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Three Channels, One Goal

Graham Defines Freedom Of Individual And Group

so that it does not impinge unreasonably upon freedom of the other individual in the group", Chancellor Graham stated in the Chancellor reminded Woman's Colsecond address of the opening session of the 1955 Pre-School Conference. The individual stands in tion of the youth of N. C. was relation to other members of the group, Dr. Graham continued as spoke of the basic principles he of effective operation for SGA. SGA should take the initiative in all issues pertaining to the students.

Outlining the qualities of the student as a professional, the Chancellor stressed a relaxed, efficient, self-confident attitude; detached behavior acting by the dictates of the mind not the emotions; clear understanding of responsibility; free communications; liberalism, toleration; commitment to the rights of individuals. A professional student gets the facts before she makes decisions, and feels so secure that she can talk freely to the administration, he emphasized.

A college is only the people in zation is only as strong as the in- of the pressures of the year

"Individual freedom is limited dividuals are strong in the organization, Dr. Graham continued.

The college belongs to everyone in the state of North Carolina, the lege students. This has been true since the provision for the educa. made in 1776. The problem of Dr. McIver, founder of Woman's College, he continued, was to\convince the state that young women as well as young men were youth.

The ultimate good of the people of N. C. is a basic principle upon which Woman's College operates. Conscious of the truteeship of the people of N. C., the University must be "looking over the hill". stable, but not static Dr. Graham pointed out. While the officials of the university are here only for a brief instance in the long history of the college, it is they who determine the ultimate outcome of the institution. Speaking of Pre-School Confer-

ence, and its purpose, the Chancellor told the students that this was an excellent time for setting sights. since at this time, the college could it, and a college like any organi- be considered in the abstract, free

Coming Problems Reviewed For Girls By J. Harris Purks

The next five years will be years of controversy for the Consolidated niversity; careful vision deep thinking, and respect for the opinions of others will bring the Uuiversity through with dignity and respect, stated acting president of the University of North Carolina, J. Harris Purks, in the opening address of the 1955 Pre-School Conference.

There will be many controversies, general education, segregation, and the impuning of motives will not pay off he continued. In taking a stand on these issues, one must never draw a line too tight for maneuvering, for it is then that he becomes a victim of prejudice, leaving no room for learning. Dr. Purks urged students to have discussion groups, and forums on these controversies, always respecting all opinions. A mental forum, always acknowledging the other side, within each individual student is most important he reminded. Perfection in that forum is the mark of an educated woman. he added.

In speaking of the problems of his office, Dr. Purks, reminded WC students that they are a part of the oldest and most distinguished state university. The university's good name and heritage are precious and must not be destroyed, he continued.

W. C. Students should be aware of the fact that the University is supported by the sacrifices of the people of North Carolina, he stated. They should therefore feel obligated to maintain a high respect for learning to seek wisdom, always putting first things first.

Pre-School Panelists Affack Relationships

was the theme of the panel discussion held at the first afternoon Dunn and Lu Stephenson. Mary Ann Baum was moderator.

student should take the initiative

Former S.G.A. President Advocates Common Sense

An executive is "commander in | trol over himself and his actions; chief and buck private; presiding only by leading oneself does one officer and flunky in charge of become a true liberal or an individsmall details; helper in making ual. A true liberal forms his own and in enforcing laws, but bound goals and follows them, but only

camel, the patience of Job . ! She should be firm, open minded, decisive, but not dictatorial, responsible, enthusiastic, dependable, original, hoping for the best, but prepared for the worst and must know what she's talking about as often as possible . . . she must think clearly and define an issue squarely before she speaks."

This advice was offered by Deanie Chatham, president of Student Government for 1954-1955, in her address to Pre-School conferees ham warned students not to strain Tuesday morning. Representing the executive branch of Student government, she added that "whether ing or preside in pajamas at a section meeting, you are an executive.

of responsibility lead by placing animals because the other creatheir ears to the ground to see tures foolishly thought that he "which direction everybody else is was truly wise. The tale's moral going, and then running frantically was a warning to all leaders; you to get there ahead of the crowd." The leader should first have con- of the time.

by more rules thon anybody else; so far as they seem constructive "She needs the stamina of a and useful by his own standard."

