

# The Carolinian

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WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA, GREENSBORO, N. C., JANUARY 16, 1953

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## Buy Up Postcards to Get Grades Early---End Speculations

Students may receive their final grades on postcards this semester, according to a motion passed unanimously by the Student-Faculty Reviewing Committee and approved by Chancellor E. K. Graham just before the holidays.

The report of the committee, which was carried at the December 16 meeting of the Faculty Council, is stated as follows:

"That the faculty be permitted to report grades to students on self-addressed postal cards left with instructors.

"Procedure is suggested as follows:

1. This method of reporting grades shall be optional from the point of view both of faculty and students.

2. It is to be emphasized that grades so reported are strictly unofficial.

3. The student shall write her name and the title and number of the course on the reverse side of the card.

4. This system is not to be considered an alternative to the prompt reporting of grades to the administrative office.

5. The above mention refers to both semesters."

Chancellor Graham, in announcing the initiation of the plan, stressed the fact that the only official grade is the grade that comes out from the Registrar's office. He mentioned, too, that the regulations of the faculty do not permit a member of the faculty to report grades to the students verbally, but only through the postal card procedure or through the official channel of the Registrar's office.

## Noted Correspondent Will Analyze Present Situation

Doris Fleeson, noted Washington correspondent and political columnist for the Bell Syndicate and its member newspapers, will lecture at Aycock February 5.

Her subject will be "Democratic Ideals and Realities," a forthright discussion of America's situation in the light of the day's news as seen from the Washington vantagepoint. It will include an analysis of how we got where we are, where we are heading, and the personalities responsible.

Miss Fleeson, whose column on important issues and personalities of the day appears in many distinguished newspapers, has been influencing Washingtonians and the nation since the early thirties, and is today probably on a "first-name" basis with more top echelon figures than any other correspondent on Capitol Hill. She does not hesitate to say that she thinks she has one of the best jobs in the world now. She does not, however, call herself a columnist. Her story is that she writes an interpretive news story in which today's events are related to yesterday's news to show tomorrow's meaning. The tremendous range of world events—most of which she saw, part of which she was—makes this type of reporting imperative, in her opinion.

Doris Fleeson's native State of Kansas is justly proud of her achievements. Recently she was welcomed home by A. L. Shultz, veteran political writer, who said of her: "She is a combination of so many impulses and emotions it is likely Doris Fleeson, herself, isn't sure where she will be going tomorrow. She is a free-lance writer

who could no more be brought within the range of a publisher's policy than the Gulf of Mexico could be taught to two-step. Doris Fleeson is a free-spoken American woman. She has risen to great heights in her field with the aid of all the opportunities of a land which she sometimes would fashion in a new pattern.

"Because of her amazingly wide range of contacts, she frequently scoops before they are on press wires. Several times she scored nation-wide news beats simply because she had the best personal pipe lines to the sources of information. She knows how to open important doors that are closed to most reporters and packs a mental history book that is equalled by few rivals."

Miss Fleeson has been War Correspondent for The Woman's Home Companion, winner of the Theta Sigma Phi Headliner Award, 1950, and twice winner of the N. Y. Newspaper Woman's Prize for Distinguished Reporting.

## W. C. Faculty Goes To 700th Anniversary

The American Committee appointed to commemorate the 700th anniversary of the founding of the Sorbonne College will hold the first of three celebrations at the University of North Carolina in Chapel Hill February 14, at 11:00 a.m.

His Excellency Henri Bonnet, Ambassador of France to the United States, has shown his keen interest in this celebration by appointing a personal delegate to represent him.

Several members of the Romance Languages department of Woman's College are planning to attend the celebration.

The formal program in the Faculty Lounge of the Morehead Building will be followed by a subscription luncheon in the Morehead Dining Room.

## Students File Petitions For Extra Hours Now

All students who wish to take above 16 hours on their schedules for next semester should file a petition in the Class Chairman's Office immediately. Girls doing full-time dining room work must file a petition if they wish to take more than 12 hours.

## Legislature

The approval of appointments to the newly created chapel attendance committee was the first order of business on the Legislature agenda on Wednesday, January 7. Ann Kimerly, Barbara Bragg, Blair Alston, and Peggy Sue Riddle will serve on the committee for the remainder of the year.

Billie Hughes presented to Legislature the new constitution of Phi Psi Omega, the classical civilization club. In accordance with one of Legislature's standing rules of procedure, the constitution was referred to a committee for consideration. This committee, consisting of Jean Stevens, chairman, Anoush Harritunian, and Lillian Harding, will bring its findings and its recommendation of adoption or rejection back to Legislature at the next regular meeting.

Jean Stevens presented the newly drawn up constitution of the Spanish club, which was also committed to a committee. The committee studying this constitution is composed of Sally Harrison, chairman, Peggy Helms, and Judy Rosenstock.

SDA president, Nancy Benson, brought to the attention of Legislature a question on which her organization is taking action. She pointed out that a rule instituted by the trustees of the Consolidated University prohibits the serving of refreshments on the three campuses of the University to Negroes. There are functions on this campus, such as the Social Science Forum, to which students of A & T and Bennett and other Negro colleges are invited. These functions usually have some function of which refreshments are served, and an embarrassing situation arises. SDA would like the backing of the clubs and organizations on campus when it petitions the trustees to revoke the ruling. Legislature voted unanimously to endorse SDA's stand on this matter.

