

Maroon And Gold

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TUESDAY, MAY 19, 1964

"THIRTY"

Each year when the commencement time approaches and when the college year is drawing to a close, the Maroon and Gold also draws another publication year to an end, and it becomes the privilege and duty of the staff members to write the symbol "30" to indicate that a task has been finished.

The symbol "30" is used in journalistic sign language or shorthand to indicate "The End." In that capacity, it is usually used at the end of a single news story or article, but the Maroon and Gold through a period of many years has used "30" in a much larger sense to indicate the end of another scholastic year on the Elon campus.

As one thinks back over long years at Elon College, that writing of "30" each spring has always meant another milestone in the progress of the college, for each year always brings something that is good to recall. This spring of 1964 is no exception, and it is pleasant to say that once more the Maroon and Gold has been privileged to record for its campus readers and for the future some very fine accomplishments and events.

There have been many stories this year that meant much to many people on the campus, one of the greatest being the fact that this college term of 1963-64 has been the "Diamond Anniversary" year for Elon College, marking the fact that Elon has for full three-quarters of a century meant educational opportunity to hundreds and thousands of young men and young women from the Southland and from all over the nation.

This "Diamond Anniversary" observance was heralded as the college opened its seventy-fifth year, and it has been emphasized repeatedly in stories pertaining to various college activities during the year. Outstanding in these "Diamond Anniversary" events has been the drive for funds to continue Elon College growth and progress. It is indicative of the general success of Elon's "Diamond Anniversary" that the drive for \$600,000 in capital and endowment funds is well past the two-thirds mark at this time.

Also in keeping with the "Diamond Anniversary" theme has been the accomplishments of various groups of Elon students and faculty members in various fields of endeavor. It has been a very fine year for Elon in more than one field of extra-curricular activity, with the various athletic teams posting excellent records in the major sports and with other programs in music and dramatics also having outstanding records during the nine months since September.

It was significant that the Elon College football team tied with Catawba for the Carolinas Conference grid title, bringing to Elon its first football crown on share or full basis since 1941. The Christian basketball team also made an outstanding record, and the baseball team had one of its best winning seasons in years. Certainly, it was appropriate that Elon should have won individual All-American posts in both football and basketball during its "Diamond Anniversary" year.

The year was also a very fine one in the fields of music and dramatics. Significant in the field of music was the birth of the Elon College - Community concert orchestra, which has meant much to the college and community cooperation in addition to contributing to the cultural level of the community as a whole.

Also in the field of music, it was a great thing for Elon College when the Emanons of Elon, student jazz combo, was invited to play a series of concerts at the New York World's Fair, and the Elon Players concluded within the past two weeks with a truly outstanding presentation of Sophocles' classical Greek tragedy of "Oedipus Rex" in a star-



a view from the oak

By MELVIN SHREVES

Of the first fourteen legislative measures sent to the 1964-65 Student Senate last Tuesday night at the initial meeting, three of them were proposed constitutional amendments authored by new SGA President Fred Stephenson.

These three amendments were voted on late in the week, but at the time of this writing, the outcome was unknown. One amendment would do away with the Men's Interdormitory Council, a second would revamp the Dance Committee, and a third would overhaul the Entertainment Committee.

When the budget for the coming year was presented, many veteran senators noticed that its appropriations depended on the passage of at least two of these amendments, the two concerning the Dance and Entertainment Committees. It is not known if a proposed budget has been drawn up in the event that either of the two amendments fails.

These three amendments increase the number of constitutional amendments presented to the Senate in a year's time up to a grand total of five, quite a number. The first two were approved by the Student Body during the General Elections.

Obviously there are those who think that the Student Constitution should be changed, and the author is among that number. Generally, the constitution as it now reads, contains the ideas and principles that the students want, but specifically, the story is different.

Specifically, if I might repeat myself, the constitution is too binding and inflexible. The Honor Court is given the power of interpreting the constitution, but it is so specific, there is very little to interpret.

All right, we know some changes are needed, we know what is wrong, and we know some of the things that could be right. What now? Why not amend it?

Maybe a little history would be helpful in understanding our situation. The source of my information is the Elon College Handbook which most of us should be familiar with.

Some form of Student Government has been with the Elon students through most of the college's history. The first formal constitution was drawn up in 1918, but the self-governing body was divided into a men's and a women's group.

In 1945 the two groups were joined and then in 1949, the constitution was entirely revised under the supervision of thirteen students.

Not many students know it, but a fellow named Earl Danieley, then professor of chemistry, helped this group of students draft the document. If my source of information is correct, he was known among his colleagues jokingly as a "rebel."

In April of 1949, the finished document, fashioned after that of the University of North Carolina, was approved by the Student Body in a special election. By the first of June, the faculty and Board of Trustees had done likewise.

The constitution that the Student Government Association operates under today is the same one, with numerous amendments.

