

# Operation Education

The situation is simple. One comes to college to get an education. By enrolling in courses and attending classes, the college student automatically assimilates four years of facts, principles, and techniques and emerges victorious over the clutches of ignorance. Whether he makes A's or C's, or plays football or parties every week-end, the college graduate in society is the "educated person." It's simple—or is it?

One of the purposes of any college is to prepare its students for "intelligent citizenship." In attempting to meet this need colleges offer courses in political science, sociology, economics, history, English, and other such fields which supposedly have a direct relationship to a student's life and work after college. Colleges also try to develop sound attitudes in their students toward the "whole of life." General and specific courses in the sciences and liberal arts are offered so that the student ideally can at least sample a variety of disciplines.

Yet the questions arise: Do students try to integrate their studies into a framework of preparation for becoming a responsible citizen in the world? Are the courses which are offered effective in content and orientation so that they fulfill the needs of the students? Do teachers attempt to stimulate "an atmosphere of creative ambiguity, paradox, fervor, controversy, and strife in which individual initiative and originality are encouraged?"

These questions would seem to be relevant on any campus. They could certainly be asked about the educational process at Meredith. The modern world demands a great deal of the individual—analytical thinking, sound decisions, critical evaluations, and a valid philosophy of life, in addition to a wealth of knowledge. Are our courses giving us a basis upon which to meet these demands? Would not the inclusion of twentieth century American literature in our required English courses better aid the individual in interpreting contemporary philosophy and thought to the end that intelligent citizenship is encouraged? Do required foreign language courses really make the student a better international citizen and give him a more appreciative outlook toward the whole of life? Can "one-man departments" be justified in the educational process?

A number of queries have been raised, but there is one more significant question. Is it not only logical, but also desirable for students to have a voice in evaluating the curriculum, to suggest specific subjects for course content, and to work with faculty and administration on curriculum problems with the common goal of realizing a better curriculum and one which might more adequately carry out the purposes of the college?

The current trend on this campus is toward an equilibrium of administration, faculty, and students working together on legislative, judicial, and social matters. These areas, however, are secondary to our primary reason for being here. If students, faculty, and administrators can also work together constructively on academic matters for the best interests of each, all can benefit.

After all, education is our most important product.

