

# The President Has Spoken

It is indeed refreshing to hear positive statements and frank evaluations coming from the office of the new president of this college. Perhaps unavoidably, a "vacuum" seemed to exist during the change of administrations, yet the lapses in dealing with Meredith's pressing problems must be overcome. If first impressions can be trusted, it appears that President E. Bruce Heilman is a man who has truly committed himself to "an enormous task," a task made even more formidable by the unfortunately conservative outlook of Meredith's guardian angel, the North Carolina Baptist Convention.

By speaking of first things first, President Heilman has cited Meredith's rather woeful financial status as the primary obstacle to be overcome in the school's quest for excellence. In addressing the Board of Trustees, President Heilman called for a "substantial" increase in Meredith's financial resources. It goes without saying that cold hard cash is the lifeblood of any academic institution, but when an institution is denied the use of federal funds under the United States government's provisions for higher education, transfusions may not arrive until it is too late to save the patient. Traditions and idealism are commendable and necessary, but these two qualities don't build libraries or hire top-quality faculty members.

After stating Meredith's immediate needs—higher salaries for faculty and staff, new academic and residence buildings, and an enlarged scholarship program—President Heilman, in addressing the Board of Trustees, challenged that vital body with his interpretation of the trustees' responsibility. "A trustee at any institution will be either a help or a hindrance, never just a passing fancy." More specifically, the president told the board members that "You must decide just how good you want Meredith College to be. . . . If the board desires that Meredith shall become a really distinguished liberal arts school for women, the problem is enormous." Such uncompromising honesty is encouraging and, hopefully, indicative of President Heilman's seemingly accurate appraisal of this institution's status in educational circles, as well as his determination to find a remedy for the dilemma.

No major miracles are expected within the next week; however, undercurrents of change are already being felt across the campus. The wisdom of "making haste slowly" must be acknowledged, but the anticipation of what lies in the future is an exciting prospect, provided that the obstacles of insufficient financial support from North Carolina Baptists and the "sweetness and light" view of Meredith's status as an educational institution can be surmounted.

Bon voyage, Mr. President.

MIH

# On My Honor . . .

"The symbolic service, consisting of the lighting of candles, the signing of the Honor Code pledge, and singing of the Alma Mater, signified an outward sign of the students' willingness to live under the Honor Code, a fact already attested to by their presence here." These words were written by a TWIG reporter after she attended the Honor Code Service by the lake.

It is assumed that a Meredith student will live by the Honor Code because she has chosen to reside in a community which operates under such a system. However, some students forget to relate their responsibility of carrying out their pledge to every facet of everyday living. An embarrassing situation has come up which, although it is caused by a few students only, affects everyone interested in the welfare of Meredith. "Shoplifting" is an ugly word, and "stealing" an even uglier one, but when such a situation exists, it must be faced.

The "Beehive" provides the campus with many services and should not be confronted with having to do something about such an embarrassing but real situation. Dealing fairly and honestly with the people who work on our campus is the only way we have of showing appreciation for needed and wanted services we receive—and we gave our word. PAL



The eye is upon you . . .

## From Other Campuses . . .

### Progressive Changes Are Proposed by DePaul University Curriculum Report

(Intercollegiate Press Bulletin)

Greater student freedom in the area of program selection and an increased emphasis on a liberal education are the major themes of the recent report of the DePaul University Curriculum Committee on the proposed revised curriculum to be established in September, 1967.

The report lists five principles of curricular design directly related to the student: (1) the uniqueness of the individual; (2) freedom of intellectual inquiry; (3) student responsibility for his own education; (4) development of inter-personal and social goals; and (5) the supernatural purpose of the student's life.

In recognizing these five principles, the committee report indicates that the new curricular design may place greater responsibility on the individual student to select his own program and rate of advancement.

#### Freshmen May Begin Majors

For example, a student may be allowed to substitute advanced for introductory courses and begin study in his major field during his freshman year after September, 1967.

"The University is taking a strong stand on general education," said the Reverend John T. Richardson, C.M., committee chairman. The committee recommends that three types of knowledge be recognized at DePaul. The first, general education, would comprise approximately forty per cent of every degree requirement, while twenty-five to thirty per cent would be in each student's field of specialization. "Supporting studies" would compose the third classification.

