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(The editorial policies of this paper are not necessarily the views of the students at large. All unsigned editorials are written by the editor.)

BEYOND DUTY

I remember last April when the 1958-59 Dialectte Staff published its first newspaper as though it were yesterday instead of one year, nine issues, ago.

In this space I would like to pay tribute to the staff that made the Dialectte the publication it is. Without them the Dialectte could not have survived. Their versatility has been something every editor looks for in a staff. They could write effectively, sell ads, mail ten thousand copies of one issue all over the South, juggle figures and almost anything else pertinent to publishing a newspaper—when it comes to publishing the Dialectte, anything is pertinent. They entertained as Nebbishes, sold food to Beatniks, cleaned apartments, and still asked for more.

I remember last April so well. No one thought the Dialectte could make it through September and certainly not through the whole year. You of the staff certainly proved what could be done when a little effort is put forth. Congratulations!

Joy A. Townes, Editor

Note from a staff member: We are thankful for the leadership, persistence, stub-

A Definition of Honor

So often this year the question has been asked: "Exactly what is the honor system?" And just as often it has been explained. Either a lot of people have not been listening or a lot of people have said one thing and done another. The fact that the question has been asked and continues to be asked indicates that something is lacking in student government. Those who govern have not responded to their responsibility as they should have, and, as a consequence, the honor code has little or no meaning among students. This abuse of honor is a sad commentary on the character of the present student body.

Children are continually told that tattletales are the worst kind of people. When this child runs to his mother to tell her about the faults of his playmate, he has no thought of helping that child. His act is in spite to gain revenge for himself. The child is committing a wrong when he tattles to his mother, because he is interested only in seeing that other child punished. He has not grown enough to respond to the needs of others, but as he grows this concept should also grow. He should come to a realization of right and wrong and how to apply it to individuals.

What is honor anyway, but a sense of right and wrong, or, as Webster puts it, "adherence to action or principle considered right". Add this to the teaching of Jesus to love one another and the sum total is our honor system. When we accept Christ, we accept Him as the way of life. This way of life entails a feeling of responsibility for the welfare of others. When we see them doing something which is wrong we want to correct them because we are motivated by Christian love to set them back on the right track, not because, like the tattletale, we wish to gain revenge on that person. We often smile at the phrase made by the mother before she punishes her child, "This hurts me more than it does you". To discipline someone is not the easiest task in the world, but what would the world be if every child were allowed to do as he pleased whenever he pleased? It is concern for the child which causes the mother to punish him. She loves him so much that she is willing to correct him in order for him to grow into a mature person. This principle is inherent in our student government. That is why we ask individuals to report themselves when they break a rule. That is

borness, and benign dictatorship of our editor. Without Joy to head up the work this year, there would not have been a Dialectte of the caliber that it has been.

why we report them if they fail to act on our request.

If the student body is too immature to understand this basic principle, the privilege of self government should be taken away. If Cabinet members cannot rise above personality conflicts in their actions as a group, then Cabinet is useless and without purpose. Its members do not deserve to be in positions of authority.

The quality of Montreat graduates is the means by which society interprets the value of the college. How well we have grasped the meaning of the honor system shows how well we understand the ideals and goals of Montreat College.

Next year is a crucial year in the life of Montreat College. She must do or die. Those returning should be fully aware of the task before them. Our type of student government offers a challenge to those who are willing to see it. "Therefore, my beloved brethren, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labor is not in vain".

A LOOK AROUND THE YEAR—

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Living Endowment had continued to grow through the fall.

Christmas Spirits prevailed the campus through December. Bears danced—Berlin never had anything like that—and "The Littlest Angel" flew around Gaither. Carolers slid down the mountain side to sing to neighborhood families. Hospitalization insurance proved to be a good thing to have. The Holiday was a relief.

January was a calm, apparently settled month. On the surface everything was rosy. A trustee was still some vague creature in the background. The Junior Class produced a successful Winter Carnival and crowned its own lass queen.

Then February hit with winter's full blast. Why not a senior college at Montreat? The question was asked ten thousand times to no avail. Juniors shed a tear for the scattered class of 1960.

By March most were quietly adjusting to the change. The junior college curriculum appeared. Officials were hopeful about the college's future, anyway.

Spring blew her gentle breath over all, giving new life to each. April charmed Montreat into a happier mood.

By May most were reconciled to Montreat's destiny and ready to profit from the experiences of a harsh winter. Osborne reigned supreme over the May Court. The Junior-Senior Banquet was a success—entertainment, food, and all. Exams left their mark. And the Living Endowment had continued to grow through the year.