

ATHLETICS

BASKETBALL

Some big surprises have been sprung in the practice games that have been going on for the past three weeks. The Freshman team has played 4 games and won them all by a big margin while the Juniors have played 3 games and only lost 1 to the Freshmen. The Sophomores and Seniors have shown fight but they do not seem to be able to get the top end of the score.

Helsabeck, Liles, and Covington have been leading their teams' offense, and they have been well backed up by Dockery, Castlebury, Eaton, and Bullard. Helsabeck has scored the most points for her team so far with Liles running a close second.

The Juniors have been playing fast basketball this season—if anything, they are better than last year's '34 team—but the Freshmen just played faster ball than they did to get the only game that the Juniors have lost this season.

MEREDITH FACULTY DISCUSS PRESENT COLLEGE CURRICULUM

(Continued from page one)

languages, arts, sciences, volitions, or philosophies—has value, then does it not inevitably follow that curricula or courses have relative value? Since the college is educating for the present and the future, if it has a weakness, does it not lie in two possible fields: first, a failure to select from the sum total of human experiences those which have most relative worth for the youth entrusted to its care; and second, a failure to so teach and relate them to present day problems—social, political, industrial, educational, and religious—that the student will obtain the greatest possible value for the time and energy expended in their acquisition?"

Mrs. Lillian Wallace, of the History and Education Departments, says:

"The fundamental weakness of the present day college curriculum as I see it is that it is an agglomeration of subjects lacking in unity and real purpose. Each part of the curriculum is the product of historical development, and is comprehensible only in the light of the historical forces which produced it. The result is somewhat like a basket lunch where all the contributions are heaped upon the table. However good the individual items may be the result of an attempt to sample them is sure to result in indigestion. There is no doubt as to the mental indigestion of great numbers of our college students. I do not think the problem can be solved by adding this course or topping that one off. One does not avoid indigestion by eating more pickles and leaving

off one piece of pie. What is needed is a totally new point of view which seeks to discover the real aim of higher education; investigates the method by which any individual appropriates the materials which are to enable him to achieve this objective; and finally, examines all curriculum offerings from the standpoint of their adaptability to this program. This would undoubtedly necessitate not only a change of courses but a change of content, and especially a change of organization of the curriculum so as to produce a unified and harmonious whole."

According to Miss Ellen D. Brewer, head of the Home Economics Department:

"There are certain practical considerations that of necessity have a part in shaping the college curriculum, and I do not believe these should be disregarded. But if we could add courses without leaving out any of those that all of us agree are fundamental, or if we could increase the curriculum to five years, I should like to see more education for leisure. Our highest development probably depends more on how we spend those moments when we are free than on how we use the time when our occupation holds us to the beaten path. I wish it were possible for home economics majors to have more courses in literature, in art, and in music. And I likewise believe that majors in other fields would find cultural value in a course in home economics."

The opinion that "The weakness in many college curricula is that they are not in line with the aims of the institutions or the needs of the students" is expressed by Mr. Canaday, professor of mathematics.

Dr. L. G. Winston, chemistry professor, thinks that one of the weaknesses of the college curriculum of today is "too many courses in education." Another professor also gives her opinion that there is too much attention paid to "methods" and not enough to "content."

Dr. Johnson of the English Department says:

"College must subject its men to a general intellectual training which will be narrowed to no one point of view, to no one vocation or calling. It must release and quicken as many faculties of the mind as possible, not only release and quicken them, but discipline them and strengthen them also by putting them to the test of systematic labor. Work, definite, exacting, long continued, but not narrow or petty, or merely rule of thumb must be its law of life for

those who would pass its gates and go out with its authentication."

Woodrow Wilson, *What is a college for?*

The ideal embodied in the quotation from Woodrow Wilson is an ideal which the American colleges are in grave danger of forgetting. In their attempt to appeal to young people of college age (I refrain from using the word students) of varying types with varying degrees of ability, many of the American colleges have broadened their curricula, and made more elastic their requirements—a breadth and elasticity gained, again using Wilson's words at the expense of "such a preparation, and development of his [the student's] faculties as will give him movement as well as mere mechanical efficiency in affairs complex, difficult, and subject to change."

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**CLASSICAL CLUB
DISCUSSES HADES**

Since the Classical Club seems to have a particular interest in Hades, the program for the meeting on Friday, February 10, was based on the subject of the underworld. Mary Laura Vaughan gave a summary of the Roman beliefs about the after life and Hades. Isabel Morgan

described the two festivals connected with it. A passage from the *Frogs* of Aristophanes and several famous references from Virgil's *Aeneid* were used by Inez Poe in describing the place itself and the people to be found there. A number of Latin songs were led by Aleyne Reich in the absence of the song leader, Nancye Vicellio.

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