

Alumna Challenges the "Comfortable"

By BROOKS MCGIRT

All Meredith Students look forward to the day when they will receive that little piece of sheepskin and march away from the stage, graduated at last.

Most of these students also look forward to returning to Meredith as observers and viewing the college scene from the outside this time. Indeed, many do return — as casual visitors or as teachers. But it is only rarely that a Meredith graduate is invited to return to her alma mater in the role of a distinguished lecturer and authority.

Yet return in this role is exactly what Dr. Phyllis Tribble has done, speaking during the School of Christian Studies on the Elijah Narratives. A Meredith graduate, Dr. Tribble has since attended Union Theological Seminary and Columbia University and traveled to the Far East for further study in her chosen field, religion. Dr. Tribble has definite ideas about what her years here have meant to her since.

"Meredith exposed me to many areas of life," she says, "— social concerns, artistic expressions — and these things have continued to be of concern to me." What does she remember most of about those years of initial exposure at school here? "Hard work that made sense," she declares and explains her statement saying, "Some of the academic requirements were demanding in quality and quantity. The effect was a discipline of the person."

In fact, it is this discipline that Dr. Tribble accounts for the ability "to control material, organize it, and understand it." Besides, she adds on the really practical level, "Because I had learned to write compositions, graduate school was not so difficult in that area."

But most of all, she says she has benefited most from her undergraduate years at Meredith in "the discipline of work and in the exciting ideas" she received.

Now, as a returning alumna, Dr. Tribble refuses to categorize or even elaborate on the changes at

Meredith she sees since her days as a student here. "I'm quite sure it's not standing still," she says. "Not to change is to die. But I am not as much aware of internal changes — and this is a period of transition — a crucial time for the school."

Dr. Tribble presents a challenge to her alma mater as she says, "Meredith has a unique opportunity to do creative things." And for the student who professes herself to be dissatisfied with Meredith education, she offers the further challenge, "If you really mean it, you can do something about it." She cites student activities at other area institutions directed toward improvement of education and adds, "I think students have a right to shape their education and a responsibility to let their views be known and enter into dialogue with faculty and administration."

She continues, "I get the feeling that students at both Wake Forest and Meredith are very 'comfortable.' They haven't been exposed to suffering — their horizons are rather limited." A college education, she concludes, "Should expose them to this — make them uncomfortable."



McGill Views Interruptions As Dynamic Forces in Life

By NANCE RUMLEY

If the feature department of our TWIG seems overly preoccupied with the Meredith School of Christian Studies this issue, it is because some truly fantastic, insightful things were said in the lectures of Drs. Tribble, McGill, and Boozer during their visits. And not all of these insights were of the "over-our-heads" variety, (which, by the way, is the great thing about insight in general; anyone can play). Take, for instance, Dr. Arthur McGill's Wednesday morning lecture: it was full of flashes. And, as student attendance was so low for this talk,

publication of one particular point that broke up the scholarly assembly seems in order.

The light bulb came on when Dr. McGill stated, in his wonderfully blunt way, that the daily life of modern man is keyed to one thing — interruptions! We are bombarded constantly by suddenly blaring radios, pre-set alarm clocks, lines to stand in, etc. Try to talk on the phone and it's busy. Go to watch television and you are interrupted by a commercial. Go to a movie and you have to stand in line.

College students know exactly what Dr. McGill means. Get all prepared to study and you have a sudden, unexpected guest in the dean of students' office. Try to sleep and your roommate comes in all excited to tell the latest. Hop in the tub to soak, bath oil and all, and you have a phone call. Try to get to your class at State and the stoplights catch you. These aren't isolated incidents; they happen continually.

Dr. McGill reminds us that according to psychologists, if an animal is subjected to constant interruption of its' actions, it goes berserk, insane, becomes violent. The implications for human society are unmistakable. Man's chief goal seems to be the avoidance of interruption and the reparation of damages incurred in the "rat race." We have created a maze for ourselves that requires constant activity but enforces full stops at every attempt to reach the goal. This phenomenon is peculiar to Western Society. We seem bent on shattering our own nervous systems by our learned motives of achievement and acquisitiveness. Headaches, depressions, neuroses are the results. Why the amount of aspirin consumed on our campus would

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