## Class of '56 Installs Slate of Officers

Installation of the freshman class officers took place at the freshman class meeting on January 13.

Those installed were: President, Joan Purser; Vice President, Martha Morgan; Secretary, Ann Wrenn; Treasurer, Ellen Bonner; N.S.A. Representative, Francis Burrows; Legislature Representative, Patsy Paulson; Cheerleader, Janice Blaisdell. It was announced that Helen Maynard is the Chairman of Freshman University Sermon.

## Library To Be Open On Sunday Nights

Beginning second semester, library facilities will be available to students until 10 p.m. Sunday as well as other nights of the week.

February 1 will mark the first Sunday on which the library will remain open in the evening, according to a proposal placed by students before the House Committee of Legislature, the library staff, and the administration.

Members of the library staff have announced that limited service will be available on Sunday evenings; one staff member and a number of student assistants will comprise the desk staff. Students may borrow and return books, but will not be able to request help with references at that time.

Temporarily the library will also remain open until 10 p.m. on Saturday. How long it will continue to offer services on Saturday night will depend upon the amount of demand which is shown.

## Forum Will Feature Panels By Guest Speakers, Faculty

The opening panel of Inter-Faith Forum will get under way Monday, February 9, in the Alumnae House at 3:00 p.m., on the topic "The University's Responsibility in Respect to Religion."

Speakers include Dr. William Poteat, moderator—Professor of Religion at the University of North Carolina, Chapel Hill (brother of Miss Elizabeth Poteat, counselor of Mary Foust); Dr. Herman Duncan of Greensboro, District Superintendent of the Methodist Church; Dr. Franklin McNutt, of Greensboro, Associate dean of the graduate school at Woman's College.

Harriet Hall, President of Inter-Faith Council, will open the panel and Dot Kerner will introduce the speakers.

Dr. Poteat, acting as moderator, will present the subject with introductory remarks. Further comments will be contributed by Dr. McNutt, who will represent the educator's viewpoint on the topic,

and Dr. Duncan, representing the church's viewpoint.

All interested persons will then participate in an open discussion. A summary by Dr. Poteat will close the panel, which will be followed by a coffee hour at 4:30 p.m.

Faculty members participating on the faculty panels include: Creative Arts: Mrs. Lettie Rogers, English and writing professor, author of "The Storm Cloud" and other novels; Miss Virginia Moomaw, professor of Modern Dance; Mr. Wayne Bowman, professor of play production, stage lighting, playwriting, and directing, and is technical director of the Playmakers; Mr. Eliot Weisgarber, professor of music composition and orchestra; Social Sciences: Dr. L. H. Proctor, visiting professor in philosophy; Dr. Elizabeth Duffy, head of the psychology department; Mr. Benton Johnson; Mr. Lawrence Graves, instructor in history; Dr. Albert Keister, head of the department of

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## Religion and Higher Education

The following article is the first in a series discussing the topic "Religion in Higher Education," which will be the subject of the Inter-Faith Forum to open on Woman's College campus February 8 and conclude February 11. Dr. Mueller is a member of Woman's College English Department.

by William R. Mueller

I have been asked to write a short essay entitled "Religion in Higher Education," a subject which lends itself better to a book-length treatise. But the subject can be somewhat narrowed if I begin with rather precise and, perhaps, rather arbitrary definitions. For the purposes of this essay, "higher education" will denote not just any college or university, publically, privately, or state supported, but specifically an institution dependent on state funds. "Religion" will be defined in terms of a point of view: acceptance of the fact that the universe is governed by a divine being, is moving purposefully

toward some preordained and good end, and is peopled by individuals whose every action is meaningful and morally relevant in a divine cosmic process. The antithesis of the religious point of view is secularism, which has been defined as "indifference to religion as irrelevant to the main business of living"; secularism may manifest itself in such doctrines as humanism, naturalism, logical positivism, or America firstism. Religion is God-centered; secularism is usually either man-centered (particularly when he looks to his senses for all the answers) or state-centered ("my country right or wrong," etc.)

### EXTREMES DELINEATED

We have now reached the real difficulty involved in this essay: a definition of the word in, and a statement of the implications of this word which seeks to denote the relationship between religion and higher education. There are two extremes, I believe, to which this relationship must not go. The First Amendment to the Constitution of the United States demands a separation of church and state; this means, at the least, that there is to be no national religion and that a state institution has no legal right to indoctrinate its students with the tenets of any denomination or faith. This then is one extreme to which the relationship of religion and higher education must not go.

### NOT ANTI-RELIGIOUS

There is another extreme, sometimes overlooked though its evils are scarcely less than those of the first extreme: in must not be or become out of. The First Amendment is not anti-religious and certainly our nation, from the time of the Mayflower Compact to the present, has professed itself a God-fearing people. It seems to me erroneous for any college to lay claim to a liberal education or a general education if it fails to emphasize the fact that religion has been the dominating force in all great cultures. In what ways, then, might religion be in higher education?

### RELIGION APPLIED

In the first place, the movements and influence of religious movements, as well as the history and influence

of other phenomena—political, social, economic movements—should form a part of courses whose subject matter has been affected by these movements. Without reference to religious influences, it would be at least difficult, if not impossible, to teach such subjects as the classical epic (though religion in this case would be defined differently from the way I have defined it in the first paragraph of this essay), medieval art, early eighteenth-century music, seventeenth-century literature, modern European history—actually, the problem would be to find the courses which would not be less meaningful without due attention to religion in higher education. There seems general agreement that the study of religious history is necessary for an understanding of other academic disciplines.

