

# What Price a Library?

Revenge-seeking, blood-thirsty, lackadaisical . . . do any of these words describe your attitude about tonight's faculty auction? Are you out to buy a professor and get even with him or her for all the extra work he or she piled on you or for the low grade you got in the class? Do you want to see some one of our teachers work like a Trojan—thinking that they don't get enough exercise sitting behind their desks trying to make Meredith a better place for you and me? Or are you one of those individuals who just doesn't care about the faculty auction?

If any one of these before mentioned ideas is the way you feel, I am sorry. This week I have seen our campus come alive. Students have become enthusiastic about being able to wear bermudas to class, smoke in the dining hall or see the history department in action. BUT we must not fail to remember what the ultimate goal of this week of fun is—to raise money for our much-needed library. So tonight you go into the auditorium and remember that your money is not only buying a teacher's services, but more important, it is building a library.

DBB

# Live, Learn and Be Happy

Above all, be happy. With only two more weeks before exams, is there no time left for learning and living? According to averages, college students have a good chance. So don't count on that.

As the end approaches, as frantic students realize the semester's work is suddenly due, curses come; tears follow; and despair sets in. Valuable time is wasted with pointless arguments as to who is suffering the most:

"A history term paper with at least 1,000 notecards."

"To be or not to be . . ." Only 799 more memory lines to go."

9:00 p.m.: math problem No. 1.

2:00 a.m.: same math problem.

Soon it will all be over. In June or July of 1965, look back at Spring and wonder why the worry. Better still, look now

- at the grass
- at the warmth
- at spring
- and be thankful.

EP

*I wonder why they're bidding for us to take opposite sides in a mock Civil War Battle!?!*



# Letters to Editor

**EDITOR'S NOTE:** With summer just around the corner, I think that it would be wise for all of us to read this article reprinted from the *Old Gold and Black* written by Jerry Atkinson.

In a special message to the General Assembly last Wednesday, Governor Dan Moore fulfilled a campaign pledge to do something about traffic safety in North Carolina.

Moore's address reflected the increasing concern of many North Carolinians in our rising death rate on the highways. Last year, according to the Governor there were 5,761 roadway fatalities—a record high. An additional 49,000 persons suffered serious injury.

### Proposed Measures

In response to this "epidemic" of traffic accidents, Moore proposed that the following measures be taken:

- The creation of a highway safety research center with the University of North Carolina.
- The establishment of the North Carolina Traffic Safety Authority to guide the state's overall attack on traffic accidents.
- The use of reflector license plates, which are supposed to be visible at three times the distance of ordinary taillight reflectors. This proposal would be tried on a one year basis at a cost of two million dollars.
- The expansion of driver education to provide 36 hours of training for all youth under 18 years old, either "in or out of school."
- The creation of an annual mechanical inspection law to be administered by private garages at a cost of \$1.50.
- The addition of 50 patrolmen to the Highway Patrol each year for the next four years at a cost of \$10,000 per man.
- The enactment of legislation to require outside mirrors on all cars sold after Jan. 1.

These and other measures would cost the state approximately 5.5 million dollars. According to Moore, however, much of these funds are available from federal sources.

### Faces Criticism

In presenting these bold and controversial proposals, Moore was not reluctant to shoulder possible criticism. Many citizens of our State oppose these measures because of past experiences.

For example, a 1948 auto inspection law was repealed after one year

because of complaints of inconvenience raised by many citizens.

Moore ended his urgent message, singling out the legislators, "We must realize the urgent and desperate need for action. Neither you nor I can afford to let our political ambition or popularity stand in the way. Our obligation . . . demands that we take full action."

Will the 120 members of the General Assembly accept this challenge? Let's hope so.

Dear Editor,

Whatever else may be said about dear Pepper Poole, one thing is certain—she don't lie! Grubbs really did (and I quote Poole) "lay one on Barrington." Anne Pepper deserves a vote of thanks from the entire student body for allowing her play to be produced as a fund-raising effort for our library fund. The play, however, was not written with this explicit purpose in mind. The theme of the play, as I interpreted it, was to make us, the "future suburb dwellers of America," aware of the two ways open to us when we assume our places as young marrieds in suburban communities. We can choose the way of living to ourselves which inevitably leads to boredom and dissatisfaction with our self-satisfaction, to an endless stream of cocktail parties, bridge clubs and half-hearted, feigned enthusiasm for Little Theatre and symphony concerts. Or we can choose the more demanding yet more enduringly meaningful way of becoming involved outside of ourselves and the sterile confines of our middle-class existence; we can choose to be involved in voter registration, war-on-poverty campaigns, experimental art groups, and even WMU, which really is not a bad organization in spite of its Baptist affiliation. Without doubt, the play got this point across.

### Serious Overtones

To be dramatically critical, I am in no position; but from personal involvement in the play as a member of the audience, I was not prepared to take the seriousness of the theme to heart. During the long "middle" portion of the drama where the theme was presented, I was waiting for Grubbs and Barrington to get on with the business at hand (which they finally did to our satisfaction). Had we not known the actors personally, the idea of the suburban dilemma

# Rena's Realm

By RENA RUARK

You shall be free indeed when your days are not without a care nor your nights without a want and a grief.

But rather when these things girdle your life and yet you rise above them naked and unbound.

Kahlil Gibran

We, as American citizens, are proud of our freedom. We balk at any attempt to infringe upon that freedom by others and cry out against the tyrants and virtual dictators of the world. Yet we as college students seem little aware of the part we are or should be playing in the preservation of that freedom. Our lives have become chained to the routine of attending class, cramming for quizzes, following religiously the television soap operas, and making plans for the social events of the week-end. We forget that college is not forever. We spend years of our lives, thousands of dollars, and many long hours of mental labor in the effort to get a degree from college. And when we have that degree, in one, two, three or four years, what then? When our much-esteemed president hands each of us the parchment and we go our separate ways to teach school, to raise a family, to cure the sick, or to do whatever our four years here at Meredith have trained us to do, what then? Will we simply slip into our special niche, fall into a new routine and remain oblivious to the world around us and our responsibilities to that world?

The privilege to choose and attend college was granted to us many years ago by the men who founded this nation upon the principles of freedom for all citizens. But freedom is not free. What our fathers gave to us we ourselves must earn if we are to possess it. It is only by becoming involved in the world around us, by looking beyond ourselves and our routines that we may insure for ourselves, our fellow citizens and our posterity the benefits of freedom which were preserved for us. We as college students must accept the responsibility which is ours and become actively involved in the political and social affairs of our world. We must earn our freedom.

# How to Be Study Wise

1. Budget your time and stick to it.
2. Take an occasional "Coffee Break." Work 50 minutes, relax 10.
3. Learn to read faster. It's done by practice.
4. Review as you read, checking back every few pages.
5. Keep classroom notes short and to the point. Fill them out later.
6. Do the hard homework first. Efficiency drops sharply towards bedtime.
7. Turn off that radio or phonograph while studying.
8. Keep a dictionary handy and use it.
9. Keep alert. Ask yourself questions as you read.
10. Don't lag behind in your homework, particularly foreign languages.
11. Watch for summing-up paragraphs in textbooks and learn thoroughly.
12. Review, Review, Review. *The Guilfordian*, Guilford College.

could have come through more strongly. Nevertheless, Poole's play was a great success! It served its purpose first by making money for the library fund; second, by giving us food for thought; third, by providing a fun-filled hour of theater with a most enjoyable "grand finale."

Sandra Flynt



MEMBER Associated Collegiate Press

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