

Where Is Our Honor Code?

In our college Handbook is found the following explanation of our honor code:

Each student is expected to be honest and truthful at all times. Each student is personally responsible for her own conduct, for her obligations to the college community, and for informing herself of and for abiding by the college regulations. If a student breaks a regulation, she is expected to correct her offense by reporting herself to the proper authorities: in an academic matter, to the instructor concerned; and in an administrative matter, to the officer of administration concerned; and in a student government matter, to an upperclass member of the Student Government Council.

During our freshman year each of us signed a pledge which stated that we understood and would uphold such a code. Have we forgotten that pledge, or do we not understand its meaning? Certainly, if we are intelligent enough to be accepted at a college, we can interpret the words of the code; and it seems improbable that anyone could forget the overall meaning of the code after twenty or thirty years, much less after a semester or a year.

During the 1960-1961 school term, there has been an extreme increase in cases concerning academic dishonesty. Such an offense is not only wrong under a college honor system but also under a personal honor system. On the whole and until the present year, Meredith students could say with pride that they lived under an honor code that was upheld well, but it seems that such a claim cannot now be made. It seems that the only solution to such a problem lies in the realization of each student of her responsibility to herself, to others, and to Meredith. Are we going to accept that responsibility?

L.K.

Exams: A Time to Evaluate

The hour of fear and trembling is upon us. We are to be found out. The impressive answers in class, the hiding behind the girl sitting in front when we didn't know the answers, the long lists of collateral reading, even the grades we made on tests when the facts and ideas were still fresh in mind—all of these will now be examined and put in proper relation to what we now retain without aid of books, notes, or professors' hints at the end of the whole course.

The outcome of our exams will determine many things. It may mean, if we have learned more during the semester than we heretofore have let the professors know, the difference between a low grade and a higher, or perhaps even between a mediocre grade and a high one. On the other hand, we may see the good work done all semester discredited by a low exam grade, the result of insufficient review, an exam that "just didn't ask what I studied," or a simple case of "exam nerves" that kept the mind unsteady as well as the hands.

Most of us have been told often enough that exams are given for our benefit as well as for the professor's. Most of us laugh. However, perhaps there is, after all, if not absolute comfort in this idea, some indication that exams can be turned into more than just a battle in which we are on the defensive to save our small pebbles of knowledge and intelligence against the Goliath-sized mind of the professor. There is some merit in being able not only to know the material, but also to state it in an organized way, even when it is asked for in a different perspective from that which was seen in class. Simple self-evaluation such as we experience during exams is necessary for us not only in school but also throughout life.

Our worst fear in failure is usually our concern with what people think. Once we learn to accept failure without fear of reputation, we can be more objective about the whole process, realizing that our real objective is education, a process not always inseparable from the grade. And usually, when we realize this, failure is practically conquered.

H.M.



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Fitz-Simmons Presents Forceful Story of Carolina Man in the Battle of Life

By CAROL HICKS Bright Leaf by Foster Fitz-Simmons is a forceful story of the man who turned the pleasant, slow-moving Carolina tobacco country into an important section in a vast cigarette dynasty. The novel centers on the towering character of Brant Royce whose dynamic personality fills the story. Bright Leaf is a story of life, hate, bitterness, and ruthless competition, as one man pushes forward with an invention and idea which will again change a country torn by the Civil War not over a decade before.

Interwoven in the story are the personalities of Sonie Lipik, whose will is as powerful and as obstinate as that of Brant's, and Margaret Singleton, a proud woman of the remaining aristocracy who symbolizes that which Brant strives to ruin and yet desires to have. Brant struggles against a background of the hatred of a town, the merciless competition of men where the "survival of the fittest" rules, and the ambition of one man to achieve the wealth that had so long escaped him. Bright Leaf is a moving story of violence, but not without love. Sonie, an adventuresome woman, is also struggling for wealth, some-

times with and sometimes against Brant. Margaret, a more delicate character, leads Brant, inspiring and disillusioning him. Both of these women are objects of Brant's affection, and the reader is often surprised by the ensuing inner conflict in Brant's heart.

The age is a colorful one, running from the Civil War to the turn of the century. The reader can easily see the quiet town as it bustles with activity when a Yankee and a no-account man turn the wheels of progress. Other characters go in and out of the story, thus making it one of continuous movement. The novel is full of vivid dialogue with exciting action which immediately engulfs the reader and transports him to a land of tobacco fields and newly-invented machinery.

