

## Greensboro Orchestra Annual Concert To Be Presented Sunday Night At 8:15



The Greensboro Orchestra, conducted by George Dickleson, will present its first concert of the year on Sunday night, November 23, at 8:15 p.m., in Aycock Auditorium.

The orchestra, in its twentieth consecutive season, is a college-community organization. Its chief function is educational. This group, which is a member of the American Symphony League, combines the efforts of the Woman's College, the Greensboro Public School System, and interested citizens in the community. College credit is given to all students who are in the orchestra.

The program will include: "Trumpet Voluntary" by Purcell; Wood, featuring Anne Shipwash, Helena Frost, and Ann Hudnell, trumpeters; "Symphony in D Major," Sammartini, Allegro Moderato, Andante Espressivo, and

Maestoso; "Symphony No. 8 in B Minor," Schubert, Allegro Moderato, Andante con Moto; "Peer Gynt Suite No. 1," Grieg, "Morning," "Ase's Death," "Anitra's Dance," "In the Hall of the Mountain King"; and "Caucasian Sketches," Ippolitow-Iwanow, "In the Village," "Procession of the Sardar," featuring Mrs. Margaret Howell, English Horn, and Mr. J. Kimball Harriman, viola.

Members of the orchestra are: violins—David McAdams, concertmaster, Charlene Maydwell, principal of the second violin section, Terry Battle, Mary Bourne, Sadie Ann Boyd, Diane Charles, Stedman Clifton, Brenda Coltrane, Mary Charles Eamhardt, Linda Ely, Kay Easterling, Clyde Gardner, David Helberg, Susan Leonard, Vera Leonard, Sara Kinsinger, A. J. Moncur, Henrietta Nance, Jerry Peele, Eugenia Perkins, Lyn Rankin, Daniel Richmond, Henry Rohde, Dixie Ann Ross, Betty Jo Smith, Lucy Still, Herbert Unwin, Mary Alice Watson, Martha Yates; violas—J. Kimball Harriman, principal, Robert Fredrickson, Jane Heirich, Beth Needles, Arthur Springre; violoncello—Elizabeth Cowling, principal, Ann Ayers, Ann Foster, Paul Frick, Martha Jane Gilreath, Martha Leonard, John Monroe, Janet Pratt, Marlene Stewart, Nina Walker, Martha Tally, Rosemary Truxler; basses—Carl Alexius, principal, Rachel Brett, Phillip Dunn, Linda Mann, Ann Miller, Jerry Robertson, Samuel Sox; flutes—Richard King, Doris Gull, Camille Lawrence, Jeanie Littlejohn; piccolo—Jeanie Littlejohn; oboes—Sue Gettys, Margaret Howell, Rebecca Ann Davis; English Horn—Margaret Howell; clarinets—James Decker, Janet Frederick, Sara Toenes, Brenda Aaronson; bass clarinet—Janet Frederick; bassoons—Frank Starbuck, Martha Jane Gilreath, Martha Watson; trumpets—Anne Shipwash, Helena Frost, Ann Hudnell; cornet—Joseph Still; horns—Patrick Johnson, Sara Holroyd, Richard Lawrence, Paul Pittenger, Betty Brown.

## Health-Liaison Writes Memo For Visiting Committee Viewing

The Health-Liaison Committee recently held its second meeting of the year in the conference room of the Anna M. Gove Infirmary. It was decided that the future meetings of the committee would be held the second Tuesday in each month at 12:15 in the Home Economics Cafeteria.

The committee recommended the following things which were presented in the form of a written statement to the Visiting Committee on Monday, November 10:

1. The need for more psychiatric care. At present the college has a senior resident psychiatrist from Chapel Hill on campus one day a week for six hours. The committee desires that psychiatric care be given at least two days a week, and feels that a qualified psychiatrist from Greensboro, who could be on campus two days a week and who would be able to come when needed, would be the solution to this problem.
2. At present the infirmary operates on a self-supporting basis. The committee deems it desirable that the state allot funds for the operation of the infirmary.

Members of the committee are: Peggy Duncan, chairman; Mary Louise Coleman, Peggy Warlick, Margaret Martin, Terry Garrison, Pat Harrison, Margie Acton, Carol Carson, and Shirley Smith. Dr. Ruth Collins is the faculty member on the committee.

## "Arabian Nights"—Theme November Combo Dance

"Arabian Nights" will be the theme of a combo dance to be held in the Elliott Hall Gammoroom Saturday, November 22, from 8:30 until 11:30. Sandra Blackwell and Marian Jones will be in charge of the decorations which will carry out the theme with magic lanterns.

The Jimmy Johnson combo has been engaged for the dance. This is a new combo.

Sunday, November 23, "The Spirit of St. Louis" starring James Stewart will be shown in the Elliott Hall Ballroom at 9:00.

There will be a representative from the Bus Company in the Elliott Hall Lobby Monday and Tuesday from nine o'clock until four to take bus reservations.

## 'The Tunnel Of Love' Comes Soon To W. C.

Eddie Bracken will star in "The Tunnel of Love," the comedy by Joseph Fields and Peter de Vries being presented Monday evening, November 24, in Aycock Auditorium.

The play has been a box-office success in New York, San Francisco, and London. It will appear in Norway, Sweden, France, Germany, and Australia this winter.

Peter de Vries wrote the original novel. Theresa Helburn, a co-administrator of the Theatre Guild bought the rights and set about searching for a collaborator. Joseph Fields, co-author of "My Sister Eileen," "Junior Miss," "Anniversary Waltz," and "Wonderful Town," ended a long search by proving available to write the play.

Others in the cast are Ellen Clark, Gerald Metcalfe, Joan Watson, Louise Hottel, and Elsa Walden. Shepard Traube directed the national touring production. Ralph Alsang did settings and lighting, and Virginia Volland designed costumes.

"The Tunnel of Love" is produced by the Theatre Guild, in association with Manuel D. Herbert.

Roger Durham; trombones—Rollin Godfrey, William Oden, Barrie Heitkamp, Emily Crabtree; tuba—Rachel Brett; timpani—Anna Dickleson; percussion—Carolyn F. Jones, Carl Alexius, Sara Holroyd, Jack King; piano—Carolyn F. Jones.

Marlene Stewart is the librarian; Albert Wilkinson, publicity; Maynard French, staging and lighting; Emily W. Young, television director; and William Alsbaugh, announcer.

This concert will be televised by the University of North Carolina Television Station WCUNC-TV.

## W. C. Campus Is Host To Music Educators

The North Carolina Music Educators Association held its fall conference on the Woman's College campus November 16 and 17. Several hundred music teachers were expected to attend this meeting, which was expected to be one of the highlights of the year for the School of Music.

An All-State Orchestra, composed of 100 of the finest high school musicians in the state and representing over 40 communities, presented a concert for the conference and the public on November 17 at 8:00 p.m. Members of this group arrived in Greensboro on Friday afternoon and were lodged on the campus. Mr. Robert N. Sedore, associate professor of violin and orchestra at Florida State University, conducted the orchestra.

Section meetings for teachers in various musical fields, including piano, classroom teaching, band, orchestra, and choral work, were opened to all interested college students, free of charge. Mr. Don McCathren from Duquesne University was the clinician for bandmasters, and Dr. Robert Pace, Columbia University, clinician for piano teachers.

Miss Birdie Holloway, of the Woman's College music faculty, presented a TV demonstration for classroom teachers. Other special guests included Miss Beth Crook, University of Delaware, and Mrs. Adeline McCall, Chapel Hill, N. C., who led the classroom teacher's discussion group.

One special event included a dinner at the O. Henry Hotel at which time the Duke Madrigal Singers were presented. The Hind Ensemble from the University of North Carolina was also a featured part of the conference.

## Four Students Initiated Into Psychology Society

Initiated on November 6 into the Woman's College Chapter of Psi Chi, national honorary society in psychology, were the following students: Barbara Bush, Jane Perkins, Edith Smart, and Sue Williams.

Also initiated were faculty members Dr. Junius A. Davis, Dr. Adrian Solomon, and Dr. Bluma Weiner. Professor Robert Greenfield joined the WC chapter by transfer.

The initiation ceremony was performed in Sharpe Lounge by officers Elaine Jarman, president; Constance Hart, vice-president; and Maxine Harris, secretary.

A coffee hour followed.

## Woman's College Faculty Adds 64 New Members

The faculty of the Woman's College has added 64 new members to serve in capacities ranging from counselor to dean.

Include in the group of newcomers to the W.C. campus are Dr. Naomi Albanese, Dean, home economics; Mrs. Patricia Alsbaugh, News Bureau; Miss Reta Anderson, English; Mrs. Helen Ashby, home economics; Dr. James Atkinson, romance languages; Mrs. Clara Bell, sociology; Mrs. Frances E. Best, education; Miss Beverly Beyer, physical education; Mrs. V. L. Bigler, counselor; Miss Ann Boatwright, physical education; Miss Jacqueline Boggs, art; Dr. Helen Canada, home economics; Mrs. Mildred Carr, library; Miss Eleanor Carlson, nursing; Miss Ada Fay Chandler, home economics; Whitfield Cobb, mathematics; Dr. Phillip Couch, romance languages.