That is the story of a fifteen-year-old constitution. Since 1949, the SGA has found it easier to amend this constitution than to work under it. In some respects, this action is justifiable because it is so inflexible, but in other respects, the SGA has tried to patch up a worn out old document time after time rather than spend the time to draft a suitable document that it can work with.

The constitution of the United States is a prime example. Times, people, society, area, and population have changed greatly since this document was drafted in the eighteenth century, but it has withstood the test of time, with relatively few changes, because its authors left a margin of tolerance under which the changing governments could work.

If we feel that we cannot operate under our present constitution, then we shouldn't waste precious time and energy patching up patches that have been patched three-fold already. If we want to do it right, let's start from scratch.

light performance.

This final issue of the Maroon and Gold for the 1963-64 college year carries another big story, that of the "Diamond Anniversary" commencement, which means much to members of the Elon senior class of 1964. To each of those 1964 seniors, the Maroon and Gold extends congratulations upon the attainment of one of the important goals of their life. The seniors will be missed here at Elon, but it is truly a pleasure to see them go.

But, an end comes to all things, and so to all you readers of the Maroon and Gold . . . this is "THIRTY."

ELON STUDENTS ARE HONORED AT AWARDS DAY



Fifteen Elon College students who received trophies, cash awards or graduate scholarships at the college's annual Awards Day Program on May 6th are shown above. Those pictured, left to right and named with the field in which they excelled, are as follows: FRONT ROW — Elaine Sawyer, Washington, N. C., music; Agnes French, Henderson, music; Jewell Bass, South Boston, Va., Christian education; Carol Trageser, Arnold, Md., outstanding senior; and Kathy Sandefur, Charleston, West Va., student government. SECOND ROW — Seymour Hall, Brooklyn, N. Y., received graduate fellowship; Willie Tart, Dunn athletics; Wally Sawyer, Portsmouth, Va., student government; Phillip Sechrist, Elkton, Va., physical education; and David Andes, Elon College, Bible study. BACK ROW — Durwood Stokes, Graham, social science and history; Frank Rich, Burlington, dramatics; Roger Fletcher, Winstead, Conn., religious essay and graduate fellowship; Thomas Russ, Shallotte, graduate fellowship; and Leslie Donald Johnson, Burlington, general scholarship.

Group Honored At Awards Program

Continued From Page One

The Shackley Awards in music, given each year in memory of the late Dr. George Shackley, of St. Petersburg, Fla., were presented by Prof. Walter Westafer to Elaine Sawyer, of Washington, N. C., as the student showing most improvement in piano this year, and to Agnes French, of Henderson, as the student showing most improvement in organ.

The Jerre Dalton Strader Awards, given each year in honor of the late Jerry D. Strader, for many years a leader in religious, educational and civic affairs in Burlington, were presented by Prof. John S. Graves to Frank Rich, of Burlington, for outstanding work in dramatics, and to Jewell Bass, of South Boston, Va., for outstanding work in Christian Education.

The new Somers Essay Award, given this year by Chaplain and Mrs. Lester I. Somers, of the U. S. Navy, was presented by Dr. Ferris E. Reynolds to Roger Fletcher, of Winstead, Conn., for his outstanding essay in the field of philosophy and religion.

The Physical Education Majors Club Award, also given for the first time this year, was presented by Kenneth Harper to Phillip Sechrist, of Elkton, Va., for outstanding work in physical education.

There were also group awards to

the Iota Tau Kappa Fraternity and the Beta Omicron Beta for outstanding work at Elon's annual Homecoming observance held last fall. Individual awards in dramatics and band work will be announced later this spring.

In addition to the special awards, three Elon seniors were honored as recipients of graduate scholarships. Roger Fletcher, of Winstead, Conn., has received a fellowship at Hartford Theological Seminary; and Seymour Hall, of Brooklyn, N. Y., and Thomas Russ, of Shallotte, have been awarded graduate scholarships at Appalachian State Teachers College in the fields of chemistry and biology respectively.

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Syde Lines

By SY HALL



During my years at Elon College I have come into personal contact with about fifty professors. Some of them have been quite old, but the majority were under 35 years of age. This causes one to ask what are the advantages of having a young teaching staff, and what are the disadvantages? Or, how about the advantages of an older class of college professors? Recently I reviewed an article concerning this situation and found interesting comments on these and other questions.

"Recently a Midwest university with a fetish outlook for employing professors who look younger than some of the mature student gained some unexpected and unwelcome experience. The administrators discovered M. A.'s and Ph. D.'s sometimes neglected to erase their blackboards, close their windows, turn out lights or lock their doors. The habits of the juvenile Ph.D.'s resembled those of their own generation who dropped out of school. Teachers of an older generation grew up disciplining students and have a much greater sense of day-to-day responsibility.

One young teacher had to be told

by the dean that, even if the summer students are older, it just isn't customary to give all A grades. At the other extreme, a young science teacher and an English teacher failed two-thirds of the students and gave no grade above C. Those teachers were insisting on Ph.D. graduate standards for college sophomores. Older teachers know what is possible and what is not possible and would not find themselves in such situations.