Fitz-Simmons' style of writing is forceful in his absorbing story. Though Bright Leaf is a long novel, its conciseness and continuous action make the reader unaware of its length. The compelling theme of a man's desires which runs throughout the book stirs the reader's interest which does not cease until the last page is finished. A novel especially intriguing to North Carolinians, this dynamic book is well-worth anyone's reading time.

Student Government Considers Revising Two Out-dated Systems

By VELMA MCGEE The organization presidents have worked hard to present original Thursday morning chapel programs to the student body, and their efforts have not been wasted. The students have responded with their active participation in offering suggestions and making known their complaints. Certainly most people realize the value of these discussions and hope they can be a part of next year's Student Government program.

Having been informed through the chapel programs that work was being done on the present call down system, the student body has offered helpful suggestions. The committee has worked hard these last few weeks of school to have a new system worked out on which Meredith may operate during the following year. Perhaps a campus, served for a set number of call downs accumulated for more serious offenses would better serve its purpose of teaching students to be good citizens and responsible persons.

Another committee was recently set up under the leadership of Annette McFall to work on chapel cuts. "But my total number of cuts do not agree with yours," is a com-

monly heard complaint by chapel checkers. They have suggested postponing the cuts week by week to eliminate some confusion concerning totals. To make the system as simple, yet as efficient, as possible, will be a big problem facing the committee.

In the last Student Government article, the possibility of going to fraternity houses on Saturday afternoons was suggested. The administration at State College was consulted, and the opinion was that difficulties would arise when fraternity row was completed, if a rule-change was made now. Therefore, the Council and Faculty Committee felt our rules should remain as they are.

Editor's Note

The new TWIG staff has hopes that in the coming year we can make THE TWIG a valuable asset to our college community. As is implied by the words, "Published by the Students of Meredith College," this is your newspaper, not just the staff's. We want both your commendations and criticism. We would hope that you will feel welcome to write letters to the editor about any subject you think noteworthy. THE TWIG is your paper, so why not use it?

Golden's Humor And Keen Wit Delight Readers

By MARCIA DAVIS In his new book, For 2c Plain Harry Golden has again spoken, as the New York Post has observed, "with a voice of sanity." In his colorful collection of essays one finds everything from the complete pros of chicken soup (no cons appear anywhere) to the cost of a glass of seltzer on the Lower East Side. The seltzer used to cost a nickel if it had any flavoring — two cents if it was plain. There are colorful descriptions of the TV antennas that have taken the place of the magnolias along Tobacco Road, and there are a few sobering comments on what it is like to be a member of a minority group in small Southern town. Mr. Golden is from Charlotte and is editor of the Carolina Israelite.

Mr. Golden appears throughout his collection in his grey flannel suit, slightly rumpled, wondering about such brain twisters as why the Greek civilization died so quickly. His answer: "They left the woman with the 4-F's." Such an answer is a typical Golden reply, proving one thing — Mr. Golden is contemporary. If his subject is not contemporary when he begins, it is when he finishes.

The paragraph-long essays are filled with everything from pathos to humor to a combination of both. After all it isn't really funny when the author finds his glasses with his foot — or is it?

For 2c Plain is delightful pickup reading and a lesson in living that everyone would do well to study.

MERE DITHER

By RACHEL DAILEY

The little dolls peer from their designated places behind the glass of the cases and watch Meredith girls of 1961 hurry to and from the library. The doll of 1902, reverently considered "Granny" by the younger dolls, reminisces often to the others about how she was first bought and dressed by the class of 1937, which incidently was the first class to dress the dolls. That ambitious class dressed dolls from 1902 up to 1937, and began the tradition of presenting the class doll to the Alumnae Association at the Alumnae Luncheon. As our Miss Meredith of 1902 looks around at the other dolls, she sees some in colored dresses, others in white, some in evening gowns and others in shorter dresses. Since she has seen these dolls added, year by year, she knows that each has been dressed by the class for which it stands in appropriate Class Day attire as worn by the girls that year. All the dolls know the story well, for many a night, when Meredith girls are fast asleep, the dolls have listened to "Granny." Now that they are all together in their new cases where everyone can see them, they know each other a lot better. There is much conversation and anticipation concerning a new doll who will soon join them . . . Miss 1961. What will she wear? How will she act? "Granny" doesn't seem concerned, but says simply, "A Meredith doll is a Meredith doll, no matter what she wears."

WORDS TO REMEMBER

- "Philosophy begins in wonder." —Plato
"A tart temper never mellows with age, an da sharp tongue is the only edged tool that grows keener with constant use." —Irving
"All that is needed for evil to triumph is that good men do nothing." —Burke
"The past is unimportant unless it affects the future." —Dr. I. O. Jones