

## THE BELLES OF ST. MARY'S

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## St. Mary's Coloring Book

### Second Edition

In the margin of the page, color a building. Color it very old like the rest of the buildings you see. This building is full of books which mostly stay in the building on nice shelves. Students come to the building to see their friends and the books. Sometimes, students take books out of the building when they leave. Color a few of the books gone. Two ladies live in the building. Their job is to take care of the books. Their job is also to take care of money—the student's money. (Remember those books? They are still gone.) Color them counting their money. They have over a hundred fifty dollars. Color the money nickles, dimes, quarters, and dollars.

## THE CUT SYSTEM -- PRO

A few weeks ago, a petition to the Legislative Body for installation of the cut system at St. Mary's was tabled after discussion, because the Legislative Body felt cuts by our present system were better for the students. It seems that there are many "pro's" in this issue which could be considered before the idea is forgotten.

It is our understanding that with the cut system a student is allowed a limited number of cuts (for instance, one cut per semester hour in each course, with no lab cuts) which can be applied either to overnight absences, to unexcused class cuts, or to very short illnesses. Extended stays in the infirmary do not count against this quota. With the present system, a St. Mary's girl is allowed to cut Saturday classes only in order to take her allotted number of weekends, a system which gives very few cuts. If class cuts were given, a student could use them to take longer weekends or to participate in extra activities. The same number of overnights could be used, and the girl would have the prerogative to combine cuts and overnights as she chooses, without letting her academic standards slip. College girls not responsible enough to keep up with their work without constant supervision do not belong at St. Mary's.

No college allows students to make up tests missed when taking unexcused cuts; therefore, teachers would have no problem and could assign work as they wished. It would require quite a change to install this system at St. Mary's, but isn't change an integral part of progress? We would ask the Legislative Body to think this situation over again and perhaps give the students a choice along with a full explanation of all the limits such a change in system would require. If the cut system is so successfully used at other schools, would it be impossible to introduce it at St. Mary's?

March 27, 1963

To the Girls at St. Mary's:

*I am the lady whose picture is hanging in the lobby of the auditorium. For 40 years I lived with you on West Wing or Smedes Hall, 2nd floor. I have read your recent article in the BELLES on student-faculty relations, and I am disturbed over the article. I often visit St. Mary's and to me you are the same loving girls with a smile of welcome.*

*I got to know you very well during my 40 years of living with you. I shared your joys and sorrows. I enjoyed the hall parties and other social affairs. I wore a red band for Sigma-Mu contests. I tried to keep up with new regulations and privileges. But in spite of these many changes. I did not hesitate to scold you at times. Perhaps, girls, you have grown too independent with the attitude of "hands off" toward the faculty. Why not show them you appreciate their guidance and stop this gossip and criticism? Treat them as your friend in all school affairs and life on the campus.*

*You see, I am still giving you advice in spite of your rules and regulations and to quote from your article in the BELLES, "We do not need or appreciate faculty interference." This shows a dictatorial attitude among the students. A little love and understanding is never amiss. It will bring a friendly student-faculty relationship.*

*I miss my happy life among you at St. Mary's. I enjoy reading the BELLES. I shall be delighted to see you at my present home 1712 Scales St.*

*Sincerely your former teacher  
and loving friend,*

*Florence C. Davis*

## The Belles--Would Editorial Board Be Beneficial?

By Lily Ross

The headline story in the March fifteenth issue of **The Gamecock**, the newspaper of the University of South Carolina, dealt with the campus controversy over the make-up of the Board of Publications. The Board consists of faculty members and students, and its function is to supervise the newspaper and to select the editors. The current debate on the Board's membership does not concern St. Mary's, but it does raise the question of the value of an editorial board for the **BELLES**.

This board, comprised of both students and faculty, would determine the editorial policy of the **BELLES**. Most large colleges have such a board and have found it beneficial to their newspapers and to their schools as a whole. At St. Mary's, however, the editorial view point of the **BELLES** is entirely in the hands of the editor and the faculty advisor.

There are strong arguments on both sides of this question. Supporters of an editorial board say that it gives the paper the advantage of a "brain trust." With many different heads working together to determine policy, the paper would express only the predominant and most valid opinion. The members of the board would represent various view points so that all angles of every issue could be carefully examined and weighed before the board decided on the best policy. Thus, a narrow, one-sided approach to a problem would be prevented. Since a school paper is read not only by the student body and faculty but also by parents and by students at other schools, its content should be thoroughly appraised.

On the other hand, those who do not favor editorial boards say that such a board would ultimately exercise censorship. The

paper would no longer be free to use its own judgment in printing news and editorials, but would have to obey the dictates of the board. This interference would be a great burden to all members of the newspaper staff. Also, with so many hands on the wheel, the paper would find it difficult to steer a definite course. To satisfy the demands of the entire board, the paper would have to soften its editorial policy and thus lose its value as a guiding voice.

A side issue is the method of selecting editors. Some schools feel that the editorship of the school newspaper should not be a popularity contest. Instead, the editor should be chosen according to his ability by a board or committee who are expert enough to know whether his qualifications meet the demands of the office. The average student is not able to make such a judgment.

Other schools, however, believe that the paper would not be truly representative of the school if the whole student body did not have a voice in selecting the editor. It would not be democratic for such a decision to be made by only a few when it would affect the entire school. All candidates are qualified, or they would never have been nominated. Therefore, the students should have the right to express their preference about the management of **their** paper.

Thus, one sees that the whole matter of newspaper policy and procedure is highly debatable. Different methods work better at different schools. Just because one method has worked well for St. Mary's in the past, however, does not mean that it is necessarily the best for the school. All ideas should be given due consideration, for the **BELLES** is always striving for improvement.