To terminate this column at this point would be unjust to many professors of the younger group, so the article reminds its readers that there are a goodly number of old fools as well as young ones cluttering up college campuses, just as there are equally brilliant young Ph.D.'s and equally brilliant professors emeriti. Students have been inspired and bored, enlightened and confused, set aflame and extinguished, carefully guided and woefully misdirected by lowly instructors and holders of endowed chair.

It seems reasonable to assume that a young man embarking on his first college teaching assignment might adjust more readily to changing conditions and new policies. The younger professor often brings to a first position a generous supply of motivation, ambition and eagerness. Having no laurels on which to rest, he must read, study and widen his

sphere of understanding and impact, or he will face a future void of the fulfillments he seeks.

Younger men are more apt to see possibilities and challenges everywhere around them. They have not absorbed the disappointments and knocks at this stage of their work, which might lead to apathy, disillusionment or cynicism. There is also the possibility that, on the average, a younger professor can communicate more meaningfully with his students. He is closer to student life, although he is no longer a part of it. His own encounters with the difficulties students face are still fresh enough in his memory to enhance his ability to sympathize and understand.

When one thinks of all the fine qualities a professor possesses, one's mind turns toward such persons as Dr. Hook, Dr. Cheek, Professor Reed and many others who have helped and guided us through our four years here at Elon. Perhaps it is unfair to mention so few names, for the list would vary with each student, depending upon his prior field of study; but at this time, in behalf of all the senior class, I thank you faculty members and want all of you to know how much we appreciate coming into contact with such a fine group of educators.

the fourth year

By PAUL ROBINSON



Is there a spirit of Elon? Is there an emotional stimulant which pricks our nostalgic sentiments when we are away from the campus? To many people there is such a spirit. This is an almost undefinable realm of emotions that surrounds many alumni thoughts about Elon, as well as enrapturing many of those who are presently connected with the college, either as students or as faculty and staff.

Despite the fact that so many have experienced this spirit, no one to my knowledge has yet attempted to transfer these abstractions into words. Many have perhaps tried and failed, but there are some, of course, who have never experienced this feeling, for they have passed through these halls and never appreciated where they were.

The elements of the spirit of Elon cannot be dissected and its pieces examined, for it is composed of many factors, which together form the one spirit. To separate the elements would be to destroy the essence of the spirit. The spirit of Elon is the sum total of the one's experiences at our college, so the same spirit emerges from elements which are unique to each person.

Such a complex psychic phenomenon requires an involved definition. The spirit of Elon is based on the academic life of each student. The experiences within this element vary from bull sessions in the dorm, to pulling all-nighters cramming for a test.

The spirit is trying to find a quiet place on campus to study. This feat must be accomplished amidst the singers in Whitley, the band music as it serenades the library and the olympic tennis match in the dormitory hallways.

The spirit of Elon is solving the riddles of the math and chemistry problems, or tracing the development of an embryo under a microscope.

The spirit is socializing and trying to find something for you and your date to do on Saturday night. To some it is going bowling or attending a movie, while to others it is meeting friends at Richie's or Earl's for an evening and then trying to find the way back to the campus after closing time.

In addition to living amidst the academic challenges during the week and releasing tension on the week ends, the spirit of Elon is complaining about campus conditions. This includes accusing the professors of being unfair in their grading practices and attempting to flunk out all of their students. It is also complaining about the unfair regulations that are enforced upon the students in an attempt to stifle all social life on campus.

To some the spirit of Elon is participating in athletics. It is sweating in practice so as to defend the name of the school against spirited foes. The spirit of Elon is sitting in the stands in the midst of a glum crowd that can't trouble itself to cheer encouragement to the Fighting Christians. It is watching the cheerleaders do chorus line solo acts during the time outs.

The spirit of Elon is being on vacation and being impatient for the time to return. The same spirit causes us to detest the school while we are here, yet to defend it when we are away.

The spirit of Elon is affected by the little things in life: the all winter geysers, the cold third floor in the dorm and a hot first floor under it, the inconvenience of having no hot water, or losing one's last dime in a vending machine.

Part of the spirit of Elon is the impact of the unspoken, inactive voice of college. Those who do the least to make our college a better institution damage it most by their lack of effort.

There is truly a spirit of Elon College. It is the total experience of our life here, its joys and its sorrows, its victories and its defeats, and its contribution to transforming from adolescence to adulthood.

Elon may not be the best college in the world, but it possesses its own unique spirit, which communicates to those who are willing, the warmth associated with being called an Elonite.

A Record

A young woman was dialing a record store. Her finger slipped a notch, and she got a wrong number. "Do you have 'Eyes of Blue' and 'Heart That's True'?" she asked the man who answered.

"No," he replied, "but I've got a wife and nine children, including four sets of twins."

"Is that a record?" gasped the young girl. "Well, Ma'am," was the answer, "we're not sure, but we think it is."

Little Things

It's the little things that bother And put us on a rack— You can sit upon a mountain, But not upon a tack.