

Maroon and Gold

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FOR AN IMPROVED ELON

Since the last issue of the Maroon and Gold, in which we questioned the possibility of changing the present form of Student Government, we have received an article from Dwight Gentry in which he gives an analysis of the difficulties resulting from our present system. Although his views have not always been the same as ours, we have always respected his opinions and admired the sincerity and honesty of them. His opinions are furthermore worth considering since they come from a person who says not what he thinks the other person wants him to say but what he really believes. His article should also be read and considered seriously since he is in a position as president of the Senate to judge at first-hand the effectiveness of our Student Government.

As we read over his article it became apparent that there are going to have to be a great many changes made before we will ever have a truly successful Student Government. One change that will have to be made is in the students' attitude toward the Senate and toward the Administration and also their sense of duty or rightness. Too many students now have the idea that even if a person is guilty they should not tell the truth and convict them. Rather they believe they should live up to the code that it is better to shield a guilty person than to tell the truth and benefit the entire group. This is probably a carry-over from the movies which used to depict the innocent person willing to suffer punishment for the guilty rather than to be labeled a "stool-pigeon" by the gang. It is going to mean that we will have to think that to tell the truth when judgment is to be passed by the Senate is the ideal to be followed. Or else it will have to mean every one taking an oath who faces the Senate or some sentence for any person guilty of perjury.

If a change in the form of Student Government is what is needed, every student should start thinking now how best we can make the change and what system would be most workable. Whether it means a change in the Senate, or a change in the types of offices, or even scrapping of the present constitution and the drawing up of an entirely new one, no matter what, it should be thought about by all students.

We disagree with Gentry when he suggests that "due to their superior knowledge and experience, final authority should be left to the Administration." This would be just like tying the same can to the Senate which is now one of their difficulties. There should be no reservations like this. We believe that the Administration should have a share in the government, naturally, but that their share should be as partners in the Student Government who would help make decisions with the students, decisions which would be final.

We would like to see a Senate made up of a few faculty members, the Dean of Men, and several students. This way the faculty members could best make use of their superior knowledge as advisors and would also lend more prestige to the Senate. There should be a majority of students on this Senate, each person should have only one vote, and all should be elected by the student body, no appointees. This group should have full authority to pass judgment on all students. All cases should be tried before this group. There should not be the granting of the right to try by their court to the Senate. In the past we have heard of cases which affected so called "privileged groups" not being tried by the Senate. Some were tried by the Administrative Committee, and others were dropped completely. Instances such as these have probably helped create the feeling of distrust and lack of confidence which now exists between students and the Administration.

Probably the worst implication from Gentry's letter and perhaps one of the truest statements is his assertion that students feel they are sticking their necks out if they give an honest opinion which is in opposition to that of the faculty or a member of the Administration.

HUMAN DRAMA DEPARTMENT:

Scene: Ladies Hall Room 11
Time: 11:00 Friday night
One girl: "Gosh, I'd like to go home"
Second girl: "I wish the place would catch on fire so I could go home"
A shout is heard (Maude, of course) "Betty's room is on fire"
Scuffle, Scuffle
"Where's my money?" "Water" "Shut up and stop acting like a kid"
Creel grabs extinguisher upstairs and shoots Peg in the face. Peg grabs the extinguisher and pours it in the sink. The fire still rages
"It's out!"
"Well, I've got 15c to last till Saturday a week," cheerfully shouts Estelle as she rummages in the ashes
Bull sessions and more bull sessions, coughing and yelling at (11:30 at that.)
Moral: You can pine for your flame back home but never wish for one at Elon!!

HE'S STILL NOT GALE!

In snooping around there are certain things about a few of Elon's eligibles that we've noticed, and we have wondered if a composite of all of the good characteristics would not make a perfect man — Any perfect man would have: Charlie Donato's eyes; Causey's chest expansion; Jack Boone's physique; "Waddy" Saecker's sense of humor; Dr. Dickinson's laugh; Bill Claytor's wit; Charlie Parker's innocence; Lentz's ability to dance (excuse us we mean party); Ray Cessna's ability to eat; Goldblum's brass; Lody Glenn's good nature; Jimmy McDade's sense of economy; Elon Collegiate's musical ability; Moses Crutchfield's ability to keep away from the women; Elliot Schmidt's ability to keep his distance; Yonkoski's mouth; John Henry's feet; Dr. Collin's broadmindedness; Gentry's self-respect; Warren Burn's car; Hub Law's promptness; Adomaitis' indifference; Dean Messick's voice; Johnny Zurilis' smile; Pollard's ability to sleep; and Wingard's clothes.

