

The Carolinian

Woman's College—"Distinguished for Its Democracy"

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NUMBER 3

Legislature Asks Student Body For Honor Chapel Attendance

A recommendation to place chapel attendance on an honor basis received unanimous legislative approval Wednesday night. The student body will vote on the matter at the next mass meeting.

Previous to this, students will discuss the question in house meetings so that they may be prepared to vote intelligently. Martha Washam, chairman of the Convocations Committee, will work with house presidents to plan this presentation and

After approving first semester election schedule, Legislature discussed for an hour the preferential method of election, introduced that night by Chairman of Elections Board Barbara Mitchell. Asking for further information as to the nature of the method, the group recommended to the Board that a mock election be held within Legislature to study the preferential ballot in comparison with the straight ballot. This would be done before the system is used in a campus-wide or class election. The recommendation stipulated, however, that Elections Board ask at its own discretion in regard to the holding of the mock election. (See separate story on preferential ballot.)

On a recommendation brought by Mary Owens Bell from Faculty-Student Reviewing Committee, Legislature voted to sanction the breaking of the cafeteria line when a student has parents or older people as guests. The body voted no to the proposal that this include students' dates also. Mary Owens mentioned that the committee was investigating pre-registration for crowded courses. Carolyn Sevier was chosen freshman representative to this committee.

Legislature also approved the appointment of Melissa Morse to N. S. A. council, filling the vacancy left by Carol Butts.

Educational Service Sets Date of Annual Examination, Feb. 13

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 13, 1954.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine optional Examinations designed to demonstrate mastery of subject matter to be taught. Woman's College officials, or the school system in which she is seeking employment, will advise her whether she should take the National Teacher Examinations and which of the optional examinations to select.

Application forms and a bulletin of information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November and December, and in January so long as they are received before January 15, 1954.

Election Board Plans First Term Schedule

October 15, 1953—May Queen, May Day Chairman, Eight Outstanding Seniors.

October 19, 1953—Commercial Class Officers

October 27, 1953—11 senior members of May Court, 2 Mascots.

November 3, 1953—Junior, Sophomore, freshman attendants to May Court.

November 17, 1953—Freshman Class Officers.

Other elections will take place in the class meetings. Election Board Members for 1953-54 are Barbara Mitchell, chairman; and Clara Morris, Nancy Gilbert, "Boots" Farah, Jinny Harris, Patsy Beam, and Kappa Dove. Faculty advisor for the group is Rita Burdett.

Elections Board Accepts Tentative Voting System

Elections Board reaffirmed its approval of the preferential system of voting this week, and announced plans to use the preferential method whenever feasible during the 1953-54 year.

The system, which was initiated experimentally in class elections last spring, will go into effect next Thursday, when the senior class elects its May Queen and May Day Chairman. The voting method to be used in the election of the Eight Outstanding Seniors is as yet unannounced, pending action by Elections Board on a recommendation from Legislature.

The recommendation calls for a mock election within Legislature before the new system is used in a campus-wide or class election, in an effort to test its effectiveness in relation to the established method of voting. (See story on Legislature action.)

Barbara Mitchell, Elections Board Chairman, offers here an explanation of the preferential system of voting:

Eliminating the need for primaries and run-off elections, the preferential method appreciably shortens vote-counting time.

Preferential voting insures the election of the majority candidate in a single election, regardless of the number of nominees. It avoids the danger in plurality voting where a candidate with a minority of votes could win, if sufficient opposition votes are scattered among several candidates.

The election procedure is as follows. The voter indicates his choices in order of preference on a written ballot, placing a "1" before the first choice, a "2" before the second choice, a "3" before the third, and so on.

After all ballots are cast and marked, the first step of one tabulation process requires segregation of all ballots according to first choices. If a candidate then has a majority of ballots, she is elected. If no candidate has a majority of first place votes, the candidate with the lowest number of votes is defeated. Her ballots are then transferred to those candidates who are marked as second choice thereon. If this transfer does not result in a candidate obtaining a majority, the process of eliminating the next lowest candidate and

Junior Class Sells W. C. Cartoon Book

A book of cartoons depicting and dissecting life at Woman's College by Trilby Boerner and Norma Coffer will go on display in the library Thursday October 15 and on sale in Elliott Hall the following Monday and Tuesday.

1,000 copies of *Oh College Dear To You* have been published by the Clay Printing Company in Winston-Salem.

Although the idea for a book of cartoons on life at Woman's College occurred to both Trilby and Norma separately, they said they got together last December and began working toward their goal, which often seemed far distant. In Norma's words, "We wanted to put down on paper various phases of WC life... and what goes on here."

Trilby and Norma financed the book themselves because they felt that it was their own responsibility... and if we go into debt well, we're keeping our fingers crossed." The Junior Class, which has taken over the sale of the books as a part of their class project, will sell copies of *Oh, College Dear To You* in the lobby of Elliott Hall.

transferring her votes is continued until one candidate receives a majority vote. Transferring votes is the same as a run-off election of there is a tie between two candidates, or if a candidate does not have the majority vote required by student government constitution.

When more than one person is to be elected, such as the senior class election of eight outstanding seniors, another method of voting, Proportional Representation will be used.

The voter must vote in the same way as in preferential, by indicating her first choice by placing numbers in order by candidate's names. Since voting for a subsequent preference cannot possibly affect a previous selection, every voter should indicate as many choices as she has.

Under one proportional representation system each candidate to be elected must receive a number of votes equal to the electoral quota which is worked out by the number of places to be elected and the total number of ballots cast.

First step in the tallying process is sorting all ballots according to first choices. If a candidate then has a quota of votes she is declared elected. All ballots in excess of the quota are then distributed, in proper ratio according to second choice, to the other candidates in the field.

If no other candidate is elected by this transfer of surplus votes, the ballots are then transferred by the method used in preferential voting.

PR is a scientifically-devised system of voting, designed to assure effective voting, minority representation, and majority rule. In so doing, the system automatically provides for the apportionment of representatives from all groups in direct proportion to their voting strength, hence the term Proportional Representation. In brief, the big advantage of preferential voting is that it reflects accurately voters' wishes. If at any time questions arise as to manner of voting, process of counting, etc., a member of elections board should be contacted.

W. C. Girl Travels Along Rhine River From Cologne to Heidelberg Via Bike

by Nancy Benson

Remember the day you and your friends biked across the Dutch border into the valley between the green, rolling hills of northwestern Germany? Sprinkled over the countryside were tiny towns with narrow cobblestone streets and beautifully simple churches topped by tall, thin steeples. Several days later, as you entered Cologne, you caught your first glimpse of the Rhine River, cradled in hills covered with grape arbors and fruit trees. The bicycles went with you when you hopped on a river boat for the trip to Wiesbaden, a well-known resort town.

The destruction caused by Allied bombs was one of the first things you noticed about the cities along the Rhine. Dusseldorf, Cologne, and Bonn were hit especially hard. Sometimes for blocks you see only single walls, or perhaps a chimney or two to prove that the area was once a thriving community. You discovered, though, that the German people have done a remarkable job of rebuilding. Beside ancient structures and bomb ruins stand buildings as modern in appearance as any in the United States. Only determination and hard labor have made this possible in such a short period of time. But

for you the new could not wipe out the ugliness of the destruction all around, and thinking of the horror of war, you wondered whether man is as civilized as he likes to think.

Chapel Skit Inaugurates Purse Drive For \$4,000

Service League has set \$4000 as goal for this year's Campus Purse Drive. The drive will begin on October 20 with a chapel skit, and the collection of contributions by the residence hall representatives will be climaxed on the evening of Thursday October 29, by a Faculty Talent Show.

This is the one big campaign during the year for donations to charitable organizations; no funds will be solicited on campus for this purpose at any other time.

A significant part of the Purse Drive money goes to help bring here the foreign students who mean so much to Woman's College. Upperclassmen will remember Yoko Ishikawa, from Japan, who studied here last year. These are excerpts from a letter she wrote to Adriann Gaspar, a foreign student who is here now:

... where to begin? I feel I've got so much to tell you, about my year at W. C., all the sorrows and joys I experienced there, all the advice I would like to give you, all the things which meant so much to me, and yet... perhaps it is because I don't know you. But I do know you, too, because there can't be a great difference in what a foreign student feels in a new world...

... Perhaps you're thinking, "I wonder if I'll ever get used to this crazy American life at all." It is really so hard to adjust to the new way of life, especially when the language is different, to sort of re-

arrange your values, to try to understand just what "cute" means, and just why there is so much emphasis on boys and dates. I often though how shallow people are, their friendship seems to be so superficial, and wondered why they use such superlatives like "I love", "It's wonderful!", "You're so cute!", "Oh, it's beautiful!" so often, why they say "Come and see me," "I love your dress," with no meaning behind it at all. Their conversation seemed to be solely on boys, dates, clothes, looks, or homework and grades, and you feel that there is no place for you to fit in. But really, give them a trial of, say, three months and you will begin to understand them and after that really love them... After a while you begin to understand their way of speaking and learn to take their words not at their literal meaning but by what they mean. You begin to realize that "I'm starved to death" simply means that they're hungry, that "I'm freezing" means that it's a little cold. You see, it's just a way of expression and you have to get used to it. You begin to understand that although their words sound hollow and shallow, they're full of sincerity and it's only that they don't understand you when you're silent and are wondering why you don't speak out your thoughts...

... I'm feeling now that the year was one of the happiest years of my life...

Gen. Ed. Program at Harvard Supplies Source of Ideas For Woman's College

by Jean Ragan

Three Woman's College professors recently returned to this campus after a year's studying, observing and teaching at one of the most prominent schools in the Ivy League—Harvard University. Drs. Eugene Pfaff and Lenore O'Boyle, recipients of Ford Grants, spent their time in observation and study in special fields, the Department of History and the Department of Social Studies respectively.

Dr. Francis Laine was one of the twelve university teachers to receive a Carnegie Grant which enabled him to teach a course in his field at one of four universities connected with this particular grant plan—Yale, Chicago, Columbia and Harvard University.

In addition to the excellent opportunity of special study which these grants afforded, the three professors were placed in a posi-

tion to make several close observations of the General Education Program at Harvard University. This program was conceived on an experimental basis in the term beginning September, 1946, and following a report of the Committee on the Objectives of a General Education which stated that "a method, new to Harvard, has been tested in the educational laboratory and found fruitful," became permanent and compulsory progressively during the years 1949-50 and 1950-51.

