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The Wrong Attitude

The letter entitled "Have We An Honor System?" which appears in the column "The Student Speaks . . ." will not be a shock to those who read it, because the problem of academic honor is one of which we have long been cognizant on our own campus and in other colleges, as well as in high schools. But the attitude of "do it if you can get by with it," is not met in academic matters alone here but seems to be the prevailing attitude in regard to our social life.

We do what we do and go where we go because we think it is all right; it is no more than what we do at home, what is wrong with it? It is wrong because you are not complying with the pledge you made when you entered this college; you are being dishonorable although it may have been a minor rule which you violated. We are asked to make an accurate record of our activities, and if it is convenient, we do so, but if we have to walk too far to comply with this request, we just don't. We seem to have lost our perspective; we seem to have forgotten that the conduct of the individual is the conduct of the group. We have no sense of responsibility, no sense of loyalty to the ideals and purposes of the college. There is no spirit of cooperation.

Just as in ball playing, you exercise your own free will when you decide you will "go out" for practice, perhaps with a little coaxing by someone who thinks it will be good for you or that you will enjoy playing, so it is when you come here to school. You are not forced to come; there are other schools to go to. You may not agree to the rules which you have to follow in playing ball, but you follow them or you are put out of the game. Here at Meredith we have certain regulations, rules for group living, with which we need to comply in order to live together harmoniously and in a way which will be beneficial to all. These rules may not be the same as those you have at home; but they seem to those making them the best suited to the group.

Numerous complaints have been made by the student body that there were too many rules to obey. In response to this complaint changes have been made and the number of regulations been reduced for next year. A new plan is to be inaugurated whereby social privileges will be granted on a basis of academic standing and evidenced ability of the student to obey regulations. It is the sincere hope of all those concerned with this new plan that it will be found workable, and that under it a new attitude towards the carrying out of the ideals and the standards of the college will be developed.

Side Issues

Dormitories . . . A very good suggestion has been made recently and it is that we begin calling the dormitories by their names instead of designating them by letters as has been done heretofore. I dare say there are few of us who know the names which have been given to these halls. They are: Stringfield, "D"; Jones, "A"; Vann, "C"; and Faircloth, "B."

Chapel Programs . . . It is a matter of courtesy if nothing more to give an invited speaker the full time allotted for a chapel program, which is around twenty-five minutes. The Silver Shield is sponsoring a course in modern etiquette, taught by Mrs. Edgar Henderson at the regular assembly period; at the last class she was given very little more than time enough to introduce her subject, almost ten minutes of the hour was taken up with announcements which could be better made on the bulletin boards which are for that purpose. And I am sure that the students are willing that she should be given all the time, judging from their enthusiastic reception of her talks.

And while we are on the subject of chapel, it might be mentioned that the time could be spent a great deal more comfortably if the windows were raised to let in a little fresh air. Much embarrassment would also be avoided if the bell which interrupts many of the speakers was disconnected during the chapel hour.

Bus Facilities . . . There has been a great deal of inconvenience caused lately by the crowded buses which leave town late in the afternoons. Many of the passengers get off the bus before reaching State College, and it seems it would be possible for them to catch either a State College bus, or if they are not going that far either, a Saint Mary's Street bus or an Oberlin Road bus. Several times Meredith girls have been left in town for lack of room on the bus, causing them to miss meals at the college or be late coming in.

The Student Speaks...

Have We An Honor System?

Does Meredith have an honor system? Perhaps you will say that after having been here for nearly four school years that it is unnecessary for one to ask such a question. However, we might take time to see just what we mean by an honor system.

Webster gives as one definition of system, "The whole scheme of created things; the universe." For honor his definition is, "manifestations of respect or reverence; that which rightfully attracts esteem or respect." If so, just what should the words, Meredith's Honor System, mean?

First of all I think each of us will have to make a self-analysis since the system includes every girl at Meredith. Let us begin this analysis by asking ourselves this question: Can I rightfully say that I am doing my part to make this system an Honor System or would it really be more correctly called a Dishonor System because of the part I am taking? After analyzing the system, will we find it worthy of esteem and respect or will we find that it is something to be concealed, something that would humiliate us should it be exposed?

