



Counseling Here?

In a recent proposal to the Student Life Committee, a need was expressed for a full-time counseling situation here at Meredith. This need seems to be quite appropriate for a college of this size, for to imply that there are no grave problems here, or that adequate counseling situations are available, is to imply ignorance of the total situation.

To examine the first point -- that there are no grave problems here -- we must first of all look at a few facts. There does exist a definite drug problem in the city of Raleigh, whether or not it is manifested in quantity at Meredith. To deny a student who has encountered these situations the right to be counseled is to deny her the right of rational analysis in decision-making. Similarly the need for sex counseling is very evident, as exhibited by the number of students who must go off-campus to the Wake County Health Department to obtain information or counseling as to contraceptives and abortions. Finally, there is the student who very clearly needs "someone to talk to", and who is not completely given the opportunity.

Secondly, there exists the sentiment that there are adequate counseling situations on campus now, through campus ministry, through the Dean of Students, or even through individual professors. Granted, these situations are designed for some counseling, but a student's willingness to take advantage of them may be curbed by their very association with administrative facets. Few students who might be unmarried and pregnant, or who might be on drugs, or who might have other personal problems would be willing to ask for counseling if they knew the counselor had an administrative position which could "punish" the student for disobeying rules or through which, inadvertently, such personal information might "leak out." Similarly, few students have this type of counseling situation with a professor, for there is a certain awkwardness present here which might prohibit a student's being open.

Hence, there does seem to be a need for a qualified, full-time, non-administrative counselor on campus, perhaps working out of the Student Center. There needs to be someone to whom students desiring counseling can go without fear of being "turned in" for wrongdoing or being downgraded, and to whom a student can go any day rather than on a certain part-time basis. It is, in fact, somewhat odd to realize that there is NOT a true counseling service offered at a woman's college which is trying to prepare its students to meet their problems in the future. Without offering this service in the present, it is questionable what type of future problem-solving students may expect to find.

JFS

Losing With Grace

The grace with which Senator McGovern accepted his defeat last Tuesday must be commended as exemplary of the spirit in which his entire campaign was conducted. In his speech to the nation, McGovern stressed the importance of "peace-making" over victory, and indeed this spirit of peace is one worthy of examination.

Senator George McGovern rose from the depths of relative obscurity to accept a challenge which desperately needed to show a representative voice in American policy-making, particularly as to the American involvement in Southeast Asia. He met the challenge head on, taking over where men such as Robert Kennedy were abruptly forced to stop. Unable to accept blindly or humanely the policies of a government which continued an immoral war, which rarely listened to the poor in its refusals to close corporation tax loopholes, which allowed unemployment to rise over a three year period, which irresponsibly made possible a Watergate incident, and which arrested illegally 7,000 young demonstrators at May Day as well as encouraged a "No-Knock" legislation, McGovern faced the issues with an honest and humane attitude, an open attitude ready to accept change for the betterment of mankind.

And, as McGovern stressed Tuesday night, we must be grateful that these issues were brought out, that peace might be a reality in Vietnam. We must not shed too many tears; we must not give up our ideals. We must be willing to be termed "peacemakers" rather than victors, for the ideal of peace transcends that of victory. In fact, we must not give up hope; we must not be squelched into silence by a bureaucracy; we must not ever quit fighting for what we know is right and true, no matter how many political victories overcome us. For the ideals of peace, equality, and freedom are lasting ones in which, if they are ever to become realities, we must believe and on which we must act. We will not be forced to accept those policies in the next administration which are inconsistent with these ideals; neither will we curse any that do show a consistency. Rather, we will continue the fight, and, as Senator McGovern realized, "We shall not feign."

JFS

SWIMMING TRYOUTS

The synchronized swimming group will hold tryouts until Wednesday. Anyone interested in becoming part of this group (and receiving a one hour physical education credit) come at 5:00 ready to swim. If you have any questions, see Mrs. Vandiver.

Prominence demands responsibility. And that's why so few people are well known.

Engulfed

Flat on the top of the highest wave, it carries you close to heaven before it breaks over your head and pulls you under.

vsw

STUDENT SPEAKS OUT

By MARY OWENS

Everyday, numerous complaints are made in private discussions by members of the student body. Simply by pausing to join in a lunchtime conversation, one may overhear a variety of general criticisms: the quality and choice of foods is not up to par, class assignments are too demanding, tests are given too frequently, rats and roaches have invaded dorm rooms, chapel attendance regulations are ridiculous, etc. Maybe some of these problems have reached unbearable proportions for certain students. If so, why has some sort of action not been taken to improve the situation? Apparently, these problems are not as unbearable as one might be led to believe. There are still plenty of well-fed girls running around, class assignments usually managed to get turned in, and no casualties have been reported as a result of overtesting, rat bites, or overexposure to chapel lectures. Certainly, the majority of us have been affected to some degree by one or more of these problems; however, the effects have, fortunately, not been drastic enough to incite mass riots.