#### Supporting Studies Valuable

"Although the general education requirements would be reduced in liberal arts, for example, it is in the 'supporting studies' that the emphasis on general education will be most valuable," Father Richardson said. Supporting studies would be designed to coordinate each student's specialized field with the broader field of general education.

"For example," the committee chairman said, "an English major in liberal arts might be encouraged to take advanced French courses,

giving him an opportunity to study French literature. Commerce students could develop their knowledge of mathematics or social-behavioral sciences, and music majors would probably devote this block of study to music theory," he explained.

The traditional "minor in a related field of study" would not be required as such by the University, according to the committee report.

#### Faculty to be True Educators

Parts of the report also ask that the faculty members, especially those teaching specialized courses, become educators "in the full meaning of the word and not simply specialists in one discipline or another." The faculty is requested to keep the general education of the student in mind, both in specialized and introductory courses.

The report asks that the new curriculum place emphasis on development of the "round" student, and on the student's ability to solve problems and judge critically, rather than on facts of knowledge.

"Rather than being offered a vast panorama of facts, students must be presented with the important past and present . . . opposing views, methods and types of learning within a division or the major domains of knowledge," the report states. "Then and only then will the students be in a position to integrate the many dichotomes that exist."

### 'Queens Questions' Stimulate Interest

From the Queens College *Current* comes an idea which is designed to help put an end to some of the inevitable campus griping. The feature, entitled "Queens Questions," gives students an opportunity to submit to the newspaper questions pertaining to campus problems or regulations and policies which may not be clear to the student body. After the queries are received, members of the staff are sent to persons most likely to have accurate responses to the questions, and answers are then published. Any students interested in inaugurating such a policy in THE TWIG are asked to speak to the editor.

## "Iota Subscript"

By CAROL KING  
Guest Columnist

"Well, what can I do but teach?" This well-known and well-worn phrase is the result of an obviously acute problem at Meredith — the lack of qualified guidance counseling for the number of girls that are enrolled here. Out of the entire freshman class of 277 girls, only 76 have definitely chosen a career. And only 14 out of the 52 vocations being considered by the remaining 73 per cent are ones for which training is provided at Meredith. The majority of vocations being considered lie in the realm of teaching; but of the number, 130, how many will make qualified teachers? Girls who are getting a teacher's certificate only as something to "fall back on" are not wanted in the profession. Thus, what can Meredith do about lack of sufficient guidance counseling?

Educators state that one guidance counselor should be available for every 300 students, and that is on the high school level. Since college students are soon to enter their chosen field, shouldn't there be at least the same ratio here?

Mrs. Virginia Jones is the only qualified guidance counselor on campus, and most certainly she is doing the best job that she can. The religious activities office also helps girls find jobs pertaining to their interest. But we need so much more help. At the present time, plans have been initiated to have three graduate students from North Carolina State University to work with Meredith in guidance counseling. This is the best news we have heard for a long time, especially where the freshmen are concerned. However, when a junior was overheard to say, "Well, I chose my major — we had about thirty minutes to do it in, so I picked history," the administration should be spurred on to help remedy this situation. With a new administration and hopefully, a new budget, we would like to look forward to the day when Meredith girls won't have to say, "There's nothing for me to do but teach."

## Tables Turn as Guys Rate Gals

(See related article, page 1.)

Arlene Edwards strikes again! After giving North Carolina college girls a chance to "rate" their male counterparts, Miss Edwards has produced another article giving the boys equal time.

The second article, which appeared in the *Winston-Salem Journal and Sentinel* on October 2, was organized in the same manner as the first. "Representative" remarks from males at North Carolina's "Big Five" schools were presented.

In general the boys seemed less brutal in their comments than did the girls. Even though Carolina coeds were criticized for their "Betty Coed" conformity, and Salem College was called a "small, pseudo-slick finishing school," the boys were not outrageously critical or sarcastic in their remarks.

In the rather haphazard survey of college men, Meredith girls fared pretty well. Students here were described as "good ole Meredith girls," "not so puritanical as is generally thought," and, the highest compliment of all, "marriage material." On the negative side, Duke men described Meredith girls as "like the girls you went to high school with, cliché, cute and conceited."

Whatever the outcome of these two "significant" articles may be, one can always hope that in the future Miss Edwards will devote her time and talents to a more valuable use of newspaper space.



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