Some of our girls have been known to take advantage of a teacher's leaving the classroom to refer to a notebook or textbook while on a test or examinations. According to the law of averages this should not be so surprising since one usually finds in a group the size of our student body, someone who has no sense of honor.

However, it is surprising to know that girls with high ideals and apparently honest so far as they as individuals are concerned let things like the above go by without doing anything about it except perhaps discuss the matter with a friend.

Girls taking books and notebooks to tests and examinations is not an uncommon sight. In taking tests some do not even bother to take the paper out of their notebooks, making it "too" convenient to turn back to find answers to questions. Perhaps we might very advantageously heed the plea here that Paul made of the Thessalonians which was to "abstain from all appearance of evil."

Now you may answer the question at the beginning of this article for yourself. Dare I say that if we have an honor system, it is as "sounding brass and a tinkling symbol."

Students, our faculty has entrusted us with the responsibility of keeping an honor system on Meredith campus. Apparently we have practically crucified that trust. We have been sleeping too long and I say, "Let's wake up and have an Honor System that is an Honor System, not in name only, but in reality. Our student Government president has on her desk a cartoon underneath which are these words, "We use the honor system around here." Perhaps it would not be a bad idea to go by her room occasionally and look at the cartoon, "Lest We Forget."
A STUDENT.

.. IN OUR LIBRARY ..

By IRIS ROSE GIBSON

Among the new books which have been recently added to the library is a complete set of the *Works of Charles Dickens* in twenty-two volumes. These books were put out temporarily on show in celebration of Dickens's birthday on February 8th.

Of interest to the bird lovers is John J. Audubon's *Birds of America*. John J. Audubon was probably the greatest of American naturalists and undoubtedly the greatest of all bird painters. During the major part of his life he traveled through the frontier country of America, painting birds in their native habitat. His great work *The Birds of America*, was engraved and printed in England in an edition of fewer than two hundred. The price at that time of one of these sets was one thousand dollars and today the *Elephant Folio of Audubon's Birds* is so rare that a fine set would probably bring around fifteen thousand dollars.

"Now for the first time, over a hundred years after the original publication, these superb illustrations are reproduced in a simple volume. This is a complete *Audubon* containing not only the 435 illustrations which Audubon did at a later date when he had an opportunity to acquire and paint birds of the Rocky Mountains and Far West, but the introduction and the concise and useful descriptive text for each plate over by William Vagt, editor of *Bird Lore*, the official publication of ten national associations of Audubon Societies.

One of the best new biographies is *Jane Addams*, by James Weber Linn. This is the definite, authorized life of Jane Addams. When she died, her nephew, James W. Linn had largely completed his biography of the humanitarian and settlement worker, regarded almost universally as the foremost American woman of her age. In this work, Professor Linn has been especially fortunate in having the full cooperation of Miss Addams. She not only turned over to him all files of her manuscripts, letters, records, clippings and papers, but personally annotated a number of chapters, discussed others with him, and agreed upon the rest.

"Professor Linn's book is intended not so much as an interpretation of Jane Addams as the story of her life. And what a story it is! Surely few women, or men for that matter, have had such a full and inspiring career as she. Inseparable with her name has been Hull House, the first and most famous settlement house in the United States; and since this has been the peak and crown of her variegated career, it is natural that the story of Hull House and its development should be one of the most interesting portions of the volume. Included also is the account of Miss Addams' part in investigating the investigation of the Chicago slums and the formulations of a model tenement code, her founding of the Woman's International League for Peace and Freedom, her brief excursion into na-

tional politics, etc.

"A writer of established reputation, Professor Linn has produced a biography of deep perceptiveness into its subject's personality, which was at once brave, idealistic, tremendously alive. Surely the thousands of people who cherish the memory of Jane Addams will be eternally grateful to him for this inspiring book."

