

AROUND CAMPUS

Business Teachers Attend Meetings

Dr. Lois Frazier and Mrs. Evelyn P. Simmons, of the department of business and economics, attended the annual convention of the Southern Economics Association in Atlanta, Georgia, on November 10-11.

Dr. Frazier and Mrs. Annie P. Parnell attended the Business and Office Education Conference in Charlotte, October 28-29, in the new Independence High School. The three hundred teachers attending were from colleges, technical institutes, junior colleges, business schools, and high schools. Mrs. Par-

nell served on the registration committee, and Dr. Frazier led a discussion group on "Basic Business and Economic Information."

Grubb's Article Listed

Dr. Frank Grubb's article, which appeared in a summer issue of *Labor Review*, was recently listed by title in the *Journal of American History* in the Selective Reading list. This listing is generally considered to be an honor since only titles of outstanding historical writings are included.

Meredith To Share Mobil Grant

Meredith College is among twenty-four member institutions of the North Carolina Foundation of Church-Related Colleges that will benefit from a recent \$5,000 donation from the Mobil Foundation, Inc.

The gift of the Mobil Foundation to Meredith is part of the Mobil Oil Corporation's program of support for independent colleges throughout the United States. The funds are unrestricted as to use so that those schools receiving grants may use them as they see fit. Meredith's share of the \$5,000 will be turned over to the Office of Development.

Monogram Club Taps 5

On Tuesday, November 8, the Monogram Club tapped five new members during an assembly program. The five girls earning membership were Ruth Overman Bass, Lynn Dodge, Marcelyn Mayhue, Marion Nolan, and Judy Ratley.

PE Convention Scheduled

The North Carolina Physical Education Convention will be held at Enloe High School in Raleigh on November 18-19. All of the members of the Meredith physical education department will attend the convention.

Is There a "Collegiate Assembly Line"?

Article Views Colleges

(EDITOR'S NOTE: The following is an article entitled "Collegiate Assembly Line," which appeared in the October-November issue of the magazine "Readers and Writers." The author, David Madden, is a professor at Ohio University.)

After the riots at Berkeley, student leader Michael Rossman said of UCLA: "Now I can love the place. It has come alive. For the first time professors and students are in touch."

Rossman had complained that UCLA didn't educate undergraduates. That "it is producing neatly turned components for the big machine outside, not individual, thinking people." At Berkeley, it is possible to take a Bachelor of Arts degree and never talk with a professor.

Perhaps this is why sixty per cent of the students polled recently indicated a preference for smaller colleges. There is more possibility for individual help and informal contact at a small college, and the conditions for learning are better. One may be an individual, rather than a number, at a small college.

The teacher who teaches individuals rather than classes, finds it difficult to function on a large campus. A teacher in a small college can strive in and out of class to create an atmosphere of creative ambiguity, paradox, uncertainty, spontaneity, fervor, controversy, and strife in which individual initiative and originality are encouraged.

Out of a conviction that the educational experience must be judged by the possibilities it provides for contact between teacher and student, I began teaching seven years ago. One of my first shocks was the discovery that for many teachers this contact is temperamentally abhorrent. A second shock, seven years sinking in, is the realization that many students recoil from their teachers' most fervent attempts to create a dynamic teacher-student relationship.

Freshmen are the most important students in a college. With them, the drama begins. Teachers who dispense tedium and cold abstraction in the classroom often blame freshman inertia and apathy. Many teachers ridicule freshmen, to show their sophistication. But such ridicule is often a symptom of self-contempt for failure to benefit from the challenges freshmen pose. By ritualistic adherence to formalities and rules, students and teachers can easily turn each other into things. Thus do "great" universities become gigantic machines.

Together, students and teachers must resist the universal trend forward on the assembly line. Ways must be found for the student to function in a giant academic machine without becoming an insignificant cog.

One way is not to arrive on campus as a cog. But even in revolt patterns of conformity exist. My own impulses are against participation in any massive demonstration in which the individual runs the risk of losing his own autonomy and self-control. Individuals can function both as leaders and as participants more effectively in small groups.

At Berkeley were the riots the last recourse of individuals, or a sudden hysterical act of desperation incited by a leaders recognition of an opportune moment? Did the revolt begin with individual insurrections in classrooms? Or were the faceless participants mere adjuncts of leader Mario Savio's audacity and courage?

Rebellion without risk is fake. Off-beat dress, verbal fervor, a taste for the exotic are not enough. Beating one's chest doesn't make hair grow there. The cliché stamped conformity on the one side, maladjustment on the other, rings hollow at both extremes.

"I'll listen to your griping," I tell my students, "if it's followed by a request that I help you do something about it. If you surrender yourself to a machine, don't whine about the poverty of its parts; be too busy refining its product. Make A's in the system, then preach its stupidities and shortcomings. Also, show evidence of what your superior alternative will yield. Be above the rules by abiding by them more faithfully than the makers. Then deliver your attack from Mount Sinai, not the gutter."

Cooper To Attend Dallas NASM Meet

Dr. Harry E. Cooper, chairman of the Meredith department of music, will represent Meredith at the forty-second annual meeting of the National Association of Schools of Music, which will be held in Dallas, Texas, on November 21-22.

The NASM, of which Meredith has been a member since 1940, is the agency responsible for the accreditation of all music degree curricula with specialization in the fields of applied music, music theory, composition, music therapy, musicology, and music as a major in liberal arts programs.

Some three hundred member schools will be represented at the meeting.

HONOR SOCIETY

(Continued from page 1)

The third speaker will be Susan Grant Rawls, who will give a dramatic reading concerning an old woman's feelings as she looks back on her education.

The Helen Price Scholarship will be presented during this program to Linda Sears, the member of the Sophomore Class who maintained the highest academic average in her class during her freshman year.

Following the assembly program there will be a coffee hour for members of Kappa Nu Sigma, the Silver Shield, the faculty, and the administration to honor new faculty members who have been invited to join Kappa Nu Sigma.

The honorees are Mrs. Susan Hull Gilbert of the English department, Mrs. Martha Bouknight of the department of mathematics, and Miss Sue Ennis.

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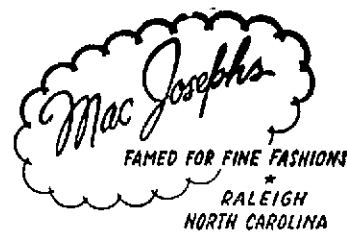
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