At present, the aims and overall objectives of the General Education Program of Woman's College is becoming a much-discussed issue on the campus. A study of such a program began here more than two years ago, and has been based largely on studies conducted at Harvard and other colleges and universities.

One evening our hosts took you to the famous Red Ox for dinner, and another night to a violin concert at Heidelberg University, the soloist being a friend of the doctor. During one of your talks, Dr. Schiffer told you that very few of the American soldiers and their families living in Heidelberg try to become friends with the Germans, and that you and your friends were the only Americans he had ever met. You felt it tragic that so many Americans wall themselves off or don't make the effort to meet the Germans, when they have such a wonderful opportunity to join in friendship with people they were fighting only a few years ago.

When, after three glorious days in Heidelberg, it was time to leave, you almost felt as though you were leaving home. In return for their (Continued on Page Three)

Peters Sings Tonight



Met Opera Star Presents First Civic Music Recital

Roberta Peters, Metropolitan Opera star, will appear at Aycock Auditorium Friday, October 9.

Miss Peters, Bronx soprano, made her debut three years ago as a last-

minute substitute for an ailing prima donna in the Metropolitan's "Don Giovanni". After her debut she was scored as Rosina in "The Barber of Seville" and the Queen of Night in "The Magic Flute". The same season she was invited to sing at London's Royal Opera House, Covent Garden, in the "Bohemian Girl", conducted by Sir Thomas Beecham as one of the features of the Festival of Britain.

During the past two seasons, the soprano consolidated her position at the opera by scoring in several roles, among them Gilda in "Rigoletto", Despina in "Cosi Fan Tutte" and Sophie in "Der Rosenkavalier" and also a number of radio and television appearances on programs such as "Toast of the Town" and "The Voice of Firestone."

Last spring, Roberta Peters became a movie-star in her first picture "Tonight We Love", a 20th Century-Fox film biography of her manager, Impresario S. Hurok.

Campus-Wide Formal Opens Social Season At W. C. October 24

The Elliott Hall Ball will officially open the social season at W. C. on the evening of October 24 at 8:30.

The ball, which will be the first campus-wide dance in Elliott Hall, is under the co-chairmanship of Betty Jean Hagan and Martha Moore. Music will be furnished by the Southerners of Wake Forest.

All students planning to attend should sign up as soon as possible on sheets which will be in the dorms Monday. Elliott Hall representatives will sell programs for \$2.00 each in the residence halls.

Finance Board Head Takes Legislative Seal Through Amendment

President Emily Butner urged at the first mass meeting of the year Tuesday that students, in the future, be aware of the responsible freedom and student government which they now enjoy and act accordingly, in her opening remarks on student conduct at Founder's Day program.

The student body amended the constitution of the Student Government Association to make chairman of finance board a non-voting member of legislature.

Five student leaders reported on plans for one year made at preschool conference, September 7, 8, 9. Phyllis Franklin summarized the functions and accomplishments of the Conference. "Distinguished de-

(Continued on Page Five)

The Drinking Rule . . .

... at Woman's College is here to stay—that we know, and with that this newspaper heartily concurs. What we did not know, but discovered this week, is that one facet of the rule, after years of long and faithful service, stands wide-open to interpretation. Actually, it not merely invites, but demands interpretation.

The rule is administrative. It states that a student may not drink alcoholic beverages while under college jurisdiction, and adds: "A student is said to be under college jurisdiction when she is enroute to and from the college; when she is a residence at the college; and when she is signed out from the college, unless she is at home." Obviously, this interpretation of the term "college jurisdiction" would seem to forbid everything from carrying beer into the residence halls to accepting a glass of sherry from the roommate's parents, during a weekend visit. No distinctions are made.

A recent discussion with those "in the know", however, on what is and what is not meant by college jurisdiction, leads the *Carolinian* to ask the administration this question: are distinctions being made which are clearly defined in the rule? Is there a difference between carrying beer into the residence halls and having a cocktail at a roommate's home, where the student has received her parents' signed permission to go? Can the student conscientiously do the latter, without violating her own individual code of honor as well as that of the college? If so, if there is a line, where is it drawn? What, in the light of present-day interpretation, is the administrative policy on the rule?

Theoretically, there is no problem here; practically, there is. Sending each drinking case to Judicial Board and expecting Judicial Board to administer justice in a degree relative to the "seriousness" of the case is not the answer. Personal codes of honor are not varying in degree. If Jane Jones has a personal code of honor which compels her to obey the college rules as part of the contract under which she agreed to come here, then her pangs of conscience would be just as painful from a single cocktail 500 miles away as they would be from a whole case of beer on the front steps of Melver. The comparison, we might add, is not so ludicrous or far-fetched as it might sound.

The point is, if there are distinctions—and we believe that there are and should be—they should be clarified. And so we ask the administration for a qualification, and if not a qualification, at least a more lucid interpretation, of the rule as it now stands. We are not asking for a revision of the drinking rule; we do request a closer look at the term, "college jurisdiction."

Who's Afraid . . .

... of the Big Bad Wolf? Legislature, if Wednesday night is an example and a normal, democratic delegation of power the animal in question.

Quibbling for hours over details clearly designed to be handled by committees already set up for that purpose—Elections Board in one instance, the Chapel Committee in another—the group had no trouble at all in losing every inch gained and ending the evening with an admirable lack of accomplishments. Even the well-known "do it ourselves if we want it done right" axiom has its ridiculous aspects when carried to extremes, and surely Legislature cannot expect to cope with every detail of every situation which comes before it, meeting only once every two weeks.

Ignoring even the slightest suggestion that some power might be delegated to the committees already equipped to use that power, the group plowed on; the hours wore on, and the parliamentarian swore on.

Why Legislature refused to entrust specific programming and application of its programs to the committees which it itself authorized is not even remotely clear at this point.

Perhaps an over-developed sense of responsibility makes the group insist on settling the entire procedure of preferential ballot right then and there; perhaps an honest belief that the group as a whole knows better how to carry out a program than does the small one appointed to study and take action on that program. We scarcely think, though the thought is conceivable, that Legislature fails to have confidence in the groups it planted on the campus for a specific purpose.

One of the truly great qualities of leadership is the ability to delegate power—this thought we throw out to Legislature, not only in the interests of efficiency, but also, and more important, in the interests of a well-balanced, democratic government.

Red Faces . . .

... are in order for those of us who saw fit to literally ring the rafters of Aycock at sacret memorial-services-turned-peppery Monday night. Freshmen, they say. Freshmen didn't know any better—and then whoever thought that one up sighs a big sigh and looks pleased with herself for thinking of it.

Really, now? Frankly, we in the upperclassman sections were too busy watching our friends balance on the edge of their seats as they conversed across the aisle, waking up the senior who had collapsed on our shoulders, and marvelling at the absorption of a young lady industriously weaving her way through Plato down on the front row, to find time even to glance toward the balcony at the wayward, oh-so-unenlightened freshmen.

We just wonder if anyone noticed, in passing, that the speaker was one of the finest at Aycock in many a day?

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MADCAP CAPERS



by Margaret Crawford
and
Nancy Gilbert

Your Gal Friday reporting: Arrived back at headquarters at approximately 6:01, just in time to catch a fleeting glance at the clock. By some mysterious circumstance, the hands were at the same place they had been the last three weeks. Nope, it hadn't been fixed yet. Found a note attached to my door which read, "COME TO NORTH AND WAIT AT 6:00"—signed, Your Pal, Monday, Tuesday, and Wednesday. I decided this must really be an important case, so I hastily threw my notes on the desk (which was already quite cluttered with more notes, tools of the trade, a radio playing at half-blast, coffee-stained coffee cups, and crumbs from a month-old cigarette). Before I left the room, I noticed some peculiar objects under the desk—after investigating, I found them to be an old, worn out pair of loafers. I wondered who had been rumbling around headquarters and left these as a souvenir. After prying some of the dirt and mud off them with a knife, I discovered that the shoes belonged to me. Knowing that my time was up, I decided to make a mad dash to North and wait. Before I did so, I quickly swept the dirt (which because of the pull of gravity had fallen on the floor) under the rug with all past trash, etc. I then grabbed my old battered jacket and raced double-speed to the destination.

After a hustle, I arrived at the Destination, just in time to have the door closed in my face. This is not in the book, I thought, as I went around the building trying to find another entrance. Foxed and outwitted, I said to myself, as I failed again. I stepped out into the street fearless and unafraid. As I did, I was scared to death as a button popped off my jacket and rolled around on the street. With the aid of a match I stooped so low as to pick it up. Then I noticed two

shadows approaching me. This is it, I thought, and it was it. "Is that you, Friday?" said a voice from one of the shadows. I gathered my wits and replied yes. By this time the match I had been holding had completely burned two of my fingernails and by the light radiated by the third burning fingernail, I managed to get a good look at the two shadows, which turned out to be two of my cohorts, Monday and Wednesday. "Where in the infirmary is Tuesday?" I inquired. "On second floor, third room to the right," answered Monday. "What is Tuesday doing there? That's Monday's beat." Before I could get an answer to that question, Wednesday interrupted with a suggestion to check back at headquarters to get the latest scoop.

At 7:02, we opened the door at headquarters, and there before us was the Latest Scoop, wearing a raccoon coat. Latest Scoop asked us to sit down and have a stimulating drink. While we were drinking our Coca-Colas, Latest Scoop turned another lamp on in order to throw a little more light on the situation. No sooner had the lamp been turned on when the bulb let out a shriek and burned out. About that time there was a knock on the door. Knock, knock, knock. "Who's there?" Wednesday asked. "Dum," was the reply. "Dum who?" asked Monday. "Dum Janitor, with an other lightbulb," said the other-side-of-the-door. Then the lightbulb was replaced and he left.

7:09—another knock on the door, this time a familiar face—that of Tuesday. "What do you want, Tuesday?" we asked. "Just the facts, just the facts," Tuesday muttered before closing the door and leaving.

7:10—we decided it was an open and shut case, as the strains of the slammed door bounced back and forth against our eardrums, therefore we picked up our notebooks and decided to study another case.

7:12—reasonable quiet, all's well, so Your Gal Friday is signing off until next week.



by Tommy Barker, Virginia Morrison, and Terrill Schukraft

On this sunny afternoon, somewhat dimmed by the fact that today's game promises to be the last game of the World Series, my typewriter refuses to come out with much that is deep and or philosophical. Thus, a warning, dear readers: this column will be a running commentary on a collection of items. If you find the commentary to the items dull, you have the assurance that there will be a maximum of stopping places. So—here goes:

First, as the right-hand upper corner position brings up the tail end of this trio, she wishes to express her congratulations to her co-columnists on their columns and to say a fervent "Amen" to all that was said about excellence and about General Education, which two things seem to go together remarkably well.

