

Miss Raleigh Pageant To Be Held May 11; Four Meredith Girls Chosen To Compete

By JANE WORRELL

On the basis of their attributes and talents recently displayed in a preliminary audition, four Meredith girls, Ginger Brown, Dawn Holden, Elizabeth Holland, and Marion Welch, have been selected as participants in the Miss Raleigh Pageant to be held May 11. Sponsored by the Raleigh Junior Chamber of Commerce, the pageant involves many activities and details unknown to the public in general. To be a contender for the Miss Raleigh title, a girl must be eighteen years of age by the first of September and a resident of Raleigh or a college student attending school in the city.

Following the preliminary audition, in which the girls are interviewed, ten are selected on the basis of their qualifications and poise, to participate in the pageant. During the interval, which succeeds the preliminary and precedes the actual contest, the ten contestants attend a rehearsal once every week. The purpose of these rehearsals is to enable the girls to perfect their talent and to overcome any flaws in presentation. They are given instructions in the arts of walking, smiling, and maintaining stage poise. Helpful hints such as learning to apply vaseline to the teeth in order to counteract mouth-drying effects produced by stage lights are given at this time. On the night preceding the pageant, the girls attend a full dress rehearsal.

Schedule of Activities

The contestants' schedule of activities during the week of the con-

test includes two important functions. At the Jaycee dinner, the girls are introduced individually and are asked general questions so that the judges may become acquainted with each one. During the judges' luncheon, they elect a "Miss Congeniality" whose name is announced at the pageant. The actual contest includes three judging divisions — evening gown, swim suit, and talent with the latter division counting 50 per cent in choosing the winner. The winner of the Miss Raleigh Contest is presented a five hundred dollar scholarship and is automatically a contender for the Miss North Carolina crown.

Four Winners in Five Years

It is significant that Meredith has supplied four Miss Raleigh's in the past five years. The 1962 title was won by a Meredith senior, Berma Jean Davenport. Ramelle Watlerson Morrison, Janice Capps Patterson, and Gail Newton Martin won the title while at Meredith. Berma Jean was also the winner in the talent division of the Miss North Carolina pageant, singing an aria from Gianni Schicchi plus "The Lusty Month of May" from *Camelot*. Among her appearances during the past year, she recalls a lecture on etiquette, given to a N. C. State fraternity, as being most unusual. As the reigning Miss Raleigh, she will assist in the rehearsals and will be presented at the pageant and will crown the new queen.

Girls Have Had Music Training

Each of the Meredith girls participating in the pageant received

prior to entering Meredith, several years of formal music instruction. Ginger Brown, a sophomore transfer student, plans to sing a medley of songs in the talent division of the pageant. Dawn Holden will present a comic piano routine of a "take-off" on Victor Borge. A voice and church music major, Elizabeth Holland plans to sing an aria written for the opera *Carmen* by Bizet. Marion Welch will play the piano or present a dramatic reading. Each of the contestants knows that being a participant is good experience in gaining poise. The girls also feel that the experience will be invaluable as far as enabling them to develop their individual talents. Berma Jean Davenport stated that participating in such an activity is "beneficial to all ten, regardless of who wins."



Elizabeth Holland prepares her talent for the Miss Raleigh competition.



Berma Jean Davenport (right), Miss Raleigh of 1962, demonstrates to Ginger Brown the correct way to walk down stairs.

"Reserve Space," Suggests Dean

Grinnell, Ia. (I.P.) — Proposing that "we reserve perhaps fifty places in each freshman class for students who do not fully measure up to our quantitative standards of academic aptitude but show signs of excellence in other dimensions," Dr. Howard R. Bowen, president of Grinnell College, points out that "the aspects of personality we value most highly, and which the world needs desperately, are not easily measured."

Bowen's Suggestions

"I suggest that when these students are admitted their progress be carefully studied so that we may learn over a period of years how to select worthy students who are not top performers on multiple choice tests. If we wait until the selection process can be reduced to a mechanical method based on quantitative measures, we will all be dead before the first such students are admitted."

