

The International Dimension at Meredith

By Geni Tull

Nilda Chong and Celine Yu. These names have an unusual ring to them — for our ears, at least. They should. These names belong to the two foreign students at Meredith this semester.

Nilda Chong

Nilda Chong hails from Panama City, Panama. A freshman at Meredith, Nilda is here on a scholarship provided by the Rotary Club of Raleigh. She won the scholarship through national competition. When asked how she first heard of Meredith, Nilda laughed, "When they told me I was accepted here!"

As part of her responsibility as a Rotary Exchange Student, Nilda is expected to give "occasional talks in the state." She has spoken to many of the local clubs since her arrival in the fall.

On January 19, Nilda gave a slide presentation to the International Relations Club. She began by asking the girls present what they thought when they heard the name, "Panama." Since "Panama Canal" popped into most heads, we all felt a bit sheepish when Nilda reminded us that the Canal Zone was actually a small part of the country of Panama itself, and that certainly, all life should not be associated with it.

Guided Slide Tour of Panama

Then she began a guided tour of Panama. Beginning on the Pacific coast, she led the group through the luscious greens of the tropical, agricultural countryside to the modern, east coast region where Panama City is.

Nilda showed the many faces of Panama, the Spanish, the Italians, the Germans, the Blacks, the Indians, the Americans. (Because of its location as a center of commerce, people come from the world over.)

She also gave a brief account of the country's exciting history, its colorful Spanish influence, and the independent government set up with the help of Simon Bolivar.

In discussing the politics of the region, Nilda shed much insight on the living conditions under Panama's type of military dictatorship.

Her talk touched on the major industry — tourism, of course; and she showed some slides of the native Indian artwork.

When Nilda began discussing social customs, the interest came to a peak. Many questions were fired at her, and she easily returned the answers.

Questions About Panama

Religion: Catholicism, inherited from the first settlers, the Spanish.

Education: Equivalent to that in the United States. However, English is taught along with Spanish, beginning in the first grade.

Social Customs: "There is a big division among the classes in Panama. People are either very wealthy or very poor.

The Typical Date: "What you do here on a date is what we would have done in High School. Now, on a typical date, she would go to a drive-in movie, to a night club, then dancing in some dark place (You know how Latins are!), and then go to a casino."

Nilda has noticed a big difference between the boys here and the ones in Panama. "The ones at home are more charming or chivalrous or something. They seem more aware of the girl's presence. But their interests are different, more serious. Instead of discussing football games, they discuss politics, I suppose, because of our dictatorial government."

How does she like Meredith? "Oh, I love it! Americans are not too well-liked in Panama. I had fears of living with a hippie or something. But here I've learned so much about these people and myself. I've learned to look at Americans as individuals. But most of all, I've made my best friends here."

Will she return to Meredith next year? "I'd love to. However, mine is

only a scholarship for a year." In addition, she wants to go into medicine, and the biology courses here won't quite provide the pre-med training she needs. But Nilda promised to return if she could.

Celine Yu

Meredith's other foreign student is Celine Yu. Celine is from the British Colony of Hong Kong. Being in the United States is no new experience for Celine. A sophomore, she transferred at mid-year from Western Michigan University. When asked why she chose Meredith, she quickly answered, "Well, I have a boyfriend..."

Celine's friend told her about State, where he is a student, and about Meredith College.

"I was accepted at North Carolina State, but they sent me cards for Textile Technology! I couldn't fight the chemistry. Besides, I wanted to major in Home Economics." Celine plans to return to Hong Kong and use her Home Economics knowledge in business. "Tailoring?" she suggested.

Celine liked Western Michigan, but, "it was too cold!" She noticed a big difference in the customs she had acquired recently. "At home we speak Cantonese, a Chinese dialect, although English is taught in the schools. In fact, I attended an English school. And in Michigan, people talk much differently than they do here."

Travel in U. S.

Celine has travelled in the United States quite a bit. "I have to! It's too far to go home."

Several of her four brothers and three sisters are attending school in America. "We have to. There are only two Universities in Hong Kong, and so many people." Most people, she said go abroad for college.