Miss Nancy Dalia, physical education; Dr. Junius A. Davis, psychology and Dean of Education; Michael J. Dunn, III, classical civilization; Dr. Mildred English, education; John F. Frank, English; Miss June Galloway, physical education; Miss Barbara Gowtitz, physical education; George Grace, sociology; Dr. Robert W. Greenfield, sociology; Miss Mary A. Griffin, counselor; Mortimer Guiney, romance languages; Miss Joyce Lee Harris, home economics; Robert W. Heath, mathematics; Miss Thelma Hinson, home economics; Miss Barbara Hoepner, physical education; Miss Carrie Barbaraholcomb, home economics; Dr. Kenneth E. Howe, Dean, education; Miss Hazel Lee Hudgins, counselor; Robert C. Hudson, physics; Miss Letitia W. Hutton, art; Miss Alice Dixon Jackson, home economics.

Dale F. Keller, personnel and purchasing officer; Miss Araminta Little, physical education; Dr. William McGehee, psychology; Miss Eleanor M. Maxwell, romance languages; Ernest Miller, commercial; Miss Katherine Millett, English; Mrs. Jane T. Mitchell, education; Miss Nancy Lee Moore, home economics; Walter J. Moran, Jr., art; Mrs. Helen Nygar, director of dining halls; Miss Isabelle Outlaw, counselor; Mrs. Katherine Patten, nursing education; Miss Janet Lee Pratt, art; Miss Mary Floyce Price, home economics; Miss Kitty Rogers, physical education; Miss Eleanor Sanderson, physical education; Miss Sarah Sands, biology; Raymond Smith, drama; Mrs. Rebecca Smith, home economics; Dr. Adrian Solomon, psychology; Miss Vergie Lee Stringer, home economics; Mrs. Helen K. Surratt, home economics; Miss Paula Sutton, home economics; Mrs. James T. Warren, counselor; Dr. Bluma B. Weiner, education; and Mrs. Louise L. Wilson, home economics.

## JR. UNIVERSITY SERMON SPEAKER DISCUSSES NEW RELIGIOUS FERVOR

The Rev. Gustav Weigel, S. J., was the speaker for the Junior University Sermon held November 16 in Aycock Auditorium. Using Matthew 6:33 for his text, Father Weigel discussed the causes for



FATHER WEIGEL

renewed interest in religious life. One cause was the disillusionment of the young generation after World War I. Men turned to God for salvation. Another factor was the position of Communism in relation to religion. Men studied communism but also saw that religion was a social force which could be used to save the West. However, men using religion to restore society are in actuality destroying religion.

Father Weigel then went on to

## Total Of \$4,451,100 Recommended For WC 10 Year Improvement Plan

### NSF Fellowships: Scientific Study For Next Academic Year

The National Academy of Sciences-National Research Council will again assist the National Science Foundation with its eighth regular predoctoral and postdoctoral fellowship programs, recently announced the Foundation.

The NSF plans to award approximately 1,000 graduate and 200 postdoctoral fellowships in these two programs for scientific study during the 1959-60 academic year.

Evaluation of each candidate's application is made by the Academy-Research Council selection panels and boards. Final selection of Fellows will be announced by the NSF on March 15, 1959.

These fellowships are open only to US citizens and are awarded solely on the basis of ability. Graduate fellowships are available to those working toward the masters or doctoral degrees in the first, intermediate, or terminal year of graduate study. College seniors are also eligible to apply. Awards are not made to individuals to pursue a course of study designed to prepare them further for careers in medical practice and comparable fields; however, applications will be accepted from those who intend to obtain further training in one of the medical sciences directed toward a career in research.

The NSF says that "... fellowships will be awarded in mathematical, physical, medical, biological, and engineering sciences including anthropology and psychology (excluding clinical psychology) and social sciences where they conform to accepted standards of scientific inquiry by fulfilling the requirements of the basic scientific method as to objectivity, verifiability and generality.

Further information and application materials may be obtained from the Fellowship Office, National Academy of Sciences-National Research Council, 2101 Constitution Ave., N. W., Washington 25, D. C. Deadline for the receipt of applications for regular postdoctoral fellowships is December 22, 1958 and for graduate fellowships, January 5, 1959.

NSA  
Mary Lib Britton, the Travel Director of NSA tours, will be in Room 104 of Elliott Hall at 5:00 to speak to anyone interested on going on one of these tours.

The State Board of Higher Education has recommended to the Advisory Budget Commission of North Carolina that a total of \$4,451,100 be spent for new buildings and improvements here at the Woman's College within the next 10 years.

Approximately one half of this money would be available in the biennial budget period beginning 1959 and ending in 1961. If dormitories constructed in this campus are one-half self-liquidated, then some \$450,000 of the capital fund would eventually return to the state.

Within the next two years, the following major projects totaling \$2,206,000 are proposed: Addition and renovation of Curry Building, \$364,300; renovation of Spencer dining hall, \$155,700; addition to connect Aycock Auditorium and Music building (for drama, music

and TV), \$738,000; renovation of Aycock Auditorium, \$41,500; addition to swimming pool of Rosenthal Gymnasium, \$100,000; addition to Melver Building (for art), \$432,000; two home management units, \$40,000; underground steam tunnel, \$166,300; improvements in Elliott Hall (to relieve congestion in Post Office and to provide storm doors for north entrance), \$20,000; baths and plumbing improvements in freshman residence halls, \$55,600; streets and walks, \$94,700.

For the remaining eight years, the Board proposed a new Administration Building, \$339,000; dormitories for 300 students, \$900,000; modernization of heating plant, \$928,000; addition to Nursery School, \$40,000; and the construction of a new storage building for the Maintenance Department, \$40,000.

Commenting on these capital improvements, Chancellor Blackwell has stated, "At this point, of course, we have no assurance that these recommendations will be financed. It is generally agreed that a major bond issue must be voted by the people of the state if any of the institutions are to get much in the way of new buildings during the next two years. The General Assembly must vote to place a bond issue before the people of the state if the pressing needs of institutions of higher learning are to be met.

"We are pleased with the recommendations of the Board for the next biennium, since the board has approved everything that we have asked for in that period except air-conditioning the library. These recommendations will provide us with what we need for an anticipated enrollment of 2800-29000 which we expect to reach by 1963. If we are to admit additional students after that time, then more residence halls, an addition to the dining hall, more classrooms and laboratories, and an addition to Elliott Hall and the Library would be required. Although these are not presently recommended by the Board of Higher Education, they still remain a very definite part of our ten-year plan for the Woman's College."

## Tea Given In Honor Of New Faculty Members

New members of the faculty were honored Wednesday, November 19, by the faculty of Woman's College at the Alumnae House from 8 to 9:30 p.m.

Chancellor Gordon W. Blackwell and Mrs. Blackwell and President Friday and Mrs. Friday received the newcomers in the library. Members of the college faculty, their wives or husbands, retired members of the faculty, officials of the Consolidated University, alumnae officers, Guilford county trustees and Guilford county legislators were included among the guests.

Deans and department chairmen with their new colleagues were presented to those in the receiving line by Miss Virginia Farinholt, chairman of the social committee.

Mrs. J. T. Foust, Miss Jane Summerell, Mrs. Bess Rosa, and Miss Esther Segner served refreshments in the Virginia Dare Room, assisted by Miss Farinholt. Mrs. Anne Fulton Carter, Miss Hilda Harpster and Miss Barbara Parrish, members of the social committee.

Floral arrangements in the reception rooms of the Alumnae House were done by Miss Virginia Gangstead, assisted by Miss Anna Reger.

Miss F. Schaeffer, head of the Chemistry Department, attended a conference to re-survey pre-professional education of medical students, at Buck Hill Falls, Pa., on November 9-12. She was accompanied by Dr. Harpster who is Chairman of the Committee on Pre-Medical education.

## Commercial Class Installs New Officers At Recent Meeting

On Wednesday, November 12, the Commercial Class met from 4:15 p.m. until 5:30 p.m. for the purpose of installing new officers. In the absence of S.G.A. President Peggy Duncan, Margaret Martin, S.G.A. Vice-president, presided over the meeting. She wished success to the Commercial Class and urged that they accept the challenge to do their best during the one year commercial course. Ann Phillips, who had served as Acting President for the Commercial Class, expressed her appreciation to them. She then gave Virginia Hackett, newly elected president, the oath of office. Following this, Virginia gave the other officers their oath. They are Virginia Holhouser, vice-president; Susan Stephenson, secretary; Mary Parks Caldwell, treasurer; and Sue Lee, cheerleader. The officers were elected on November 5.

After the meeting was adjourned, a reception honoring the new officers was held in Elliott Hall Ballroom. The students of the Commercial Class were presented to a receiving line, consisting of Beverly Mitchell, Commercial Class Social Chairman; Ann Phillips; Margaret Martin; the new Commercial Class officers; Mr. Roscoe J. Allen, head of the Commercial Department; Mrs. Allen, and Miss Mary Harrell, Commercial Class Advisor. Refreshments of punch, nuts, and cookies were served during the reception.

Beauty Representative for the Commercial Class is Kay Smith, and Marjorie White is the representative to the Student Advisory Curriculum Committee. Committee chairmen include: Virginia Holhouser, Program; Nancy McDowell, Courtesy; Linda Barnett, Nominating; Beverly Mitchell, Social; Glenda Sarratt, Publicity; and Martha Gilbert, Elections.

## W. C. Students Attend Chicago Conference

Six members of the publication staff of the Woman's College attended the Associated Collegiate Press Conference in Chicago Nov. 13-15.

