

Traditions

What's in a name? Plenty. Everyone seems to know how our College got its name; we were named after Thomas Meredith. Well so what? What'd he ever do? He founded the *Biblical Recorder*, true, but he did so much more.

According to Mary Lunch Johnson's *The History of Meredith College*, Thomas Meredith was a brilliant student intent on studying law. At some point he decided instead to focus on ministry and did so with such motivation that he became the valedictorian of his senior class. At this point, Meredith, who was around 22, became a missionary to eastern North Carolina where he founded the church at Tarboro. After two years of missionary work, Meredith served as pastor at the church at New Bern. It was here that he met the woman who was to become his bride, Georgia Sears, of Edenton. It was said that people came from all around just to see Meredith and his wife, she being as beautiful as he was handsome. Meredith's next move was a short one, to Georgia, from where he shortly returned to preach in Edenton. It was here that many of his eleven children were born.

It was perhaps during this time that Meredith first entertained the idea of a religious journal, whose purpose would be to provide information to the growing number of North Carolina churches. First came the *Interpreter*, a monthly publication which was shortly followed by the weekly *Biblical Recorder*. The headquarters of the *Biblical Recorder* was New Bern for the first few years, then it was moved to Raleigh, where it remains today. Meredith was forced to discontinue the *Recorder* at one point, due to financial problems. But it was not long before the Baptist State Convention, of which Meredith was a member, began funding the project. After this, the paper took off and was a huge success. It remained so until in 1850 Thomas Meredith died in a hospital in Pennsylvania. He is buried in Raleigh City Cemetery where a monument has been erected in his honor. The devotion of Thomas Meredith to his work and studies, to the *Biblical Recorder*, and to all of the churches and congregations in North Carolina is felt here at Meredith. How proud we should be to carry his name!

Casey's Corner

The Swing of Things

I have been teaching for over three weeks now. I know where the office is, how to use the ditto-master, and where to send students if they are sick. This abundance of information is very comforting to me, especially during those few times when everything is going perfectly. However, when anything that can possibly go wrong does so at the same time, I feel completely ignorant and helpless. Allow me to elaborate.

I spent a good portion of one day trying to find the whereabouts of a student who had skipped my class for three consecutive days. After completing the appropriate rounds of offices for the third time and filling out the necessary paperwork, I found out that the student withdrew from the school four days earlier. (Someone had forgotten to tell me.) Another afternoon was spent visiting the library and filling out forms for an overhead projector to be used after lunch the next day. I was assured the machine would be ready to pick up the next morning. It was ready, with a note attached: "Have a student clean off this roll of acetate." Sure, I had my overhead, but I had nothing to write on. (This was easily fixed by begging for some blank transparencies.) Another pleasant

experience included a confrontation with the woman who operates the copier in the office. We have been told we can use the paper in the office for making copies on the ditto-master. While I was opening a new package of paper, she impolitely lectured me on the four cases of paper we have in the English Department for our use, and told me how tired she was of opening new boxes of paper for the office. (She was later lectured by one of her authorities.)

What I'm trying to say is that student teaching, like all teaching, is filled with plenty of excitement from every direction. These events were maddening when they happened, but they seem almost funny now. The real reason we are in the schools, for the students, is sometimes lost in the paperwork and the red tape of the system. The realization of the problems presented by the system is an important one. The frustration caused by the paperwork is real and needs to be differentiated from our relationships with students. As a teacher, I will need to try to remember the stems of my frustrations . . . only blaming the students for the ones they actually cause.

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