study further.

Ah yes, I journeyed through the English era
With his much understanding, she couldn't have been dearer.
A lesson for the teacher I must give.
Heart-felt thanks to Miss Copeland as I live
With a grateful memory of that first year
To her, who was clever, kind, and dear.
We need more of one such as she.
Because it took a lot to teach one like me.

The noise of the typing room
Mrs. Logan's cheeks all abloom
A friendly smile that captured one so
That made the subject simple, no
I won't forget your personality
And I hope that you won't forget me.
Farewell to you of dual charm
When I took your course, I meant no harm.

The memory of the quiet bird
Who chose to be seen rather than heard
The one in charge of religious ed
Used not his tongue, but his head.
My, what a wonderful approach
He the player and God the coach
Lawson Allen, one who teaches
And one who practices what he preaches.

My heart will miss the joy of each day
I spent with Miss Jones the only way
In truth, in soundness, and in light
Surely God honors those who do right.
If I could only tell to you in speech
The importance of what you teach.
Has meant to me and mine
Would matter not if it did not rhyme.

The hard days will never vanish
Of the going hours I spent in Spanish.
Mrs. Pollock, I salute you in dignity.
You killed my pride with my first D.
Stand steadfast and push them slow
To learn the language, hard tis so.
Good luck to you and everything,
I'll think of you if ever in Spain.

Francis B. as you can plainly see
You taught me to appreciate poetry.
Now tis your fault you find
To have to read some of mine.
My curse to you in life
Is that you will find a wife.
And every fourth year the students will see
Some other one beside Francis B.

The Dean of them all I will agree
My choice of subjects is history.
Of president's part he has a wit
Which he rubbed off on them a bit.
Dean Terrell, continue thy way
Cracking nifty jokes every day.

Some of you who read this column are going to be graduated in about ten days. You'll be alumni with an Alma Mater. You're going to be telling people that you are a graduate of Gardner-Webb College, and on that score this columnist wishes to offer you his congratulations. But it may be good before you leave these halls to take another look at yourself as a student and your college as an institution of higher learning.

Unless you have learned to think more deeply and realistically, unless you have sharpened your intellectual and rational tools, unless you imaginatively and intellectually can go beneath the surface where principles are seen in operation, unless you have cultivated a real interest in many phases and areas of human learning, unless you have been able to have some little degree of mastery in one or two of these areas, you have little right to consider yourself a student, for Gardner-Webb has not done for you what it principally was designed to do.

Gardner-Webb does not find its reason for existence in the mere conveyance of knowledge. Its justification is that it preserves the connection between knowledge and the zest of life, by uniting teachers and students in the cooperative adventure of deep learning and intellectual maturing. Learning can be a true intellectual adventure for minds stirred and being hungry for more to be thought. Colleges have trained the intellectual pioneers of our civilization; colleges have been the homes of those ideals which lead men to confront the confusion of our times. But the ideals and the learning a true college should be concerned with can only be communicated by a faculty

—a group of scholars—who are dedicated to the ideals and committed to the proposition that the full development of minds into fully trained rational instruments is a rewarding and satisfying adventure which demands a total dedication for its achievement. Did you find your college and its faculty engaged in this noble effort?

It is the function of a teacher to, as Whitelie said, "evoke into life wisdom and beauty which, apart from his magic, would remain lost in the past." The faculty should be a band of scholars, stimulating one another as well as stimulating their students. The whole point of a college is to bring its students under the intellectual influence of a group of imaginative scholars to the end that the student will be stimulated and guided in their own intellectual growth. Did you find Gardner-Webb's faculty so occupied?

Let us hope you can go from this place being able truly to call yourself a student and being able to say that your college is a real college with a real faculty engaged in the real task any good college should be engaged in.

Slettur ad astra.

Students Successful in Fund Raising Campaign

The results of the Student Campaign reveal the true spirit of the student body of 1959-60, who gave willingly to the development program of our college. The steering committee are proud to give the following report of total solicitations for each of the six divisions:

Decker Hall	\$3,075
Stroup Dormitory	1,700
HAPPY Dormitory	1,245
Cleveland County	1,249
Rutherford County	542
Gaston and other Counties	390

TOTAL \$8,292

Congratulations to Walter Stinard, who obtained the highest number of individual solicitations, and to Decker Hall for the highest number of division solicitations. Their hard work is deeply appreciated. The committee would like to thank each person who worked with the campaign and each person who made a pledge. All had a part in making the campaign a great success.