> "College students are often the prey of propagandists and others with their own axes to grind," continued Miss Chatham. "One of the worst deaths student government could die would be to end up as a playing field for those who attempt to use students to fight their battles for them and win their crusades for them."

All students should use their good, common sense; a leader must. In opposing an issue, Miss Chatso hard against the bit which may restrain them on one side that they fall into the ditch of gullible subyou pound a gavel at mass meet- scribing to another's statements on the other side.

In closing, Mis Chatham told James Thurber's fable of the owl "Too many people in positions who was chosen leader among the can fool too many people too much

USNSA Congress Takes Stand On Desegregation Delegates to the Eighth National the SNSA policy statement de-

Students' Congress from member clares: colleges and universities from all parts of the United States, observers from non-member schools, and a long list of foreign student leaders gathered at University of Minnesota in Minneapolis, to participate in and observe the formulation of official USNSA policy for the coming school year. The Woman's College was represented by Martha Fulcher, SGA president, Fran Turner, SGA vice-president; Fay Brown, judicial chairman, and Libby Kaplan, NSA campus coordinator

The issues presented for discussion varied from practical methods of improving student government operation to positive stands against the oppression of students in "certain totalitarian countries." One of the most pertinent issues considered, and of particular interest to Woman's College, was the stand taken on desegregation.

The resolution presented to the plenary floor was considerably milder than that on the same subject presented to the 7th Congress last year. Whereas the previous by which integration should have been effected, and suggested positive methods that could be followed for implementation, no specific suggestions of what type were offered in the resolution passed by this years' congress. As a followup to the 1955 decision of the Supreme Court, which charged local civic groups. authorities with the problem of desegregating their own regions,

USNSA stands for immediate desegregation in higher education. **USNSA urges all school boards and** other appropriate authorities in whose districts segregation in elementary and secondary education still exists to undertake immediate action toward a 'prompt and reasonable start' in full compliance with the Supreme Court decision of March 1955; and recommends that each local authority set its Of Students, Faculty own reasonable deadline after which segregotion must have been ended. USNSA stands opposed to all actions legislative or otherwise, which in effect frustrate and prevent the obligation and right of local communities to progress toward compliance with the decision of the Supreme Court."

"USNSA realizes that each campus is unique and thus must deal with its own problems uniquely. The USNSA strongly urges that within their own framework member schools:

exchange of cultural programs, de- tion with the helpful advice of the bates, discussions, joint student years' resolution stated time limits government conferences, religious this view, Lu Stephenson stated dent Government, he maintained, and political meetings, and athletic contests.

2. Form groups of interested stu. dents, faculty, and administration which will give concerted attention to integration.

3. Encourage interested student groups to work with interested

4. Encourage the preparation of (Continued on Page Two)

"Three Channels, One Goal' session of the 1955 Pre-School Conference. Members of the panel included Dr. Rosemary McGee Miss Marjorie Leonard, Miss Elizabeth King, Mr. Charles Phillips, Sadye

The main topic of discussion was the responsibility of the facul- further explained that these ideas ty to the students and vice versa. Miss Leonard stated that she thought policy-making should be 1. Participate in an inter-racial left to the faculty and administrastudent body. In agreement with that she thought policies should be influenced by the students but not determined by them. Mr. Phillips cited the old saying that no group was too young to participate hand to strengthen and uphold the in planning, yet no group too old ideals of Student Government, to take over anything by itself.