### COURSES IN RELIGION

Secondly, and more controversially, religion in higher education might consist of offerings of courses in religion through a Department of Religion or a Department of Philosophy and Religion. And if colleges are tending to move away from a fairly rigid departmental structure, then the study of religion might have an important place in a general education program. Some institutions offer electives in such courses as comparative religion, the philosophy of religion, the Judeo-Christian tradition. The religious literacy on some of our college campuses is appalling, and there is a growing feeling that the synagogue or the church is simply not in a position to cope with the problem; college faculties are in a more felicitous position, blessed as they are with six days of the students' presence.

Thirdly, religion may also enjoy a significant place in extra-curricular activities. Lectures and discussion groups on religious subjects, inter-faith organizations, religious action groups—all these contribute to the religious life of the college student.

### RELIGION INTEGRATED

Finally, and more subjectively, I would like to feel that "religion in higher education" would be of such a nature as to persuade the student to consider the proposition that one's faith is not an isolated part of one's life; rather, that one's every action and attitude, every political, economic, and social decision, should be made in accordance with the supposed will of the object of one's faith. I should like each student to have the opportunity of gaining a knowledge of the meaning and history of religion, and to act unequivocally upon that faith toward which such knowledge may have helped lead him.

This article is to be followed by others written by representatives of students and the town ministers.



Inspired

## NYU Professor Writes 'How to Study' Advice

From New York Herald-Tribune January 11, 1953

by Judith Crist

This is the time when pupils and scholars alike become students in the pure sense of the word—and in the face of the midyear, end-semester, Regents and final examinations that mark the month.

It is, therefore, appropriate that New York University is running off a new printing, the second in less than two months, of a twenty-seven-page pamphlet that, distributed free of charge, is nevertheless of best-seller status. The pocket-size booklet, entitled "How to Study," has now run to 25,000 copies—and the plates are being preserved to meet what may well turn out to be an unlimited demand.

Intended originally for college freshmen, the pamphlet, an outline of proper study methods and a plan for achieving the best results, was prepared by Dr. James D. Weinland, professor of business psychology at N. Y. U.'s School of Commerce, Accounts and Finance, and a member of its faculty since 1927. Fifteen thousand copies were printed and distributed to freshmen over the years. Mention of it in a newspaper in November, however, brought thousands of requests for it and 5,000 more copies were run off and distributed to all comers. Five thousand more were printed last month.

### COMMON SENSE

From mail and phone orders alone it is evident that Dr. Weinland's booklet has reached elementary, high school and college students in twenty-three institutions, interested parents, business firms and even the men on a Navy flat-top.

The popularity of the book might indicate that Dr. Weinland has a snappy success formula at hand. But the fifty-eight-year-old psychologist, who taught at Lehigh University, Pratt Institute and Moravian College for Women before coming to N. Y. U., offers common sense rather than tricks and methods.

In college, as in business, Dr. Weinland points out, results, rather than intention or effort, are what count. The technique of the "enthusiastic professional," rather than the day laborer or the skilled mechanic, is what is needed to do the best job.

First there is the matter of time. Study hours should be scheduled throughout the term, for, he observed, "like the stomach, the mind operates best if fed with some regularity." He added, "If we eat at all hours, we soon have indigestion, and if we study only when the whim strikes us we soon have inattention."

### SOME STUDY RULES

1. Arrange a fixed schedule for studying and follow it consistently.



Perspired

2. If possible, always study in the same place in order to encourage concentration.

3. Underline important phrases in your textbooks and make explanatory remarks in the margins.

4. Don't work too long without a rest period. Always take a short rest period when changing from one study to another.

5. If you must cram for examinations, spend the time in thinking, not in memorizing.

For study, there should be high mental efficiency, with all other matters set aside. The schedule should, however, be individual, dictated, for example, by each one's "curve of forgetting," which involves an almost immediate drop in what one remembers, then a

lessening of memory to below the halfway mark, then further fading. What eventually remains, however, is firmly implanted.

How then to "take advantage of the laws of forgetting and make them work to your advantage?" Dr. Weinland's answer: "Impress the important things so well by repetition and recitation that they will stay in your mind." This can be done by frequent review after a first impression of the material is gained, reviews that will associate the material and clarify it.

### FIXING IDEAS FIRMLY

"Keep in mind," he warned, "that unless ideas are firmly fixed a late review or cramming represents merely learning, not retention of subject matter. Like a freight train that needs a lot of steam getting under way and then

(Continued on Page Three)



Expired



## That Week Is Here Again

### The Boom Will Be Lowered . . .

Monday morning at 8:10 a. m., and thrice daily thenceforth until the 2300-odd students at Woman's College have satisfactorily proven or disproven their knowledge in the various fields of knowledge by the system known as final examinations. Probably the only people in the world who look forward to exam week are those connected with Maxwell House and Lucky Strike, whose sales probably double during that period. To the students it is a time of trial; to the professors a period of decision; to the registrar a time of rush and bother.

### "Test Your Memory, My Dearie . . ."

and for what? The reason why exams varies with the course and the instructor. Some professors see an examination as a valuable part of the course, and write their tests with the purpose of giving their students an opportunity to co-ordinate what they have learned in many weeks of theory, reading, and discussion. Others seem to see a test as a Damocles' Sword, to be held over the head of the student as an incentive to study. Still others use the examination only as an instrument to decide a grade.

