

Heilman's Liberal Arts Philosophy Is Result of Variety of Experiences, Long Study

Heilman Calls Position 'Grandest Opportunity'

By PATTY LEWIS

The liberal arts philosophy has as its primary task "the sharing of great ideas with growing minds." "The college should lead the student so to discern, ponder, discuss, and apply the best that men have thought, felt, and done in the arts, humanities, and sciences that he will be wise in judgement, reasonable in discourse, and resolute in action." In this way Dr. E. Bruce Heilman states his philosophy concerning the liberal arts. His philosophy and ideas of education are the result of years both of a wide variety of experiences and of "long hours of study and deliberation."

Dr. Heilman's first experiences in education were with small schools in rural areas. Born on a farm near Smithfield, Kentucky, to Earl B. and Nellie Mildred Heilman in 1926, he was one of four children. Soon after, the family moved to Ballardsville, Kentucky, where Mr. Heilman ran a large dairy farm and where, as Dr. Heilman says in a resume of his life, the main "attractions" of the area were "the elementary school, the grocery store, the garage, and a Baptist Church."

He attended high school for four years at the "county seat," La-

Grange, but was "more involved in work on the farm than study," and he completed high school work in the Marines.

In the Marine Corps, in which he served four years, he was stationed in the South Pacific, Japan, and North Carolina; he specialized during the time in radio and radar.

Dr. Heilman's college education began at Campbellsville College, which was a junior college in Kentucky. He completed undergraduate work at Peabody College. His first inclination seemed to be toward the ministry or some other church vocation, but his "opportunity and calling" were not along these lines; and at Peabody he majored in business education and minored in English.

The beginning of an interest in a career in the field of education came when he filled the position of a professor who resigned while Heilman was completing his undergraduate work. Upon graduation he was requested to remain at Peabody as an instructor and work on a master's degree in education.

Upon receipt of the M.A. degree in 1951, Heilman joined a firm of public accountants but continued his interest in education by becoming the only teacher in the business

department of Belmont College. During this period of teaching and having a full-time job as an accountant, he was continuing his education in night classes at the University of Tennessee.

Heilman's first administrative position was as business manager of Kentucky Wesleyan College, where he was also an assistant professor of business. After this experience he spent "three fruitful years" as treasurer of Georgetown College, where he was involved with "reorganizing many of the administrative processes of the institution."

His "effort toward becoming a certified public accountant" had definitely moved to "being a college administrator." The doctorate became of interest, and he continued study in education at the University of Omaha and the University of Kentucky.

Another three years were spent in an administrative and teaching position at Peabody College, but he resigned when he discovered that he could not take his examination for the doctorate while holding the position. He then assumed a position with the State of Tennessee as Coordinator of Higher Education. This position required a variety of duties: Heilman wrote, "We re-

organized, consolidated, and coordinated academic programs, fiscal processes, budget relationships with the state, and numerous other things."

Experience in the actual creation of a new college came with Heilman's three-year association with Kentucky Southern College. There he dealt with practically every aspect of a college and did everything from writing the handbook and drawing up college policy to recruiting students and designing their curricula.

Dr. Heilman then returned to Peabody College as vice president, feeling, he stated, "that further and broader experience was important." Until 1966, when he accepted the presidency of Meredith College, he remained in that position, where he expanded his experience to include "many things of a national nature."

Reaction to Presidency

The presidency of Meredith Dr. Heilman considers "the greatest challenge, the grandest opportunity, and the biggest responsibility of all. This is a situation which will demand every energy and interest and allow for the maximum personal and professional fulfillment possible."

Apart from education Dr. Heilman's interests extend to include church and civic work, and he has written "substantially" in his field.

"My best supporters and my greatest asset" is his description of his family. He met his wife, Betty, who is from Louisville, in junior college. The Heilmans have five

children: Bobbie, Nancy, Terry, Sandra, and Timothy.

Dr. Heilman's years of experience, study, and thought have made him believe strongly in the church-related liberal arts college. He appreciates the "personal relationship between students and faculty and between students and their fellows" that is possible in such an institution. He states that the end purpose of such a college is "to enrich the whole life and to give a liberal basis for a practical career."

Values of Education

One of the values that Heilman sees in a liberal education is that it can provide the student with the elements required to meet the "demands of the world in which he lives." Further, in the Christian college, such an education "helps one find himself in the universe . . . and to catch through a better understanding of true meanings and values a vision of the potentialities of mankind and the peculiar possibilities and responsibilities of individual men."

Dr. Heilman believes in the close relationship of the school and the church. In expressing this belief Dr. Heilman wrote, "Merely to possess facts and to know how to manipulate them is not enough. There is a need for motivation which encourages right motives, noble purposes, and basic loyalties. To do this, education must embody a core of conviction to which life may be tied and learning related. In the Baptist College, this is the Christian faith."

Cap, Gown Combine with Significant Colors For Creation of Traditional Academic Regalia

The cap and gown — universal badge of the scholar — derive from the warm cassock and hood worn by the monks and scholars of the middle ages. Thus, because the halls of medieval buildings were damp and drafty, modern youth is graduated from college or university amid a ceremony replete with dignity, color, and symbolism.

In the beginning each institution of learning had its own particular style of academic dress. Styles, colors, and fabrics varied greatly. Even today European universities continue to show great diversity in these respects. But in America the style of academic costume has become standardized.

