

# NOISE IS A HABIT

Noise is a habit. No one whistles down the hall, turns up the record player, or slams the doors purposely to annoy someone else. It is all habit—a habit which must be broken before we can expect to have our present light-bell system changed. In a democracy we are free only to the extent that we do not infringe upon the rights of others. We cannot expect to have the freedom of unlimited light cuts until we stop depriving others of the right to study and to sleep in quiet. The noise is a habit, not malicious annoyance, but each of us must examine and improve those habits by which we unconsciously destroy this necessary quiet. No one would, at this point, be justified in giving to us permission to make more noise for a longer period of time each day. If we want a change, the noise habit must be broken.

# Why Go First Class?

I was quite impressed when I had occasion to dine at Meredith a few nights ago. There are very few girls' schools, I am sure, which can meet the standards we uphold. For example, the orderliness was amazing! There was no such things as "noise"—merely quiet talking at each table, and I was quite interested to see that there was no rushing into the dining hall, no pushing, shoving or crowding; girls took their time, walked leisurely into the dining hall and went directly to their assigned tables. The courtesy at individual tables was better than I had ever seen. Everybody took at least thirty minutes to enjoy talking and eating together, and it was particularly noticeable that each girl left only with her tablemates. I might mention also that the last three groups who performed for us indicated afterwards that they had never had such an appreciative audience—"you could have heard a pin drop"—to quote a cliché, and they are eagerly awaiting another invitation.

I feel also that I must mention another aspect of courtesy in which we are truly outstanding. Never have I seen such respect for faculty members and others of our elders. To mention a few illustrations, it was especially gratifying to see that all our girls *always* stand up when a faculty member enters the room (at club or group meetings we are sometimes negligent, but at any other time the rule holds true). Some of my classmates have told me that they have particularly noticed that we always open doors for the faculty members and invariably allow them to enter ahead of us.

This writing, of course, is not directed at those who have noticed these virtues, but I am sure that some have failed to see how truly outstanding we are.

ANNETTE KAHN, Social Standards Chairman.

# SheNANigans

By NANCY JOYNER

The spirit of Meredith is an elusive thing. It doesn't show often, but when it does it really bubbles over. The wild carryings-on in the dining hall last Thursday night thrilled me to the quick. The impromptu junior class song (which bears a strange resemblance to a famous tune of a famous, or infamous, fraternity) that was followed, for no apparent reason, by *Auld Lang Syne*, and eventually brought about two verses of the *Alma Mater* (we can't help it if we don't know verses two, three, and four) was exciting to everyone. Just every once and a while we are willing to tell the world that we like us—love us, in fact.

A few years ago the Student Government on our campus was

called in satirical terms the "Ges-tapo." Even in jest, that is an unfortunate appellation. Some people just don't understand satire. The fact is that the S.G. is so alive and so concerned about all of us that we sometimes stop to wonder, after a gripe session, if we're really worth it. Recently they have shown just how much good they do and how much influence they have. We can be justly proud of our hall proctors and our dorm presidents, and Anita, for the maturity with which they act.

Meredith is a senior college. Often we forget to act that way, but when we do, it makes everyone connected with the place feel *good all over*.

# The Green Room

By DONNIE SIMONS

While Meredith is busy working on and eagerly awaiting the spring production, *The Cradle Song*, other dramatics events are taking place.

Many of you no doubt read or heard that Governor Hodges has officially proclaimed that North Carolina will participate in National Theatre Month, which is March.

At the Raleigh Little Theatre rehearsals are in progress for *The Play's the Thing*, a modern comedy by Hungarian playwright Ferenc Molnar, adapted by P. G. Wodehouse. Included in the cast are Meredith alumna Margaret Tucker Burns and Charles Kahn of the State College faculty, but better known here as the husband of senior Annette Lee Kahn. Those who saw "Tuck" in Playhouse productions *Medea* and *Blithe Spirit* will need little, if any, persuasion to see her in this sophisticated drawing-room comedy after the style of Moliere. Charlie Kahn is well remembered for his perform-

ances in *Blithe Spirit* at Meredith last spring and this season's *Streetcar* at the Raleigh Little Theatre. Molnar's genuinely humorous play will have a six-day run at the Little Theatre on Pogue Street beginning Friday night, March 15.

Two recent events which, while not first and foremost dramatic, but nevertheless definitely a form of theatre, were the appearance of the Dance Drama Company and the Meredith Dance Concert. The former, a touring group, gave a memorable performance at State College on February 15. The varied program included a court dance, a drama of a teen-age gang, and other well-planned and executed dance dramas. On the following night the Meredith Dance Group presented a concert in which Brahms' *Lieb-lieder Waltzes* and Garcia Lorca's *House of Bernardo Alba* served as important bases for choreography.

# FACULTY DISCUSSES EDUCATION

By JANE STEMBRIDGE

I write this in the form of a feature editorial (if there is such a thing!) in order to speak from a personal viewpoint. I do so to make known to those who are not familiar with the Faculty Fellowships, the nature and purpose of the same, and also to make a plea that we take advantage of a possible opportunity they may afford to us as students.