Student journalists attending the sessions were Editor Betty Barrett and Nancy Allen, business manager, representatives from the CAROLINIAN; Maria Moore, business manager, and Pat McQuague, staff member of the PINE NEEDLES; and Nancy Neill, staff manager, and Nancy Neill, staff member of the CORADDI.

The three-day Conference turned the spotlight on student journalists from various colleges and universities and featured outstanding newspaper men and women. Among the speakers was cartoonist Al Capp.

Included in the activities were workshops, a tour of the Chicago Tribune, and a general exchange of ideas among staff members of college and university publications.



# The Carolinian

Woman's College of the University of North Carolina

GREENSBORO, N. C.

NOVEMBER 21, 1958

(All Unsigned Editorials By the Editor)

## THE ANNUAL PURSE DRIVE

netted as of November 16 a total of \$1981.83 during its two-week run. The goal of the drive was \$3500.

We are somewhat surprised and somewhat ashamed—surprised because we thought that the drive was well-planned, promising a great deal of student participation—ashamed because that participation was lacking.

Part of the blame for lack of student participation falls on the dorm representatives, who in several instances were rather lax in collecting money. As a matter of fact, many people were not asked to contribute to Purse Drive until the last days of the Drive. There was no reason why every member of the Woman's College Student body should not have been contacted during the first three days of the drive. We do not understand what they were not. Was it lack of interest on the part of the dorm representatives? If so, they should not have accepted the responsibility.

We do not, by any means, place the entire blame on the dorm representatives. The Dog Show was not well-attended. Why? The Juniors did not participate in the money-making projects sponsored by the Freshmen Dorms. Five members of the senior class showed up for the Tug-of-War held in the quad. Class competition netted no more than dorm competition has in the past. Again, we ask why?

However, the success or failure of class projects should not have effected Pure Drive one way or the other. These projects were planned only to supplement the money collected in the dorms, not to replace dorm collections entirely. Yet, some members of the student body seem to take the attitude that if they spent 50 cents at the Senior Sophomore Carnival and contributed \$1 through the dorm representative then they were good girls who had done their duty. We do not feel that this was the case at all.

Things are getting pretty bad when students can not bring themselves to give without receiving full tangible value in return.

We have stated many times, our faith in the sense of responsibility found in Woman's College student. We have never, however, said anything concerning a feeling of charity, of human brotherhood, of concern for others. And we are glad. Because we do not like to make mistakes.

## ONE OF OUR

Social Science Forum guests commented very favorably upon the concentration of activities—intellectual activities—on this campus. He was referring to the three forums which are held annually and which encompass the academic pursuits here. This guest said how wonderful it was to have three large and separate areas of intellectual thought and knowledge covered in forums lasting for more than one day. He compared and contrasted our more concentrated efforts with the scattered and multitudinous events of large Northern universities.

The Social Science Forum, the Interfaith Forum, and the Arts Forum can offer a wonderful stimulant from which each girl can benefit. But how much do we gain from these forums? Do we shrug our shoulders in the same way we do over a concert of a play? Many of us complain that there is too much to attend and to see, but why not be selective and still gain?

Some prefer "No Exit" to "The King and I"; some prefer a concert to a lecture; some prefer chamber music to the Glee Club Concert. Proper use can be made of time so that these things can be enjoyed by even the studious. Too, some here will never have such opportunities again.

M. J. P.

## IT HAS COME

to the attention of the editor that there has been some misunderstanding concerning the authorship of various editorials appearing in this column. Would like to say that the words appearing in parenthesis at the top of the editorial column mean that all unsigned editorials are written by the editor.

Would like to say that one error in regard to the above statement has been made. The second editorial appearing in the October 29 issue was written by Alice Wingate, Managing Editor. Alice's initials were omitted by the printer, not by any member of the editorial staff of the Carolinian.

BETTY BARRETT  
Editor-in-Chief

NANCY ALLEN  
Business Manager

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## Black Thoughts

By Barbara Boerner

I was sitting in class the other day and my mind, unfortunately,

began to wander and think about the day before which — when I thought some more on it — was a pretty typical day in the life

of any JHP. . . . It went something like this. . . . At 7:15 a.m. my roommate got up to go observe her second graders and very thoughtfully set the alarm for me to get up at eight. Actually, I am not too sure just how thoughtful this act was, since on that particular day, I had NO classes—not even one. Anyway, I somehow survived the awful shock of the horrid alarm clock and got up—cheerfully, of course—at 8:30 and began to study philosophy. Well, I am not too sure just how I did any philosophizing at time of the morning, but I did for about three hours with about fifteen interruptions such as getting hungry, thirsty, and tired. I then started taking a test which had been due the day before, I think, and finished about half of it by the time lunch rolled around.

After a scrumptious meal in the Home Ec. Cafeteria, I went over to Elliott Hall to finish another question on the test and to meet with the other JHP's to make pimento cheese sandwiches—about 300 of them! If you only could have seen us Juniors making those sandwiches; I wonder why we have all our fingers, the way those bread knives were swinging around. After going to about two more meetings and trying to finish that same test in between, it was time to go to the SGA clinic and serve those wonderful sandwiches that we had made.

Finally, I arrived back at the dorm, after delivering several messages to different people. . . . well, Patti (the roommate) and I settled down to try to study for another test, this time in Geography. A knock comes; "Come in," say we and in walks a Frosh with a question in biology. Well, since I've assisted in the labs, I said, "Sure, I'll try to answer your question." So, after I picked myself up off the floor to which I had fallen in a dead faint after hearing her question of "What are the end products of the dark phase of photosynthesis?" I referred her to my book and quickly lit a cigarette. Meanwhile, the roommate had been enjoying this little episode so I turned to her and asked her if she would answer a question for me about Wales. She confidently said, "Sure, Beebs, what is it?" I very calmly asked, "How do you pronounce Llanfairpwllgwyngyllgogerychwyrndrobwllantysiliogogoch?" Well, if you could have seen the roommate's face. . . . satisfied that I had had the last laugh, I got called out of the dorm, so that study time got shot right to pieces. Well, I go back just in time to lock up for the night and to settle right on down to studying all about Scandinavia with Tees (another name of the roommate's) when in walks a Frosh with some sort of tangled yarn, which I thought might be the beginnings of a wool fish net, but I was wrong—it was argyle socks—I just shrugged my shoulders and said, "The knitting expert is over in the corner—the one who smokes Salems." Then, with the knitting problem untangled, we began to study all about the cod fishing in Norway. Just as Patti was trying to think up the answer to a question that I had put to her concerning the position of the midnight sun at noon, in walks another Frosh with this remark: "Barb, you're a history major, aren't you?" I nodded, "Well, then, could you explain to me the effects which the Reformation had on Europe?" Seeing that it was five minutes to eleven, all I said was, "I think it would take me at least fifteen minutes, and you should be in bed in five minutes. . . . so perhaps you'd better look it up in Palmer tomorrow."

Eleven o'clock and "Lights Out" went ringing up and down the halls—quiet reigned. . . . it was time to study. By this time, however, we both got hungry so we trotted down to the kitchen and fixed popcorn and tea and I'm here to tell you there's nothing better. After feeding ourselves and our counselor, who decided to join us after finding out that it was not some de-

Continued on Page Four



## CATHARSIS

By Eileen Wilner

Purse Drive: From Another Angle  
"It isn't Christmas yet, girls, so you can unclench those hot little fists and cease the Scrooge bit."

In other words: Purse Drive is \$1500 short. But Why—and So What?

Purse Drive funds are gathered mainly in the dorms. Therefore, the dorm collectors may have slackened. . . . but what about the girls who were approached, and who knotted their dirty fists in miserly manner?

Two reasons for their behavior are obvious: parents give money to charity and allowances to us, we only repeat the gift of Papa's hard-earned money; and the organized charity—"God helps those who help themselves." But these

are not the most important reason for the campus-at-large, rather the donations are inseparably linked to the emotional "Hooray for Good-old-WC".

Dorm collectors do not, as in neighborhoods, represent their door-to-door service as a means of convenience but as a barker delivering a pitch for class spirit and for WC. The donation comes not from benevolence but from Hesitancy—either to spurn the friend-collector or to invoke the wrath of the God-of-School-Spirit on our bowed little heads.

This school has no obligation—moral or otherwise—to interfere in an area of the public welfare. That it does so is only natural and a service to the civilian community, but we are asked by the or-

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## Sound and Fury

Open letter to the cast of "The King and I":

I am taking this opportunity to publicly express my thanks and appreciation for a superb production of "The King and I." Without exception, you gave magnificent performances both on and behind the stage. I have been in a position to receive the opinions of experienced theatrical personages whom most of you could not meet. These include veteran theatre-goers, Broadway and television actors, local and regional drama and music critics, drama directors from other schools, art patrons of the area, orchestra conductors.

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## ESCAMELA

By Patsy Madry

Criticism is one thing; caustic criticism is another. This is not an "I Speak for Democracy" essay. It is a mild objection to last week's Cary reviews on "The King and I."

Right away let me say that I am no more qualified to review than are last week's reviewers. However, I still have the "right to speak my mind out. . . ." As a layman, I thought the play outstanding. First of all, it took intestinal fortitude (better known as "guts") to attempt an oriental musical. Second of all, it took work—hard, hard work on the part of many of our students and faculty in the Drama Department, Music Department, and Department of Physical Education. I know. I saw them drag in every night at 12 o'clock for approximately one month. Don't kid yourselves; they loved every minute of it; Now stop and consider the literary thanks they're gotten. (Thank you, Greensboro news!)