Today American custom and usage in respect to academic costume are such that one viewing an academic procession can identify the degree and conferring institution of every participant.

The distinctions set by the Intercollegiate Code for Academic Costume are simple. Gowns for the bachelor's degree are made from black serge or worsted with semi-stiff yoke, long pleated front, and intricate shirring across the shoulders and back. The bachelor's gown, worn either open or closed, is primarily distinguished by its long, pointed sleeves.

Degrees Determine Style

The master's gown has the same yoke effect but is always worn open; and the very long sleeve is square and closed at the end, the forearm coming through a slit near the upper part. The master's gown may be made of the same material as the bachelor's or of silk.

Gowns for the doctor's degree preferably are made of black silk. They carry broad velvet panels down the front, and three velvet bars on the full, round, open sleeves. This velvet trimming may be either black or the color distinctive of the faculty to which the degree pertains. The bachelor's and master's gowns carry no trimmings.

The cap is the Oxford cap in the so-called mortarboard style. It is black in color and may be made of serge or worsted, or, for the doctor's degree only, of velvet. The cap is ornamented with a tassel of black thread attached to the middle

point of the top and worn over the left front quarter of the mortarboard. The doctor's cap may have a tassel of gold thread.

It is the hood that gives color and real meaning to the academic costume. A black shell, of varying size for the three degrees, and of material to match the gown, is silk lined with the color or colors of the institution conferring the degree. The hood is bordered with velvet of the proper width to indicate the degree and of a color signifying the faculty to which the degree pertains. The bachelor's hood is usually three feet in length and the velvet border two inches in width; the master's hood, three and one-half feet in length with velvet border three inches wide; and the

doctor's hood, four feet in length with velvet border five inches wide.

The colors for each faculty are as follows:

Agriculture	Maize
Arts and Letters.....	White
Commerce and Accountancy.....	Drab
Dentistry	Lilac
Economics	Copper
Education and Pedagogy.....	Light Blue
Engineering	Orange
Fine Arts	Brown
Forestry	Russet
Humanities	Crimson
Law	Purple
Library Science	Lemon
Medicine	Green
Music	Pink
Oratory	Silver Gray
Pharmacy	Olive Green

(Continued on page 4)

"One-Woman" Show Has Frustrations, Rewards

Exhibition Caps Art Studies

By ANNE STONE

Meredith art majors are trained to be professionals, and an important part of each girl's orientation into the world of professional art is her own "one-woman" show, presented during the spring of her senior year.

Brenda Vaughan, a senior whose exhibit is in the Joyner Hall gallery during this inauguration period, recently commented on the challenges, frustrations, and rewards of

such a project.

"A senior show," said Brenda, "is the culmination of your art studies here." It is the senior seminar for art majors and carries one hour academic credit, but it involves many, many more hours of hard work to produce. "A freshman art major," she continued, "knows she will have to do a show and saves the best of her work during the three and a half years before that final important semester."

During the last months before her show, Brenda has been faced with going through her collected work and deciding, with the help of Mr. Leonard White, chairman of the art department, what is best. She has put on "finishing touches," matted drawings, and framed pictures. She has also designed invitations to the exhibit and a catalogue of the work which is displayed and has had both printed.

In the last few days, Brenda has hung her exhibit. She was also responsible for arranging the moveable objects in the big gallery, which can seem like an ocean of space to fill and balance.

The highlight of the ten-day exhibit, according to Brenda, is the opening night, which will be on Friday, April 14. "You send invitations, have refreshments, stay in the gallery yourself, and hope that people will come, appreciate it, and respond to it." She noted that in the past one of the most discouraging things for art majors has been the failure of Meredith students to attend these opening night sessions.

All the costs of such a show are assumed by the artist, and Brenda estimated that hers has cost around sixty dollars. Her exhibit contains, according to a partial and "very estimated" list, twelve paintings, forty drawings, a terra cotta sculpture, a wire sculpture, some ceramic work, and one mobile. She, commenting that "an art major's home can sometimes look like an art show," hopes to sell some of this

(Continued on page 6)

Scarborough Anticipates Reign as "Miss Raleigh"

By FRAN TREXLER

Meredith has done it again! Another "Miss Raleigh" has been chosen from among the pretty girls at the "Angel Farm." This time the lucky girl was Beverly Scarborough, senior math major from Mount Olive. Commenting on her recent selection, Beverly said she felt a "tingle of excitement and suspense" every time she walked across the stage.

But winning a beauty contest is not all thrills; it carries work and responsibilities with it. Beverly recalled all the hard work she put into preparation for the "Miss Raleigh" pageant. Long hours of rehearsal every week from January to March and endless hours spent in keeping up with studies, were only the beginning of a long, but eventful and happy, road.

There were preliminary selections with which to deal, picture-making sessions, and numerous luncheons with Raleigh Jaycees, where a pretty smile went farther for approval than a delicious lunch which could be "murder" on a good figure. Nevertheless, Beverly came through admirably at the pageant showing great talent at the piano,



Beverly Scarborough, recently named "Miss Raleigh," is pictured here against the skyline of the city.

modeling swimsuit and evening gown gracefully, and giving a moving explanation of her love for music.

The contest won, Beverly was happily surprised with the many gifts she received, including a \$500

(Continued on page 5)