

THE TWIG

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Entered as second-class matter October 11, 1923, at Post Office at Raleigh, N. C.
under Act of March 3, 1879.
Acceptance for mailing at special rate of postage provided for in Section 1103, Act
of October 3, 1917, authorized October 11, 1923.

SUBSCRIPTION PRICE \$1.50



For the Last Time

It is not without a feeling of regret from the old staff, accompanied by a certain feeling of relief, that we turn over the editing of this publication to the new publishers. We realize that we have not reached all the goals we set for ourselves at the beginning of the year, and we leave with the incoming staff the task of attaining the aims which they shall try to achieve.

You have given us your cooperation, without which we could not have worked. By "you" we mean the students, faculty, advertisers, local papers, the Meredith News Bureau, the printers, and the business managers. The coordinated effort of the business managers is an indispensable factor in the publication of your newspaper.

To the New Editor

No work which is worth anything is easy, and any business which you may choose and get worthwhile results will not be easy. Anyone who has edited a publication will grant that it is one of the hardest jobs to be had, but it has its compensations.

"The college editor should make a slight distinction between himself and his job. The job is important; he is not. The editorship is as responsible a position, in its potential power to help or harm the college as the presidency of the college.

"The editor, unless he is a child prodigy, must proceed thoughtfully and with due regard for the errors of his predecessors if he is properly to fulfill that responsibility." -The Daily Illinois.

And with your last issue next year you may have a feeling similar to that expressed in this little poem from our exchanges:

"What have you done?" St. Peter asked,
"That I should admit you here?"
"I ran a paper," the editor said,
"At my college for one long year."
St. Peter pityingly shook his head
And gravely touched the bell.
"Come in, poor man, select a harp;
"You've had your share of Hell."

Danger to the Democracies

Dr. William E. Dodd, former American ambassador to Germany, would have the United States, France and Russia declare war immediately on Germany, Italy and Japan "before they gain too much momentum to be stopped." Not many people are quite as ready as Dr. Dodd to enter promptly upon such a preventive war.

Indeed, the threat to the safety of the so-called free nations comes less from the growing armaments of the so-called totalitarian States than from the lack of enthusiasm of free men in appreciation for their freedom. Wrong as the dictators seem to us to be, they have stirred enthusiasm. If the democracies are to resist their increasing encroachment, men in them must show the world that there are things for which they are ready to fight and convince themselves that there are some things for which they are ready to die.

EDITORS-IN-CHIEF



KATHLEEN MIDGETT, Twig



CATHERINE JOHNSON, Acorn

man, is the hope against the new Caesars. And the danger grows less from their increasing power than from their mounting enthusiasm, indeed, less from the strange enthusiasm in the dictatorships than from that stranger lethargy among free men in free lands.—The News and Observer.

Brain Polish

A former Chief Justice of the Supreme Court of Maine, himself a graduate of a great university, once said: "In the case of a large institution, more boys go through the college; while in a small college, more college goes through the boys." The personal factor is the major element in every college education.

"To rub a brain with other brains," said a sage, "is the very best form of polish," and the quality of this polish will depend upon the quality of the individuals with whom a student comes in contact. The type of man—professor or fellow student—with whom he will associate is a prime consideration to every prospective student and his parents.—The Colby Alumnus.

Towards Progressive Education

The principle of democracy is being carefully evaluated in all fields today—in government, in society, and even in education. One of the fundamental elements in the concept of democracy is that of mutual cooperation on an equal relationship between the giver and the taker, or the ruler and the ruled.

In applying the yardstick of democracy to the field of higher education, it is very evident that little has been done to adjust the unequal relationship existing between the faculty and the student and they continue in the comparatively fixed positions of giver and taker or producer and consumer, while mutual cooperation is reduced to an infinitesimal point. If surface manifestations are to be believed, neither party is satisfied with the present state of affairs, since the faculty appear eager to cooperate with the student body on all possible occasions, and on the other hand, the student 'load' and the student 'gripe' are always with us.