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SGA Vice-President Cites eaders' Responsibilities

"Student Government should be has a direct responsibility to the looked upon as a learning process achievements of the objectives of rather than an opportunity to win the institution, Fran explained. friends and influence people. It While the student, faculty, and admust accept the fact that social responsibility must not precede in. ferent emphasis in the accomplishdividual responsibility and that the ment of the objectives, each is wisdom of the group is nothing. unless its individual members are each wise." These statements concerning Student Government were offered by Fran Turner, Vice President of SGA, as she represented the legislative branch of SGA, at the second morning session of the 1955 Pre-School Conference. She about Student Government were advanced by Thomas Jefferson in the founding of the University of Virginia. "Training for citizenship" should be a major purpose of Stu-Fran discussed the pledge of SGA: "I hereby pledge to every citizen of this community to use

all my powers' of head, heart, and which are individual responsibil-Dr. McGee believed that the ity, loyalty, and honor." A student legislator has a direct

in seeking help and guidance from responsibility to the student body. and each student as an individual as is put into it.

ministration may each have a difdedicated to the same set of goais, and should be in agreement.

SGA is responsible for leading the students to an understanding of the goals and objectives of the institution, so that each student will feel a commitment which will lead to action, she continued. Whenever a student feels that the goals of the institution are wrong, then he either should not enter the community, or work peacefully with the faculty, administration, and other students to alternate the basic goals.

Further explaining the responsi bilities of Student Government, Fran pointed out the "SGA is responsible for making the campus aware of issues affecting the educational community;" for actively encouraging students to participate in SGA through legislature.

In closing, Fran stated that the benefits derived from participation in SGA are greater than material ones, and come only from as much

The Worth Of A Real College SGA President Emphasizes Cooperation,

or that it gives opportunity to work in laboratories and libra ries. These are necessary and important, but the student's greatest advantage at college is the spiritual and mental at-mosphere of the place. It is intangible, but you can feel it. It, cannot be measured, but its effect is everywhere manifest.

"The love of truth for truth's sake; the belief in equality before the law; the belief in fair play and the willingness to learn, and administer in the com-applaud an honest victor in every contest, whether on the mon purpose of improving reciproathletic field or in the classroom, or in social life; the feeling of common responsibility) the habit of tolerance toward those with whom one does not entirely agree; the giving up of small rights for the sake of greater rights that are essential; the recognition of authority and the dignified voluntary submission to it even when the reason for the policy adopted by the authority is not apparent; the spirit of overlooking the blunders of others and of helping those who are weak; the contempt for idlers and shirkers; the love of one's fellow workers even though they be one's rivals; patience in toil; self-reliance; faith in human progress; confidence in right and belief in God-these are the characteristics of the atmosphere of a great and useful college. The young man or young woman who by association with faculty and fellow-students becomes imbued with these principles gain what never can be secured in the same degree in the best homes or small schools, or anywhere else except in college.

Charles Duncan Mclver, in his presidential report of 1902 upon the tenth anniversary of the college.

Ann Rutherford Stresses Leaders' Personal Honor

college campus professing to have to all phases of her college life. an honor system about which more. So when we say the honor system has been written, and about which doesn't really work here, we are less is spoken than honor, per- saying that our own personal honsonally speaking. It is very hard or systems aren't working very to talk about personal honor unless we project it to a hypothetical case or to the group in general. The girls who carried out the honor talks in the upperclassmen halls last year will remember the months of debating and discussing beforehand on the problem of the right approach. Why is it we are so sensitive to this particular thing? For the same reason that we squirm in our seats in church when the minister begins delivering a sermon on something a little too personal to suit us. We are desperately afraid of being branded a missionary with a burning torch or a righteous Polyanna, even though we agree and approve of the principle involved.

in carrying out something in which we believe. This something is not the Honor Policy at Woman's College, but simply honor itself. There has been a great deal of criticism concerning the honor policy, but sions that they were impressed by what we fail to realize is that when we criticize the honor policy, we lege their freshman year, but the are actually criticizing ourselves. attitude of the juniors and seniors In the booklet which is sent to all in the upperclassmen halls had new students is a paragraph which states that the honor policy is based on the knowledge that a college student has her own personal code of honor and that she accepts the

There are few subjects on a responsibility of applying this code well.