The collection of southern stories by Sara Haerot in *Southern Album* is very good. "Widely varied in plot and character, there is a unity of theme and background running through these seventeen stories, picturing as they do the passing of the old South, the conflict of a new generation with the lingering traditions of an old and decaying culture, the vain efforts of the young to lay the ghosts of the past. In one group, which include *Little White Girl*, *Baby Chile*, and *Young Misery*, Miss Haerot writes with keen observation and humor and a profound understanding of the tragedies of the very young; while such stories as *Widow Woman* and a *Mendelian Dominant* are distinguished by a sharp view of irony."

Interesting to the psychologists is *New Frontiers of the Mind* by J. B. Rhine. In this book he tells the story of the Duke experiments to find out if there is such a thing as a "sixth sense."

Another of the new books well worth mentioning is *Augustus* by John Buchanan. "Two thousand years ago was born one of the most remarkable characters of all history—Octavius Augustus, who wrested power from Mark Antony, created the Roman Empire, and inspired the Golden Age of Rome. In this book John Buchanan—governor-general, novelist, historian, biographer—brings to life an extraordinary period of history which closely resembles our own."

"The marching style of which Buchanan is master gives the narrative a feeling of Roman power and austerity. In *Augustus'* one final book the excitement of a participant and the lucid appraisal of a great historian."

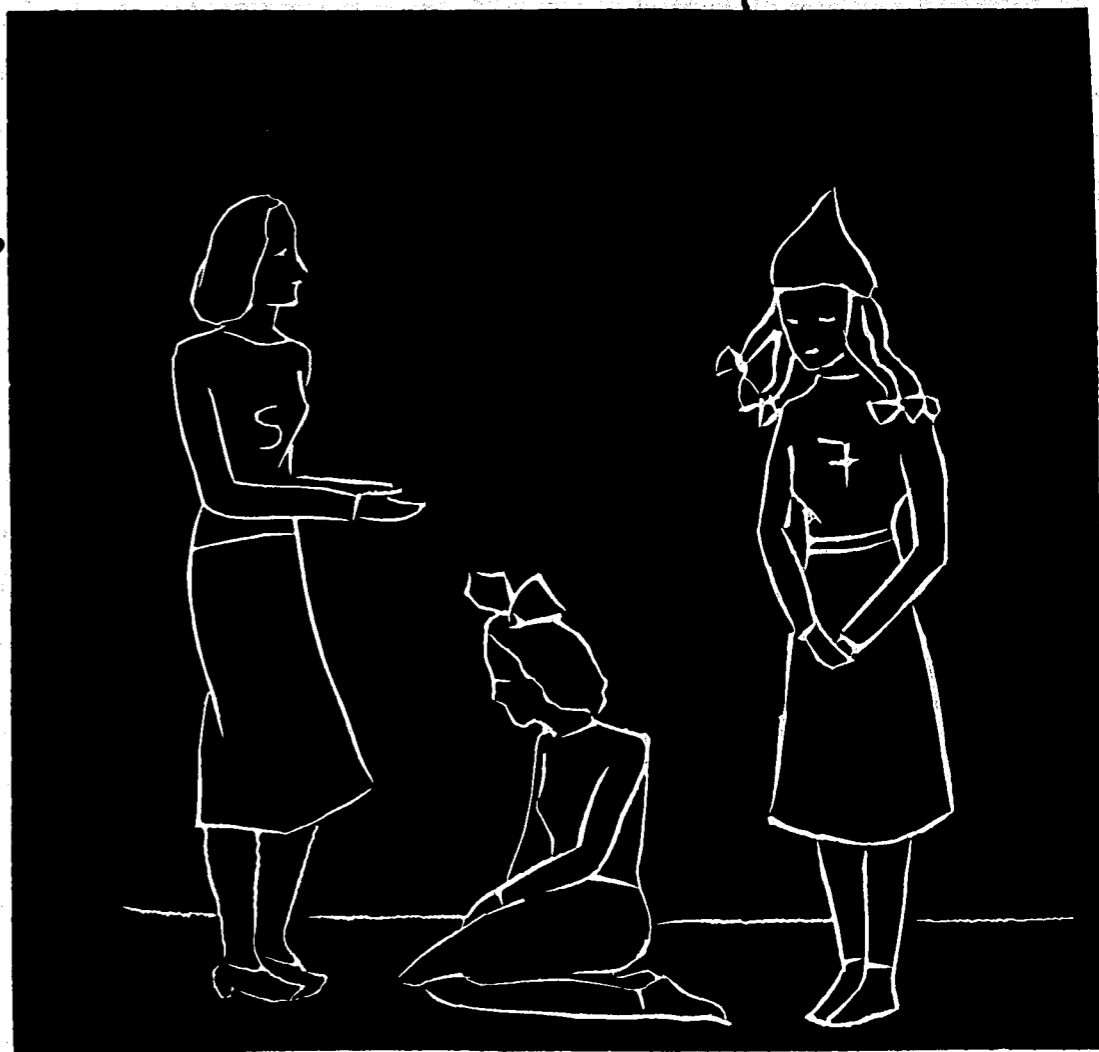
Other books well worth mentioning are:

Deutsch, *Mentally Ill in America*; Van Deusen, *Life of Henry Clay*; Washington, Booker T., *Up From Slavery*; Johnson, G. G., *Antebellum North Carolina*; Johnson, R. B., *Jane Austin*; Bruce, *International History of Virginia*; Chenoweth, *School Health Problems*; Dodd, *The Old South*; Young, *Games and Stunts for All Occasions*; Fishbine, *Your Diet and Your Health*; Jane Addams, *Forty Years at Hull House*; Jones, *Grammar of Ornament*; Jones, F. N., *Baccaccio and His Imitators*; Wallis, F., *Sociological Study of the Bible*; Quekett, H. S., *Eight Prize Winning One-Act Plays*; James, Henry, *Portrait of a Lady*; Fields, *To See Ourselves*; Earhart, *Last Flight*.

The test of good manners is being able to put up pleasantly with bad ones.—Reader's Digest.

POOR FRESHMEN

By SADIE MASSEY



Hindus Speaks On "Russia and the World"

On Tuesday morning, February 22, Maurice Hindus lectured in the Meredith auditorium on "Russia and the World." Mr. Hindus is a native Russian and though he now lives in America, he has often returned to Russia. Mr. Hindus spoke of the Russian Revolution and its effects upon the country. First of all, he said the revolution should not be looked on in terms of blood only. Any revolution in the world (he mentioned the American Revolution led by George Washington) might be considered solely from the viewpoint of its violence and bloodshed. There are two arms of the revolution, he said; the arm that destroys and the arm that builds. The arm that destroys is a very powerful, relentless arm, and the world has long been familiar with its achievements. But the arm that builds, the constructive arm, is not nearly so well-known. Its strength and its great activity in the field of national improvement must not be overlooked. This is the arm on which the Russian revolution should be judged.

One of the great achievements of this constructive arm, Mr. Hindus explained, is the discovery of natural resources, and the use of them. Minerals have been found in the Ural Mountains. Mining is becoming extremely important in Russia. The rich, dry land of central Asia is being irrigated to grow cotton. Already the decline in Russian purchases of American

cotton shows that she is rapidly becoming self-sufficient in the production of the commodity. These resources, said Mr. Hindus, have given Russia such great power that though Russia with her vast stretches of Asiatic territory has exactly what Japan needs and must have, Japan attacked China. Even now the difficulties in the way of the constructive arm are great. Russia had one hundred years of backwardness to overcome and she has now had only a few years of progress. It takes four months to do the work which one can do in the United States. The work is not done so well. For example, their bricks are not good, Mr. Hindus said. Russia has concentrated on the big things, and has not yet had time for the little things. The country is marked by the absence of conveniences. Mr. Hindus said that such things as fly swatters and safety pins could not be obtained in the country. The standard of living is still low; most families live in one-room apartments.

Russia is a land of many peoples. These different subject nationalities, oppressed by the Czarist regime, are being treated fairly in present-day Russia. The Jews in Russia were a nation of small shop helpers. They were returned to the land, which had been forbidden to them for 2,000 years. It was an immense struggle for them to change their habits and manner of living, but now they are of the best farmers in Russia.