MIH

## Progress

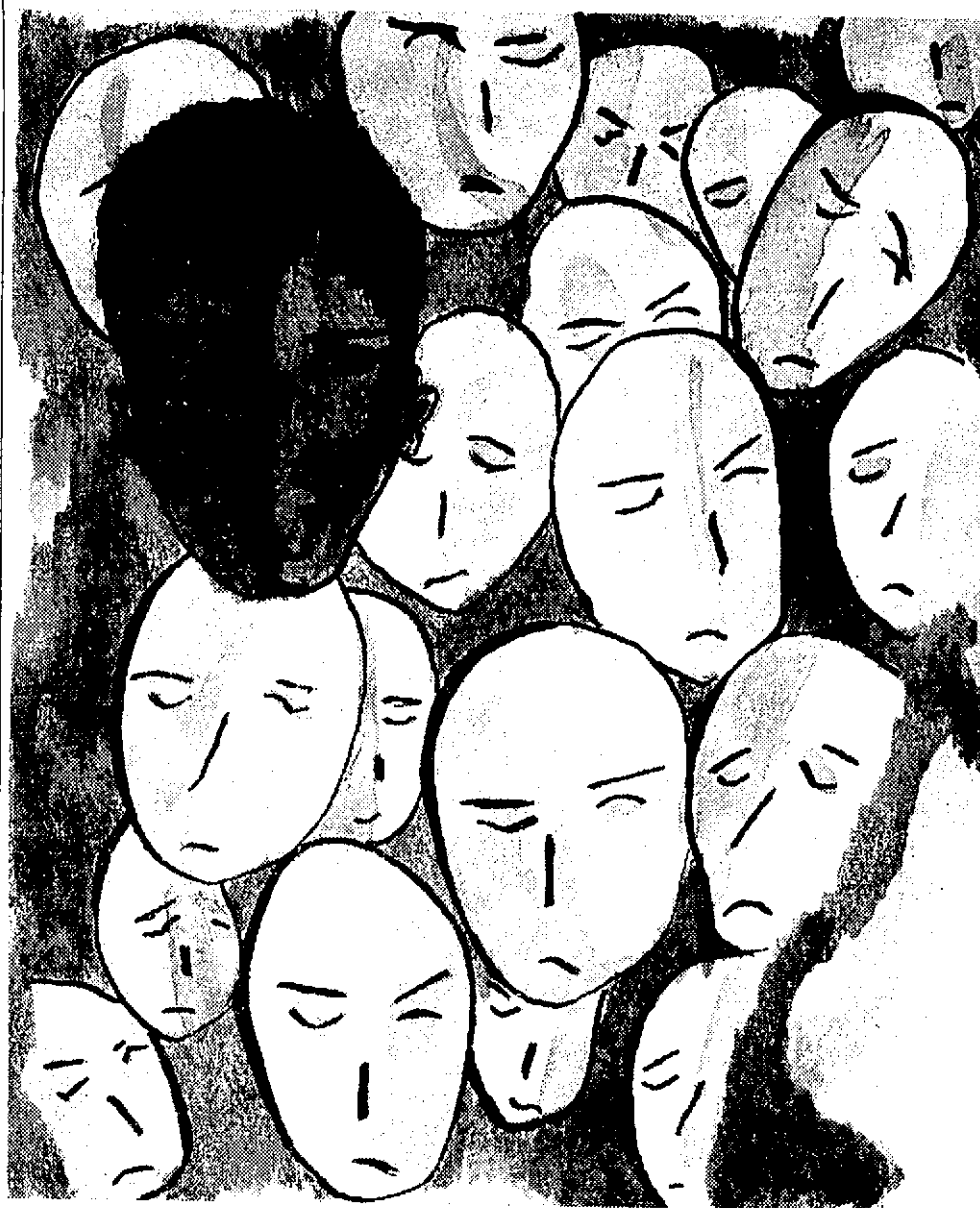
Mr. Howard Fuller's chapel talk last week brought to the attention of the audience a fact that is becoming more and more evident: no one can ignore the problem of integrating the Negro into the world of the white man because no one is exempt from human interaction and also because in this situation the principle of "I'll just ignore it, and it will go away" will no longer fit.

Reactionaries who hope by some miracle that things will return to the way they were are living in a realm of the unreal just as surely as are those who hope the horse and buggy days will come again to replace a world of constant movement forward in which change is a way of life.

Dr. John Lewis, minister of the First Baptist Church in Raleigh, compares what is taking place to the tearing down of old buildings. During the process the wreckage of the crumpled buildings is an eyesore and is unpleasant for everyone. But the matter of concern should not be the unsightly wreckage that is a temporary necessity. The important thing is that the old edifices are torn down to be replaced by new structures. The purpose is progress and improvement, and it cannot be stopped by regrets that the old buildings are gone or by dislike of the unpleasant sight while they are being torn down.

Since returning to days gone by is not among the choices a person has, it is just as logical as it is idealistic to have high goals and high hopes such as brotherhood, peace, and understanding among all human beings for the world of tomorrow.

PAL



## Letters to the Editor

To the editor:

The Sophomore Class wishes to make a statement concerning the column, "Iota Subscript," which appeared in the November 3, 1966, issue of THE TWIG and to the general campus concerning the sophomore Cornhuskin'. Much time, effort, and fun went into our Cornhuskin', and we enjoyed every minute spent working together as a class. No part of the sophomore Cornhuskin' script was meant to be obscene in any way; however, some students have expressed the opinion that the sophomores had a "dirty" Cornhuskin'. After evaluating our script, we can find no sufficient basis for this idea. Perhaps some people in the audience should have listened more carefully. For instance, in the tall tale, "Jack and Gin" was misinterpreted by some as "Jack and Jim."

The publication in THE TWIG and general campus opinions have been of great concern to our class. In our disappointment, we have tried to be good losers, rejoicing in the success which we feel that our class did attain in working together to produce a good Cornhuskin'. We at Meredith are supposed to be one big "happy family"; however, this binding respect for one another seems to be questionable.