### What's In a Grade?

Quality points, you may say; perhaps even semester hours. It's unfortunate but true that a person's claim to a college diploma lies in a system whereby his store of knowledge is measured by the quite inadequate yardsticks of instructors' evaluations. (We do not refer to any specific teacher, department, or college, but to the fallibility of the human mind in general.)

And cuts from class. They, too, depend on grades here in the United States. (Students in many other parts of the world are deemed mature enough to decide for themselves whether they should attend a class or not.)

And prestige. Most people have not learned to distinguish between grades and ability, between the person whose average is high and the person who develops her mind to its fullest extent. An A is still fallaciously believed to be a perfect index to intellect.

### In Conclusion . . .

having thus slashed the grade system to ribbons, we admit we intend to consume gallons and gallons of midnight oil and coffee to stack up those semester hours and quality points and cuts. It's an odd world, isn't it?

## The Mail Must Go Through

and through the mail this year, thanks to the cooperation of the faculty, students may receive their grades on self-addressed postal cards instead of waiting the necessary weeks for the registrar to make photostatic copies. (Details of this system are found on page one.)

A great deal does depend on grades (see above editorial). Students are naturally anxious to know their academic standing; they have every right to know it as soon as possible; and very probably they can plan their work more sensibly for the following semester if they know their achievements for the past one. Several times the grades have been three, four, and more weeks into second semester coming out, and the tension has been more than merely noticeable. We deeply appreciate the faculty understanding of this situation; and we especially laud the Faculty-Student Reviewing Committee, whose too-frequently unsung efforts have once again resulted in the alleviation of student problems.

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## HIGHLAND FLING

By Betty Daves and Barbara Werner

Nobody told us! We would have tried to hide, but she slipped up on us. We were only playing a hand or two (three hours) of bridge. (Just for a break!) How were we to know that the "Fling" would sting tonight? Well, she did!!

As we sit here reeking (Scot for racking) our brains, we'd like to know . . . how does the CARY come out the week before exams? We thought maybe the English majors were using their features as exam problems. But we're only an art major and a primary ed. major, respectively. Wonder why she asked us? Guess she thought we were loafin', but we can't study, cause have you ever . . .

been an Art major . . .

been a Primary Ed. major, and . . .

tried to study to the tune of "Nice Doggy, Nice Kitty," and every other verse purr 'til the doggy (my roomie) finished her barking? Yes, we know "The Witches Are Calling" but please oil the pitchpipe.

tried to munch on those biscuits she makes of papier mache?

stepped in a pan of wheat paste after you cut out the light to go to bed, and then have to sleep with paste between your toes all night?

had to write your mother find out she's getting a soldering on lined chart paper to show your "roomie" that you can print, even if mother thinks we're back in the first grade. . .

In spite of all this, we manage to stay alive, and even at 2:11 (Honest!) a.m., we feel good enuf to wish one and all a Happy Reading Day and GOOD LUCK ON YOUR EXAMS!!!!

## This Space Usually Reserved for Mirth-Provoking Cartoon. Mirth-Provocation Omitted This Week.

## For There Is No Joy in Collegeville—Mighty Students Will Strike Out.

## Madcap Capers

Did you know that we are a body of persons having common interests or corporate functions? And that we are a system of elements or rules? That's what Webster says a college and an institution are, respectively. Thus, a college is a unit of human beings having ordinary rights or having characteristic actions combined in one unit. An institution, too, is an assemblage (of objects, meaning us, united by some form of interdependence) of principles or of prescribed guides for conduct and action.

Since we have translated Webster's definition of these two words once already, let's try it again. . . . We're a unit having ordinary rights OR characteristic actions. We do have characteristic actions such as trudging to class, playing bridge, smoking, and talking. Can we have OR rules. We've got the rules . . . fact and opinion. . . . Can we also have principles?

Hints to our sister class for the week January 19-24 . . . EXAM week! . . . Daily schedule:

Breakfast in bed at 10 a.m. (fried eggs, bacon, pancakes, juices, hot toast, coffee, and jelly).

Read the morning funnies until noon; take shower and wander in the garden until 1:30; eat lunch and take in an exam.

At 2:30, when through with said exam, play bridge until dinner time (steak, French fries, coffee, and strawberry short-cake).

Date THAT man until one a.m. Repeat these steps every day, omitting taking an exam four times, and we assure you of a nice holiday week.

(Brief interruption for a commercial . . . to the tune of the Sister Song).

May Dean's List give you that extra go.

And you sit on top of the curve, Giving all your classes extra glow, If you just have the nerve. It is here in our hearts, O Exam Week.

And we sing it now to you, We fear you, yes, we dread you,

We love Dean's List . . . the Dean loves you.

Putting all seriousness aside a minute, let us really give you a few hints that will guarantee (satisfaction or your money back) you one set of cuts next semester . . . don't work yourself to the bone, play a hand or two of bridge, take in a good movie write the parents of your woe, and read OFFSIDES (How's that, Wally?)

If you are wondering what we were trying to prove in the first part of this column, then stop! It's a great pastime to define and re-define words. Try it during your spare time. (Barbara Werner is certain to be envied, so Crawford says.) Woolard and Janet just pointed out that college also means, in English slang—a prison. What a thought. Toodle—oo.

## Whistle Stop

SUE MARTIN  
and  
JEAN MACPHERSON

Having no world shaking issues upon which to focus our attention, this column will be devoted to a subject "near" and dear (?) to each of our hearts — namely exams.