But there is one issue that affects all of us in the student body about which there has been not nearly enough criticism -- and that is, the social regulation policy. It is understandable that juniors and seniors have less to complain about, since they have lately acquired "Self-Determining Hours." It is also understandable that freshman expect to be treated more cautiously than the rest and may require a few restrictions in the beginning. But it is puzzling that sophomores, who

have had a full year to adjust themselves to the new environment, do not express a little more indignation over the childish code of regulations they are forced to follow. Are they not embarrassed that they are now able to vote for the president of the country, and are not yet able to decide when they will return to campus at night? Are they not frustrated that they are responsible, in most cases, to determine their hours at home and not here at school? Why have sophomores not shown more displeasure at being excluded from the privileges of SDH?

There are several reasons for this lack of voice, probably, some of which are fairly logical. First of all, the process of reform and innovation here at Meredith is notoriously slow and difficult. Then, the social regulations are a security to many of us. It is quite handy to remind a boring date of the required curfew. It is also a comfort to know that the responsibility for our whereabouts lies in the hands of the resident advisors. Thus, security is still an important concern for many students, despite the fact that they are no longer "sweet sixteen."

Another reason for content with the current situation is that most sophomores find sufficient freedom now to do whatever they want, despite the rules. In other words, there are ways to cut around the corners and still go where you want to go. However, there are obstacles in these routes. For example, suppose you would like to stay out late, but not all night, and haven't signed for a late by 5:00? This can present numerous difficul-

ties, most of which have no safe solutions.

The greatest opposition to social regulations here at Meredith will come from those who have been CAUGHT violating them, which is certainly a minority. But simply ask one in that minority how it feels to spend a lonely, uneventful weekend on campus by force -- simply because she was out on a wonderful date, lost track of time, and arrived a few minutes later than the usual closing time. To some people, this is not socially wrong and is certainly not deserving of so childish a punishment. Not even when we were children, did many of our parents confine us to our rooms for such inconsistent reasons.

The tragedy is that most offenders of the rules here are innocent under all other standards of judgment (i.e. their family's, society's, their own). This is morally and psychologically confusing, not to mention personally degrading. It is one thing to point out that we at Meredith are not quite angels -- of course we're not. But neither is lateness a criminal act; to some it is a natural tendency. To clip our wings and ground us for no real justifiable reason is something that should not be tolerated. Must the oppressed minority call the majority to action? Since the majority do not experience the reality of this childish punishment, let them consider the idealism of the issue. Will they let any government deny them their right to freedom and dignity for the price of false security? Those of us who have been unreasonably confined and humiliated certainly hope not. We anticipate a response.

UNICEF Builds For A More Peaceful World

In 1965, when UNICEF was awarded the Nobel Prize for Peace, a member of the Nobel Committee remarked, "To create a peaceful world, we must begin with the children."

If children are to take an active part in building international cooperation, they must be better fed, healthy, and educated. The United Nations Children's Fund is dedicated to removing the obstacles to growth faced by the one billion children now living in the developing countries of Africa, Asia, and Latin America.

In every project UNICEF and its partner -- the developing country -- share responsibility. Most of UNICEF's assistance takes the form of needed equipment, while over one third of its aid supports the training of local teachers, health workers and other personnel. The assisted country makes substantial commitments of its manpower and natural resources which more than match the value of UNICEF's investment. On the average, the assisted nation spends \$2.50 for every dollar UNICEF spends on its child care programs.

Because of this sharing of responsibility and because UNICEF selects pilot or demonstration projects which can serve as models for more extensive national efforts, UNICEF aid acts as a catalyst. It stimulates programs that countries can carry on for their own children. UNICEF's international staff, located throughout the developing world, assists local administrators in making the most effective use of UNICEF aid within the context of the country's development plans, and coordinates this aid with other agencies in international development.

For over 25 years, the funding for these programs has been entirely voluntary -- by governments and private organizations and individuals who support UNICEF. During most

of those years, an important and growing source of UNICEF's income has been the Trick or Treat collection on Halloween. The coins which are dropped into the familiar black and orange cartons by U. S. citizens add up to millions of dollars (almost \$3,500,000 last year) for UNICEF's world-wide

child care efforts.

Collecting for UNICEF rewards America's own children with a sense of sharing, and helps to bring food and water, the relief of pain, the tools of learning, and the knowledge that others care to millions of youngsters in 111 countries of the developing world.



UNICEF Builds Peace

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Member Associated Collegiate Press, Entered as second-class matter at post office at Raleigh, N.C. 27611. Published weekly.except during holidays and exams.

THE TWIG is served by National Educational Advertising Service, 18 East 50th Street, New York. Subscription Rates: \$3.70 per year.