The very first official day of the college year, someone remarked "Only 99 more shopping days until Christmas." That didn't prompt V. M. or anyone else to rush out and do her Christmas shopping. It's much too early, we said smugly. The smugness will disappear when someone says, "Only three more shopping days until Christmas." And the whole point of this is that all smugness on the part of a fifth or so of this college population is going to cease when someone suddenly says that there are only 99, 56, 5, or what-have-you days until graduation. Yep, that's when we get desperate: we're going to be kinda' sorry to leave this place.

with all its good qualities and in spite of its bad qualities. If you notice a wild desperation about a great many seniors before this year is out, it's because we're all rushing around trying to tie all the loose strings, do all the undone things, and leave some kind of an impression on this place that has been a "home" for four years.

About being a senior, the lighter side: if any of the rest of you four-hundred-plus seniors are like us, you're finding yourselves saying "Pinch-me" every time you remember that you have now been through registration seven times, have had your second individual annual picture taken, have lived through that ever-confused first week four times, and now are actually teaching a class of human beings younger than you! That latter doesn't apply to all, we admit, but we notice that among a rather large percentage of the dear old senior class, there seem to be constantly recurring topics of conversation these days: teaching hours, observing, lesson plans, "my" pupils, those papers to be graded. Boring, unexciting? Maybe; then again, maybe not!

All this brings us to something else. Do you remember the time eight, seven, six, or five years ago when you, a scared freshman in high school, said to another equally scared freshman, "Oh, to be a senior. When you get there, you're right on top!" In four short years, there you were—on top, but it wasn't the "top" There were the old seniors still ahead of you, now juniors in college. So the next year

General Ed Program At Harvard

(Continued from Page One)

their embodiment in the different literary forms during occasions of crisis or conflict. Basic reading included such works as selections for Gibbon, *The Decline and Fall of the Roman Empire*, Joinville, *Chronicle of St. Louis*, King of France, Shakespeare, *Hamlet*, Conrad, *Heart of Darkness*, Dostoevsky, *The Brothers Karamazov*. The evident relationships of this course to several basic fields are numerous.

In glancing through the Harvard catalogue which outlines the various courses offered we find a general education course in the Social Sciences which crosses the departmental lines of six areas in that field—psychology, social anthropology, sociology, semantics and administration—which arouses speculative interest and provides a source for ideas. Social Sciences 112. Human Relations is conducted by the case discussion method with the enlarging of the student's understanding of human behavior as one of its primary purposes. Through the analysis of certain cases and social concepts drawn from relevant literature of psychology, social anthropology, sociology, semantics, and administration, the student is given the opportunity to examine his own ideas about human nature and to develop new perspectives and skills of observation, the final result being a greater insight for taking part in human relations.

It needs to be repeated that the impossibility and inadvisability of "lifting" courses from general education programs of other universities, in many cases far removed from the type of situation here at Woman's College, is recognized. Many colleges and universities throughout the country, however, are in the process or have but recently made renovations in this direction in their general education programs, and favorable reports have been the result. In April of last year, Dr. Laine met with the other eleven recipients of Carnegie grants in a convention of people in the general education field at Hariman, New York. "No one," Dr. Laine reports, "who represented a university at which after revision, a newer general education program was then functioning, voiced any complaints."

Seniors Elect Top 8

The Senior Class will choose its eight outstanding members in an election to be held in Elliott Hall all day, Thursday, October 15.

I Say It's Spinach

you were a lowly freshman again, again looking up to seniors, while the seniors were looking up to the graduate students, the married friends, or the friends who are simply out in the "world beyond." And so it goes . . . You never reach the "top"—there's always someone ahead of you—but you can have fun trying.

And speaking of fun, enjoyment, entertainment, enrichment—whatever you want to call it—a word to those with the money and the time, or even to those without the money and the time: If you—yes, you—will take a gander at your dormitory bulletin board, you'll find that an institution unique to Greensboro is offering you a series of four programs during this year that are well worth the money spent, whether you buy piece by piece or the big economy size—the season ticket. We don't want to be accused of advertising against the campus lecture-entertainment series (which is equally wonderful), so we won't mention the sponsor's name. Take a good look, though, at what is offered to you at the price of your choice: the Agnes deMille dance troupe, Rise Stevens, "John Brown's Body," and the New York Philharmonic Orchestra. Single comment from this quarter: Wow! And referring back to those four words up there—"campus lecture-entertainment series"—another word, this time to all thrifty Scotsmen, Irishmen, or otherwise: Remember, you have already paid for what comes under those four words. If you believe in getting (Continued on Page Three)



By Tommie Lentz and Nancy Benson

This article is addressed to all those who will be under twenty-three years of age this summer and who would be interested in having one of the most wonderful opportunities in the world.

Last week's Cary had several accounts of summer experiences and this is mine—one which I would like so much for others to have this summer. I attended the Encampment for Citizenship, an experimental encampment sponsored by the Ethical Culture Society and held for its eighth summer this year in New York City.

Co-educational, inter-racial, inter-denominational and inter-everything the program extends for a six weeks period and is designed to stimulate the campers to be more aware and thinking citizens.

It is the one opportunity I know of that offers education under such ideal circumstances and from such a wealth of sources. But before I go off on a tangent, let me give you the facts. (I know you just wanna get the facts.)

The session is held at Fieldston School in the Bronx, a private school in the wintertime. It is equipped with a gym, tennis courts, softball and baseball field, track, volleyball field and swimming pool, a library and music room.

Anyone between the ages of 18 and 23 who is interested is eligible for application, and last summer there were college graduates and undergraduates from as far north as Maine and North Dakota, west as Montana and New Mexico, South as Alabama and Florida and as far as Hawaii.

The program itself concentrates on minority problems, economic problems, and international relations. On each of these units speakers are invited who are truly experts in their fields, trips are taken to such places as settlement houses, stock exchange, the United Nations and a visit with Mrs. Roosevelt at her home. Special interests are

studied in workshops which cover everything the campers decide upon, and these groups do work on their own. For example, the farm workshop visited among other places the huge Seabrook farms, the international affairs workshop did special work at the U. N.

The advantages of having the Encampment in New York City are innumerable. Foremost is the fact that N. Y. C. is the headquarters for almost every group or organization and a wealth of information is right at your fingertips. The plays, concert, baseball games (I'm sorry, but I had to get that in) and places that are referred to in books, magazines and newspapers are so often a part of New York.

There were approximately one hundred campers there, all with individual traits, points of view, interests and talents. One thing that is not evident at first is that the Encampment is quite educational in personal life, too. You live closely with one hundred varying personalities, and you don't know when it starts, but suddenly you realize that you don't care if one person has a terrific temper, one is selfish, one has dark skin, one has a different religion. It is really not so important because you know each and like each for himself.

In much the same way, you suddenly find that from the trips, lectures, contacts and all around experiences you have learned much that you did not realize.

The cost for the six weeks is approximately two hundred dollars; however, this is available in many partial or complete scholarships, if desired.

In short, the Encampment is six weeks in a perfect world where almost every aspect of life is represented, where conflicting and congenial personalities meet, and where fun, work and happiness are identical. The place, the people, the opportunities are wonderful.



THE HALLOWED HALLS

YVONNE ARNOLD

FLORENCE BOWDEN

THE HALLOWED HEADS

But this week I feel that the name above this column should be reversed or revised or whatever, to read Hollowed Halls and Hollowed Heads . . . The idea occurred to me over the past week-end and was emphasized tonight after the Founder's Day program in Aycock. (And to anyone who might be interested: my half of the HH & HH is usually on the spur-of-the-moment plan. I depend on Flo for whatever order and actual plan which appears herein.)

Back to what I was saying and thinking . . . A question was raised over the week-end, with the arrival of many graduates to the campus. It is a question which I feel to be of importance and possibly of interest to a good number of students here. Basically the question is What am I doing here and where do I go from here . . . Parallel to that—in some way—there arises another question: is it what one puts into or gets out of college that makes the years spent in acquiring that degree worthwhile? So you wonder now how I figure that all this fits together completely and inseparably . . . (I'm beginning to feel like Socrates . . .)

time as a student) with a piece of paper in my hand and a brain crammed full of "knowledge" (but with an empty feeling inside somewhere, as though part of growth had succeeded and another part—an equally or more important part—had been left about where it was when I came here?)

I begin to wonder now if the getting is as important as I have—until now—thought it was. And "Where do I go from here?" After May 31, the amount of fact crammed into a brain isn't going to be important the way it is today, tomorrow, or next week. There comes suddenly the realization that it is impossible to continue this getting process and not bothering with the question of what can be given instead—of what contribution is possible. And I'm not going to say that the getting is unimportant. By no means—but instead that the getting is not whole or sufficient unless one contributes something—effort, interest, ideas, ideals—which will make what has been received a useful thing.

The question—or questions—has not been answered in this. I cannot find an answer yet. I have merely rambled on about a Thing in education which I define as functional education, and its importance. My primary aim was to get the questions before me—and before you, if you're interested.

Present Company Included' Hits at Protection During 'Dangerous' Years

Editor's Note: We reprint with pleasure a column from the Carolinian, November 12, 1948, entitled "Present Company Included." "N. J. and M. S." the authors, identify themselves only as "guest columnists."

Today a startling idea was propounded to those of us who have long contemplated the CHAL-

W. C. Girl Travels Along Rhine River

(Continued from Page One)

generosity the Schiffers asked only that you send them copies of the photographs you had taken of them and that you write in their guest book. Their guest book was inscribed with the signatures of dozens of Germans who, having escaped from the Russian zone, had found refuge with the Schiffers until they could find permanent residence.

Early one night after leaving Heidelberg you and the other girls decided, in a sudden burst of enthusiasm for the rugged outdoor life, to sleep outside. Just after finding a concealed spot under a grove of trees you were attacked by swarms of mosquitoes. You jumped into your sheet sacks and pulled blankets over them (the mosquitoes could bite through the sheets), covering yourselves from head to toe so as not to leave a single hole for the little beasts to crawl

through. The Schiffers asked only that you send them copies of the photographs you had taken of them and that you write in their guest book. Their guest book was inscribed with the signatures of dozens of Germans who, having escaped from the Russian zone, had found refuge with the Schiffers until they could find permanent residence.