We are in positions of respon sibility this year. We are all interested in making student gov. ernment work and in making a good college or we wouldn't have accepted the positions. This fall in mass meeting the entire college will say "I hereby pledge to to use all my powers of head heart and hand to strengthen and uphold the ideals of Student Gov. ernment, which are individual responsibility, loyalty and honor." We have accepted the responsibility loyalty and honor." We have acbut have we accepted the loyalty and to what degree Honor? Honor embodies loyalty, according to Web This is our greatest difficulty ster It is respect, esteem, rever ence high worth; especially faith fulness to the code of one's business or profession." Many sophomores told the group leaders in the upperclassmen, honor discusthe honor system at Woman's Col destroyed their impression. This members of mixed faculties. shifts the problem directly and particularly to us, because if we who have definite positions in or-(Continued to Column Five)

"The worth of a strong college to a student is not, as some suppose, the mere fact that it gives the opportunity to a stu-dent to perform systematic literary tasks assigned by teachers, Intellectual Curiosity, And Objectivity We have greatly considered how cles. This understanding can best

> we ourselves feel concerning the student-faculty-administration relations on campus. An educational community unifies those who teach, mon purpose of improving reciprocal educational experience, and thus their aims are best served when this unity is realized and expressed in their mutual relationship and respective activities. The functioning of an educational community requires an awareness of mutual responsibility, understanding, trust, and respect in order that all its members actively contribute to the development of all policies and programs. This purpose can be achieved only through full and continuous cooperation within an educational community. The student too often has been placed in an exclusively receiving, and thus passive, position due either to his disinterest or the reluctance of the faculty or administration to increase the level of student participation; cooperation within the educationol community town there is a huge sign with lethas not yet been fully developed due to the weakness of student government or lack of confidence of faculty and administration in the student's ability to participate in the development of the educational policies and in the university management. Student government has the opportunity to serve in a strong advisory capacity, presenting the experience and view points of the student body. Curriculum committees composed of both students and faculty provide a means of communication between every citizen of this community these groups. We have, as yet, not Itaken advantage of our voice in advisory curriculum changes. The student has a right to advise-in a student capacity-as long as they do so wisely and with mature deliberation. In those areas where phases of one's educational experience is not encompassed in the formal academic field, student government is most directly contribution. Fundamental to cooperation in these are as the necessity for student, faculty, and administra-

tion's complete understanding of each other's viewpoints and poli-

USNSA

(Continued From Page One) prospective teachers to teach as

5. Promote similar attitudes towards integration on secondary levels through college leadership and contact with high school student leaders

6. Encourage non-discriminatory practices in community facilities. projects, and cultural programs."

various resolutions and The stands taken at the Congress, on the division of international affairs-exchange of students, and the USNSA's relationships with the IUS (International Union of Students)-are being compiled now into a comprehensive-visual report which will be displayed in the lobby of Elliott Hall beginning Monday, September 12. Along with the resolutions will be an explanation publications put out by the association.

> Libby Kaplan USNSA Coordinator social restrictions.

ternhange of ideas at all levels. A student government can only be effective in these areas if its is active, mature, and basically democratic in form. However these re. sponsibilities are met, the expression of student views should be regarded by the faculty and administration as a serious and sincere effort to cooperate in active participation with the rest of the educational community in pursuit of the common goals shared by the members thereof: and these views should be respected and considered with the same seriousness in which they are offered.

You as a student on the campus of WC must realie the privilege that is ours to dig into the knowledge collected here-to question our professors and use our great library to discuss intellectually among, ourselves the problems of the day. We too often accept without question what is handed to us or shoveled down our throats. It is our right and duty to question. for by such action we strengthen our own understanding. Outside a huge roundhouse in a nearby ters twelve feet high which holds only one five-lettered word THINK. Let us pursue our academic freedom and cultivate our God-given gray matter. Let us raise our noses from our textbooks once in a while, scan the newspapers for word of what's going on outside the college gates. You'd be surprised. Something is going on out there. Should not our thoughts be concerned with those problems which will so greatly confront us when we leave the comfortable college community for another bigger community? Let us face desegre gation squarely, throwing away our ignorance and prejudices. Let us realize the state of the nation and the world, interpreting our position in these crises