Saturday, being reading day, will be completely devoted to reading. Sunday will be devoted. And Monday will come too soon. Each year, about this time, the faculty feels called upon to test our knowledge—or perhaps lack of it. This is done by submitting a few thousand "well chosen" questions which are highly pertinent to our area of study. Of course, no undue emphasis is placed on exams — just half of the grade depends on them. The students are usually encouraged to get a "good" night's rest or perhaps to relax at a movie. Let's pause for a moment—who has ever rested before an exam?

Quite frequently the last day of regular classes is devoted to a "review" with the students trying to get a few clues and the teachers trying to be cleverly evasive. Now — a review can be devoted to the important phases which we have studied — or else. They can also be greatly misleading. (personal experience). The review session usually begins with a young, eager student of knowledge inquiring, "What will be on our exam?" To which a reply is often, "The most important things we have taken up, of course." Then the student busily under-lines every word in the book, writes every word the teacher utters, then dashes frantically to her room to cherish these pearls of wisdom.

After the review period, comes reading day. Which to study first? A feeling of panic grips the young student. The hours are divided — so as not to slight any subject. Surrounded by notes, books, pamphlets, cigarettes, no-doz, coke



## Ink on My Hands

By Marilyn Robinette

felt so good when she stopped. Likewise Exam Week. No matter how they go, you never feel quite so good as when it's over. And on the bus going home you thing—strictly to yourself, of course—that Heck, it wasn't really so bad.

### JOHN BROWN'S BODY . . .

With R. Massey, J. Anderson, and T. Power at Memorial Hall in Chapel Hill last Fri-Sat nights (The poster's still up in the P.O. probably) was a unique experience. And the sort of thing we wish this campus had the wherewithal—assuming that's what it takes—to bring to the stage of Aycock. What was done with Stephen Vincent Benet's epic poem on the Civil War was nearly worth six hours in History 211. It was an indescribable fusion of poetry, history and theatrics, and being indescribable—in this space, anyway—we say only to you "W.C.ers" who didn't see it, if you ever get a chance. . . .

### BUSSES . . .

have a strange fascination. And next to Washington cab drivers, are probably more often quoted than anybody. Many people write about people on busses. Our contribution: Last Tuesday, a little grey-haired old man seated on the seat behind the driver, hemmed in by three large bags of groceries that he had on the floor and seat beside him, mumbled inaudibly to the Duke Power employee, who listened patiently for a time, then boomed, "You oughta join the Mormon Church. They believe each man oughta have seven wives."

The little grey-haired old man rode in thoughtful silence the rest of the way to Jefferson Square.

We heard about a little girl one time who bit her tongue, cause it

bottles, and littered ashtrays, the work begins. But — here comes the catch. Fears begin to mount. A cold sweat breaks out. What is important? What does the teacher want? How much time is left? Will it be easy? (HA) How much time is left? After worrying for a few

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## Japan Opens Doors to Christian University

New York, Dec. 31.—A new international and interdenominational university near Tokyo, to be known as the International Christian University in Japan, has just been granted a charter by the Japanese Government, according to a cable received yesterday by the Rev. Dr. Stanley I. Stuber, Executive Secretary of the Foundation, located here in this city, which is responsible for the establishment of the graduate institution.

Dr. Hachiro Yuasa, distinguished scientist and educator, who is President of the new university, dispatched the cable to Dr. Stuber announcing that the "Japanese Government approved ICU charter." The securing of the charter now assures the definite opening of the International Christian University in April, 1953.

ICU is sponsored and partially supported by funds from fourteen major Protestant denominations in the United States and Canada. Great interest in ICU has been also shown in Hawaii, Great Britain and the Continent. The Division of Foreign Missions of the National Council of the Churches of Christ in the U.S.A., with which the Foundation recently became affiliated, has also given the Japanese university its official endorsement.

The opening of the university in April will culminate a dream that began more than fifty years ago by Japanese and Christian educators. Its actual building started in 1948 when the Japanese people raised the remarkable sum of more than 160 million yen (about \$450,000) for the establishment of ICU. Ninety-five per cent of the Japanese contributors were non-Christian. A 365-acre campus site at Mitaka, located seventeen miles northwest of downtown Tokyo, was purchased by these funds.

Dr. Stuber pointed out that the broad purpose of ICU is to establish a university of the highest rank, based on the common and complementary values of the Christian religion and democratic philosophy. Specifically, the purpose of the university is to prepare new

leaders for the new Japan. Following a careful study of the positive needs to fill the national life of Japan today, the program of the new university calls for the establishment of graduate schools of education, citizenship and public affairs and social work, together with an undergraduate college of liberal arts. The latter will open first.

### INTERCULTURAL AND INTERNATIONAL

Students of all lands, both men and women, irrespective of race, color or religious belief will be enrolled at the University. There will be no pressure on those students to convert them to Christianity. There will be no regimentation. But with a non-sectarian Christian faculty and a Christian atmosphere inherent in the University, it may be well that many of those young people will, on their own initiative, find in Christianity the solution they seek.

International Christian University has already thirty-two educators on its staff. Eighteen are Japanese, two are Canadians, one is Swiss, and eleven are Americans. As the University is developed other appointees will come from Europe and China. All of the faculty members are acknowledged scholars in their respective fields. Among them are Dr. Emil Brunner, internationally known theologian from Switzerland, who will serve as Professor of Religion; and Dr. Daishiro Hidaka, former Vice Minister of Education of the Japanese Government, who will head the ICU Graduate School of Education.