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vising it on the basis of constructive criticism. The first step in this far-reaching investigation was taken last week with the inauguration of a series of separate departmental conferences at which the faculty members of a department joined in a discussion of the department's syllabus with majors, minors and all other interested students. It is hoped that these informal discussions will elicit constructive proposals which may form the basis for an adjustment of the curriculum in accordance with student needs. Existing courses may be replanned and new courses added, and teaching methods may be revised in order to allow for more student discussion or for original research. This student-faculty cooperation in the rational investigation of the curriculum on the basis of need will be carried through every department and has far-reaching implications for the field of democratic education. The plan has already been tried both at Harvard University and at Kansas State College with highly successful results.

In appraising this plan of curriculum revision, Dean Irving Berg of New York University said that the prime purpose of a Liberal Arts college is "to create an open mind and to stimulate precise thinking." These are valuable assets for the future citizens of a democracy and such a plan for student-faculty cooperation is calculated to promote them. We want democracy in education today; we want a more equitable and constructive relationship between students and faculty; we want changes in the curriculum. Why don't we stop 'gripping' and join other colleges in taking progressive action?—Tower Times.

SPEED! SPEED! SPEED!

By MISS NORMA ROSE

The world moves fast! There is no doubt about the fact that the youth of today has been called upon to meet the demands of rapid change and progress. The college student of 1938 must be wide awake, alert, and quick in order to grasp what college and the world has to offer. He must be ready and desirous to keep abreast even when such progress means work that is rapid, steady, and difficult. Yet, there is another side to the question, or more specifically stated, there is a limit to the rate of speed for which people are adapted; there is a limit to the speed of mental, emotional, and physical activity. Once beyond that limit, once in the realm of excess speed, a person is apt to find failures or even wrecks of a worse kind than that suffered by him who failed to keep abreast. Speed coupled with facility, accuracy, and progress is to be desired, but speed which results in error or ruin rather than accurate and perfect performance is to be shunned.

Our own campus will furnish, I dare to suggest, verification for the statement. We have in our student body girls who have rushed headlong through the years devoted to high school studies, girls who have entered college without the mature outlook that is expected of college students, girls who are themselves not certain about the relative importance of the different phases of college life. They have, in their haste, gathered the necessary facts and units for a high school diploma, but they have failed to develop the power of reason, judgment, and evaluations which is equally important for successful college life. They must pause now to catch up with themselves. This, you may plead, is a fault of the high school system, and in some cases I grant that it is. Yet, what is responsible for the same mad rush to complete the college courses? There is an increasing number of students who are seeking to crowd into three years the prescribed four year course. Is it

"IT WON'T BE LONG"

By SADIE MASSEY



the attitude of the pupils themselves that they must speed up and force their development that they must get their education? If so, then again I would say that the tempo has been set too fast. It should be slower. The average student needs four years and, I dare say, requires four years to get the most from the college course. Any speeding of the process, in the majority of cases, results in a less perfect product.

I would bring the question a bit closer to the average student. Very often from observation and experience I have been forced to believe that college students are physically, mentally, and emotionally rushing beyond the point of endurance. There are countless calls to outside activities, and there is no doubt that these are of value. Yet, there is again a limit to be set. One student must not engage in so many of these that the rush incurred by them leads into slipshod and careless performances, nor must she attempt to exert herself beyond the point of her physical endurance. Failure is the inevitable result.

There must be a rational and sane handling of the question. There must be an understanding of the purpose and aim of a college education. There must be an intelligent decision concerning the tempo at which life may best be lived. Decisions and choices must be such that there is time to do what is to be done in the way in which it should be done. The old plea "I don't have time," falls ineffectual when we are reminded that we have all the time there is to have—twenty-four full hours each day. The solution lies with the individual. There must be the rapid runs where fingers fly swiftly over the keys; there must be the slow, strong chords where fingers linger long on the keys; there must be rests where fingers do not touch the keys at all; there must be a prevailing tempo which the artist is capable of maintaining without undue strain, with absolute accuracy, and with appreciation and feeling. Then only is the rendition such as we would have it be.

Newsdrama on Slum Problem

(Continued from page 1)

focus the plight of sixty million Americans forced to live in dwellings below the minimum standards of decency.