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I Say It's Spinach

(Continued from Page Two)

your money's worth out of a purchase you make, get your money's worth here by attending as many of the programs as you can. This is, we grant, the materialistic approach to the thing. For the idealists, we say: college education is more than books and homework.

Since we can't have a college lecture-entertainment series without a college and since we can't have a college without teachers, we'll give this latter quarter a brief mention. (How's that for a transition? This is not Exhibit A in "How to pass English 101.") Anyway, we'd like to say to the owners of names like Jarrell, Ashby, Pfaff, O'Boyle, Anderson, and others, a hearty "welcome home." Seeing these familiar faces again helps make up for not seeing other familiar faces—about four hundred of them.

And now that we've said hello to a few, we must say—not "adieu"—but "au revoir" to the many for now.

Post mortem: We take our leave weeping. Our initial supposition is now accomplished fact. Today was the last game of the World Series.

lenged to give up brushing our teeth to do some constructive thinking on the scarcity of plumbing facilities in the Decadent South. Did you know, you beyond the Science of Sociology, that more horse manure is used in the state of North Carolina than in all the other southern states put together including New Mexico and Texas?

Yale Evaluates Academic Program Maps Out New Plans For Future

EDITOR'S NOTE: Because we feel strongly that Woman's College has a vital interest in educational advancement, not only here but on all college campuses throughout the nation, and in keeping with our recently announced policy of "looking outward" to students and student problems everywhere, we print here in full an article on Yale University which appeared in The New York Times, Sunday, October 4, 1953.

We believe that the material offered will provide a clearer picture of the problems and philosophies facing the world of education today.

Since the end of World War II institutions of higher learning in this country have undergone an extensive self-evaluation of their goals, aims and objectives. The war itself, followed by the influx of veterans to the nation's campuses and the demands of changing world conditions since the war, caused many colleges and universities to reconsider their academic programs and map out new plans for the future.

Last week another milestone in this educational analysis took place when Yale University issued a sixty page report prepared by its Committee on General Education. Undertaken by its president, Dr. A. Whitney Griswold, and eminent faculty members, the Yale study has been in process for the past year.

The Yale report proposes, in effect a clean break with the existing undergraduate college program. The committee makes this basis suggestion: Let us pay less attention to the extra-curricular aspect of college life and more to the major business of the curriculum—developing educated, critical-minded, sound-thinking men and women.

The suggestions presented by the Yale committee are radical. There are two programs: the first, a transitional one, to develop a stronger undergraduate course for the freshman and sophomore years; the second, a permanent plan that would reverse existing college patterns return, to a large degree, to the system used at Oxford and Cambridge. The student would be treated as a thinking, independent individual. His would be the responsibility to study. He would not be prodded and pushed into an education nor be spoon fed.

'Immaturity' of Students
The Yale committee takes to task "student immaturity" as expressed in overemphasis upon extra curricular activities. A whole community of students finds its academic work secondary in comparison with such "important" items as sports or the college newspaper. Not that the activities are in themselves a sign of immaturity, the report hastens to explain. But a majority of the students puts second things first—and the effect of this type of student preoccupation is at times "both insidious and cumulative." Immaturity is defined as a failure to recognize the importance of the work which stands at the center of college life.

"This immaturity has many contributing causes—the adolescent

compulsion to go the way of the crowd, for instance, rather than the individual way of learning," the report says. "But behind the undergraduate zeal to defy the unimportant stands a false myth of Yale—the Yale of casual but big-time activities, the Yale glorified and made famous by Owen Johnson, Ralph Paine and the rest."

What does Yale want? To prepare men with the power to make judgements about complex subjects and to present those judgements coherently and precisely. For, says the committee, if Yale produces graduates who know all about Spenser or Bismarck, economics or chemistry, but precious little about the disciplined use of the mind, it cannot honestly claim to call them educated.

The Yale committee stresses the importance of mastering the great areas of knowledge, defined here as the natural sciences and mathematics, the social sciences, history and the arts. It is essential, the committee holds, to establish a concept which will provide the undergraduate with intellectual development in a broad and not merely a technical sense.

A New Curriculum

As its immediate aim, the Yale committee would modify the present curriculum. This plan assumes a five-course program each year for the first two years. Superior high school juniors would be admitted, so that in some instances the eight-year high school-college course becomes a seven-year program. In essence, the plan pleads for an education which is "continuous rather than fragmented, coordinated rather than merely sequential."

The ultimate goal would be a far more drastic break with the present curriculum. Instead of day-to-day or week-to-week concern over the work of the students, the faculty would place greater responsibility on the men who come to their classes. At the end of the first two years each student would get a general examination, based on the work that he has taken. The student would prepare for this exam by attending discussion classes once a week, and going to lectures if he so chose.

There would be no compulsory attendance or regulations so far as the lectures were concerned. Of course—and here is the nub of this drastically different approach to learning—if the student just loafed through the first two years, there would be no third or fourth year for him. Failure on the examination would mean, for the most part, dismissal from the university. Under the new program, learning would become continuous and meaningful. Students would not be concerned with grades, credits of cramming. They would be more concerned with gaining a sound knowledge in the important branches of living.

At any rate, that is the philosophy behind the Yale program. And since the committee has the backing of many faculty members, including the president, the plan has a good chance of being adopted and put into practice.

Changing College Plans

The Yale plan comes as the climax of a series of plans and studies that has appeared periodically during the last ten years. Nor is the end yet in sight.

The University of Chicago pioneered in these educational changes. Under former Chancellor

Robert M. Hutchins, Chicago inaugurated a broad revision of its undergraduate program in 1931 and extended it in 1942. Dean F. Champion Ward of the University of Chicago, commenting on the Yale plan, observed that "it's good to have such distinguished company after all these years."

Dr. Ward pointed out that Chicago has instituted comprehensive examination to replace course credit and has adopted integrated courses of a year to three years in length, covering the chief areas of knowledge. Also, he said, the Chicago plan calls for selected readings and syllabic as course materials, teaching by the discussion method in small classes, acceleration of students through placement tests, ability to progress according to achievement, and voluntary class attendance. The emphasis at Chicago has been on the student's ability to make sound and relevant judgements, to think and to think straight.

In 1945 Harvard University issued its "General Education in a Free Society." This report outlined a new concept for Harvard—more emphasis would be placed on general education.

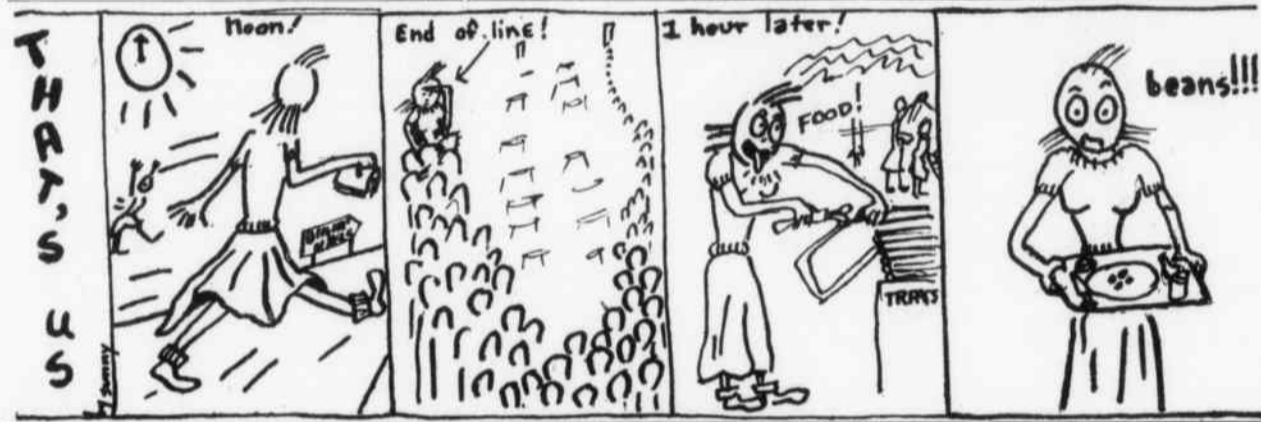
All students at Harvard now are required to take three elementary courses chosen from these three areas: humanities, social sciences and natural sciences. Every student is required to select his courses under the guidance of his adviser or tutor. Before the end of his second term every student is required to select his field of concentration and to discuss his general plan of study for the remainder of his college career with some representative of the department in which he expects to concentrate.

Columbia Plan

The Columbia University plan, embodied in a report published in 1946, "Columbia Program in Action," also limited the freedom of choice available to freshmen and sophomores. The college prescribed courses in the humanities, sciences and social studies. This is a plan with a triangular base, consisting of a contemporary civilization course, humanities and science. Every freshman is required to take this two-year sequence. The objectives of the program is to provide each student with a broad foundation in the chief fields of knowledge.

In 1947 Princeton University presented its "plan," after four years of study by a faculty committee. The program called for closer integration of the four years of college work. It proposed a coherent program of study which carried the student from the limited curriculum of secondary schools to the broader courses found on the college level.

In the changes adopted at Harvard, Princeton and Columbia, as well as many other institutions, runs one significant thread. The unlimited, free elective system of a quarter of a century ago has been modified and in some instances virtually eliminated. What is sometimes described as the "cafeteria" system of education—in which one takes an educational dish here and another at the far end of the counter—appears to be on the way out. The late Nicholas Murray Butler of Columbia described the free elective system as a "rabbit" program in which the student hopped about the educational garden, nibbling a carrot, sampling a turnip or stopping at a head of cabbage. When it was all over, would the student come up with a well-balanced menu or would he get indigestion or suffer from malnutrition?



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Remember: Read all the rules and tips carefully. To be on the safe side, clip them out and keep them handy. Act now. Get started today.

My meals, folks say, are flavorful—
They're seasoned perfectly.
For better taste, it's Luckies, though,
That win the cheers—not me!



RULES

1. Write your Lucky Strike jingle on a plain piece of paper or post card and send it to Happy-Go-Lucky, P. O. Box 67, New York 46, N.Y. Be sure that your name, address, college and class are included—and that they are legible.
2. Base your jingle on any qualities of Luckies. "Luckies taste better," is only one. (See "TIPS.")
3. Every student of any college, university or post-graduate school may submit jingles.
4. You may submit as many jingles as you like. Remember, you are eligible to receive more than one \$25 award.