Russia has not neglected to build schools. In 1914 there were 8,000,000 Russian school children; today 34,000,000 Russian children attend schools. Colleges and universities are growing. Today there are 6,000,000 college students, 2,000,000 of them girls, many of whom are medical or agricultural students.

The greatest change in Russia Mr. Hindus said, has been in methods of farming. The great majority of the people were peasants, using the same backward farming methods used a hundred or more years ago. Today they are still farming, but on a great community farm, planned in a scientific modern way, with the use of new machinery and modern methods.

Mr. Hindus spoke of the many difficulties in the way of Russian progress. There was so much to be done before Russia could make up for her long years of backwardness. Even yet, she has only begun the task but in the few years since the revolution occurred great advances have been made. The arm that builds has begun its work; now it must carry on its task of rebuilding Russia. This constructive arm can go on building as long as Russia is allowed to work out her problems in a peaceful world. In concluding, Mr. Hindus said that if Russia is left to herself and does not have to fight, she will emerge a great, progressive nation.

THE DIVISIONAL PLAN

Some of the best colleges in the United States have changed during the last few years from the rigid departmentalization into which colleges were cut as they began to add numerous courses in science and the practical arts fifty years ago. The introduction of the elective system at Harvard, under the leadership of Dr. Charles W. Elliot, set an example to be followed by hundreds of colleges in multiplying courses in pure and applied science. One college in the South had twenty-six departments and a sufficient number of courses to enable a student to remain in college for seventy-two years, pass every course and not repeat a single course.

Such addition of departments and multiplication of courses followed the specialties of professors chosen for the faculties. Methods differed widely from department to department in the same colleges making it advisable, as some executives thought, to create new departments in which novelty of methods would not meet with disapproval by staff members who constitutionally objected to innovations. When a committee of educational surveyors in the decade between 1920-1930 began to make intelligible grasps to show to college presidents and deans the results of the addition and multiplication which had been taking place, there was consternation enough.

"What? Was this crazy picture you have made of my college?" one president asked. "Yes, but don't be alarmed," the specialist said quickly, "you should see some of the others."
The educational map of the

United States is not attractive. The part of it which shows the South is not by any means what Southern educators themselves wish. But the whole educational map is not the concern, primarily, of Southern Baptists. It is of primary importance that the Baptist colleges and schools be what they should be and do what they should do.

As sensible professional men engaged in education there should be as much wisdom as is expected of the physician in the field of medicine. Before the physician writes a prescription he makes a diagnosis. That has not been the method used always in education. Just now a good deal of educational diagnosing is taking place. This is the part of wisdom.

Scholars should be chosen for the faculty.

Excellent teaching ability should be a prerequisite to selection as well as scholarship.

Leaves of absence should be arranged so that faculty members may add fresh stores of knowledge.

Exchange professorships should be arranged as a stimulation to breadth as well as depth of learning.

Budgets should be adjusted in such manner as to provide the maximum educational exercise on the part of faculty and students. Materials and methods used throughout the college should be of such type as to attract and hold the kind of student who will make a contribution to society.

Some students should be permitted to earn degrees in three years; others should take the usual four years. Grading systems; promotion methods; comprehensive examinations instead of the outmoded written test are in need of careful study and in many of the best colleges serious study is being done.

Now, if the divisional plan helps in achieving a majority of the results suggested; if the college by adopting the divisional plan can make a greater contribution to society the change should be made.

The purpose of this editorial will be served only if the suggestions—or some of them—are the occasion for the reevaluation of our own Baptist colleges with a view to making them serve more efficiently as they turn into the surging stream of civilization approximately five thousand graduates each year.—From *College News and Views*.

Chemical Analysis of the Human Body

"Sulphur—Enough to rid a fair sized dog of one dose of fleas.
 Lime—Enough for six bars of soap.
 Iron—Enough to make a six penny nail.
 Phosphorus—Enough to make twenty boxes of matches.
 Sugar—Enough for ten cups of coffee.
 Potassium—Enough to explode a toy cannon.
 Total value—\$0.87.
 That's all you are worth."

A merchant stated in his will: "I want six of my creditors for pallbearers—they have carried me so long they may as well finish the job."—N. Y. Post.