Any "critique" can be both favorable and unfavorable. That is

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## Dial Em

By EM HERRING

Having read much of the written word and heard much of the spoken, in criticism of people, places, and purposes on this campus, I am wondering if there are left in the vocabulary of the Woman's College student the becomingly extinct phrases such as "commendable," "Well done, or even so mild a pronouncement as "nice."

No doubt, in the light of my past columns, I have appeared as one whose pen is well dipped in the rose-colored ink of sentimentality, whose efforts toward an aesthetic appreciation of this society and commentaries on the beautiful and never the bad, leave much to be desired in the realm of adult thinking. However, even though such may well be true, there is hardly a being left who sees only a glowing, morning world and has no acquaintance with fault and failure. And certainly, lasting success depends on a continual growth and a continual contribution of new ideas and strengthened ideals. However, at what point does healthy criticism become repetitious chatter, chatter that seemingly has no more purpose than to criticize for controversy's sake? In all the vastness and complexity of education and its kin subjects, surely there are those things which interested college students can disprove, approve, or improve, and it is good that they do so. Questions and answers are workable solutions to progress. But when criticism only questions, questions the value of classes whose good services somehow have been forgotten in the folly of fault-finding, and students whose interest and efforts in the Woman's College have branded them Big Jobbers, while those who put them there give no more support (or hardly even support their own status as students) are called Little Jobbers, and when in the regimented selection of both,

Continued on Page Three

# THINKLISH

English: MAN WHO SQUANDERS HIS LUCKIES



Thinklish translation: When this gent gives someone the shirt off his back, he throws in free laundry service. In passing around the cigarettes, he knows no peer—it's "Want a Lucky, pal? Keep the carton!" The man's really a walking testimonial to the honest taste of fine tobacco (he buys 247 packs of Luckies a day). Thing is, he gives 246 away—which makes him a bit of a tastel!

English: SOPORIFIC SPEECHMAKING



Thinklish: BORATORY

ARTHUR PRINCE, MEMPHIS STATE U.

English: BOASTFUL URCHIN



Thinklish: BRAGAMUFFIN

DONALD KNUDSEN, HARVARD

English: BLUE-BLOODED HOUSE PET



Thinklish: ARISTOCAT

EDWARD SULLIVAN, C.C.N.Y.

English: RUBBER HOT DOG



Thinklish: PRANKFURTER

CHARLES CRAIG, MISSOURI SCHOOL OF MINES

English: SHOT-PUTTING AWARD



Thinklish: THROWPHY

ROY KUDLA, KENT STATE U.

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## SOPHOMORE PROJECTS COMMITTEE OUTLINES PLANS FOR ENTIRE YEAR

BY LYNNDDY L. LOGUE

I would like to use this column space to explain the new Sophomore Class Projects Committee.

It has been suggested that this committee have a project every month or every six weeks. With the exception of the Sophomore Play Parents' weekend these periodical projects will not consume a great deal of time, nor will they involve the active participation of the entire class. The success of each project will, however, require the approval and active support of the entire class.

Tentative ideas for projects are to be suggested to the committee. The committee will decide what projects are to be taken before the class for approval. Before the presentation of any project ideas, however, the plans for the projects will tentatively drawn up by the committee so that the committee members are prepared to answer questions, and all ideas brought before the class will have facilitate action toward completion of those projects acceptable to the class. The execution of each project will be left entirely to the sub-committee.

Each project will have co-chairmen from the projects committee or two members of the projects committee acting as ex-officio members.

Tentative ideas for projects include helping Golden Chain with its brick sales, decorating a Christmas tree somewhere on campus during the Christmas season, a "Boost Your Average" campaign in January, an Art Exhibit done by members of the Sophomore Class (the exhibit would run for two weeks, during which a concert by members of the Sophomore Class would be given. The class has already approved two projects both of which are to be on a much larger scale than those previously listed. The first of these projects is a play written, produced, and directed by Sophomores.

This production is to be given for the entire student body on April ninth. It will NOT CONFLICT IN ANY WAY WITH THE JUNIOR SHOW LAST YEAR OR THE JUNIOR SHOW THIS YEAR OR THE JUNIOR SHOW TO BE GIVEN NEXT YEAR.

The play is to have nothing to do with this or any other college; it will not knock tradition nor will it involve any dorm life scenes. Not that the junior shows are not great, it is not our intent to steal anyone else's plans. The play, I might add, is in the process of being written and should be completed before exams begin.

The second of the Sophomore "Big" projects is a Soph Parent Weekend April 10, 11, and 12. The play will be given that Friday night and possibly Saturday afternoon for the benefit of the parents. Tours of the campus, teas, and other events will take place Saturday. Sunday will be the University Sermon.

It is not the purpose of this committee to "run" the class, but to serve it. It is a means of screening and organizing. It does not dictate, it presents ideas, not from the committee, but from the members of the class. Most of us understand, I think, that in a body the size of a class, detailed work is always carried through committees, but those committees are subservient to and governed by the body.

All projects that are undertaken will be planned and organized at least three weeks before plans are to be put into execution. This will avoid that last minute rush to get things done and will also avoid interference with studies. After all, our main rea-

son for being here is for an education.

There is at least one representative on the Projects Committee from each hall. This is in accordance with a new policy set up by the Sophomore Class.

This committee is and will continue to work closely with the administration and faculty. We hope to have projects which will not only be beneficial to the Sophomore Class and each individual member, but to the entire school.

We intend through the course of this year to include each and every member of the Sophomore class in some project. The projects committee will not act as a single committee but as many committees covering the wide range of interests and talent in an already great and strong class that has proven its worth by standing together. In order to maintain this position and not to falter, it must maintain this togetherness because that is its greatness.

## DIAL EM

Continued From Page Two  
folks forget that everybody has a job and there doesn't have to be a dictatorial or a dictated group—then (breath), the privilege of criticism has been sadly undersold and the possibility of an answer to all problems becomes nil. Let us then ask of ourselves: "What do I like? What do I dislike? What constructive good can I do about both?"

Debate is good, criticism is healthy, questions are necessary. Tradition is made and broken; problems are presented and solved; the chained is strengthened toward lasting service. And, with our alertness to weakness, let us also take time to praise when praise is necessary, to commend when commendation is merited, and to give credit where credit is due. It's fairly obvious that everybody and everything is liable to mistake. Folks use to believe that the good outweighed the bad, that in the final analysis the white sheet was much larger than the black dot. No doubt, there are many who still acknowledge such, but most of us have come to take the good for granted and seldom applaud.

So in our awareness to and interest in the community, let's weigh the two. Big Jobbers, if they must be called that, Little Jobbers, if we must call ourselves that, get rid of the black in organized fashion, and conclude with Hats Off to those who do their jobs, large or small, and do it well. It's not a forgotten thing.

Candidate said, "this is the best of all possible worlds." Need I say that I agree. But in retrospect of present thinking, I join the King of Siam and say, "Is a puzzle."

Are you a "nice" girl—fool, if you are. Check your semantics. "Nice" originally meant "foolish." Which could indicate something.

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## Art Exhibit By Ann Dearsley

By Ann Dearsley

The Cone Exhibit currently being shown in Elliott Hall is exceptional in that fifteen paintings have been brought together without a single one having strayed very far from a standard of excellence. As would be expected, some meet this standard more completely than others, and each person will have a favorite. The show is made up of "modern" paintings with dates ranging from 1880 to 1935.

The latest and most sensational work is Matisse's "Pink Nude," a painting which it is almost impossible not to comment on. Of the free, spontaneous lines and shocking colors, one girl noted that "it looks like the third course in an Italian restaurant." The flowing, yet definite statement which Matisse makes in this painting is also found in the three earlier works of his which are also being shown. His "Music Lesson" is a year earlier than "Odalisque" and, comparatively speaking, is inferior. The work lacks clarity in both a linear and a color sense. The 1923 "Odalisques Reflected in a Mirror" is probably so perfect because Matisse did many such figures. The same artist painted "Cliff Entreat" in 1920 or '21, a subject far removed from his variations on the female figure. The application of a thin oil wash over canvass was a prophecy in the early nineteen hundreds of a technique employed by many of today's most prominent artists.

Renoir's "Roses" are a shining example of his method of painting flowers, and his "Washerwomen" portray his earlier concepts of women in the shimmering out-of-doors. In both paintings there is a china-like quality which rings of delicate porcelain. Renoir's pictorial success are always surprising in their force, for his works (especially the earlier ones) are very pretty. Light is also a major concern of Sisley in his "Polars on a River Bank" and Pissarro's "Highway." Both works incorporate all the sunlight of a summer day. When first exhibited, the flickering purple of light on tree trunks and azure shadows stretched across orange and yellow meadows caused a sensation, but they set standards which have been copied for many.

Picasso's portrait of Allan Stein, which was painted in Picasso's early years, shows all the delicacy of a line drawing and clear, sure washes as they culminate into a true painting. The surprising brown board background also creeps into the figure itself, so that what looks like a casual "mistake" actually ties the subject and its environment together.

Although Roualt's "Two Female Circus Riders" is not anywhere near so rich as many of his paintings.