*TIPS

To earn an award you are not limited to "Luckies taste better." Use any other sales points on Lucky Strike, such as the following:
L.S./M.F.T.
Lucky Strike Means Fine Tobacco
Luckies taste cleaner, fresher, smoother
So round, so firm, so fully packed
So free and easy on the draw
Be Happy—Go Lucky
Buy Luckies by the carton
Luckies give you deep-down smoking enjoyment

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FACULTY FOIBLES.

A gale has arrived at the Soda Shop, and it's not Florence. This hurricane is Walter J. Gale, Professor of Education. Mr. Gale can be synonymed with a hurricane because he is capable of accomplishing the near impossible—waking up a nine o'clock class. Or, as one of his students puts it, "You go into his class with your eyelids drooping to your toes, and you come out with your eyelashes curled up to your forehead."

Born in Philo, Pennsylvania, Mr. Gale attended New Jersey State Teacher's College. He came South and received his Master of Education degree from Duke University. The War found Mr. Gale in the Navy. "The most exciting thing that happened during those five years," said Mr. Gale, "was that I met my wife. She was with the first contingent of Waves to arrive at Pensacola, and I was with a detachment sent to play for the reception. She recognized me behind my saxophone as someone she had seen playing for the band in the Pocono Mountains and . . . That was in August 1943; we were married the next October."

After the war, Mr. Gale went to Duke as an instructor in the Department of Education, and in the summers of '47 and '48 he was Assistant Director of Summer Session. The following year Mr. Gale moved to Raleigh to assume the principalship of Needham-Broughton High School.

Mr. Gale began blowing at an



Mr. Gale

early age. Blowing a saxophone, that is. As the hearers of the tale of The Purple Derby know, Mr. Gale was a poised and accomplished musician at the age of twelve. Although Mr. Gale has little time for saxophone these days, he still enjoys listening to music, especially music drama, such as Wagner.

As for Woman's College Mr. Gale says, "I'm enjoying it here thoroughly, although that is a very shallow way of putting it. I feel the students are enthusiastic and challenging."

And as for the student's opinion of Mr. Gale . . . "We like him because he is so dynamic. . . he has the power to make you believe that everything he says is right."

Students of 128 Countries Study In U. S. To Set a New Record

There were 33,671 foreign students from 128 different independent nations, dependent areas, and trust territories studying in the United States last year. It is the largest total of foreign students ever in the U. S. at one time. This fact is reported in *Education for One World*, the census of foreign students published by the Institute of International Education, 1 East 67th Street, New York City. Copies are available on request.

The 38-page booklet presents a brief survey of America's foreign student population, who they are, where they come from, what they study, where they study, and who supports them. Tables and charts point up this basic data and individual examples highlight the statistics.

Education for One World is the story of a fascinating venture in education and international affairs, writes Kenneth Holland, Institute President, in his forward to the pamphlet. "The story is about people who are not in the headlines—the 33,671 young men and women who learned both from us and about us in the classrooms of American colleges during the past academic year."

For the census, students completed questionnaires giving their country, field of study, academic institution, and source of financial support. Of the 2720 colleges, universities, and professional schools polled, 1149 reported at least one foreign student enrolled. A "foreign student" was defined as a citizen of a country other than the United States who is studying or training in a higher educational institution in the United States, and who plans to return to his home country when his studies are completed.

Where do foreign students come from? One-third of those in the U. S. call Asia or the Near East home, while one-quarter come from Europe, one-quarter from Latin America, and one-seventh from Canada. The remainder are citizens of Africa and Oceania. Nearly half of the students come from eleven countries: Canada, China, Colombia, Germany, Great Britain, Greece, India, Iran, Japan, Mexico, and the Philippines. This diversity in origin draws attention to the fact that there can be no "typical" foreign student.

What do they study? Humanities are the most popular subjects of study for foreign students. Over twenty per cent are studying liberal arts, languages, literature, religion, philosophy, and art. Almost as many are in the field of engi-

neering. Other fields in order of importance are the physical and natural sciences, the social sciences, medicine, business administration, education, and agriculture.

Engineering has the greatest attraction for students from Asia, being chosen by about twenty-two per cent of them. Another fifteen per cent study humanities. The reverse is true of students from Europe and Canada, who can get their technical studies at home; twenty-five per cent of these students register for courses in the humanities. Latin American enrollment is about equally divided between humanities and engineering. The distribution by field is more even in Africa, indicating the many and varied needs of the continent. The physical and social sciences are most popular with these students.

The average foreign student is older than his American counterpart. He often has several years of practical experience behind him when he undertakes American study. The exception is the Latin American who often comes north for his entire undergraduate training.

One out of every four students polled in the census was a woman. The largest percentage of women students was found among Europeans. The smallest was among the Africans, where the few existing educational opportunities are likely to be filled by men.

Every region of the U. S. plays host to foreign students. In general, their distribution follows the general population pattern, with large numbers of the visitors on the West Coast and in the Northeast. Over half of the educational institutions surveyed reported some foreign students enrolled.

Foreign students often stay in the United States longer than a single year. If finances, visa requirements, and study plans allow, many students stay until a degree or special project is finished. Of those polled, forty-six per cent arrived in 1952. Over one quarter, twenty-eight per cent, began American studies at some time before 1952. Twenty-six per cent did not answer this question.

Who pays the bill? Schools and campus groups, private organizations, business corporations, the U. S. and foreign governments all

Academic Freedom Gains New Support From SDA Groups

In one of their largest conventions to date Students for Democratic Action, meeting September 12-15 on the University of Pennsylvania campus, reaffirmed a strong position on Academic Freedom and chose "Operation Brotherhood" and a labor education program as the two major projects to emphasize this year.

The approximately 150 delegates representing 55 member chapters determined SDA policy and elected Ronald Wertheim, University of Pennsylvania Senior, as National Chairman for the coming year.

The SDA Academic Freedom statement supported the right of teachers to participate in political activities and set up criteria to be considered in the dismissal of a professor.

"Operation Brotherhood" will be continued as a nationwide campaign to rid all student organizations including fraternities and sororities of discriminatory membership provisions. All SDA chapters will be responsible for organizing campus activity to work for the elimination of these provisions, and regular progress reports will be requested from them by the Civil Rights Chairman.

A resolution was adopted opposing discriminatory practices in the administration of publicly aided education, housing, and health, and opposing legislation for such programs which did not prohibit discrimination and segregation.

James Wechsler, Editor of the New York POST, was the keynote speaker at the SDA banquet. Robert Nathan, Washington economist, warned the students of the dangers inherent in the fiscal policies of the Eisenhower Administration.

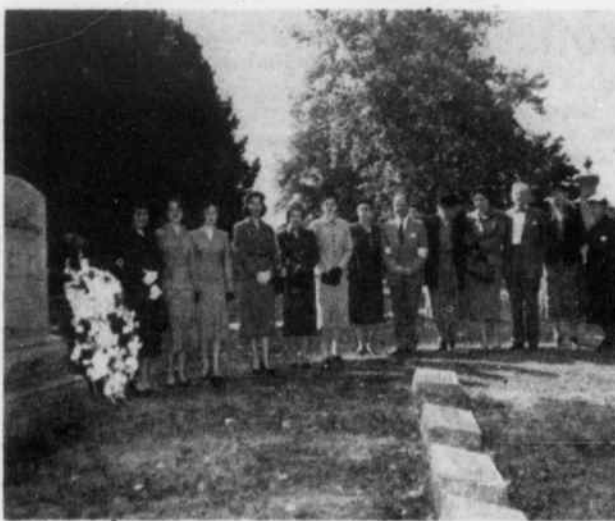
Other speakers at the convention included the Reverend James Robinson, lecturer on international affairs who recently returned from a tour of the world's less-developed areas; Stephen Bailey, Mayor of Middletown, Conn., and professor of political science at Wesleyan University; Edward D. Hollander, national director of Americans for Democratic Action; and Mrs. Sadie T. M. Alexander, former member of the President's Commission on Civil Rights.

contribute to the financial support of foreign students in the United States. Although sixty per cent of the students listed their own or their families' funds as one source of income, many of them reported support from more than one source. Sixty-six per cent were fully or partially supported by private organizations or colleges. Sixteen per cent received funds from their own or the U. S. Government. A large proportion of this public or organizational support has been granted to students from Africa and Europe. While private agencies have assisted more students than have public, it is probable that the financial value of government support has been greater.

The last section of the census discusses the foreign student on the community. The large "incoming" exchange movement is a potent educational force whereby people can learn about other peoples directly. Many communities have coordinated programs for foreign students while other arrange informal contacts.

The Institute of International Education is the central private agency in the U. S. in the exchange of students, teachers, and specialists. In cooperation with the Committee on Friendly Relations among Foreign Students, New York City, it has conducted a census of foreign students every year since 1921. This is the fifth annual issue of *Education for One World*. Copies of the census report may be obtained from the Institute's New York or regional offices.

CARY VIEWS



Representative students and faculty members attend ceremony at the grave of Dr. Charles D. McIver on Founder's Day.



Daffy Dodgers have done it again

The Cary Visits

by Florence Bowden

The West Lounge of Elliott Hall
on a Thursday night coffee silver service gleaming on the table for Miss Blanche Yurka . . . tall white candles burning as the hour grows late . . . the smell of coffee and the whiff of cigarette smoke with the low buzz of rapid conversation. . . Miss Yurka, one of the most gracious people we've had the privilege of meeting lately . . . seeing new faces glow with interest and enthusiasm, a sometimes-lacking quality in our formal social functions . . . being able to actually see comfort and relaxation in the faces of those present . . . a happy hour.

A Second floor telephone . . .
scene: any dormitory with two telephones; time: any hour of the evening; place: the phone booth. Conversation as follows: "May I speak to Elise Skeith, please? Podunk University calling." "Just a moment please." . . . A small pause of twelve minutes while the search for Elise is instituted. . . "Hello. This is Elise Skeith." "Miss Skeith, I have a call for you from Podunk U. Let me contact your party." Another pause while the line forms outside. "Miss Skeith is on the line, sir. Go ahead, please." "Elise?" "Yes?" "This is me." "Who?" "Joe." "Oh." "Whatcha doin' tomorra nite?" "Well, let's see. Tomorrow's Friday, and I have to go to the monthly meeting of the Well-Earned Rest club; it's for students who spend over twenty hours a week in lab. We talk about philosophy." "Oh." "What did you have in mind, Joe?" "I kinda thought you'd come down for our fall dances this weekend." "You did?" "Yep." "Well, gee I mean, I'd love to, but . . . " "Yeah?" "Do ya' think ya' could come?"

