

Maroon And Gold

Dedicated to the best interest of Elon College and its students and faculty, the Maroon and Gold is published semi-monthly during the college year at Elon College, N.C. (Zip Code 27244), publication being in cooperation with the Journalism department.

- EDITORIAL BOARD**
- Mike Wyngarden Editor-in-Chief
 - Richard Hutchens Assistant Editor
 - William Bradham Assistant Editor
 - Jack DeVito Sports Editor
 - Carole Popowski Girl Sports
 - H. Reid Alumni Editor
 - Luther N. Byrd Faculty Advisor
 - Jimmy Pollack Staff Photographer
- TECHNICAL STAFF**
- Louis Jones Linotype Operator
 - Perry Williams Press Operator
- REPORTERIAL STAFF**
- Jerry Burnette Arthur Klaff
 - Howard Blanchard William Macey
 - Martha Broda Rachel McIntyre
 - Martin Chandler Pamela McLaughlin
 - Allen Cobb Thomas McLean
 - Alex Cook Ralph Mizelle
 - John Crook William Moore
 - Roger Crooks Philip Pagliarulo
 - Grover Crutchfield Judy Quinlin
 - Jane Dailey Owen Snelms
 - Jeanne Fiorito Stephen Sink
 - Virginia Fogleman Wayne Smith
 - Raymond Harris David Speight
 - Diane Hendrix Thomas St. Clair
 - Judith Hillers William Stiles
 - Thomas Jeffery George Weber
 - Louis Johnson Ray Wilson
 - Tim Kempson Diane Wyrick
 - Charles Kernode Helen Yoho

TUESDAY, JANUARY 18, 1966

VALUES OF GUIDANCE

The need for and the value of guidance at the high school level was questioned in a recent article written by a nationally known columnist in the field of economics, with particularly reference to the value of guiding high school students into definite careers at that stage of their life.

The article, written by one of the most widely-circulated and most widely-read of America's columnists in the field of business, indicated that career guidance at the high school level is probably wasted effort to a great extent, since research in the field indicates that many of the young men and women never carry through with the occupational or professional plans which they map while still in high school. The article on the subject follows:

One half of all young men who plan—as high school juniors—to become physicians abandon the idea by the time they finish their freshman year at college.

Only one in eight would-be-mathematicians in the 11th grade sticks with the plan for more than the next two years. Only one in 16 medical technicians-to-be holds to that career objective.

Three out of four boys graduating from high school in this era change their original career goals within one year after graduation.

There are a few of the findings of a University of Pittsburgh study for the U.S. Office of Education involving 440,000 U.S. high school students.

The ultimate objective of "Project Talent," launched in 1957, is the "identification, development and utilization of the talents of American youth." But much of the preliminary data now pouring out of the university's computers is of major importance to schools, the job market and millions of today's high school students.

To the schools, the findings underline the fact that enormous sums of money are being wasted on early career-oriented education and training.

To the U.S. job market, the disclosure may indicate future dangerous manpower shortages in precisely the fields hungry for talent. Many of the nation's most fertile careers for future jobhunters have the least holding power on today's young men.

To millions of today's high school students, the study signals the probability that they will dissipate tremendous amounts of energy and time taking courses for which, in the words of the report, "they are unqualified" and which will leave them with only a deep sense of frustration and failure.

Specifically, among the 15,514 high school juniors who were asked to report their career plans in 1960, the largest single group—3,332 students—chose engineering. Two years later, when the same group was queried again on career plans, 2,264 had decided on another pursuit. Only 656 had switched to engineering from the other fields—adding up to a "net loss" of 48 per cent for the field of engineering. Similarly, huge losses were reported for such talent-hungry occupations as scientist, mathematician, pharmacist, dentist, airline pilot, armed forces officer and policeman.

The career choices high school students are making today are in a majority of cases virtually meaningless, and so is most of their early specialized education or training. A career chance at this level and under present circumstances is little more than a guessing game. And, the Project Talent



a glorious feast

By RICHARD HUTCHENS

A seemingly timeless ideal among the nations of the world seems to be the desire for political independence. The cases in point are multiple and varied, among them being Algiers, Rhodesia, Ireland and the United States.

These countries at one time or another have all declared their independence and have won it. Legend has it that these countries gained their freedom from wicked and oppressive landlords and forever after lived in a blissful Eden of liberty, fraternity and equality. Truth has it, however, that after winning their independence, the countries involved regressed to a chaotic state of political and economic instability.

It seems a pity that after centuries of war and destruction wrought in the name of liberty, nations still have not developed the art of compromise or the ability to reason. Countless number of smaller countries have unshackled themselves to the tune of thousands of people and infinite loss of economic power.