Hong Kong

Celine had nothing but praise for her home. "It's great! In size, it has only about 317 square miles but about 3.5 million people. It is a free port, and because of imports you can buy almost anything in the world there. Although it is an interracial city, the majority of the people are Chinese. It is a tourist center, and really, it's a swinging place."

Celine likes Meredith. She finds it much harder than Western Michigan, but she said she planned to stay (Continued on page 4)



Nilda Chong (L) and Celine Yu discuss the differences between living at Meredith and living in Panama or Hong Kong (their respective homes).

Guy Owen

(Continued from page 1)

Early Writing Experiences

Owen got his start as a writer the same way many twentieth century authors got theirs — with his high school newspaper. He recalls writing several anti-German editorials as well as poems which one of his high school English teachers sent in to the *News and Observer*. While attending the University of North Carolina, Owen wrote for the *Carolina Quarterly*, the university's literary magazine. When asked if he made A's in English while in high school and at the university, Owen replied rather sheepishly, "Well, uh, yes. Yes, I did."

Although Owen enjoys teaching and writing more than anything, he also appreciates music and art. He especially likes books of photographs and has a contract to write the copy for a book of this type during the summer.

When asked to name his favorite writer, Owen replied without hesitation, "Whatever writer I happen to be teaching at the time." He did

name a few of his favorites, however: Robert Frost, William Carlos Williams, Ernest Hemingway, and John Steinbeck. When asked why he limited his favorites to twentieth century American writers, Owen paused pensively and then replied, "They're the ones that can teach me the most about writing."

PEACE, WAR AND THE CHRISTIAN CONSCIENCE

By Joseph Fahey

A 24-page booklet that traces Christianity's efforts, through 2,000 years, to limit the savagery of war. A balanced, factual picture of positions ranging from all-out approval (the Crusades), through limited war (the just-war theory), to Christian pacifism. "Peace, War and the Christian Conscience" concludes with concrete steps the average individual can take to promote "peace on earth." In one year, over 600,000 copies in circulation. Single copies are available free from—

Peace Booklet
The Christophers
Department SC
12 East 48th Street
New York, N.Y. 10017

Responsibilities in Church-Related College

(Continued from page 1)

mine the religious principles for which the college stands is irresponsible. The difference between constructive and destructive criticism in this case is the *intent* of the one doing the criticizing. A responsible historian is supposed to know the difference.

On the other hand, a faculty member at a church-related college has the right to expect Christian obligations on the part of other members of the college. Whereas the church-related college has every right to determine the ratio between the denominational preference of the college and other denominational preferences, this right should not create discriminatory policies. All faculty have a right to expect equal treatment in regard to college policy regardless of their religious affiliation. Concerning dismissals and dis-

ciplinary action, the church college faculty should expect a compassionate, cautious and judicious policy. For if the church college creates an atmosphere no better than that of the non-church school, then it defames the name Christian.

In conclusion, all members of a church-related college are obligated to work to create an atmosphere of mutual trust and cooperation between themselves and others. This obligation falls equally on everyone. If this kind of atmosphere can be created, then the church-related college can be an unusually effective and stimulating place of learning, an oasis of mutual trust in an academic world often distinguished for its coldness and often dedicated to principles having no other merits than providing one with a degree and some hope of economic betterment.



**Would you like to look like this?
Come Visit
Elaine Powers Figure Salon
GUEST PASS
Elaine Powers Figure Salon
Ridgewood Shopping Center**

VILLA CAPRI RESTAURANT
RIDGEWOOD SHOPPING CENTER
DIAL 833-2435

OFFERING YOU THE BEST IN ITALIAN FOODS AND PIZZA

OPEN SUNDAYS
OPEN 'TILL 11 O'CLOCK P.M.



It's the real thing. Coke.
Real life calls for real taste.
For the taste of your life—Coca-Cola.

"Coca-Cola" and "Coke" are registered trade-marks which identify the same product of The Coca-Cola Company.
Bottled under the authority of The Coca-Cola Company by: Coca-Cola Bottling Company of Raleigh