AND SHE'S NOT GRABLE

Now we have the perfect (?) man but what good would he be without the perfect woman — any perfect woman would have to live up to the following qualifications: hair and eyes as Mary Mendenhall; Marjorie Copeland's figure; a sense of humor like Dean Oxford's; June Murphy's laugh; Amerith Nichol's wit; innocence as Armstrong; Margaret Carrol's ability to dance (excuse us again — party) clothes with style as Gurley's and Muir's; Edna Barrier's good nature; sense of economy like Shirley Powell's; Fern's and Peggy's musical ability; Lila Budd's mouth; Claytor's ability to keep away from the men; Dot Edward's dainty feet; broadminded as Betty Hoyt; Christine Eave's self-respect; Marcella's promptness; Peg Galloway's indifference; Sally Avery's voice; a smile as Lillian White's; McDade's alking ability; Schwob's sleeping ability; Lib Armfield's RING.

LIBRARY NEWS

By Mary Claytor

The library has recently received a five-volume "Dictionary of American History". It is most valuable to American history as well as American literature-presenting background material for early American Literature.

Another recent addition to the library is Carl Van Doren's "The American Novel — 1789-1939". Here is a full account of novels and public taste in fiction in the United States from colonial days to the present era of today, showing also the general conditions of life and opinion in their relation to the development of the novel. Mr. Van Doren discusses not only particular books, but also the writers and the reasons why they wrote their books. His friendship with many of the contemporary authors makes his discussion of their work particularly vital.

From the greatest novelists of our past—Cooper, Hawthorne, Mark Twain, Howells, Henry James — Mr. Van Doren goes on to consider purely popular fiction: dime novels, rococo romances, and curiosas.

William Faulkner, Edith Wharton, Willa Cather, Sinclair Lewis, Robert Herrick, Upton Sinclair, James Branch Cabell, and F. Scott Fitzgerald have been included in this new edition; there are also notable sections on Theodore Dreiser, Elinor Wylie, and Thomas Wolfe.

The earlier edition of "The American Novel" was enthusiastically received for its popular interest as well as being highly praised by scholars. Entirely rewritten and almost doubled in length, this book is both a discriminating appreciation of our past and splendid interpretation of our present.

APPROACHING EXAMS

The fatal day is almost upon us. The happy shouts of the victorious will blend with the cries of despair by the hopeless. We are not predicting war. Our purpose is to warn you of the semester's end and the approach of exams. We all face the same task. Exams are not like diseases — none of us are immune. The Senior under his cloak of dignity and wisdom is as concerned as the new Freshman who has never faced them. The wise Sophomore is rapidly reaching the place that he seriously doubts that he knows everything. The rising Senior as he prepares to receive his new position of honor is worried. Perhaps, we should replace the word "worry" with the phrase "serious thinking" for certainly now is the time for us to evaluate ourselves. Ask yourself this question: Have I studied all my courses to the best of my ability? Can you truthfully answer — Yes? Some of us cannot; others can.

The Truth About Student Government At Elon

By Dwight Gentry

A group of boys come across the campus at two o'clock in the morning, making a lot of noise and causing a general disturbance. Members of the Student Senate often lie awake in bed, hoping the noise will cease every moment. The Administration and some of the students will ask "Why don't you get up and do something about it?" Well here's why.

If some member of the senate would take the names of those boys and bring them up for trial the Student Senate would have to cope with two almost impossible difficulties. In the first place the majority of the Student Body would sympathize with the offenders. You could almost start a popular movement to throw the Senate out of the school. In the second place the Senate could not be sure of the support of the Administration. The Administration is not immune to considering the balance-sheet, the scoreboard, and the many other things that may enter into the case. If you can't get popular support, and you can't be assured of judiciary support, what do you get? Under these conditions people continue to wonder why the Student Senate doesn't function properly.

In the last few months I have learned enough about Student Government to know there must be two factors entering into its composition — the administration and the student body. I think I have the same right to say anything on this campus that I could say in any other public place. If I have to stick my neck out to tell the truth— then I hope I may be able to lie in bed in North Dormitory and watch the next Rose Bowl game. Getting down to the truth of the matter, I don't think the Administration, or the Student Body, wants Student Government. That is, unless their present attitude is changed.