Continued on Page Four

## Adams Acquires Old Map Of Historic North Carolina

BY NANCY TALTON

Mr. Charles Adams, head librarian, has just recently acquired a rare map of early North Carolina. It is over two hundred years old and is one of ten copies in existence, there are five such copies in North Carolina, two in the Library of Congress, and three others elsewhere in the United States.

It is interesting to note how it was acquired by the library. It was seen in an ad in a magazine of maps in a New York bookstore. It is handsomely mounted and is

in excellent condition compared to other such maps of its time.

This map was authorized by an act of Parliament in London in 1770 and made from an actual survey. Captain John Collet, Governor of Fort Johnston, an aide de campe to Governor Tryon was responsible for the making of the map, on which was inscribed the following: "To His Most Excellent Majesty George III King of Britain etc. by His Most humble obedient and dutiful service John Collet."

Continued on Page Four

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Do you think that a public official should do what the voters want him to do, even though he personally may feel it is wrong?

YES ☐ NO ☐



Can you honestly say you enjoy a game or sport as much whether you win or lose?

YES ☐ NO ☐



Do you instinctively feel a qualm when you walk under a ladder?

YES ☐ NO ☐



When introduced to important people, do you act a role which is quite different from the real you?

YES ☐ NO ☐



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YES ☐ NO ☐



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The Man Who Thinks for Himself Knows — ONLY VICEROY HAS A THINKING MAN'S FILTER... A SMOKING MAN'S TASTE!



## WESTSIDE

S. Robinson

"Etc., etc., etc!"

The chill Virginia air rang with the cry: "Rah-rah North Carolina HOCKEY!", and then we all ran to change back into traveling clothes. The occasion? The recent trip by about 40 students, graduate students, and instructors, to Sweet Briar College near Lynchburg, Virginia.

At Sweet Briar the W. C. "first string" hockey team played the Sweet Briar Campus Characters, a team made up of Sweet Briar students, and local instructors. Previous to this match our "reserve team" played the Sweet Briar College Reserves. Both the Sweet Briar teams played terrific hockey, and we put up a good fight, although we lost both games. After the game we were invited in to tea—delicious. We learned a lot about hockey that afternoon, and were fortunate, also in that we arrived in time to catch the first match of the afternoon which was the Richmond Club Team vs. Sweet Briar College.

A word to practice teachers: better not let any of your hockey-playing friends hear you complaining about "that ole' bus" that carries you to school—they might still be cherishing fond memories of a 300 mile trip on Sunday, Nov. 9.

Funny (odd) how it seems that many of the same people nursing "hockey bruises" or sprains are to be seen these days around the gym playing volleyball. That's the sport in season, you know. Come on, teams; don't forfeit-play. The tournament finals are at 5:00 p.m. Nov. 20—come on and support your teams.

"The King and I" will linger

## ART EXHIBIT

Continued from Page Three

ings, it exhibits his characteristic buildup of paint into luminous areas separated with black lines, revealing the many influences acquired from Roualt's former concern with stained glass windows. Many of the limitations of this painting may be attributed to its small size.

If you don't believe in modern art take a close look at the "Grotto," by Courbet. Its cool, realistic, distant qualities are at close hand a profusion of abstract details. The luminous lighted quality was probably achieved through the use of a white undercoating.

This review mentions only briefly a few works now being shown. Each picture is worth a great deal more of your time because of the consistently good quality and because of the infrequency of such a fine exhibit.

fondly in the hearts and minds of many people on campus for a long time to come. Not only was the entire production a success—for which CONGRATULATIONS are due the producers, directors, crews, and cast, but also the choreography and the dance performances. WESTSIDE salutes the entire production and especially: Miss Virginia Moomaw, Pat Perry, Janeen Sand, Pat Carmine, Bunny Kunsman, Sophia White, Mary Lyles, Ellen Graves, Rosaline Tharpe, Bryan Burchette, Niki Heiserman, Robin Wight, Bayne Inman, Anita Lapore, and Chris Trump. Many of these performers are active in Dance Group, a club under the R. A.—truly a talented group.

Dorm ping-pong tournaments are under way—who's winning in your dorm? Look to the West side of campus for the championships to be held soon.

Basketball? Keep following this column for the news on this most popular of all major sports.

## CATHARSIS

Continued from Page Two

organizations to contribute not because of school affiliations but because of national response, altruism, the appeal to our hidden nature of faith, hope and charitable ideals. And yet—

Purse Drive collections have been exaggeratedly affiliated with class spirit.

Apparently, not because the real purpose has been overlooked but because this seems the only means by which any student responsibility can be realized. It would be wonderful to write, with a completely clear conscience that the only time Service League, or any other such organization within a college, has the right to interfere—indeed, to dominate—such a drive is through auxiliary projects such as the carnival, dog shows, or food sales.

For the record, lest the pedantics become angered, this is not a complaint against Purse Drive as such, nor against Service League, nor against the eight organizations. It is a protest against the standards we have been establishing—standards whereby the call to give becomes a call not to share or aid but to run to the spirited heart of our school.

Whether this appeal to the spirit plays more than a superficial role or not is unimportant. The appeal is present and, as such, connotes irresponsibility on our part through the implication that we must be coaxed into giving. At present, the only constructive proposition is this: the call to give

## ESCAMELA

Continued from Page Two

essential. Credit is given where credit is due. But there is more due than was given. For a girl who knew relatively little about acting, Weber played her role as best she knew. It was her interpretation that we should be interested in, not comparable roles on the stage or screen. Similarly, we must remember that Yul Brynner set up the interpretation of the King; Roger Franklin set up his own. I got the point. Whether or not I agreed with his interpretation is immaterial. I appreciated it. That's the important thing.

Thirdly, I don't believe the Drama Department is in too much of a

## RARE MAP

Continued from Page 3

The map was used as a basis for other maps of North Carolina for many years following the Revolutionary War. It includes all of North Carolina westward to Table (Rock) Mountain in the Blue Ridge near the present site of Morganton and is divided into three sections: the Granville district, the coastal area, and Mecklenburg county. It shows such features as the plantation sites of the famous "Colonial Gentlemen" in our state at that time. Did you know that a descendant of Adlai Stevenson lived in North Carolina? The map shows the site of his home.

It is also used as an important source for finding where many of the old roads in the state were located. Do you remember where Noah landed his Ark? It was at Mount Ararat, today called Pilot Mountain! And did you know that Charlotte was formerly called Charlottesburgh?

Woman's College Library is proud not only because this map of North Carolina is an integral part of the collection of great maps but also for its fine contribution to the field of cartographical maps.

through a less superficial outlook and a presentation of the cause and function of each of the eight agencies. That is, an increasingly academic approach to the Drive. Class or dorm competitiveness is seemingly becoming defunct—let's not wait for it to die on our feet.

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financial embarrassment, before or after "The King and I." I agree that the selection of it was made partly in view of the box-office. That is to be expected in a big production of this sort. I can also agree with the cry of many here for a more original attempt at drama, for more experimental type productions which would utilize more fully the talent within this campus. This would include originality in costume designing, scenery, lighting, etcetera, etcetera, etcetera. Finesse the important business and improvise instead. But there is time for that. This production demanded more than that. It was a so-called spectacular, and it succeeded.

It seemed obvious to many that personal prejudice was evident in the reviews (or review). This is not a good criterion for a critic. In other words, there is room in the "Sound and Fury" column for such. Many of the Seniors remember when the Drama Department was under different supervision. So what? In the past few years, they have experimented with some pretty difficult things. If you get around at all, I don't have to mention them here. At this point, you might move your eye over to a fellow columnist's article, if you're still with me. If you never get this far, you probably haven't missed much.

The more note on a different topic: I complement an article of last week's Cary on Rat Day. Seems to get more and more tedious every year. That's just another example of some of the strange

Miss Nell Logan, a member of the Woman's College Home Economics Staff in 1954-1955, will be visiting with the Home Economics Staff, November 22-23. Miss Logan is now a graduate fellow at the University of Tennessee.

Dean Naomi Albanese and twelve staff members of the Home Economics Department attended the meeting of the North Carolina Home Economics Association at Durham, November 7-8.

Students nominated for the Student Program and Policy Committee of the Home Economics Department are:

Barbara Ellis, Mrs. Nancy-Coe Teeter Hall, Myra Satisky, freshmen; Anne Martiner, sophomore; Lucia Jones, Sarah Sharp, juniors; and Ann Sloan, senior.

Mrs. Madeleine Street and Mrs. Betty Hunter of the Home Economics Department served as judges of the Farm, Home and Community Development Program during the past week. The Program was under the sponsorship

TRADITIONS that exist around here. Maybe someday, somebody will find out the exact purpose. I don't believe it pulls the two classes together, as some might idealistically think.

Enough from Escamela. I think my lucky horoscope that I'm graduating in June . . . before they run me out!

## News Briefs

of the Agricultural Extension Work.

Mrs. Hunter was in Winston-Salem, November 12-13, judging Forsyth County projects. Mrs. Street today will conclude her three-day judging for the Northwest area, which includes eleven counties.

Tuesday, November 4th the Woman's College Chorus had a picnic at Piney Lake from 5:30 to 7:30.

## SOUND AND FURY

Continued from Page Two

distinguished educators, your own fine teachers and the majority of your student body. Their comments praised your efforts as superior by any standard. Minor criticisms of a constructive nature were voiced, but all conceded them to be negligible in the face of your brilliant energy, enthusiasm and near professional polish. Your directors, your faculty, your student body and your school are proud of you."

