

THE TWIG

meredith college

RALEIGH, NORTH CAROLINA 27611

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Due to a change in policy, The TWIG is no longer able to accept verbal comments about the TWIG. The TWIG welcomes input and encourages students, faculty, administration and other members of the Meredith Community to submit written comments and suggestions to The TWIG Office on second floor Cate Center or to the Editor.

Letter from the editor

To: Bob Wharton and members of the fall drama.

As editor of the TWIG, I would like to take my editorial space to publicly apologize to Bob Wharton, director of Meredith's fall drama and to all cast and production members. Mr. Wharton phoned me Friday, October 9, 1981 to express his concern over the lack of communication on campus as well as the lousy (as he felt) coverage given the fall drama in the TWIG. Mr. Wharton had every right to express his concern, but this situation, like similar situations of the past, is the reason for the addition of the statement under the masthead stating "Due to a change in policy, the TWIG is no longer able to accept verbal comments about the TWIG. The TWIG welcomes input and encourages students, faculty, administration and other members of the Meredith community to submit written comments and suggestions to the TWIG office on second floor Cate Center or to the Editor." In the above type of situation, the complainant should write a letter to the editor expressing the concern so that the matter stays a business matter and does not become a personal confrontation.

In response to Mr. Wharton's complaint, I would like to say this: The TWIG covered the fall drama in its September 23, 1981 and September 30, 1981 issues. There was no new news about the drama and the only other action the TWIG could have taken would have been to publicize. The Fall drama was on the calendar of events in the October 7, 1981 issue. If any other publicity was to ensue, it would have come from the publicity manager of the fall drama to me for insertion in the paper. The TWIG tries to cover everything on campus. Often this is impossible because of lack of communication, lack of a staff member to cover the story, or even lack of space in the TWIG. We try to preview and review such events as the fall drama, but time lapses between publications often prevents us from doing so. I do not make excuses if we were wrong in this situation. The TWIG is going through many internal as well as external changes. This may be one reason items might not be getting proper coverage. I appreciate all constructive criticism about the TWIG, if it is constructive criticism and not just nasty comments. We, as a newspaper, cannot improve our quality unless we know what needs to be improved.

Please, in the future, if your organization feels overlooked, write me and let me know what the situation is and what should or should have been covered in the TWIG. If one wants to make sure they will get publicity, double check with me to see that it is being done. In advertising and publicity, it is as much the advertiser's or the publicist's responsibility to get coverage in a publication as well as the publications.

I hope this type of situation does not arise again and at the TWIG we are taking precautions to prevent it.

Also, congratulations to the "Once Upon a Mattress" cast. Your production was superb.

LAH

Class participation made easy

Or how to annoy your professors

by Kathleen McKeel
Every course you shall ever take will be graded partially on your class participation. This is understandable as one's education is to be derived from the class discussion of the subject material. In truth, though, there aren't many classes where you have a chance to give your opinion. Most are "Me, professor, lecture -- you, student, write" situations. So we write, and write, and write. I bet college students alone are responsible for the existence of and prosperity of several paper mills. But never fear -- there are copious ways by which you can discretely have the professor notice as well as remember you. Just peruse the following lists on classroom etiquette. I am certain there are a few suggestions which will suit your personality and

Open letter to the Judicial Board

Dear Colleagues:

As a first-term member of the Judicial Board, I have already sat in on a hearing this year in which an accused did not have opportunity to face her accuser. The absence of the accuser was protested at the time to no avail and the court heard a written statement submitted in behalf of the accuser. Page 102 of the Student Handbook for 1981-82 states unequivocally that an accused has the right to face her accuser.

Two weeks after the case in question, it was suggested to me by the court that the accused had been informed in advance that the accuser would not be present and that she raised no objection. I believe, however, that not one member of the court, other than the Chairman, knew at the time of the hearing that the accused had been so informed. Yet the court not only dismissed the procedural issue at the hearing but, when subsequently challenged in writing and by formal motion to set aside the verdict, reaffirmed its decision in the case. As I understand it, the Board entertains the view that precedent at Meredith favors the admission of written testimony whatever the Handbook claims and that it is the responsibility of the accused, in order to have the benefit of reconsideration, to catch the Board in its lapses within 48 hours or else she has no recourse.