Still, nations continue to pursue this policy without regard to precedent. As has been intimated, the supreme irony lies in the fact that after such unfortunate sacrifices are made for the fatherland the reasons for the revolution are not justified at all. As a matter of fact, more oft than not, the reasons remain in an even more intensified form.

Let's look at the past achievements of movements for independence. What has India gained from her release from Britain? What has such newfound freedom given to the likes of Greece? of Korea? of Vietnam?

Of course, one can point to the United States and proclaim convincingly that here is a prime example of the laudable effects caused by a shearing of imperialistic bonds. Eureka! Sound the chimes of liberty! One country in hundreds has managed to obtain a divorce and make a go of it alone.

Another assumed fallacy in the argument for the defense of empire is that the world has always produced men who will never stop fighting for patriotic reasons, the fallacy being that this inevitable characteristic of humans has not been considered. But it has! Man lived in peace for a period of over three hundred years. When? While under the domination of the greatest, most magnificent empire the world has ever known, the Roman Empire. The Pax Romanus shows lucidly the correlation between successful empire and effective peace or freedom from war.

In a last attempt to combat this argument, one might come up with the idea that the Roman Empire cannot be equated to the demands of the Twentieth Century. Really? How about the British Empire of the Nineteenth Century? The peace afforded the world during that age is second only to that of the Romans.

In view of the essay above, let us be about the business at hand, a reappraisal of liberty. Why do men feel that in order to be free they have to live in an independent nation? This is the epitome of faculty logic, yet it seems to thrive in the face of all manner of adversity. Citizens of an independent nation will live in social, political, religious and economic slavery, but will still give up their life and take another's life to keep their country free.

The trick is to eliminate the very existence of the concept of nationalism. This may seem a near impossibility, yet the practicality of this proposal is without contradiction. With nationalism eradicated and men living without the guillotine of war poised over their necks, freedom can thrive unimpeded by concern for political ideologies.

The modern political concern is for the people at large, not the nation itself. With this in mind, one has to discern that a man's being can be free without regard to the status of the land in which he lives. The supreme end of liberty is the right to freedom of thought, and this end can be achieved if man reconciles himself to his own personal liberty and to this same freedom of his fellow humans rather than that of his nation.

findings follow students only up to one year after high school graduation; surely there is further career-junking and juggling after this time span.

"These students," the report concludes, "have been faced with choices they were not adequately prepared to make."

"Clearly, there is urgent need for substantial improvement in early guidance and counseling," adds Francis Lanni, director of research of the U.S. Office of Education. "We must find ways to pinpoint attitudes and aptitudes of our young people early in their lives."



William Moseley Brown

Dr. William Moseley Brown, pictured above, who died in St. Petersburg, Fla., on Saturday, January 8th, has been the subject of numerous tributes from persons on the Elon campus and throughout the Burlington area since the news of his death was received here, and many have voiced the thought that a few men have left a greater personal imprint upon a nation than did Dr. Brown during the twelve years when he was associated with Elon College. In addition to his work as executive director of the Elon Foundation and as a member of Elon's teaching faculty, Dr. Brown appeared frequently as a speaker in churches and before civic organizations throughout North Carolina and adjoining states and was always an ambassador of good will for Elon College wherever he appeared. His work in the veterans' educational program at both the high school and college level was outstanding, and there were many of the World War II and Korean GI's who now hold high school diplomas and some who hold college degrees as a result of his interest and efforts.



A Sleeveless Errand

By WILLIAM BRADHAM

Up until now, I have done little barnstorming. However, I feel concerning this topic that I am justified, for I feel that the subject is of certain and relative importance. The subject has not come up until recently. As a matter of fact, it did not arise until the Student Body assembly on Monday, January 10th. I refer to the statement made by Jerry Cameron, Student Body president, referring to an increase of student government fees from \$7.50 to \$10 per semester.

Many people who were not present (ahem), may or may not have heard about this increase. As a result they will be more or less shocked when the day for final decision arrives. Many will object, and many will be in favor. And, of course, there will be the mass of ignorant ones who were unaware and once having heard about it will vacillate with indecision, eventually giving up the subject altogether—a sad situation.

So, here I am to make the situation known, providing of course that people bother to take a few minutes to read this scribbling, and I sure hope so! I have a definite feeling about the situation, as I am sure do others. I am not here to argue, well actually I am, for I wish to show you what I consider a necessary step.

At this point, I must say that for me the problem is two-fold: — The step must be taken, but with it a problem of good budgetary management should be coupled to it.

How can one go about showing to others what he considers to be necessary for the general student good and betterment? Actually, I should have been present during the Elon College Senatorial debate concerning the issue. However, I was not, because I knew nothing of it. Possibly it was a lack of awareness on my part or maybe not. This issue may have been posted, and of course the Senate holds open meetings for all to come. Few do however.