The Sophomore Class

Dear White Brothers:

Do you remember 1776? A war broke out that year for freedom and independence. Men fought and died for rights which they believed were theirs by virtue of God. At that time, my ancestors were only legally three-fifths of the people. In 1865, the Emancipation Proclamation said my ancestors and their posterity were to be full citizens. In 1956, ten years ago, my fathers and brothers began a peaceful revolution for full citizenship in reality. In 1966, we are still fighting that war, but it becomes more and more violent each day.

Do you know that your ancestors forced mine to leave their homeland and to live in slavery? Divided their families on a strange shore, in a foreign land? Sold them like pigs in open markets? This is the black man's burden!

The things we ask for are simple things. Jobs so that we can live decent lives—to walk the streets with dignity and pride—to live where we want to live—to say what we want to say—to use a public toilet. The simple things that each white man can take for granted.

We don't want to marry your sons. We don't want your money, or your life. We want to be accepted as human beings. We want you to see us as human beings.

Dear brothers in God, and brothers of the human race, don't you owe us that?

JOAN TILGHMAN

(Editor's Note: This letter was given to the editor by Joan Thompson, Meredith senior, who clipped it from "The Star," Washington, D. C.)

## University of New Hampshire Plans "Partnership" in Academic Matters

(Intercollegiate Press Release)  
The University of New Hampshire announced recently another major step in its efforts to give its 6,000 students a voice in the decision and policy-making processes of the institution.

University president John W. McConnell, describing the university as "truly a partnership involving four groups — students, faculty, trustees, and administrators," invited the student body to participate actively in an intensive examination of the university's educational policies.

Dr. McConnell noted that students were added last year to faculty and administrative committees to give them direct representation in the institution's programs and operations. Their participation in the current evaluation of the institution's educational goals, he suggested at an All-University Convocation, will afford students an opportunity to assure that their academic programs will have a direct relationship to the demands of today's society.

### Faculty Study Committee

Prior to Dr. McConnell's address, Professor Dwight R. Ladd, chairman of a ten-member faculty committee which has been engaged in a year-long study of educational policies, outlined a program providing for campus-wide discussion of his committee's preliminary report.

Committees of students, faculty, and administration will be asked to discuss and evaluate the report's findings, according to Dr. Ladd. Comments and recommendations from the study groups will be used by the Educational Policies Committee in preparing its final report for submission to the University later this year.

## "Iota Subscript"

By BETH PEACOCK

When 40,000 man hours of time are spent in chapel attendance each year, one can understand that all the participants should evaluate its worth, and furthermore, that the "best wisdom the Meredith College community can bring to bear on the subject is needed."

The responsibility for ninety chapel programs is an enormous task, requiring hours of planning, much imagination, and empathy. The validity of required chapel can go unquestioned as far as I am concerned, for after three years of attendance, I feel the time well spent. While it affords unity to the student body, faculty, and administration, it also provides an opportunity for us to become acquainted with laymen and ministers throughout this area. Their talks do not in every instance meet with approval. The reaction to speakers is diverse, ranging from appreciation, to distaste, to disgust.

While I favor required chapel, I do not condone it in the form of a ritual. When, for some reason, the speaker is unable to attend, an impromptu program should not be supplemented only for the sake of having chapel for that day. It stands to reason that one can appreciate its value only in so far as it affords a worthwhile experience. It is doubtful that a "happening" will occur spontaneously among an assemblage which has been conditioned to formality at this period.

From comments which I have heard, the newly inaugurated worship service under student leadership and the guidance of Bud Walker, has met with a wave of affirmation.

The new motion for '67 is change, and I believe we can look forward to innovations in the existing chapel situation. Proposals are reportedly being considered by authoritative figures. Students apparently have sensed upcoming developments, for thoughtful appraisal is evident in conversation throughout the campus.



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### NOTICE

Due to the Thanksgiving holidays and the established publication schedule of THE TWIG, the next issue of THE TWIG will not be published until December 15. Contributions for "Speaking Out," letters to the editor, and any other information should be given to the editor by December 8 for publication in the December 15 issue.