The community may be pardoned for seeing in all of this the playing of a form of "Gotcha". With the integrity of the court always at stake, I believe that it will be necessary for the Judicial Board to adhere more tenaciously to its rules of procedure than it did in this case. It does not suit the interests of the Board to be perceived as willing to flout the rules governing its own business while vigorously enforcing the rules that pertain to everyone else's business.

Sincerely,
Tom Parramore, member,
Judicial Board

classroom situation. You too can receive the class participation you truly deserve.

General Lecture Etiquette:

- 1) Tap your pencil, class ring, pen, etc. on the desk top.
- 2) Rip sheets of paper for notes out of a spiral notebook, one at a time.
- 3) Play with your keys.
- 4) Rummage through your purse. If you are unable to find what you want after a few seconds, start taking items out and placing them on your desk top.
- 5) Ruffle through all your papers, at least once per class period.
- 6) Doodle.

Classroom Eating Etiquette:

- 1) Slurp your drink.
- 2) Chew your ice after you have finished the drink.
- 3) Be sure, whenever possible, that you have your drink in a ceramic mug so that everytime you take a drink it will make a nice sound when you put it back down.
- 4) If you chew gum, make sure you smack it.
- 5) Very surreptitiously blow a bubble which "accidentally" pops.
- 6) Freshen your gum about half way through the lecture. This is a great way to rummage through your purse, thereby achieving two goals at once.

String speak

by Ann Stringfield

Ah--the view. The lovely red crater that was once our parking lot--scraped up in the prime of life.

"There is a man sitting in that hole."

"Maybe he's a depth gauge."

"Dr. Weems is very excited about the construction on campus."

"Dr. Weems has a parking space."

This is how they tow our cars, tow our cars, tow our cars.

"Why are you limping?"

"I fell off the Cate sidewalk--do you think school insurance will pay for an X-ray?"

"Dr. Page, where are the faculty parking?"

"Anywhere we can find a space."

Politics '81

by Cindy Rinker

War -- it is an ugly word and brings ugly pictures to my mind. But war is a reality and it is a reality that I will have to face sooner than I had hoped. It is a reality that America cannot afford to ignore.

The United States has decisions to make about its military forces. The size, purpose and composition of the military hold serious implications for the nation's security.

Our national defense is on the verge of being borne again by theory and just may have lost touch with facts, historical experience and common sense. We cannot possibly foretell exactly what

General Appearance:

1) Slouching is the general rule -- never lean forward or sit up.

2) Hold your hand over your eyes as if resting your forehead on your hands, while "looking" at your notes.

3) Read the book or previous notes during the lecture.

Pop Quiz Techniques:

1) Write on paper which has been torn from a spiral notebook. The tattered look is a perennial favorite among professors.

2) Write lightly in pencil.

3) If you don't have a pencil, write in pen and cross out often.

4) Write very small and indistinctly.

Extra Special Tips:

If one of your classes actually does have class discussions, then you may want to try these question-answer techniques:

1) Repeat each question the professor asks you before giving your answer.

2) Ask "Why?" to every topic you know it is impossible for them to answer, especially at our knowledge level.

3) Meditate five minutes before giving your answer.

4) Qualify, explain, and discuss the ramifications of each point you make.

5) Say your answer all in one breath.

6) Speak softly!

"That doesn't work for the students--we get towed."

"Yes, I noticed some wreckers with cars following behind rather closely."

TOW OUR CARS....

"Now let me get this straight--the business building is going in that hole there and the new library is going behind the old library which will become a student center when Cate is converted to an art building?"

"That's right."

"So much for a pastoral setting."

"And just think--before long there will be 20 construction workers out there--their muscles rippling as they chew their Red Man and yell, 'Hey, Hey Baby!'"

"That's progress."

(Continued on Page 4)