### MANY "FIRSTS"

ICU will be unique in many ways. It will be the first Christian graduate institution of higher learning in Japan. It will have student dormitories for men and women. Almost no Japanese institution has any housing facilities for students. In addition, ICU will develop a campus centered life. This experiment of faculty and students sharing community life together, and informally, may influence all Japanese education. Administration of this kind is not practiced by Japanese colleges or universities today.

## Tindall Discusses S. C. Negro in Book

Dr. George B. Tindall, member of the Woman's College history department, has added his name to the list of authors on the campus faculty with the publication of *South Carolina Negroes, 1877-1900*.

The book, which deals with one of the most difficult periods in the history of the South Carolina negro, carries the problem up to 1952, although it treats specifically only 24 years. Dr. Tindall's introduction discusses slavery, reconstruction, and the policies of Wade Hampton. The events which follow the abandonment of these policies provide the heart of the book. Painting various aspects of the life of the negro, such as his political participation, his education, and his religious life, the author has attempted here to treat the race-relation question objectively, without undue emphasis or neglect.

Dr. Tindall is a native of Greenville, South Carolina, and a graduate of Furman University. He spent the first four years after his graduation serving in the Pacific Theatre with the Air Force. In 1948 he received his master's degree, and in 1951 his doctorate from the University of North Carolina. At present, Dr. Tindall is writing a biography of Wade Hampton.

The original manuscripts, the galley-proofs, and the finished product of *South Carolina Negroes* are now on display in the vestibule of the library.

### DO YOU HAVE TROUBLE STUDYING?

Dr. James W. Weinland, professor of business psychology at New York University, has come up with some suggestions on how to study.

"A large percentage of those entering college," says the doctor, "do not know how to study. Their principal problem is managing their time with so many distractions."

He finds that the student's most frequent error is simply failure to read the exam questions carefully. But there are other difficulties, too. Among these is dealing with abstract concepts.

"Students have few problems with simple memory work," he says "but they have not had much experience with abstractions in high school. They must learn to separate fact from opinion."

Dr. Weinland says cheating is not so prevalent as most people believe.

## NYU Professor Gives 'How to Study' Advice

(Continued from Page One)

draws its load without perceptible effort, retention of knowledge is best achieved by the expenditure of extra effort when the knowledge is first acquired."

Ten minutes a day, rather than seventy in one day, is best, Dr. Weinland believes, for the "memory muscle." But thinking takes more time. For that last-minute all-night cram session, he advises, "spend the time in thinking, not in memorizing. Go over the whole term's work; criticize, balance, judge." And allow yourself plenty of rest periods.

Other essentials for efficient study, Dr. Weinland has found, are the ability to read quickly and to develop if possible, typewriting, since it is "more efficient than handwriting." A third item, which provides review as well as efficiency, is to "keep a thin notebook," reviewing it daily and removing and filing the oldest notes.

Pre-bedtime relaxation, getting enough sleep. "On the average, a college girl needs eight hours of sleep, a man seven," the arrangement of the study room, whether it is a school library, a work table or at home; the proper method of note-taking and the function and use of textbooks are discussed in detail in the pamphlet.

Perhaps most important is Dr. Weinland's reply to the student who complains that he "just can't concentrate" on this or that subject.

"Concentration," Dr. Weinland said, "is skill in a certain study with which you are familiar. When you learn to play golf, or tennis, or baseball, you do not learn merely a general thing called play, but you learn to concentrate on a certain kind of play by gaining experience and training in that particular exercise. No one should expect to concentrate without effort when he begins a new study, any more than he would expect to play a new game skillfully. He must learn. After he becomes skillful in the subject, he finds his mind playing easily with the material and his concentration complete."

His final word of advice is that the student measure his "mistakes, skill and general progress." And on a moral but not moralizing note, he points out that "cribbing in a quiz or examination," even successfully, is as foolish as weighing oneself with lead in his pockets. "You can fool yourself by cribs," he notes, "but you can't fool life."

Copies of the booklet may be obtained through the offices of Dr. Elwood C. Kastner, dean of admissions and registrar at N. Y. U.'s Washington Square Center.

The University of Washington Daily, in a romantic mood, chose its "ideal couple" on campus. The lucky duo consists of the guy who kicks points after touchdown and the guy who holds the ball.

## Sophomore Praises W. C. Class Jacket

by Andrienne Stuhl

A class jacket besides being an economic necessity, is a virtue. It distinguishes those who, at long last have reached a goal. (We only have two more years to go—take heart!) Now this certain red class jacket (we shall be impartial—we shall name no classes) has all the traits of a good jacket and class. Its functions are:

1. It keeps the owner comfortably warm in all weird Greensboro weather.
2. When it is raining, you can hang the excess sleeve over your head, drape the bottom around your feet, and you are fully protected.
3. Provides one with that "distinctive" look.
4. Brightens up a campus.

Now these are not all the virtues of the college jacket, but only a few. I could go on listing from here to senior year, and never hit the end of the list.