Reported of great value by the metropolitan critics and the school and college press, "... one-third of a nation ..." has been seen by more than 10,000 New York students in the first month of its run at the Adelphi Theatre. High school teachers have taken entire classes to see the production, and student organizations have bought out the whole house for theatre parties.

From outside New York, such colleges as Smith and Mount Holyoke are sending large groups of students on special field trips to see "... one-third of a nation ..." Teachers consider it so effective an educational instrument that the Federal Theatre has prepared a study guide on housing based on material gathered by the project's research staff and related to the newsdrama.

Dot's Dashes

By DOT LOWDERMILK

It's a shame that so many of you girls live down in this part of the state where there are no mountains or feuds. If we didn't have feuds where I come from, there wouldn't be any excitement except on Saturday night when everybody goes to see the horse opera. When I was home last week-end the whole town was talking about the duel between Alexander Shott and John S. Knott. Knott was shot, and Shott was not. Which means either that Shott was not shot and Knott was shot, or that the Knott Shott shot was not Knott but Shott. In which case not Knott, but Shott, was shot.

Some say that Shott shot not. Which means either that the shot Shott shot was not shot, or that the shot Shott shot shot not Shott but Knott. Some say that Knott shot not, which means either that Knott shot not shot, or that Knott shot not shot but Knott shot himself. Others state that Shot was half-shot when he shot Knott, which is to say that the Shott who shot the shot which shot not Shott but Knott was a half-shot Shott. In brief, it is difficult to determine who was shot and who was not, or whether the shot Shott shot shot Knott or not, or whether Knott shot Shott or shot not shot at all. Which seems to leave everything in a rather half-shot condition (If you believe all this, you're in the same condition!)

Dashes: "An apple a day will keep the doctor away" — guess that's why Helen Hall, Elsie Berry Yates and a few others on the campus never eat apples. . . . It seems that a senior on third floor "A" has a hard time keeping two doctors from showing up at the same time. And speaking of doctors, Maxine Morgan makes it a point to see her dentist at least twice a semester! It's no wonder that she has such pretty teeth. Think what they WOULD look like if Atlanta weren't so far away! And if you've never seen snow around in April just have a word with that other Morgan girl, Carmen, and she will tell you all about it, maybe! . . . Ed Wyatt has been making frequent trips to Meredith lately. I hear that he has been helping Harry Williams (I think "helping" is the correct word to use there.) Anyway, they all come over on the Little Excursion with Skipper Charlie every Thursday night. . . . Saturday afternoon a Freshman who sits at my table asked "Where were you at lunch?" Then before I could tell her I was there she exclaimed: "Oh, you were there. I was the one who was away!" . . . Reminds me of that old one about the man who asked another if he didn't see him in Atlantic City. The second man said, "No, I've never been to Atlantic City." The first replied, "Well, I haven't either, it must have been two other fellows." . . . If you haven't seen the last Student which came out, here is a good one found therein: "Marriage is an institution. Marriage is love, Love is blind, therefore marriage is an institution for the blind." . . . I doubt if you could convince Carolyn Parker or Kat Covington of that, tho', since both have recently

acquired rings from SOMEWHERE! Woolworth's, I reckon!

New BSU Council To Attend State Meeting

Members of the new Baptist Student Union Council, serving with Barbara Behrman, newly-elected president, will attend a state B. S. U. training school at the Forest Avenue Baptist Church in Greensboro, North Carolina, on April 23. The day's lectures, forums, and discussions, under the direction of Caesar Herrin, new state president, will serve as a basis for their work next year. Such meetings are being held throughout the South during that week as part of the south-wide B. S. U. work.

Plans are now underway for another Wake Forest-Meredith social similar to the one held in the fall. Under the sponsorship of the two Baptist Student Union councils the event which will again be held in the Wake Forest gymnasium, will probably take place in early May.

MEREDITH BUS SCHEDULE

Table with 2 columns: Leaves Meredith, Leaves Uptown. Rows include times from 6:30 A.M. to 10:52 P.M.