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ON GROUP COOPERATION

Not the individual, but the species survives. Where a group is concerned, that action is taken which will benefit the majority, not a small number. The individual is thus a relatively small factor in any large scheme just as the number one is a relatively small part of one hundred.

Because government is for all the people and not a few, its laws or rules are made as they will best suit and apply to a group. Individual differences and problems cannot require exceptions but must be bound by the rules which bind the group.

Student government does not differ in this respect from our national and state government. And yet, as in our country and states there are lawbreakers, so there are those on our campuses who flagrantly break the rules. Too often the cause is not so simple and comprehensible as is the case when a man breaks the law because he is hungry and his body demands food. The excuse frequently offered is one infinitely more selfish; it is that the offender has never believed in that rule anyway and since he has not held it to be a good one and suited exactly to him personally, he considers himself justified in breaking it. It was nothing so elemental as hunger that drove him, but some selfish whim or desire.

There is a contempt for that kind of person who must be always an individual and never just a member of a group. Besides contempt, there is a punishment suitable in our student government as in our civil government, and the person who is reckless enough to follow his own inclination, is subject to a fit punishment.

Besides relations of students to students, there are relations of students to faculty members which are also governed by certain fixed principles and rules. The teacher has the power to give a failing mark for unsatisfactory work. The teacher orders the class as to how it should be run and when the pupils should give an account of their work.

In addition to their duties, the students also have certain prerogatives. They are excused from class when they are sick and they have besides a certain number of cuts according to their grades.

If a teacher does not believe in the cut system, she is in the position of many students who do not hold with certain rules of student government. If she objects openly and inflicts a penalty on any who chose to take advantage of their cuts, she is then in the position of the student who flagrantly breaks the rule in which she does not believe. A deviation in the analogy comes here however, for the student has no way of holding the teacher to her part of the bargain, and she is simply the loser.

It is a matter of honor in both cases and there is contempt for the lawbreakers in both cases. Honorable dealing between persons always makes for an ideal relationship and a clear understanding which are highly desirable where a group of people are concerned. F. P.

FOR FRESHMEN ONLY

This editorial is for freshmen. It hasn't been so very many years since we were wondering whether to be a Phi or an Astro, ourselves, and wondering too, about a lot of other things. So maybe we can help you a little bit now.

Your first orientation is over now, and you've settled down to this business of being a College Student. (Spelled with Capitals!) You are probably beginning to realize that there aren't nearly as many hours in a day as you had thought there were. If you'll remember that all of the advice you've had given you about budget-

ing your time is not just something to be forgotten as soon as possible, this matter of what to do when will soon straighten itself out.

And this question of budgeting time leads on to another which cannot, unfortunately, be settled by allowing two hours for every lesson with time out for hockey, stunt practice, and other incidentals. It's the question of which things you are going to make the most important while you are in college. You'll have to be careful not to get a rather distorted view of the relative values of things, right at first. You'll probably learn about a lot of new things—new ideas, new ways of thinking—during your first few months at college. Some of these will be good and some of them—well, maybe, not so good. But don't be in a hurry to cast aside everything you've learned and then substitute some half-baked ideas which may trouble you later.

In her article "A Bible for Freshmen" appearing in a recent magazine, Rita Halle Kleeman says, "Don't try to be collegiate after the manner depicted in the sensational papers and on the screen," to which we add a fervent "Amen." It's no longer smart to look upon classes and the library as something to make wisecracks about.

There are a lot of other things that you may not understand—things that aren't in the handbook, maybe. But if you'll go a little slowly at first—not too many dates, not too many football games, not too many extra-curricular activities, you'll get this business of College straightened out, and we'll wager that you'll be having more fun than you had at first thought possible. M. J. M.

