

## Campus Code Questioned

Building "quality Christian students who think for themselves" is the stated purpose of Gardner-Webb College. Students are urged to think and reason in classroom situations but are not allowed to think for themselves outside of their classes. The most controversial example concerns "hair" and the campus code. Male students are told at what length to keep their hair. Is the whole matter of hair so important that students should go before the student court? Is hair length coherent to the development of quality students?

Any college is defeating itself when it restricts its students on trivial matters. The most important consideration is to develop well-rounded students. Hair length really is incidental but the restriction effected campus life and actually hindered the student. Students should be able to think for themselves not only in classroom but in the application of book learning and common sense to all life situations. Students can grow if they are not to be a thinking individual one time and an obeying silent puppet the next time.

S.A.H.

## Pilot Tribute

The PILOT staff has many people to thank this year for their cooperation and assistance in the printing of the paper. It hasn't been easy trying to state the facts clearly or even finding the facts. It also hasn't been easy representing the students and being the voice of G.W. if this was at all accomplished. But to a long "hard luck story" short, we tried.

We only want to put credit where credit is due. And indeed we owe much to our "silent" staff member and able advisor, Mr. Bill Boyd. Mr. Boyd has been quite a busy man this year, as he has been Public Relations Director, Sports Information Director, campaign helper, and last but not least PILOT and ANCHOR, about four jobs in one. Mr. Boyd has been much help to us, because he gave us help when he thought we needed it, but only gave us advice when it was asked for. We respect him most because he treated us as mature adults, able to make big decisions for ourselves. He never checked on us or looked over our shoulders. He expected us to do the job and let us with it. This is not to say he didn't help us, because we went to him many times for advice, always knowing he would tell us just what he thought, on the level. But the final say on what to print in this newspaper was left up to the staff alone. He truly taught us how to be "quality Christian students who should think for themselves."

For his guidance, trust, assurance, and friendship, we thank Mr. Boyd.

—THE PILOT staff

## GRADUATION SPEAKERS

Graduation is, needless to say, an important time in the life of a student. It is the beginning of a career, where a student stands on the threshold of life, so to speak. Society has recognized the importance of this and the importance of a religious aspect in this time of life. Therefore, a time is set aside for a religious message at graduation—a Baccalaureate sermon. Gardner-Webb has observed this in years past and this year graduates are to hear Rev. Ernest C. Upchurch at Baccalaureate. This is well and good, for a Baccalaureate has its place in graduation exercises.

But this year students are to hear a minister in the graduation commencement exercises as well as Baccalaureate. There are other aspects of life, such as politics, social problems, etc., which should

be included in a graduation speech given in the list of speakers in an area. Even though this is a Baptist college we still need speakers other than a minister at commencement, for example, a senator.

This incidence points up the need of a committee composed of administration, faculty, and students to select a graduation speaker that is well known and influential, who the students know, and who are not the major concern of the graduates, they are an important part in a day that will be long remembered.

It is hoped that in the future we can have a well known speaker, who the students know, selected by more than one person. Work on next year's exercises should begin now.

K. A. D.

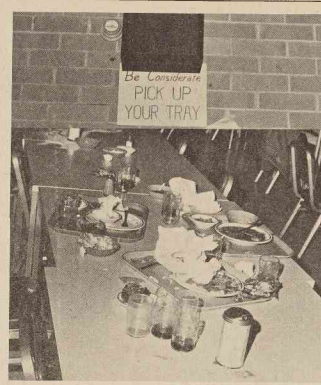
## The Pilot

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## Senate Absentees

April 11, 1972  
 Bob Decker  
 Tom King  
 Terry Knight

Sam Madison  
 Brad McBride  
 Judy Smith

Call Meeting: April 17, 1972  
 Jim Aaron  
 Dick Brown  
 Daryl Cordy

Joe Bennet  
 Brad McBride  
 Judy Smith

Hal Davis  
 Tom King  
 Terry Knight

Bob Thomas  
 Ed Warren

## In My Opinion . . .

our campus because of the clothes they wear?

One of the objectives of Gardner-Webb College is to maintain a Christian atmosphere. Notice I said "maintain." You do not build "anything through mandate. Compulsory chapel attendance has succeeded in destroying the receptiveness of mind of a large number of students who, otherwise might have benefited from the chapel programs and speakers.

Why is chapel mandatory? Does a full house of unwilling attenders gladden the hearts of the Christians there? Does it really fool some people? Or does it merely placate? Some drastic reworking of thinking is in order. Compulsory exposure to something does not lead to believers. This is a psychological truth known to many but which escapes the "powers that be" at this college.

If I said, this game has two teams of players. The students remain. The student's game plan consists of at least two major plays one, never take the tree student seriously, and two, a total disregard for college property.

There is among many students the idea that they are truly interested in a course for what he can learn and not for the hours of credit it will give him, then he is a little weird. Weird because he thinks.

In her book *Atlas Shrugged*, Ayn Rand, gives a succinct description of non-thinking this way: "Thinking is man's only basic virtue, from which all the others proceed. And his basic vice, the source of all his evils, is that nameless act which all of us practice, but struggle never to admit: the act of blanking out, the willful suspension of one's consciousness, the refusal to think—not to know, but the refusal to see, not

## For What It's Worth

\$8,000 has been spent in building new sidewalks around campus. Now they use the walks and save the flowers and lawn.

Workers on campus are trying to beautify the area and it is discouraging when people trample over the planted flowers. Mrs. Morehead, campus gardener, has been working for four years at Gardner-Webb planning annual flowers, pruning, spraying, and planting the flower beds. She is working to beautify the campus and as she says, "I plant my buds and wait a whole year for them to bloom and then someone picks them all."

Let's give the flowers a chance. Flower children, appreciate the flowers, but leave them for everyone to enjoy. Most important of all let's try to use the walks and not trample through the flower beds killing the flowers and making paths in the lawn.

It is the act of unfocusing your mind and inducing an inner fog to deny the responsibility of judgment.

Why is it so bad to think? Is the mind something to be ashamed of?

Play number two goes from the intellectual to the physical plan. When the tree is that if you can't do anything else, you can always destroy something. Witness the wrecking of the chairs and tables in the CID snack bar. That is one of the nicest places we have and yet students—a small proportion—are tearing it apart. It is hard to find a table that doesn't rock, a chair that isn't broken. The carpet is full of cigarette butts, even though there are ash trays and plenty of half filled cups in arm's reach, to place the butts in.

Take a close look at your lounge. Replaced destroyed furniture and carpet doesn't do a thing to help the tree down. Peer influence can work for or against you. You can refuse to be victims to the child's and both teams join in a happens endeavor to find that your classmates.

Shame is an effective deterrent with children — perhaps it is in order here.

Students—0, Administration—0. The end of the game approaches. Nothing until both teams join in a happens endeavor to find that

Shame. Students and faculty alike must define their objectives, realize their values, and live their principles. Priorities must be set and no pseudo-obstacles allowed to interfere with their attainment.

A game between students and administration never has a winner and a loser. Both teams win or both teams lose. In a winning game, both teams have the playing field and in a losing game,

—Gary Boyles, 172