The story continues and grows longer, and so does the line. Of course she goes, what girl wouldn't?

The Soda Shop 9:48 a. m.
twelve minutes before that class . . . a large coke, please, and hurry; I've got to make a class. haven't had a bite of breakfast coffee black, please . . . didn't sleep a wink last night . . . those awful lesson plans . . . what about that reading assignment for the new professor? . . . he piled it on this time. New tie, can you cash a check? . . . Pearl, stop worrying about the ice giving out. It'll be winter in another two months. . . Pete, what happened to the captions on the pictures last week? . . . Have you met that gorgeous senior who was nominated for May Queen? . . . Isn't it kind of early to start thinking about that? . . . Not too early to think about graduation too. Graduation? All I'm looking forward to is Thanksgiving. . . it won't be long. . . Those shoes are simply cute! Did you pay very much for them? . . . What about your project for that course? . . . We're gonna' be late, and this is the time already. . . See you at noon. . . Try to beat the lunchline. . . Do we have chapel today? . . . And the clock moves on. . .

The class chairmen's offices . . .
the long line of students . . . those drop-and-ad cards . . . the scared look on the senior's face . . . when will I graduate . . . the pile of bio lab materials in a heap on the floor when the freshman is admitted to the inner sanctum of Miss Burns . . . what about carrying eighteen hours this semester . . . is it too late to ask? . . . but I can't pass science courses; how do they expect me to make c's on two of the? . . . somebody mentioned unsats the other day . . . how long do we have? . . . do I have to average to help the circulation staff? . . . I wish I were old enough to be a statue and stand out front of this building instead of in it. Lucky CDMel. . . And so they wait.

Getting later than we think, they

Student Government Provides Education In Self Government

EDITOR'S NOTE: We offer here the second in a series of articles compiled by NSA Chairman Mary Anne Spencer, on the topic of student rights and responsibilities. We focus this week on the question of developing student leadership.

The immediate purpose of student government is to provide a means whereby students may organize in order to be able to participate effectively in those functions of a college or university which directly affect, an insurance policy for a nation that prides itself in the capacity of its people to govern themselves. It trains leaders for responsibility in a manner that no course in political science or philosophy can ever hope to; and for those who are not leaders it presents training which is essential to the perpetuation of the system under which we live.

The selection of real issues, the choosing of capable candidates, the recognition of the evils which arise from the system, and the knowing of ways to combat them—all of these and more are requisite to intelligent participation in a democratic society and are learned by active participation in student government.

Despite assertions from some quarters to the contrary, leaders are not born—they are made. Though an individual may have certain characteristics of personality and intelligence which are good bases for the development of leadership abilities in him, they do not per se make him a good leader. The good leader must have a background of knowledge of leadership methods and practical training in exerting responsibility.

There are several ways in which the necessary maturity can be achieved:

1. Development of responsibility. In order to become responsible, an individual must have responsibility. The ultimate object of student activities is education, not immediate efficiency. He may make mistakes; but far better for him to make them in the student society of the college or university than in the post-graduate society at large.
2. A progression of experiences.

tell us. Funny how time goes by when we least expect it to. Time for class and work and a little play,

Most real students have "come up through." They have experienced leadership at all levels, and have worked on committees, in clubs, and have shown leadership in the class room. The experiences they seek are not just experiences but opportunities for the development of skills and techniques of group leadership as well as an understanding of human relations. Leadership develops most extensively in meeting new situations and the student grows most who avoids excessive duplication of positions of leadership.

He evaluates a particular activity in terms of the experience that it will give to him as well as the interest he has in it. In this regard he recognizes that each activity may have something different to offer.

3. Leadership evaluation.

No one needs to take stock of himself more frequently than the student leader. If he wants to develop his leadership capacities, he should evaluate himself. He needs to discover his abilities and weaknesses. He has to check the over-development of dominant traits and concealed attitudes. He needs to evaluate his development as a public speaker and his ability to meet people. Studies, friends, and health should not be neglected. Adequate returns for time spent in activities must be looked for. The moment a leader thinks he has "arrived" or his organization is "as good as can be under the circumstances," he needs to take a good look at himself and his organization. Above all, the leader must constantly be aware of his responsibility to "follow through" in his work.

The students must feel that the student government is their organization. On the large campus with its complex life, unity and integration are more difficult to achieve. Here more than anywhere the student leader must evaluate himself and attempt to meet the challenge more effectively.

Taken from "Student Leadership and Government in Higher Education" (Dungan and Klopff), an N.S.A. publication

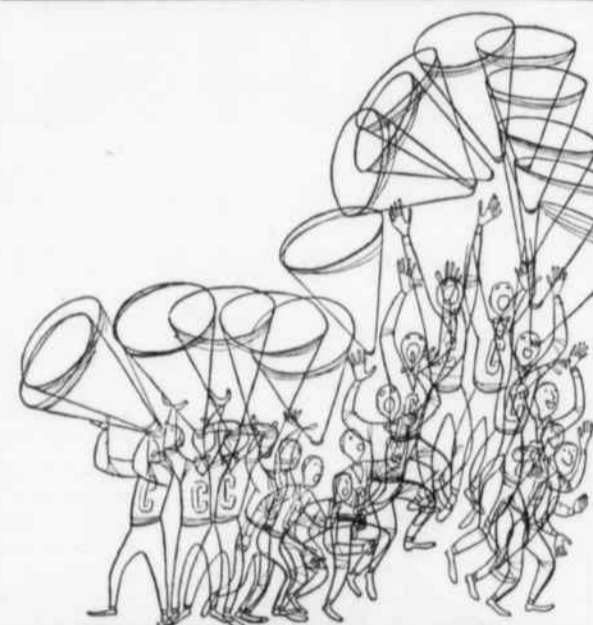
that letter to be written before bedtime, and finally that last strain of the radio, the final snap of the lights, and so to bed.

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..CAMPUS COGS..

BY HELEN JERNIGAN

Geraldine Fish, of Clyde, North Carolina ("That's nineteen miles west of Asheville,—and will everybody please tell somebody where it is so I won't have to spend the rest of my life explaining!"), Dispenser of Justice and Chairman of Judicial Board, has an important official announcement to make. Since she is opposed to the title "Fish" on the grounds that it lacks the proper dignity, Geraldine has been conducting a search for something more distinctive in the way of a name. As a matter of fact, she and friends spent two hours over a dictionary not so long ago and they have found a solution. Henceforth, her name shall read Geraldine Rankin Fish, to be shortened to Randy when necessary. Something had to be done, she declared. "When I am old and go walking down the street, I wouldn't want to have somebody yell, 'Hey, Fish!'—my grandchildren wouldn't like it!" And who can argue with that?

"Randy" declares that heretofore, Cary has lent a stubbornly deaf ear to her. "In my sophomore year, I wrote a poem telling about Clyde—a fine place—and they never did publish it! But I can't miss this opportunity to tell those nice people over there that I like to play ball and swim." She also enjoys doing popular imitations of records—mostly Spike Jones—with roommate Emily Butner. However, at this point, her greatest concern is for the welfare of the Dodgers who, it would seem, need it. Other interests include not being a cheerleader ("I decided not to go on with that," "Randy" said. "To have to pitch that stupid song over in Aycock when I can't even carry a tune! Even getting the pitch from backstage didn't help.") and becoming a "matadora". The Spanish she learned—that "sort of grugle sound"—on her trip to Cuba during the summer fascinated her; and, "being clumsy and a failure at knitting," that profession seems a lovely possibility.

When asked to say a few words about her aims for the year as Chairman of Judicial Board, Fish settled down. "This," she said, "requires thought. It's hard to say in

a few words, but if you're not in a hurry . . ."

Wheels turned and smoke rose in great clouds. Said Friend, entering the room: "Fish does have some hot ideas—and that's synonymous with good with her." Fish continued to think, interruptions notwithstanding and eventually came up with her "statement for the press".



Gerry Fish

"My objective is to create on campus a thinking and interested student body—a campus where each girl accepts and shares her responsibility—eventually evolving into a truly responsible group of students; to establish a process that would equip every girl to discipline herself. This is not an easy thing to accomplish—it would require concern, real thought, and tremendous student co-operation. A girl would look beyond her present needs; there would be no followers, no trouble with rules; instead we would turn out girls every year, prepared for life. A girl wouldn't be in a position where things are done for her, where she can live and not give. This is it: a sharing of responsibility that will make people independent—an independence that is workable and advantageous for others."

It is aims of this calibre that speak well for a school. Thank you, Geraldine Fish, and may these aims so ideally stated become our own.

W.C. Representatives Journey to Winston For Baptist Meeting

Representatives from Woman's College will attend the Annual North Carolina Student Convention held at the First Baptist Church in Winston-Salem, November 6, 7, 8. More than 1,000 students from forty to fifty North Carolina Institutes of higher learning are expected to be on hand for registration.

The list of speakers includes Dr. Neils F. S. Ferre, Professor of Philosophical Theology at Vanderbilt University; Dr. John Oliver Nelson, Professor of Christian Vocation at Yale Divinity School, and Miss Emily Lamsell, President of the Carver School of Missions. Also participating in the programs will be about thirty North Carolina pastors and laymen and between seventy-five and one hundred students.

The theme of the Convention will be "Worship and Work." A LISTEN program, designed to help raise money to feed the hungry peoples of the world, will also be emphasized.

The church people of Winston-Salem will entertain student guests Friday and Saturday nights. A registration fee of \$1.00 per person and the names of all students expecting home accommodations must be sent to the State BSU Office, 121 West Hargett Street, Raleigh, by November 1.

Freshmen Select Executive Committee

The Freshman class elected its commission, or executive committee, October 5 through hall selections. The commission of ten will serve as the Freshmen officers until January or February when the regular class officers will be elected.

Elected members of the Freshman Commission are Frances Westmoreland, Louise Leonard, Gray; Mary Nell Meroney, Catharine May, Cotton; Ann McIntosh, Harriet Harrison, Bailey; Joan Thompson, Margaret "Hoppy" Hopkins, Coit; Blanche Williams, Lucille; Stephenson, Jamison. The Town Students' representatives will be announced later.