THE STUDENT SPEAKS

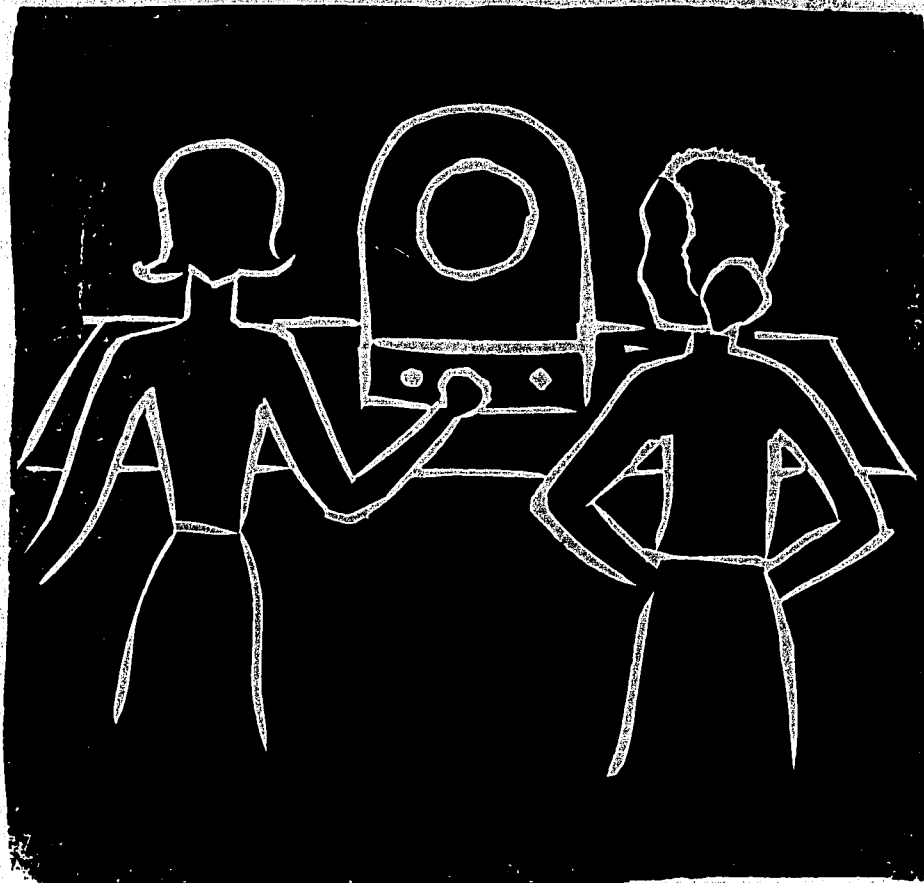
An Open Forum for Student Opinion

College spirit! What a great many things that phrase suggests. What a great deal of talk is done about it! And what a great thing it is! Nevertheless, though college spirit is that complex attitude we should have and would (let us hope) have, there is a considerable lack of it, in many of its primary phases, at Meredith. Let us consider it.

College spirit does not mean entirely the "Rah! Rah" attitude as is commonly believed. It is rather the united effort of a student body to develop a genius loci, such as that set forth by Newman in Knowledge and Learning. It is the striving toward the establishment of a tradition, which has one level of judgment, on standard of behavior for all, and a characteristic tone of thought all of which factors tend to make of the student body one great force with perfect coordination, moving steadily forward toward making the college better in every way. Some phases of Meredith activity completely satisfy the requirements of a high standard genius loci. For instance, everyone is enthusiastic over the stunts and enters into the spirit of friendly rivalry with a vim and eagerness for many years characteristic of Meredith. Most of us are interested in the crook activities and participate in the searching that goes with it. (Please turn to page four)

It Can't Happen Here

By RUTH ABERNATHY



Rome or Home?

By KATE COVINGTON

Mary Johnson came in and found me being consumed by a fly that grew out of my love for cheese on rye.

She sat down on a bent coathanger and said, "Now I have you to dispose of."

"Why don't you be subtle?" I answered wittily.

"I have an invitation," she continued, "for you. It's a special invitation."

"I glow with anticipation," said I.

"The family wants you to come to see us some week-end—either in the fall or spring." She sighed gloomily.

"I—er—take it—er you want a definite answer?"

"Practically," said Mary Johnson, and made a doubtful cross stitch on her sampler, which should have been brought in six paragraphs ago.

"Thank you," I said tenderly, but without emotion.

"Why don't you turn on your radio, or is that a radio?" asked Mary Johnson.

"It could be a toothbrush holder," I parried, "But it's not. It's a radio, pure and simple."

"Stop stalling," said Mary Johnson, "and turn it on."

"How can you do two things at one time?" I marveled.

Mary Johnson heaved, as it were. "I'm good at that sort of thing"; said she, "I can listen with one ear and sew with the other."

"This," I said, ignoring her, "is a special radio. It's different."

"Yeah, I know," Mary Johnson was saying, "defunct, practically you mean; other than a lack of dial, tubes, aerial, and a few other little matters of general health, it has glamor."

"It's a special radio," I insisted. Then I added confidentially, "It gets only one station." Mary Johnson looked impressed.

"Rome, Italy," I said simply.

"My, how nice!" said Mary Johnson unemotionally.

I looked hurt in the area about the chin, extending a bit upward to a right angle swerve, and out to include a portion of mouth.

"Hold!" quoth I. With a swift motion I turned on the radio, balancing it on top with an outstretched arm in case of violence. "This is to prove what I say!"

"I suppose I shall hear first the Pope chanting horizontally," emitted Mary Johnson.

"You took the words," I told her, "right out of my mouth."

"Why doesn't it come on?" She was impatient.

"Listen, my beauty," I said, "if you had to wander all the way across the ocean it would take you a little time too! This," I repeated, "is a special radio."

"It's a point of note," said My Mary. There was a slight buzzing from the internal portions of my radio, and I smiled indulgently.

"Rome!" I whispered. "Maybe you ought to turn it louder—"

"Hush!" I commanded. From the radio there came a slight sputtering.

"Ocean—" began Mary Johnson, but I was firm. "Wait!"

There was a last screech of static and then a voice rang out, clear and serene.

"Listen, Rome!" I was cocky.

"We bring you," said a loud voice from the radio, "the latest Oxford Tobacco Market report—"

I looked haggard. "Maybe," said Mary Johnson, "it's the mariners on a good will tour."

SPANISH WAR DISCUSSED IN IRC MEETING

Current events with special emphasis on the Spanish War were discussed at the first meeting of the International Relations Club which was held Tuesday night in the Rotunda, with Mary Faye McMillan presiding.

Margaret Andrews, vice president of the club, was in charge of the program. Miss Nettie Herndon, adviser to the club, welcomed new members and gave a brief history of the club. Those taking part on the program

SEVEN NEW MEMBERS ADDED TO "TWIG" STAFF

The following girls have been added to The Twig staff as reporters: Jean Lightfoot, Mary Stuart, and Jane Yelverton, juniors; and Minetta Bartlett, and Dorothy Green, freshmen. Eva Wicker and Evelyn Lassiter have also been added as typists.

were Anne Poteat, secretary, Katherine Shuford, Margaret Kramer, and Mataline Nye.

Annabelle Hollowell was appointed leader of the next meeting.