Let's take the Administration first. I don't think we want to rule the Administration completely out of our Student Government. We should realize their superior knowledge and experi-

ence. No one would resent their maintaining final authority within themselves if they had any policy of consistency; any definite course; or any established rules to go by.

The facts are that they have no definite course of rules to go by, and students complain of inconsistency. When a case goes before the Administration the known facts in the case go along with it. If you are going to have just and democratic rule, these facts, and these facts alone, must decide the case. The financial condition, the athletic ability, or a person's mother and father, should have nothing whatsoever to do with deciding what is just and what isn't.

At present the Administration tells the Senate to go ahead and do what they think is right. If they agree with them, all is well and good. If they disagree — just forget it. If our courts rested upon such a foundation, no judge could pass a sentence without running the risk of losing his prestige and being condemned by the public.

Now let's take the Student Body. Do they want Student Government? It is plain they don't know what it is. Consider the attitude of the majority toward the Student Senate and Council. I am under the impression they consider Student Government a necessary enemy. In some instances there is a constant effort to defeat it. Although cooperation seems to be better this year, it is far from that necessary to have decent Student Government.

There is the inexhaustible adjective "stool-pigeon" to be considered. Of all adjectives this is the most powerful on a college campus. Students are more afraid of it than they are of a rattlesnake. In the past three years I have heard the term applied quite frequently. In no instance could the person making the accusation prove one word of what he was saying. You might also wonder why one man would call another a stool-pigeon unless he himself had something to hide? Nevertheless,

most of us fear this accusation.

Now as long as there is such an attitude as this we can never expect democratic Student Government. To use an illustration, suppose one man hits another with a brick. Suppose the only person near the scene is one of

I don't know why we take this attitude. I have been that way myself. I always figured I was doing my part to keep myself straight. Evidently that isn't enough for successful Student Government. Everything depends upon cooperation. The "trouble-makers" in every school are a minority, and if the majority of decent students wanted to force this minority to do the right thing, they could. However, it seems this "bad" minority is better organized than the "good" majority. Instead of the better students setting the standards, they refuse to cooperate and then grumble about conditions. Our most upright students. What will happen if he is questioned about the matter? Unless it was his brother who was hit he will know absolutely nothing about it. He might not even be a friend of the man throwing the brick; yet if you pin him down, he will probably lie to defend him. Add to that the fact that if he did tell what he had seen, his fellow-students would label him a "stool-pigeon" and refuse to associate with him.

In a perfect Student Government, if a man saw another do something wrong and reported the case he would be all the more respected by his fellow students. We are a long way from this stage.

It is generally agreed that to do anything, you must have cooperation. Both the Administration and the students must make concessions. The feeling of mutual distrust that now exists must be replaced by a spirit of cooperation.

The Administration might begin the movement by a slight decentralization of authority. I think we have two Deans capable of doing more than recording class absences, and controlling dating hours.

EXCHANGE NEWS

"All the energy the average person uses in thinking during one day could be obtained by eating one peanut," says Dr. E. Alfred Wolf, associate professor of biology at the University of Pittsburgh. — Miami Hurricane.

It's not particularly unusual for a boy to be happy because of a girl. But it was at the University of North Carolina recently.

Walking into class several minutes late with a smile on his face and a cigar in his hand, one of Dr. E. E. Ericson's students startled the professor into stopping his lecture.

"Have a cigar," he said. Dr. Ericson and the class raised eyebrows and stared.

"I've just become the father of a baby girl, seven pounds, two ounces," the late comer explained. "You're not going to give a quiz, are you?"

And he took his seat. After the class recovered its poise, the professor continued with Chaucer. The student was Roy Gibson, 19-year-old sophomore. After class, Dr. Ericson offered proper congratulations. — The Carolinian

Here's the latest on the absent minded professor which concerns the family of Professor Chester J. Prince who complained because cold drafts came from the attic of their home. The William & Jewel College faculty member took hammer and nails and went to work. When he was done he found that he had sealed himself in and no manner of prying could get the board loose again.

Then he pounded for help. His two daughters and a boy friend rescued him.

"I had to do something, I guess, to qualify as a college professor," he said — Old Gold and Black.

Definitions

Strip teaser — A moron with less on.

Class — a place to while away an hour if you awake early enough.

Professor — an annoying guy who sits in front of the class and asks embarrassing questions.

A "night owl" — a student who doesn't give a "hoot" about his studies.