"I propose that objective examinations should be sparingly used in a college like Grinnell. The basic assumption in testing a student in any course should be that he is a young apprentice scholar in the field, and that the test is to ascertain his scholarly proficiency. The scholar's work requires knowledge of sources and constant access to them; it requires painstaking thought, and it requires exact formulation of ideas."

"It is a far cry from the usual examination which imposes a rigid time limit and requires rapid recall, split second judgments and hastily composed answers. I suggest that in most courses there should be only one examination, namely, a final examination. The present multiplicity of examinations focuses the student's attention successively on little fragments of the subjects under study."

Deadlines Problems

"These deadlines are as likely to prevent an orderly sequence of work as to promote it. The student is denied the opportunity to learn how to be responsible for scheduling his own time. He is seldom confronted with the larger and the more scholarly aspects of a liberal education."

"I suggest that in the evaluation of students the relative weight of course grades be reduced and the relative weight of comprehensive examinations be increased, to heighten the motivation of the student toward mastery of a major field and to reduce his preoccupation with the bits and pieces."

Final Recommendation

"My final recommendation is that each student be required to keep a personal diary during his four years at Grinnell in which (Continued on page 5)

DEFINITION OF LIBERAL ARTS COLLEGE EXPLORED

New York, N. Y. (I.P.) — The new dean of Columbia College recently described the role of the private liberal arts college in the transmission of culture to a new generation as "an enterprise surpassing in importance any other in the educational world."

Country's Commitment

"This country, consciously but with little concern for implications," declared Dean David B. Truman, "has in effect committed itself to school attendance for everyone for from two to four years beyond high school. I deliberately do not refer to this commitment as 'a college education for everyone' because the crucial question is whether such attendance achieves education, whether such institutions are colleges in anything but name."

First Function

Dean Truman explained the first major function of the private liberal arts college in the current rush toward mass enrollments: "That is to assert firmly that transmitting to at least a faction of the next generation a genuine understanding of the culture that constitutes their principal heritage is an enterprise surpassing in importance any other in the educational world."

Free of the compulsion to be all things to all men, the privately supported liberal arts college, if it is strong, can insist on this function, he stated. If the insistence is equalled in practice, he added, it will invite, if not compel, institutions functioning in a politically in-

fluenced setting to follow the lead at least in part.

Experimentation

Experimentation, said, Dean Truman, is the second great area in which the private college can more than compensate for its minority position in the educational structure. "With its comparative flexibility and its freedom from extraneous restrictions, the strong college that is not dependent upon governmental support can take the lead in developing means of dealing with problems common to all institutions of higher education."

"Experimentation should not be confined narrowly to programs of study. For example, the character of a curriculum and the quality of the college community — a very special kind of social grouping — are related in subtle but highly significant ways. An institution legitimately can be charged with abdication its responsibilities if it confines its concerns for the college community to such essentially negative functions as compelling attendance at classes or examinations or imposing punishments for infringements of the moral code."

Norms Are Complex

"The causes of the non-educational norms of many American student communities are complex, and few of them are subject to college control. In a student population where active engagement is deliberately encouraged by the design of the curriculum, the likelihood that undergraduate norms will subvert the institution's educational goals will be greatly reduced if not wholly eliminated."



Marion Welch admires dress that contestant Dawn Holden (right) will wear in evening dress competition.

Meredith is to be represented at Play Day at the University of North Carolina in Chapel Hill, April 26, 1963.

At least four girls, Bookie Ellis, Donna Cullen, Nicky Childrey, and Eva Foxworth, of which all except the latter are from Mrs. Jay Massey's advanced tennis class, are expected to attend. The girls will participate in girls' tennis tournaments, which will be a mixture of both singles and doubles. As yet, it is undecided as to which girls will play each type, but Nicky Childrey has predicted that Bookie Ellis and Donna Cullen will play doubles and that she and Eva Foxworth will play singles. She added that this is only a conjecture.

The girls are expected to arrive at U. N. C. at 10:15 a.m., and will continue to play until they are eliminated. Spectators are invited.