Class jackets fall into four categories:

1. The mottled, tear-stained, slightly frayed navy blue. These, of course, belong to the SENIORS. These occupy a place of honor in any closet. When it is opened, the first thing that hits your eye is "WCUNC 1953." Navy blue—the color for you.
2. The green. Wearing of the green has diminished slightly from last year. These jackets are known to blend in quite well with bushes and shrubs of any nature around campus when a teacher is spotted. They are in a little better shape than the navy blue, but just as tear-stained. Forest green—colour keen.
3. Then there is the commercial white and maroon jacket. We get so little time to see the jacket around campus, but what little we see, we like. These jackets, slightly smudged from machine oil, typewriting ribbons, and stencil ink, are found hanging on the bodies of many people in the Home Economics building. Commercial white—just right.
4. Red. Bright orange red. Brightest orange red. The clean, still white-trimmed jackets that will, can. These jackets can be seen from any corner of the campus from third floor McIver to the lower recesses of the Library. They are worn regardless of any weather, time, or condition. (Also are known to make very good blankets. . . . If you ever run short.) Bright red—never misled.

What can be more invigorating than a new class jacket? What else can make you stand in line for 3 hours? (Not our food, I'm sure). What else makes you walk out into the crisp, slightly chilly 40 degrees below air with a bright purple smile? Surely a class jacket has its virtues. . . . the people who wear them.

## Correspondent Discusses U. S. Policy in Argentina

by Lynda Simmons

Between bites of hamburger and swallows of coffee in the Tome Ec cafeteria, we sandwiched talk on foreign policy and political jokes with Frank Shea after his speech in Chapel Tuesday. Mr. Shea was eminently qualified to discourse on both subjects with his background as wartime U. S. propaganda coordinator for the Balkans, former member of the ECA Staff in Paris, and correspondent in South America for Time and Life.

### NOT RECAPITULATION

This article is not a recapitulation of Shea's chapel talk, so please read on. You may learn something; we did. In further discussing the Peron regime in Argentina, the Time correspondent informed us that in the matter of anti-American sentiment in that country, the U. S. is in a bad way. Only the educated middle-class, which comprises one-third of the whole population, has refused to swallow Peron's really "damn Yankee imperialists" propaganda. This leaves two-thirds imbued with a contempt and hatred for the U. S., and this is about the same majority by which the dictator has carried two elections. There is little chance that the masses will rise against their leader on economic grounds, because Argentina is a prosperous, wealthy country, rich in agricultural and increasing industrial resources. In the past few years, however, hardship has been caused by Peron's attempt to convert the nation almost overnight from an agrarian economy to an industrial one. For example, several years ago Argentina was the world's second largest exporter of wheat, indicative of its money-producing agriculture. Last year, however, the same country found it necessary to import wheat because of the too-rapid change over to industry.

The religious factor is relatively unimportant in the play of Argentine politics, but the failure of the Roman Catholic Church to either approve or disapprove Peron has had some effect in that its abatement is in itself a rather important thing. Peron is worried about the lack of approval and has been exerting pressure for approval from the Church, because in a dictatorship, one is either for or against the government, and failure to take a stand implies disapproval.

### DISCUSSED EUROPE

Shifting the discussion to Europe, Shea stated that he felt that the U. S. had done a good job there, perhaps because we have followed a definite policy there, that of fostering European unity, something which we have not had in South America and which we have only lately had in Asia. (Perhaps this is why we have not succeeded so well in those areas.) Shea feels that the whole program for European unity, which includes ECA and the Schumann Plan, hinges on France, the development of a rapprochement between that country and its traditional enemy, Germany. The recent turnover of government in France (the eighteenth since WW II) placed the seat of power a more conservative element, with the backing of the fascistic De Gaulle party; and ousted Robert Schumann, author of the plan integrating the coal and iron industries of six European nations. The

attitude of this government to the problem of French-German relations might seriously retard progress in the direction of unity (if it stays in power long enough), and it would not be hard to whip up a serious opposition to alliance with Germany among the French people, for the oldest of them can remember no less than three wars with Germany, in which French soil has been invaded three times.

Our chief blunder in Asia seems to be the failure of the U. S. to realize that the best way to win allies is by using ideological propaganda, not by sending pictures of our modern refrigerators and automobiles over to people who don't know where their next meal is coming from. Point Four, President Truman's plan for the education and aid of Asians to the modern ways of farming and industry has been doing a good job where it has been applied. However, Point Four is a hard program to put into effect, or has been so far, because the tremendous amount of research and analysis necessary before beginning it. As irrelevant, but interesting material, the Turkish people were so impressed with our nylon that they have impressed the word into use in their language, but not as a noun, as we use it. For them it is an adjective connoting "quality." They say, "That's a nylon automobile."

### MIDDLE EAST NEWS EDITOR

During World War II, Shea was Middle East News Editor for the Office of War Information and later set up and ran the Allied News Service in Italy. As one of the original members of the Psychological Warfare Branch, AFHQ, (Allied Forces Headquarters, Mediterranean), he was with British naval forces as a war correspondent and witnessed the liberation of Greece from German occupation in August, 1944.

Shea was Chief of the U. S. Information Service in Rumania and Public Relations advisor to the U. S. element of the Allied Control Commission in 1945-46. During the crucial period he saw, at first hand, the breakdown of the Yalta Agreement and the beginning of Russian take-over in Rumania, Hungary and Bulgaria.

In the spring of 1947, following the declaration of the "Truman Doctrine," Shea served as a member of the Inter-Departmental Committee in Washington which set up military and economic aid missions for Greece and Turkey, and accompanied Greek Mission chief, Dwight Griswold (former Governor of Nebraska), to Athens in July. As director of U. S. propaganda, he remained in Greece throughout 1948, peak year of the communist military offensive.