The Handbook states that "the Vice-President of the Junior class shall act as president of the freshman class until class officers are elected. She shall be aided by the Freshman Commission which shall be formed at the end of the first three weeks of the college year and which shall consist of two representatives elected from and by each Freshman residence hall and two representatives elected from and by the Town Students' organization."

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R. A. Presents Weekly Schedule of Activities

Saturday
Hockey—3:00-5:00
Bowling—3:00-5:00
Skating—3:00-5:00
Game Room—3:00-5:00

Sunday
Recreational Swimming — 8:00-9:00

Monday
Hockey—5:00
Life Saving—5:00
Golf Club—3:00-5:00

Tuesday
Tennis—5:00
Speedball—5:00—
Bowling—5:00
Swimming—5:00
Tap Dance Club—7:00
Recreation Association Cabinet—7:30

Wednesday
Life Saving—5:00
Square Dance Club—7:15

Thursday
Tennis—5:00
Bowling—5:00
Swimming—5:00
Junior Modern Dance Club—5:00
Senior Modern Dance Club—7:15
Dolphin-Seal Practice—7:00-9:00

McLendon Applauds W. C.'s Development

"Young women of today must not be educated in strait jackets," declared Major L. P. McLendon in a Founders' address to students and friends of Woman's College Monday evening at Aycock Auditorium.

Major McLendon, prominent Greensboro attorney and member of the Executive Committee of the Board of Trustees of the Consolidated University, spoke in services commemorating the sixty-first anniversary of the college. In a tribute to Drs. McIver, Faust, and Jackson, Miss Harriett Elliott, and others—"engineers who built the foundations broad, strong, and deep"—Major McLendon stressed three areas of service in which young women must be educated today.

In an appeal for a genuine, well-balanced education in the liberal arts for prospective teachers, he deplored the rigid procedures of certification now required in many areas. "You can't standardize training today," Major McLendon added. "or its usefulness disappear. Teachers must be taught to relate present-day occurrences . . . to their subject matter."

Women are assuming larger and larger roles in the field of health service was the Major's next point. He suggested that with the doors to research opening wider and prejudice against women in medicine lessening, "Women are here to stay in the medical professions." The duty of every woman today, Major McLendon continued, is to equip herself for public government service. Government and the individual alike, he maintained, are suffering currently from the hysteria of name-calling, from bold and reckless appeals to religious racial prejudice. He called upon the young women here to reinforce themselves for roles in responsible government.

"It is your duty," Major McLendon challenged his audience, "to stand in the front line of the shock troops of democratic government, and to put to rout the forces of prejudice and ignorance."

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OFFSIDES

By Gladys Walling

CONGRATULATIONS . . .

To all the new members of the Dolphin and Seal Clubs. If the crowds at the try-outs are any indication of what's to come, there should be a lot of interest in the club this year. We're looking forward to seeing some mighty fine pageantry come next Spring when they put on their annual Dolphin-Seal Water Pageant. (Maybe by that time one of the old club members—Jan by name—will be willing to swim to music. She was a little reluctant to do so last week when she was assisting with the try-outs.)

WHAT?? Some unenlightened soul (an upperclassman at that) asked what Hallball was a few days ago. Evidently she didn't live near Shaw or Mendenhall last year. It is possible that she spent all her time hibernating in the stacks at the library, but surely the din of that first Shaw-Mendenhall game reached even into those hallowed halls. Well, whatever her excuse, and for the benefit of the Freshmen who haven't heard about the game yet, here goes . . .

Hallball was originated by Mass Ellen Griffin of the Physical Education Department last year to give Shaw and Mendenhall a chance to settle the argument as to which of the two dorms was the best. This writer is slightly prejudiced, on that question, but suffice it to say that the first game was a tie which proved nothing except that hallball is a fine game and is here to stay. The game incorporates the rules and terminology of basketball and football and uses a miniature football as its only equipment. Scoring is by forward passes over the endline to a teammate. Although you may run laterally or backwards with the ball it can be advanced forward only with forward passes. The game is played with a system of downs as in football, with a team getting four downs to attempt a score. If they should fail to score at the end of their four downs the ball goes to the other team.

The platoon system may have been abandoned in football, but in Hallball it is still the rule. Each

2,164 Motorists Lose Licenses During Sept.

The State Department of Motor Vehicles released a preliminary report showing that 2,164 motorists had their legal driving privileges revoked during September.

It was the greatest number of license suspensions and revocations to be recorded in the department's history.

Last month there were 1,199 revocations and 965 suspensions recorded. Most revocations were secured on drunken driving convictions according to statisticians.

It was the first month in which revocations and suspensions have exceeded 2,000.

A majority of the suspensions were the results of the new anti-speeding law which went into effect July 1. Under the law a suspension of the operator's license is mandatory upon conviction of speeding in excess of 70 mph in a passenger car.

The report was issued a week earlier than usual and does not include a breakdown of violations. Normally drunken driving after license revoked, and two offenses of reckless driving lead the revocation list. And speeding and reckless driving usually account for a majority of the suspensions.

Committee Invites Students to Meetings

Students may bring any grievances relating to student-faculty relations, personal or otherwise, before the Student-Faculty Reviewing Committee at its meeting Tuesday, October 13 at 5:45 p. m. in the Home Economics Cafeteria. The group meets the second Tuesday of each month for the purpose of keeping student-faculty relations on "an even keel."

team has two seven man squads, a defensive and an offensive squad. When a team has the ball, its offensive team is on the field, but as soon as they lose it the defensive squad takes the field. The game is played on a field 25x50 yards. For those of you familiar with field hockey this is the distance between the center line and the twenty-five yard line.

If your dorm has a pet grudge against any other dorm, Hallball is the game for you. The Recreation Association has set aside Wednesdays and Thursdays for challenge games between dorms. So get your fourteen players together and meet on the Hallball field to find out which is the best dorm. Shaw and Mendenhall are already raring to go. Maybe this time it won't be a tie game!

IT WAS A SAD DAY

For Dodger fans Monday and, while we haven't taken any official polls, they seem to have been in the majority on the WC campus. Yours truly heard the last game in a darkroom in the photography lab and exposed a pile of photographic paper when she dashed out to inform the rest of the class of the glad tidings when Furillo hit his ninth inning homer to tie the score, but all to no avail. The Yankees must have a fine team to take the Series for five years straight, but isn't there some kind of law against monopolies? Maybe Mr. McCarthy can investigate them in his spare time . . .

Critics Acclaim Movie As Hilarious Comedy

From Mexico to Aycock comes a tale of the adventures of a woman who spoke the truth at any cost. Wednesday, October 14, **Dona Clarines**, Spanish motion picture, will be shown at 3:00 and again at 7:00.

The character actress, Sara Garcia, who is as adept at comedy as at drama, has the title role in this comedy by a famous writing team, the Quintero brothers. She plays a formidable matron who always calls a spade a spade and rules her family with an iron hand. This includes her good-for-nothing brother and her niece, a fine girl who is in love with a painter. As Dona Clarines was once jilted by a painter, and thinks they are all alike, she tries to break up her niece's romance by involving him with his model, who also doubles as a rumba dancer.

Painter and brother then join forces to try to get Dona Clarines declared insane. However, she confounds them in a hilarious court trial at which all difficulties are straightened out.

And what do the critics have to say? "Serafin and Joaquin Quintero didn't write it this way, but the plot does not suffer from the many additions." And from another source—"The most hilarious ninety three minutes I have ever seen."

Yolanda Catan Gives Dance Interpretations

Starting off the year with programs that are cultural, "but not too cultural to be entertaining" according to Mary Ann Raney, president, Sigma Delta Pi the National Spanish Fraternity will have Yolanda Catan of Columbia, as its guest at the year's first meeting Thursday, October 14 Yolanda will give her interpretation of several Spanish dances. Anita Terradas, program chairman, will give a short talk on the dance in Spanish-speaking countries.

The executive committee, composed of Mary Ann Raney, Anita Terradas, Ingrid Parmele, Jeanette Weaver, Helen Clinard, and Mary Herring has tentatively made plans of talks by people in the fields of science and literature in Spain and Spanish America countries. Students from neighboring college are to be invited to hear these speakers and to remain for socials following the program.

Hallball Season Opens With Dorm Competition

The Hallball season officially opened last Thursday with a demonstration game for all those interested in participating in the sport this year.

All challenge cards were in on Tuesday. The number of cards turned in shows that a large group plans to participate in the sport.

Each dorm will select a captain who will be responsible for keeping a record of the number of practices each girl has attended. The captain will also notify the girls on her team of the games and will be responsible for having enough players on the field at game time.

Hallball practices will be held on Oct. 14, 15, 16, at 5 p. m. Each player is required to attend two of these practices.

Finance Board Head Takes Legislative Seal

(Continued from Page One)

mocracy through S. G. A." was its theme.

Anne Ford presented decisions concerning Elliott Hall made at the conference. She explained that Elliott Hall is to be used as a center for social and cultural development of Woman's College students. She announced plans for an Activity Fair soon to give the students an opportunity to become members of the various Elliott Hall committees. The first campus-wide formal dance sponsored by this organization will be October 24.

The purpose of the Interfaith Council is to plan campus-wide programs and religious activities, explained Anne Rothgeb, president of Interfaith. She announced the planning of a program series, "Religion in the Fine Arts," to be conducted by the council this year. The first program in this series will be October 28, presented by the music department on religiously inspired music. There will also be Sunday afternoon discussions and talks. The Interfaith Forum this year will center around "Faith for our Time" as its theme. It will be held February 14-19 this year.

Mary Anne Spencer reported the work of S. D. A. and N. S. A. at Pre-School Conference. Plans were discussed for strengthening the Woman's College delegation to the Consolidated University Council. A student government clinic for the three colleges of the Greater University was discussed also. Their program for this year will include speakers, movies, post card campaigns, and the like. Plans were formulated at Pre-School Conference for the N. S. A. book exchange which has already functioned on campus. N. S. A. is also responsible for the regular articles in the *Carolinian* on the rights and responsibilities of students. The possibility of sponsoring a travel bureau for students and a campus student leadership training program was brought up at the conference.

The work of R. A. and Service League at Pre-School conference was presented by Jean Watson. R. A. is again offering individual and group sports. R. A. camp is also available for the use of students, is being initiated. Service league plans again to sponsor a campus purse drive, talent show, clean-up drive, the blood mobile, and a conservation and clothing drive in the spring.

Magazine Sponsors Novelette Contest

To obtain the answer to the question, "What Will American Life be like one hundred years from now?" If magazine is sponsoring a contest limited to undergraduate students.