Student government this year will sincerely try to help the cam. pus become aware of major dilemmas and results in our own community speaking in terms of college, national and world community. And where do you fit in? We the students of Woman's College

PANELISTS

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the faculty. This applied also to the

social contacts of the student and

faculty. Mis Leonard reminded the

audience that they sometimes lost

sight of the fact that the members

of the faculty might also be shy

and hesitant to make the first

Mr. Phillips asked if there might

be an evaluation of the processes

used for Freshmen during Orien-

stated that she thought the Fresh-

difficulty with her work or found

The question of voting privileges

ment was also discussed with unan-

herself in need of guidance

are it. We, with the guidance of be achieved through a constant in- the faculty and administration, must educate ourselves to the true values which we seek. The more all of us further academic freedom and its use, the more our whole lives shall benefit.

> "Educationally speaking, Student government presents to us the opportunity to learn and practice democratic living, that situation in which we con best grow to mature individuals Here at Pre-School conference we have presented in a nutshell people and ideas that make our small world go round. I hope it has helped you perceive a clearer picture of our campus life. We have certainly realize the loopholes in our student government, and so our strong points. Now it is up to us to do something about both. Good luck during the year in all your studies and activities and remember: Stu Goo is your government, the voice and actions of the students."



(Continued from Column Two) ganizations are not loyal and hon. orable, how can we hope for the main body of student government to be so?

It does not mean that a great crusade is necessary to inspire everyone to be honorable. College is a place where we have the opportunity to develop our own personal honor just as we may develop intellectually. Even the most retarded child in a classroom will absorb something from its atmosphere, and so can personal honor codes be strengthened in an atmosphere where a general code of honor is the accepted and expected guide of behavior. We should be the driving spirit behind a renewed sense of loyalty and honor at Woman's College, not because we are any better than anybody else, but because we have been fortunate in having the opportunity to see and to work with the machinery of student government.

Our whole Judicial System works upon the principle of a girl's basic honor, and the Board attempts to guide those who have not develop. ed their own honor codes, into a different line of thought about honor. This principle is so elemental that it should be an inherent policy in the operations of each organization. Those who violate the honor policy by lying, cheating and stealing are no more guilty than leaders of student government who violate honor by using their positions for personal aggrandizement or by twisting the decisions of student government officers or by degrading the college and failing in loyalty to it. This is the real meaning and backbone of honor and the area in which we can imtation Week. In reply, Miss King prove. It applies to every group on this campus-to the officers. men must realize the responsibility the legislature and its committees. of doing their own work when it the Judicial and Honor Boards. should be done. Sadye Dunn stress- class officers, publications, religed the importance of a student go- ious organizations, RA, Elliott Hall, ing to her instructor when she had the Junior Advisors, and all oth-675 who are represented conference.

If we can simply carry out our for the faculty in student govern- duties this year with personal integrity and all that it embodies. imous agreement by the panel that paralleling the general code of of the National Students' Associa- the faculty should serve only in honor at Woman's College, then tion, and samples of the various an advisory capacity. The question we will have done more to enliven of faculty intervention in discip- that spirit we all look for on this line was raised, but it was agreed campus than all the speeches and that they had no power to exercise honor discussions could ever ac. complish.

You: University, Your Student Government, and You

The purpose of the pre-school conference was "to strengthen the ties among the students, faculty, and administration and to develop an esprit de corps which creates pride in our school, spirit in our activities, and maturity in our personal life

Student, faculty, administration relations received most of the emphasis of the conference. The most important point seemed to be missed in that, no account was taken of the fact that these relations as well as anything else must come from within the individuals. This is where YOU of the conference must play its part.

This year's pre-school conference delegates did not ask questions; did they really want to know of and learn about the entity called student government?

We are leaders and must realize the responsibility that g before the glamour attached to position. Once sight of this responsibility is lost, then freedom and the right to self government are lost too.

We must remain aware of Miss Taylor's comment: How are our thought words and actions contributing to the mental and spiritual atmosphere of the college?"