Carl J. Alexius

Dear Editor,

Perhaps if those who sit in such exalted positions as to be qualified to comment on creativity, could and would make more contributions to campus productions, all could profit by their superior creative ability. If they are unable to do this, they could at

## Black Thoughts

Continued From Page Two

linquent Freshmen using the kitchen at 11:30 p.m., we got down to business. About two a.m.—after soaking up such gems like . . . "a lough or loch is the same as a lake; it depends on the country that you are in . . ." and " . . . in Northern Ireland, pigs run around loose . . ." and " . . . Aurlander is a little village famous for its walking shoes . . ." (I could go on, but I won't) we decided to call it a day. Gracefully tripping up the stairs to 201, I got into bed and said, "Set the alarm for seven so we can get up by ten minutes of eight."

All the JHP's have similar days as the one described, and none of us would ever give up the chance of not having days such as that . . . The life of a Junior House President is a most, to say the least, interesting one.

## EDITOR'S NOTE

Due to technical difficulties with the printer, the last two paragraphs of the review of "King and I" by Eileen Wilner in the November 12 issue of the Carolinian were omitted.

Succinctly, the omitted paragraphs contained recognition of the achievement of the drama department in providing the opportunity for students to work with a professional actor.

least learn the art of constructive criticism—no criticism smacking of malice and poorly disguised barbs directed solely at Herman Middleton.

Katie Anne Boyd

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## Rara Avis

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## Authorities Present Views On Education

### N.Y. Times Correspondent First Speaker At Forum

BY BETSY KARSNAK

"Can we meet the Challenge of Russia in Science and Education?" was the opening topic of the Twelfth Annual Harriet Elliott Social Science Forum in Aycock Auditorium at 8 p.m., November 13. Harrison E. Salisbury, who has spent the past five years in the Soviet Union, was the speaker.

Mr. Salisbury began his talk by referring to the Polish reaction to the Soviet's Sputnik I. The Poles, skeptical where Russians were concerned, were waiting for the Americans to be bigger and better.

He further stated that while it was the American mood to go forward, they have not quite measured up to the Poles' expectations. "The price of bringing Russia forward has been paid for by the Russians themselves," stressed Mr. Salisbury. He noted the absence of Americans' luxuries of life in the Soviet and pointed out that Americans do not want to imitate Russia by reducing their standard of living for an advanced technology.

Concerning Russia's educational system, Mr. Salisbury emphasized its place as a foundation for Russia's greatness. He noted the large number of government funds spent in spreading education.

One of the aims of Russian education is the indoctrination of the Communist doctrine. Mr. Salisbury was impressed by the dedication of simple learning and teacher's instruction in Russian schools and the tendency toward more rigid discipline.

In emphasizing the spending of no money for anything diverting from the strict cause of education, Mr. Salisbury noted the absence of new school buildings, fancy new textbooks, play facilities and gymnasiums. Sports organizations seem to be outside of the school.

Russian students start their schooling at the age of seven for a ten year school system. Through

six-day weeks and longer school years, they obtain more hours of schooling than do Americans.

Their curriculum places much emphasis on the solids of science and mathematics, and less on the humanities. Their field of language, introduced in the fifth grade, is continued for five years of study.

For the past two or three years, stipends have replaced tuition on the college level. These scholarships enable every student to attend a University. Monthly stipend of 300 rubles is awarded on the basis of maintaining an average of work. Bonuses are given for "A's."

The size of an average student body in a Russian college is about the same as in America. Therefore, the average Russian student has undergone a more difficult screening process.

250 top scientists compose the Russian Academy of Science. They drive and hunt for knowledge in every field of science. Mr. Salisbury expects a great breakthrough in other fields of science during the next few years.

In stating the increase in the number of engineers that Russia annually turns out, Mr. Salisbury pointed out the basic degree of development in which Russia now stands. Russia plans for many years ahead.

Mr. Salisbury stressed that the American system of education has grown because people believe in it as a key to human knowledge and welfare. Americans are not counting on their education's resulting in power, as do the Russians.

Not everyone in Russia attends school. Khrushchev, dissatisfied with the Soviet system of education, has called for various improvements in it.

Mr. Salisbury listed several possibilities to be explored in the study of the educational system.

Continued on Page 2-B



Mr. Salisbury, Dr. Bestor, Mr. Larson, Dr. Counts

### Bestor Speaks On Role of Education; Says Theoretical Knowledge Important

BY BETSY KARSNAK

"Education depends completely on a sense of values and making distinctions based on a sense of values," stated Arthur Bestor, professor of history at the University of Illinois. Mr. Bestor opened the second session of the Social Science Forum in Aycock Auditorium, November 14, with the topic, "The Challenge of Civic Competence."

Mr. Bestor began his talk by saying, "Education is a pervasive activity," and further stating that, being a part of education, everyone in the audience should feel free to vindicate on all occasions.

He discussed three points impressed on educators as a result of other systems. The importance of schools is in their accomplishments. Therefore, there should be a more rigorous testing of results.

He continued by emphasizing the possibility of preserving high intellectual standards and ideals, even though a mass educational system takes over, and added that

even judging from a utilitarian standpoint, basic and theoretical forms are the important ones. The present emphasis on science and mathematics overcomes the fallacy that the only studies to adhere to are the immediately applicable ones.

"Civic Competence does not depend on neglecting sciences and math," continued Mr. Bestor. He also stressed his idea of a need for the humanities. He believes in a study of languages for the understanding of humans and the diversities of their minds.

Concerning literature, he stated his belief that through great books one may learn the diverse ideas on which civilization is based and on which lies its future. According to Mr. Bestor, the social sciences represent the use of data provided by history.

Contrasting the Communist system of education with the Western, Mr. Bestor noted that a free society has nothing to fear from a widespread education of the most rigorous kind. It is impossible for any human to be too well educated for the free society in which he exists. Therefore, education is not synonymous with any training which can be bought.

In conclusion, Mr. Bestor pre-

sented five ideas in the challenge of civic competence to higher education. He believes in immediate insistence on certain standards for entrance into institutions of higher learning. One step in this direction will be a comprehensive examination system to test the real ability of students in reading and writing.

An insistence of limiting a student's capacity and a thorough purging of those programs with no application in life are two other points he stressed. He also believes subsidies should be granted to students on the basis of their accomplishments.

The final point was for a restoration of a clear intellectual purpose and a willingness to distinguish between the intellectual and other activities, for in his opinion, the intellectual is the highest of all.

Educated at Yale University and Oxford University, Mr. Bestor has written several books. Among them are: *The Restoration of Learning*, *Educational Wastelands*, *Backwoods Utopias*.

### Science and the Serious Are Needed, Says Counts

BY JEAN SPRUILL

"Meeting the Challenge of These Times" was the topic of the lecture given by Dr. George S. Counts at the closing session of the 1958 Harriet Elliott Social Science Forum held in Aycock Auditorium on Friday, November 14th, at eight o'clock p.m.

Dr. Counts' lecture centered

around three main headings: (1) the essence of the challenge; (2) just what are these times; (3) how to meet the challenge in education. Mr. Counts said that the educational system of a country should be relative to the government of that country. The essence of Russia's challenge, he stated, is based on the assumption that the ordinary citizen probably should not possess the responsibility of deciding for whom to vote, that responsibility is taken over by a small oligarchy. Mr. Counts continued by saying that this is a tremendous challenge to the American educational system, and questioned America's preparation of her future citizens in having this political responsibility.

Dr. Counts went on to say that due to the progress of science and such, a great revolution is sweeping the world and changing its structure. "The earth has become a little neighborhood." Today, the West is reaping some of the seeds that it has sown, and Russia is taking advantage of every weakness. Dr. Counts commented that the great realities in our world today are the moving of political and economic power and the presence on the world scene of the two great super-powers — Russia and the United States.

He advocated the following needs in American education today, if America is to meet the challenge in education:

1. The need to raise our science program all along the lines.

2. The need to take education as seriously as the Russians take it. The dominant motive in American education, says Dr. Counts, has been individual success; we need to recognize also that education is a sound investment of society.

3. The need to develop in both children and parents alike the fact that study in the school is "a very serious business." We should strive for intellectual excellence, continuing education and public affairs.

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### Salisbury Calls For Government Bid In Solving Present Situation of Education



Jackie Long moderates discussion led by Mr. Salisbury

By Judge Rivers  
"The goals in both Russian and American societies are the same, but the means in getting these ends are different." This was one of the opening statements made by Harrison E. Salisbury in his roundtable discussion held in the Virginia Dare Room of the Alumni House, November 14.

Mr. Salisbury also brought out that the Russian people spend more time reading the classics, since the current novels and newspapers are filled with propaganda. This classical background gives

the Russian a greater insight into current events for he is able to understand what has preceded. The American, on the other hand, is content to be handed facts. The voter in our society has to be well informed but the people in Russia tend to abstain from politics.

When asked where our downfall is in education, Mr. Salisbury pointed out that it is not the fault of the school but the difference of public attitude. Students starting school are eager to learn but by the same time an American

student has reached fourth or fifth grade he had no idea why he is in school or what his goals are. In Russia, however, everyone is working towards entering a university. Here we tend to have a "Middle Age attitude towards education and do not believe that education is the golden road to the future."