On Thursday afternoons at 4:45 members of the faculty gather for discussion. These sessions are in the form of an open forum with one faculty member leading the discussion which has been previously drawn up by a committee.

The purpose is to increase understanding of the views on education, to define general terms and needs of education, and to offer opportunity for faculty members to "get to know" each other outside the classroom.

At present the discussions are centered on the relative merits of liberal education and professional training. All have agreed that the liberal arts education is desirable, that the differences arise in the degree of emphasis on the liberal arts. Some feel there should be no vocational training; others hold that a certain amount is needed. I quote some points from the most recent forum. There are six points under the heading "Articles of Belief as to the Nature and Objectives of Higher Education." On Thursday, February 14, Mr. Douglas Reynolds of the art department led the group thought on these two points:

1. "The vastness of the amount of human knowledge having reached such proportions that the greatest mind can grasp only a small fragment of it, it becomes necessary to choose carefully the

areas to which any attention can be given. It is believed that this selection should include elements drawn from literature, the physical sciences, the fine arts, the value systems which have seemed good to human beings, the orderly and logical processes of thinking, and explanations as to how contemporary institutions have come about.

2. "Vocational ambition frequently provides motivation for learning. Proficiency in a vocation cannot be considered the central aim of higher education. Elements in vocational education which make a substantial contribution in the areas listed above may be regarded as legitimate parts of higher education."

Mr. Reynolds, in leading the group discussion, used, among his own ideas, certain points taken from the book, *The Aims of Education*, by Alfred North Whitehead. I quote some of these points to give an idea of the way the typical sessions go:

1. "Pedants sneer at an education which is useful. But if education is not useful, what is it? Is it a talent to be hidden away in a napkin? The only use of a knowledge of the past is to equip us for the present. The present contains all that there is.

2. "There is only one subject matter for education, and that is Life in all its manifestations. Instead of this single unity, we offer children algebra, from which nothing follows; geometry, from which nothing follows; science, from which nothing follows; a couple of languages never mastered; and lastly, most dreary of all, literature, represented by plays of Shakespeare, with philological notes and short analysis of plot and character to be in substance committed to memory."

# Magic Moments

By KAY ELIZABETH JOHNSON

There are several types of courage. Confucious describes one type, moral courage, in his *Analects*. "To see what is right and not to do it, is to want (lack) courage." The Spartan mother of long ago described physical courage when she warned her son departing for battle: "Return with your shield or on it."

One who exhibits courage is greatly admired by all. This trait is an essential of high character, but as La Rochefoucauld states, "No man can answer for his courage who has never been in danger."

Barnaby Conrad, a contemporary author, tells simply but forcefully the courage of a *torero* in his story, *Matador*. This bullfighter's whole career depended on his physical courage. Overcoming physical as well as other handicaps, Pacote, the bullfighter, went on to become the number-one *torero* in Spain. We see him in his retiring fight. Conrad makes his character live with vivid portrayal of the man and his associates and gives a colorful picture of Spain and the art of bullfighting. Pacote in his farewell fight, runs the gamut from complete degradation to triumph. Reading of this man's struggle with himself will leave you limp.

Montaigne, in his *Essays*, seems to have written this passage for Pacote. "He who, though he falleth, is stubborn in his courage, and, being in danger of imminent death, is no whit daunted in his assurance; but, in yielding up the ghost, beholds his enemy with a scornful and fierce look — he is vanquished, not by us, but by fortune; he is slain, but not conquered. The most valiant are often the most unfortunate. So are there triumphant losses more to be envied than victories."

# Musical Notes

By PAT GREENE

If you happen to be meandering through the music building during some of your leisure moments, be sure to visit the "new" music library, located in room 105, Jones Hall. I say "new," even though we have always (supposedly) had a record library. The old library and listening - room has been "renovated." The McDowell Music Club, under the direction and leadership of Pat Corbett, president, has really worked miracles! I am sitting in the new music library right now — getting all inspired — while Nancy Long and Diane Morris are putting some last-minute finishing touches to the room: Nancy is standing in a chair arranging the very colorful drapes, while Diane (poor thing) is down on her hands and knees putting (quote) "shelf paper" on the record shelves in the record counter. Yesterday when I stopped by, I noticed Ann Anthony and several others avidly slapping white and black paint on chairs and tables. Incidentally, they are the ones responsible for all that candy-making . . . remember? Other contributions helped, too, to make this a very worth-while project. Thank you, Pat, and *all* the members of McDowell Music Club.

The S.A.I.'s enjoyed a short musicale following their Tuesday night meeting; Jeanne Grealish and Becky Miles were the performers. (Continued on page four)

One member of the faculty suggested that perhaps the group could and would discuss some topics desired by the students! This would necessitate, of course, a sincere effort on our part to put forth issues that a group of this nature would handle, issues that had received thorough consideration on our part. I, for one, feel this opportunity to be worth OUR consideration as well!



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Since 1921 the institution has been a member of the Southern Association of Colleges and Secondary Schools. The college holds membership in the Association of American Colleges and the North Carolina College Conference. Graduates of Meredith College are eligible for membership in the American Association of University Women. The institution is a liberal arts member of the National Association of Schools of Music.

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