Of the opinion that the student of today is the citizen of tomorrow, If would like to have his prophecies in a 10,000 word novelette based on his classwork. Further announcements will appear in the *Carolinian*.

Bothmer Discusses Tut's Treasures, Art

King Tut's treasures and other masterpieces of Egyptian art in the Cairo Museum will be subjects of lecture Thursday, October 15, 1953, at 8 p. m. in the library lecture hall.

Bernard V. Bothmer, curator of the department of Egyptian Art at the Museum of Fine Arts, Boston; and General Secretary of the Archaeological Institute of America, Cambridge, Massachusetts, will be the speaker. The lecture will be open to the public.

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Unless It Rains

Saturday, October 10—Hillel, informal dance, Elliott Hall Ballroom, 8:00 p. m. Bailey Hall, informal dance, Well-Winfield Ballroom, 8:00 p. m.

Sunday, October 11—Play-Likers tryouts, 8:00 p. m.-11 p. m.

Monday, October 12—Young Democrats' meeting, 7:15 p. m.

Tuesday, October 13—Gamma Alpha, Well-Winfield, 7:15 p. m. U. S. Army Field Band, Aycock Auditorium, 8:00 p. m.

Wednesday, October 14—Y. W. C. A. Second Lecture: Jainism, Mr. Phillips, South Spencer Parlor, 5:00 p. m. Greensboro Astronomy Club, Science Building, 8:00 p. m.

Thursday, October 15—Election of Outstanding Seniors, Freshman Party, Home Economics Building, 4:30 p. m. Y. W. C. A. Introduction to Bible Study, Dr. Warren Ashby, R. A. C., 5:00 p. m. Greensboro Archeological Society lecture, Library Lecture Hall, 8:00 p. m.

Friday, October 16—Romance language majors' party, 6:00 p. m.-8:00 p. m. Play-Likers tryouts, 7:30 p. m.

Saturday, October 17—Marvin McDonald Series, Agnes DeMille Ballet, Aycock Auditorium, 8:00 p. m.

French Club Depicts Sidewalk Cafe Scene

"Sidewalk Cafe" was the theme of the initial meeting of Le Cercle Francais Thursday.

Members of the club dressed in French costumes presented the program as if the group were meeting at a sidewalk cafe in France. Martha Fulcher portrayed a "siren girl"; Betsy Swain, the boy; and Daphne Plaster, a young girl from Woman's College.

Officers of the club were introduced: Nancy Head, president; Barbara Dunn, vice-president; Gail Bost, secretary; Mary Waller, treasurer; and Daphne Plaster, publicity chairman. "French waiter" served refreshments as new members were welcomed and introduced.

FTA Members Hear Phillips On Education

Future Teachers of America held its first meeting of the year Tuesday, with a program led by Mr. C. W. Phillips, Director of Public Relations for the college.

Giving the would-be teachers a few pointers, Mr. Phillips stated that among the graduates a principal expects in a good teacher are a sense of humor, well-rounded personality and intellect, and a sense of belonging, not as one of the students, but as one with them. This sense of belonging also applies to entering the activities of a community as a citizen, and not as a teacher.

The new sponsor, Elizabeth Liddle, and this year's officers, Jean Carol Mills, president; Freda Clark, vice-president; Gerald Dean Russell, Page, treasurer; Evelyn Dixon, secretary; were introduced.

Y Lecture Features Religion Of Hindus

Hinduism was the subject of the first informal lecture presented by Charles W. Phillips, Director of Public Relations for the college, October 7 under the sponsorship of the Y. W. C. A.

Topic of the lecture series is "The World's Living Religions". Mr. Phillips will present a lecture on one of these faiths every Wednesday at 5:00 in South Spencer Parlor for the next ten weeks.

Jainism, Buddhism, Sikhism, Confucianism, Taoism, Shintoism, Judaism, Zoroastrianism, Mohammedanism, Christianity are the religions to be discussed, one each week through December 16.

The lectures are open to both faculty members and students.

According to Tommie Lentz, program chairman of the Y. W. C. A., the club's programs are divided into four units: Faith, Bible Study, Marriage and Vocation, and Social Responsibility.

The Clubs are now carrying on Bible Stories which are based on Dr. Bernard W. Anderson's book, *The Unfolding Drama of the Bible*.

ed in pre-nursing as well as members.

Pre-Nurses Consider New Officers, Plans

Election of new officers will highlight the first meeting of the Pre-Nursing Club on Oct. 14 at 5 p. m. in Well-Winfield Ballroom. The agenda will also include a discussion of the constitution and plans for the year.

The club invites anyone interest-

Aycock, Campus Minus Men Impress Actress of One-Woman Show Fame

Blanche Yurka is a tall, rather stately-looking woman, with expressive eyes and hands. She put us at ease almost immediately, and we began talking about New York. "It just doesn't seem the same. Perhaps I am getting old, but it does not seem to be the exciting place I knew as a girl. Your campus here is so lovely, so quiet and restful. I do like the slow easy-going South."

"I was particularly impressed with Aycock Auditorium. It rather overwhelmed me; it is so large. But, I tried speaking this afternoon, and the acoustics are very good."

Miss Yurka began doing her "one-woman" shows eight years ago. For a while she performed them almost continuously; now she does them in two or three-week spurts. "I feel that this work is a privilege and a pleasure. By bringing alive some of the characters of the great plays from the shelves and read them.

"The tragedy of the American theater is the lack of small-town theaters and stock companies which should introduce people to the

great plays. Plays should be acted, not studied in a class room. Once after I had finished a humorous scene from a Greek play, the boy who was pulling the curtain said to me, 'You know, Miss Yurka, we just finished studying that play and I didn't even know that scene was in it.'

"Opportunities for young people in the theater today are numerous; there," said Miss Yurka, "much to be done in broadening the field of stock companies and little theater groups. Competition is much greater than it used to be; actors are better educated than they were twenty or thirty years ago. But the rewards will always make the effort worth while."

From the actress point of view Miss Yurka feels that contemporary playwrights do stand up to the classic masters. One of her favorite playwrights is Maxwell Anderson, and she feels that "there is great beauty in Tennessee Williams. He has a tremendous sense of compassion."

She then discussed television and the movies. Blanche Yurka has done a great deal of work in both these fields, yet "there is not the sense of satisfaction working in TV or in the movies that one finds on the stage. When filming a movie you might do your best and give an excellent performance, then find that something technical has gone wrong. The final scene is often not the actor's best performance. I also miss the contact with an audience which is so very important."

"In television, one has to reach perfection so rapidly, one barely has time to get into the 'feel' of the character. Then, too, it is all over so rapidly. Yet, these two media are very interesting and offered a new challenge to me. One is, however, much freer on the legitimate stage than in either movies or TV."

Just before curtain-time we walked with Miss Yurka to Aycock. She asked if the boys would be at the performance. We explained that ours was a Woman's College—completely. With a twinkle in her eye, Miss Yurka said, "What a pity! Such a beautiful campus, too."

Modern Dancers Add New Members To Roll

The Modern Dance Club held tryouts on September, 28 and 29, in the dance studio of Coleman Gymnasium.

The following new members were admitted: Shirley Olds, Liz Swindell, Carolyn Falls, Joan Van Sise, Peggy Wolfe, Sadie Dunn, Joan Hicks, Lib Floyd, Jan Jarrett, Marion Duckworth, Natalie Johnston, Betty Ann Jarvis, Shirley Summers, Melrose Wallace, Becky Castanas, Anne Weld, Ferrall Garrison, Joyce Mellis, Delores Dollar, Nancy Plowe, Bess Bach, Anita Huffington, Mata Barack, Sue Foster, Phoebe Aydtlett, Joan Boyette, Maxine Jarrett, Anne Curtain, Gretchen Kelly, Sylvia Hammond, Sally Rubin, and Sarah Hall.

Brother Chapters Attend Hillel-Sponsored Dance

W. C. Hillel group is sponsoring a dance on October 10 at 8 p. m. in Elliott Hall Ballroom. Students from Hillel chapters at Duke, State, and Carolina have been invited. Dick Levin and his orchestra will provide music for the occasion. Admission is fifty cents for members, \$1.00 for non-members.

Town Students Disclose Secret Desires At Party

"Come As Your Secret Desire" is the theme of the costume party for all Town Students of Woman's College to be held tonight at 7:30 p. m. in the Gameroom of Elliott Hall.

Misses Shirley Mahan and Elvira Prondecki will judge for the best costume. Lucy Cheek is chairman of the committee planning the party, which is the second social event of the year for this group.

Men Arrive At WC For New Courses

"Just to let you know why there are men on the campus," said Mr. Phillips of Public Relations, "WC is loaning rooms to State College to hold four classes in extension courses here. These courses are held in the Administration Building several nights a week for Greensboro teachers and citizens."

WC is also holding extension courses in surrounding towns for teacher education. There are courses in audio-visual education in Charlotte every Thursday night. Starting October 6 Reading Education will begin in Sanford, October 8 see the beginning of two courses in Walnut Cove, Cultural Companions and Language Arts.

Classes in Science for elementary teachers are being held on Thursday nights at the Science Building. Saturday extension courses for graduate students are held in Curry.

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Squatters Cause Crawl In W. C.'s Post Office

By D'Orsay White

Once upon a year, in the land of optimism, an architect designed a Post Office. It was to be built on the ground floor of the new Student Union Building at Woman's College. He either over-estimated the walking space or under-estimated the power of an empty mail box; for, in addition to standing in line for meals, money, and men, one has to play tackle or some such position to get from A to Z, or vice-versa. Anyone will admit that the 9:00 A. M. rush is a challenge to any well-dressed W. C.'er, since it's practically impossible to get out one door looking as chic as you did when you entered the other.

What the solution is, we don't know. Knock down a wall, move the boxes out in the hall, and what do you have? 2,500 anxious girls look-

ing for that wished-for, hoped-for, promised letter from someone, somewhere. There are, however, some things we can do about the jam-packed, ten-minute period between classes. One is reminded of the motto of a particular City Bus Company:

"The king's highway was meant for riding, not parking. It's squatters who cause the turtle crawl." Unintentional squatters, perhaps, people who meet friends just around the corner, stop to talk to Susie whom they haven't seen since breakfast, or maybe start reading a letter they just received and slow up as they do. We're all guilty at one time or another; so let's try to remember that it is squatters who cause the turtle crawl, and try to speed up our progress through the P. O. to modified hare's pace.

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