In Russia 13% of the budget is spent on education, while the figure in the United States is comparatively smaller. Mr. Salisbury stated that we need more govern-

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### Exams, Basics Are Advocated By Bestor

BY SUE DUDLEY

The Round Table Discussion held Friday afternoon during the Forum was led by Arthur Bestor and moderated by Peggy Duncan. It opened with a question concerning S. E. Salisbury's theory that basic and theoretical knowledge is primary importance and the view point of Dr. Counts that education in ways needs to adapt to society. Mr. Bestor did not agree with Counts that society determines education. He said "the goals of society must be satisfied by education, but if education doesn't produce results it will fail." This basic theoretical knowledge is necessary to gain the practical. Mr. Bestor added, "The American University will continue to be a heterogeneous, diverse institution and will never become like the European University. Liberal Arts Colleges and Graduate Schools should devote their entire time to the intellectual goals." He would not give a Bachelor of Arts degree in such vocations as home economics and television announcing but a certificate.

When asked if science education in the United States is inferior to that in Russia, he replied that we must differentiate by levels. The secondary schools in Russia are superior and thus students start in the University

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### "CHALLENGE TO AMERICA AND ITS HIGHER EDUCATION POSED BY SOVIET EDUCATION SYSTEM," SAYS COUNTS



Dr. Counts holds discussion in Sharpe Lounge

By Mary Frances Thompson  
"The challenge to the United States and American higher education is 'not from Soviet education but from the nature of the Soviet system.'"

With this statement, Dr. George S. Counts concluded his discussion on the Russian educational system. The informal discussion, held in Sharpe Lounge in Elliott Hall, was moderated by Greta Henricksen.

Dr. Counts emphasized the broad concept of education held by the

Russian people. Education includes not only the school system but the entire cultural "apparatus," including the press, motion pictures, radio, circus, music, and literature. All these and other media are used to teach the definite philosophy of "scientific atheism" and "socialist realism." Everything, even science, he pointed out, supports this theory and conception of the universe. The educational process begins in childhood and continues throughout a person's life.

According to Dr. Counts, education is used as a weapon. The Russians realize that the people can be kept in ignorance through the educational program.

Dr. Counts noted a change occurring in the Russian school system. In 1956, it became compulsory for a student to attend school ten years. A change to an eight year school has begun.

Asked if he believed that such a system of enforced philosophy as maintained by the Soviets would

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## Counts Recommends Changes In American Teacher Education

By GRETA HENDRICKSEN

Because the "minds of tomorrow" are molded in the schools of today, the "training of a teacher should be as exact as that of a physician" stated Dr. George S. Counts during an interview.

Dr. Counts, a recognized authority on education, is readily able to assess both Russian and American educational systems. He has spent much time travelling through the Soviet Union and observing not only the school systems but the impact of the Communist reign on the people. The Communists wield education to further the political system and ideology; this, not the system of their education, is the main challenge confronting America. In Dr. Counts' opinion, today's educational institutions and especially the departments of teacher education, must forego the present overemphasis on the mechanics of educational methodology in order to place a greater emphasis on "the central tradition of science and the humanities," which should underlie all professional training. We must remember, he said, that a school can be the "most effective invention ever made by man to keep a people in ignorance." When employed by other than a democratic government, this becomes a selective ignorance, and this, he implied, is the present situation in Soviet schooling.

An astute observer of both the Russian schools and people, Dr. Counts indicated that the world sees not the product of Communist schooling but the product of Communist impact on the people. Such men as Pasternak were formally educated before the Communist took over, their actions, therefore, are not the result but the reaction.

Dr. Counts seems much impressed with the Russian people. Americans, he told me, would like the Russians very much if we could get to know them, for we have much in common with them. Their humor, curiosity, and hospitality is more like ours than is that of other countries.

Dr. Counts is the recipient of the Teachers College Medal for Distinguished Service and the ALA Liberty, and Justice Book Award.

## Veteran Newsman, Harrison Salisbury, Comments On Attitudes of Russian Youth

By Sudie Duncan

Harrison Salisbury, of the NEW YORK TIMES, proved to be an interesting member of last week's Social Science Forum panel. Mr. Salisbury was graduated from the University of Minnesota, where he was recipient of the Distinguished Achievement Medal. He also won the coveted Pulitzer Prize for a 1954 series of articles entitled "Russia Revealed" which pointed to the changes occurring in Russia during the last years of Joseph Stalin's life and the first years after his death. Mr. Salisbury, correspondent for the United Press for thirteen years, its manager in London and Moscow, and its foreign news editor for four years. He is the author of "Russia on the Way, America in Russia, and The Shook-Up Generation."

These sometimes dull facts all indicate that Mr. Salisbury is an extremely successful newspaperman. But they do not in any way begin to indicate the not-dull experiences and opinions of the man. These experiences and opinions were related in an informal interview with Mr. Salisbury.

**On Education and Students:** Mr. Salisbury noted that the Russian intelligentsia has a classically-based approach to current events. That is, students read about and understand the basic problems of societies in all ages, rather than only knowing the surface accounts which appear in newspapers and periodicals. In contradiction to popular opinion, Mr. Salisbury stated that there is actually very little anti-religious propaganda in the schools. There is, however, a fair emphasis on the study of communism, its history, its theory,

The author of "The Challenge of Soviet Education, Decision Making and American Civilization Values in School Administration, and Education and American Civilization," he is presently Professor of Education at Columbia University. He also taught at the Universities of Washington, Yale, and Chicago. He is a former associate director of the National Institute and he was a member of the National Committee of Civil Liberties Union. He was educated at Baker University and the University of Chicago.

and its social impact. This is a stronger emphasis that American schools give to courses such as civics. Actually, there is rather much intellectual freedom for students within certain boundaries. The recent Pasternak case, Mr. Salisbury said, is an excellent example of the barrier that one cannot challenge the fundamental bases of society. He also mentioned that these barriers are not permanent but modify with the changing external political situation. When asked what he thought of the American emphasis on grades, he stated that Russian emphasis on grades is even greater than in this country and that this necessity to "make" certain grades stimulates the students to harder work. He told of the hard work of the Russian teachers whose responsibility it is to see that students are ready for exams. Mr. Salisbury said frankly that he feels the weakest link in the Soviet educational system to be its "overnight expansion," which has caused much difficulty for "It is impossible to institute universal education in two or three years without suffering."

**On Peasants and politicians:** Mr. Salisbury found the Russian peasants to be simple, unpretentious and not awfully good workers. He said that they are not content. Reason: they do not have the land they want. This bitter feeling towards the regime finds its manifestation in the fact that peasants do their best work for themselves and not for the government. It was also rather humorous to learn that Russian young people attach themselves to tourists of all nationalities but that Americans are their "number one prizes."

The Russian people have a deep and undeniable love for Russia—not the government—but for Russia. In their nationalism, they are extremely proud of their history, art, literature, and music. The dream of the Russian people is, he stated, "our own home, our own car, easy work, and good clothes." No mention is made of communistic equality in this American-type dream.

Oh, about politicians: Krushchev will talk to anybody.

As the interview came to a close, Mr. Salisbury related his last

year's survey of adolescent delinquency in New York City. At present, he is on the city staff of the TIMES, and he expects to do another series in the future. As his plans are not definite, he did not elaborate.

The interview was over, an hour well-spent.

## Salisbury Round Table

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ment financing and stimulation in education" and continued that "there is not enough Federal interest in education," what we need here is a "first class education." By a "first class education" he explained that he meant "a more effective education; one that emphasizes the hard subjects."

The so called "brain" in the American school and how he has been looked down upon as being "odd" was discussed. But now with Sputnik, Mr. Salisbury feels, this attitude tends to be broken down. We now realize the needs for scientists and for people with "brains."

The present problem in Russia is not stimulating the students but discouraging them from entering the universities, since they are needed in the factories. Mr. Salisbury feels that this would be good in the United States, "to overcome the psychological feeling against vocational schools." There is a smaller number of University students in Russia but these are all college material. Here, many students go to college because it is the "proper thing to do."

Mr. Salisbury referred frequently to Pasternak, using him in many cases as the most Russian-Russian. He described the novelist as the most rooted Russian and could not imagine him existing anywhere else. Salisbury feels that Pasternak's statement had "come from his heart", and that there could be no crueler act than that of exile, since this is his Russia.

## Carolinian Publishes Summary Of Forum

BY EILEEN WILNER

Active federal interest, both monetary and moral, and a re-emphasis on the academics is necessary if America is to raise her standards of education.

The four panelists of the Social Science Forum seemed to favor government interference chiefly because a recent public attitude towards education has allowed a softening of the curriculum. Unlike the Communist policy, interference here would be not for the communication of a set ideology but as an expedient in combating the intellectual challenge of the Communists, and in assuring the nation of schooling that is uninterrupted and bears the proper academic emphasis.

Such an emphasis involves a return to the rigorous "three R's" and the classics, the introduction of a strong core of science, harder and more frequent comprehensive examinations, and the abolition of superfluous courses.

Briefly, higher education suffers from on over-adherence to the more of social status and from a too rigid interpretation of intellectual equality. The public must re-appreciate and re-affirm the existence of the superior student and must aid him (through scholarships granted by the government) in realizing every opportunity for continued studies. A parallel to the Russian ends of education seems implied in that education must cease being a means to material and social benefits and should be recognized as helping the nation. Moreover, a pattern similar to the "Intellectual hierarchy" of the Soviet Union should be established under our democratic principles.