I digress, however, for this is not the point, although it is a point about which to take notice and about which to think. Anyway, this issue is now out in the open, and the student body must make the final decision regarding the proposed increase in fees.

Irregardless, the Student Government fees should be increased. Why? First of all, Mr. Cameron stated that many of the other colleges of the state and probably of the nation, I speculate, have a higher than \$7.50 fee. It runs around \$15 on the average and on to as high as \$25 to \$30 per term.

I can justify this statement, for as a freshman at the University of North Carolina I remember paying over \$20, the exact figure I cannot recall. Also, it may have been incorporated into the tuition and general fees. This, however, is not the problem, for the money is student money, used by the Student Government for student use, so who but this organization should handle all the facets of the funds. I am happy to say that Elon follows this policy, although,

quite frankly, it surprises me in view of the control maintained over many other things.

Secondly, the price or cost of obtaining college entertainment has gone up, hence our dues are no longer in proportion with increased cost. On this point, little more can be said, once the facts are presented. The problem is there, and something must be done.

Many will say, I may guess, that they cannot afford the increase. This is a personal problem but I would venture to guess that the majority of students can easily pay the increase. Granted there are those who are married and who support themselves, with no help from parents. In general, however, the majority can and should pay, and for the others it will become a necessary financial evil, which I doubt will break them.

I mentioned earlier that better budgetary management would be and is necessary. Last year the Student Government was taken for a sizeable amount of money. This should not happen again. I cannot expostulate on how this should be remedied, being a financial incompetent myself. This is a function of the SGA, so it must find the answer.

In conclusion, it has just struck me—or rather has just been told me by an Elon student—that he and others like him see no reason for an increase on the grounds that they receive no benefits from what they now pay. This, too, is a sad problem and I should like to discuss in my next column.

a few blasts and bravos

By MIKE WYNGARDEN



Within this college community there are many varied activities which tend to form the reputation of the college. The reputation of the college is carried on by students who after graduation carry with them the mark of their college to many different parts of the country. It is carried on in a similar way by those who go into business, medicine, teaching and the law, and in another manner the mark of college or university is carried to graduate school by those who attend the higher branches of education.

Athletics also show the mark of the college, for athletics is one of those many manifestations of the college community, which at times is even more reflective of the college than is academics, simply because there are more athletic events open to the public than there are academic gatherings.

The point is, that in many colleges and universities the only way that the college shows off its academic atmosphere is through athletics. Is Michigan State known better for its history students or for its 250-pound All American tackles? Having been fortunate enough to be aware of a part of the sports machine at MSU, one has to raise the question of whether it is the philosophy of MSU to turn out scholars or football and basketball players. Obviously the schools turns out both, but only because the 35,000 enrollment at State provides the few to be absorbed by the many.

At such a gigantic institution as Michigan State (it is impossible to tour the entire campus in one day) it is possible for various athletes to live in a community or world of their own; they have their own dormitories; they eat in separate dining halls; and they have their own class schedules. They really do live in a world of their own, being let out of their cages on Saturday morning to chew up the opposition.

This obviously raises the point of just how much emphasis should be placed on athletics within the framework of education. The problem must be approached from two angles. Firstly, from the point of view of the athletic situation at such a mammoth institution as Michigan State and, secondly, from the point of view of the small college.

The two cases do not analyze as the same. At the large institution a near professionalism exists. Each year the amount of money paid under the table to hotshot football and basketball players may be enough to build Elon College a new library, science building and student union. Yet, Michigan State can afford it; they have an athletic tradition to uphold; and they must win if they do not want to lose face to their arch rivals such as the University of Michigan. Besides that, 250 athletes at Michigan State will not deprive other students of places in the academic community, because there are no limits to the enrollment, it being a state-supported institution. Many of the athletes never graduate anyway, as they are simply discarded by the coaches when their athletic eligibility runs out. Others could care less if they never graduated. An entire segment of the governing few at MSU devote all of their time to athletics. Even so, MSU was still upset by an inferior group of Uclans.

Be that as it may, the athletes are at the hands of the coaches. The athletes are under the control of the coaching staff, no matter what they may do. If a basketball player is desirous of playing baseball, he must secure permission of the basketball coach. This is approaching professionalism, because when one signs, say, a professional baseball contract, he is not allowed to participate in any form of athletic endeavor, be it skiing or water polo, without having first obtained permission from the club which owns him. If they are allowed to participate, the cases being few and far between, it is purely for purposes of advertisement.

It seems clear that athletics in the university and college plays a major role and has developed into gigantic business. But is it worth it? Should a few coaches be allowed to have complete control over "their" players? Just what part does athletics play in the college community? This question will be dealt with in the next issue when we will look at the athletic situation in the small college.

Casual Comments

"To judge from the names of perfumes," Hal Chadwick quips, "virtue doesn't make scents."