The panelists seemed inclined to discredit the merits of teacher's colleges, saying that methodology is secondary as the teacher—and especially the elementary teacher—holds a most important position and should therefore be given extensive background in the Liberal Arts.

On the whole, it appeared that the present critical analysis of our educational system can be accredited to the need for meeting the Russian challenge—a need best met by stressing a rigorous



Dr. Bestor answers questions during roundtable discussion, Friday

## Students Hear Bestor Discussion

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at a more advanced level. However, we overtake them in graduate schools. Due to the motives

## Count's Holds

Continued from Page 1-A

not fall from internal decay. Dr. Counts replied that all systems have a decadent process. He added that such a system which gives rise to the natural elite can continue to exist.

In answer to a question about the American educational system, Dr. Counts said that he would like to see more emphasis placed on the liberal arts and sciences. He referred to the "tradition of the untrained teacher" in American schools and expressed his opinion that teachers should have training as hard and exacting as that of a physician. He also proposed that the United States put as much money into education as do the Russians.

## Salisbury Speaks

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larger allocation of funds to education; getting more for the money by more selective entrances; a hard look at the philosophy of the stipend program, tying it in with results of the students produced; reasons for the long vacation periods.

Other possibilities include a look at the curriculum in the light of Soviet science and math; Federal government's responsibility to citizens to insure all possible gains; wastage of human failures, in the line of bad facilities; revival of the spirit of excitement, as in other countries, and as in the America of the past.

Mr. Salisbury believes the considerations will enable America to cope with Russia's challenge, even if they entail a few sacrifices for education.

He believes that the Russian challenge has been met before and can be met again. The responsibility lies not only with the educators but with the parents at home and the children at school.

A graduate of the University of Minnesota and a Pulitzer Prize winner, Mr. Salisbury is a correspondent for the NEW YORK TIMES. He is the author of "Russia on the Way, America in Russia, The Shook-Up Generation, and a series on problem students in New York City."

## Count's Speech

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ued Dr. Counts, as we now strive for athletic prowess.

4. The need to recognize that the talents of the younger generation in America constitute the best hope that we have.

5. The need that we should give far more attention to the study of the nature of the world we are living in. Dr. Counts deems this a major responsibility of the schools.

6. The need for the mastery of foreign languages and the discovery and development of scientific technology.

Dr. Counts mentioned the reorganization and reconstruction of America education. This would be a very difficult thing to do, he said, and would depend on the understanding and the responsibility of the American people.

curriculum and the role of science. Although education as the "key to knowledge" and to self-understanding goes without saying, education bears special contemporary importance in ultimately preparing students for government involvement in order to defeat the nation's ideological opponents.

and demands, there are fewer science majors in the United States.

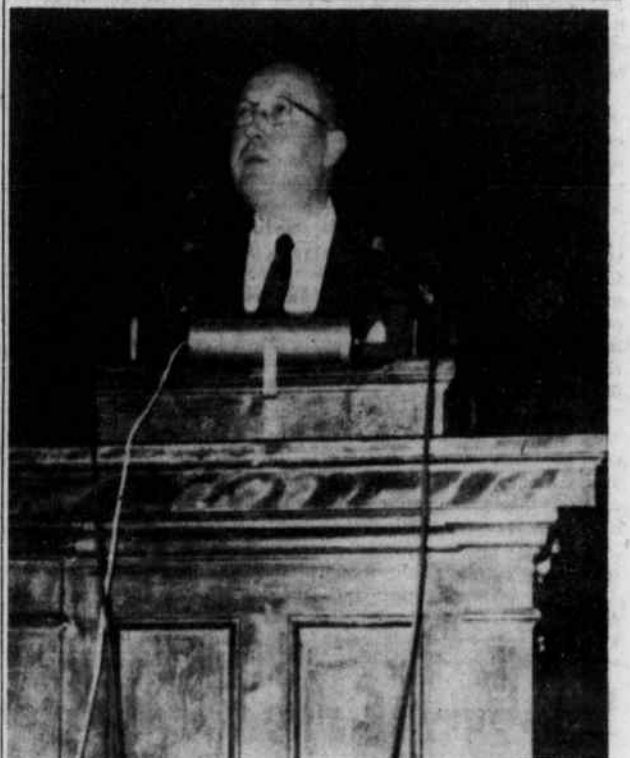
We should never sacrifice the superior student at the expense of educating the average or below average student but we should use every possible means to teach the slow learner the same material as the brighter child. Educationists have not tried any experiments with the teaching of those at a lower level. Mr. Bestor sees no reason not to separate students by ability.

One of Mr. Bestor's greatest concerns is the non-use of testing. The university definitely needs an evidence of achievement for entrance, and he feels that comprehensive exams have a very significant value. These exams should be of an essay type and given at least upon college entrance and college graduation.

Mr. Bestor feels that our social and economic situation rather than our educational system effects our world calamities. However, our government should aid higher education by granting scholarships.

In order to restore our history curriculum, we must have a consistent program by which history is taught in segments not in a repetitious way. We should get rid of "this mess of things called social studies," which has come to mean anything social.

In order for one to elevate the education field, Mr. Bestor feels that the vast number of education method courses should be made electives for in this way they would stand on their own merits. In concluding his remarks on teacher education he said that there is a greater need for exams for teachers than there is for credentials.



DR ARTHUR BESTOR

## DR. BESTOR EXPRESSES DOUBTS ON ROLE OF TEACHERS' COLLEGES

MARY JANE PHILLIPS

Dr. Arthur Bestor, Professor of History at the University of Illinois, was one of the outstanding personalities at the Social Science Forum, November 13 and 14. He was educated at Yale University and Oxford University and has held teaching positions at Oxford, Yale, Columbia, Stanford, and the University of Wisconsin. Dr. Bestor's activities—President of the Central Mississippi Valley Chapter of the American Studies Association, and former President of the Council for Basic Education—are clearly indicative of his interest in American higher education. Too, his position in higher education lends weight to him as an authority in this field.

Interviewing Dr. Bestor was one of the most pleasant assignments. He is one of these rare people who can immediately put people at ease and brings out their ideas and beliefs. He was not at all hesitant to reiterate his major views on the scope of the Forum's subject matter. He has more than theories to present as answers to the American Education problem, for he substantiated his arguments with tangibles. This is so important if ever anything constructive is to be done. He believes that emphasis in the fundamentals should be re-established and that high school graduates should show mastery of the educational level of achievement they

should have reached. Also, he believes that comprehensive examinations should be administered to undergraduates in their major fields. He thinks that schools of education do not adequately show a need for their existence, and thinks that teachers should be the best trained of all students in the Liberal Arts.

Dr. Bestor said that he had hoped that while he was abroad during 1956-57, his connection with the problem facing American higher education would be forgotten. But, he remarked, with humorous exasperation, Sputnik went up and so did his plans for writing three histories—up in flames. He enjoys the writing and speaking concerning education (i.e. his writing includes these books: "The Restoration of Learning, Educational Wastelands, Backwoods Utopias"), but he would like to take those histories "off the shelf" and work on them.

This eminent figure in our nation's higher education has three sons—one, a Yale freshman, who is very interested in foreign languages, the second a high school junior, whose interests are in science with emphasis on biology, and a third, a seven-year old second grader whose interests are many and varied at this stage. These sons are a major factor in Dr. Bestor's invaluable influence in and concern for American education.



Overflow crowd of Friday's discussion

## Social Participation of Teacher Is Exemplified In Dr. Larson

BY LUCY STEWART

Any one meeting Dr. Arthur Larson would immediately be able to classify her reactions and impressions under one general category—respect. This is a man who commands respect because of his words, his biography and his bearing. Dr. Larson, moderator of the Harriet Elliott Social Science Forum, was educated at Augustana College, the University of South Dakota, and Oxford University; received a Fulbright Fellowship; was a professor of law at Cornell University and Dean of the School of Law at the University of Pittsburgh. In addition to this impressive background, Dr. Larson has also been very active in government duties and is the author of "Towards World Prosperity, Economic Security of Americans, Know Your Social Security, and What We Are For."

When speaking of the teaching profession today, Dr. Larson, who is now a Professor of Law at Duke

University, stressed the great changes taking place in teaching as a career. No longer does a professor bury himself in his college or university and live the life of a recluse. Instead, his life is becoming more and more active. It was Dr. Larson's opinion that World War II was the greatest single influence affecting this change, for at that time teachers first were called upon to perform on such a large scale the tasks they taught in more usual circumstances. Since the war, teachers have been used more and more in an advisory capacity, a reorganizational capacity, and in many other jobs, both as a complement to the teaching profession and as an independent interest.

Dr. Larson also spoke of the difficulties involved in teaching college-age students who are not properly prepared in the most fundamental elementary school requirements, and the terrific amount of time wasted because

such material as English grammar is taught over and over again, year after year. Wouldn't it be convenient if educators could discover an optimal age for each subject to be taught, he asked, for then there would be no overlap; teachers could assume that each student knows a certain amount of material and could proceed from there rather than giving a general review of the work. Interest would not lag because of repetitious, dull lectures. He believes that this interest lag, which often starts in elementary school, must be attributed to the teachers, for under usual circumstances a child's natural curiosity will maintain his eagerness to learn.

Thus, for the most part, Mr. Larson agreed with the other members of the forum in that he feels that the American educational system badly needs help and that the best way to promote these changes is to stimulate public awareness of the problem and an interest in its correction.