Although he had sought to retire from Government service upon completion of his service in Greece, Shea was asked by Ambassador Averell Harriman to join his ECA staff in Paris on a special assignment, correlating and intensifying U. S. "cold war" activities in the sixteen Marshall Plan countries. He joined TIME Inc., on the completion of this assignment at the end of 1949.

Born in Quincy, Massachusetts, Shea got his first press experience at the age of 12 as a messenger and "printer's devil" in the composing room of the Quincy Patriot Ledger. He has worked on various Eastern newspapers and spent five years as rewrite man, cable writer and feature editor with the United Press in New York. He attended Boston University and the University of Maine. During the depression, he worked his way around the world as deckhand with the Dollar Line, now lives in Washington, D. C., with his wife and daughter.

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## .. CAMPUS COGS ..

"A laugh is a laugh is a laugh is a laugh." But what's in a laugh? A laugh laughed by any other than Pat Markas would not be the same laugh. In fact without Pat and her inimitable laugh, the Junior show presented by the class of 1953 might have come to a tragic end. There was a point in last year's



PAT MARKAS

show, where Leah Petree was to walk out on stage, and double up in convulsive fits of laughter, with a record back stage providing the necessary sound effects. Leah Petree walked out on the stage as planned, but the delinquent victrola failed to produce volume, and the matter suddenly became very unlaughable. Pat, who was leading the chorus and incidentally had directed the show, noticed the situation and with the heartiest of chuckles laughed the show into fame. (Ed. Note—The interviewer admits to being biased.) Pat remembers this production not only as the laughingest show ever, but as the most heartwarming experience she has had at WC. At this point we both gave thanks to the medical profession, who with a few well placed shots of penicillin had banished the leading lady's laryngitis, pulled out our handkerchiefs, and had a good little cry for the good old days.

H. P., as she is called by her intimates, lives in Morganton, North

Carolina, where she is surrounded by mountains, her brother, and at times his gold fish. Her brother and the gold fish are eternally grateful to Pat, for after finding the fish in her bathtub one night, placed there temporarily by her brother who was changing the water in the tanks, she pressured for an automatic water changer for the unfortunate fish. Now the fish have clean water her brother is spared a squirmy task, and Pat only has to worry about finding the soap.

### PSYCHOLOGY MAJOR

Coming from Morganton where the State Hospital is located, and therefore being exposed to mental sickness more than most people, it is no wonder that she decided to major in psychology, in fact, even to continue in graduate school. However, after a remark made in the co-ordinating course, Dr. Freud should have a look at Pat. In a slip to end all slips, Pat told Dr. Duffy that Betsy, who is Dr. Duffy's daughter, was the only one in her class who knew the meaning of the quotation, "Mother is the necessity of invention." After this remark Pat feels she ranks with Dodie Snider, who sat down next to Pat, looked around the class and said, "Where are all the boys?" It was up to Pat to tell her the ugly truth.

At the end of her junior year, Miss Markas sat back and reflected on how wonderful life was going to be as a senior. Now she can't understand what she was so happy about. We credit this momentary depression to exams and the lack of furnishings in Elliot Hall. As College Social Chairman she was mighty disappointed when the building failed to open at the beginning of this semester. But she and her social planning council are to be congratulated for rallying and planning a well rounded social program.

But when we can expect nothing but the best from one who writes volumes of poetry, smokes only Viceroy, and favors Egyptians in exile.

Psychiatrist to sad-eyed patient: My dear fellow, you have no complex. You are inferior.

## Book List for Inter-Faith Forum

In preparation for the Inter-Faith Forum scheduled for February 9 through 11, students are urged to investigate the following recommended readings on the topic, "Religion in Higher Education," which will provide the theme of the forum this year.

These books, as well as others on the same topic, have collected in the General Reading Room for Circulation. Some magazine articles on this topic are on display in the Periodicals Reading Room for use in the library.

The selections include:

Allport, Gordon Willard. *The individual and his religion*; a psychological interpretation. Macmillan. 1951. Seeks "to trace the full course of religious development in the normally mature and productive personality."—Preface.

Buttrick, George Arthur. *Faith and education*. Abingdon-Cokesbury. 1952. Four short, readable chapters, written simply as "a plea that education shall move in an orbit of worthy faith."

Coleman, Albert John. *The task of the Christian in the University*. Association Press. 1947. A summing up of opinions growing out of discussions in many places among students and teachers. Written soon after the close of World War II most of the ideas are still pertinent and helpful.

Cunningham, Merrimon. *The college seeks religion*. Yale University Press. 1947. Traces the place of religion in colleges of the United States since 1900. Based on the author's study and personal experiences in his efforts "to make religion a significant part of the total educational program" in several colleges.

Edward W. Hazen Foundation, Inc. *Religious perspectives in college teaching*, by Hoxie N. Fairchild and others. Ronald. 1952. A compilation of separate pamphlets by authorities in history, sociology, economics, etc., under the general editorship of Hoxie N. Fairchild, Professor of English at Hunter College.

Harkness, Georgia. *Understanding the Christian faith*. Abingdon-

Cokesbury. 1947. A readable discussion of some of the religious questions that often face any mature person.

Mather, Kirtley Fletcher. *Crisis for life*. University of N. C. 1949. Professor of Geology at Harvard, the author analyzes the relations of religion and science in today's crisis.

Moberly, Sir Walter. *The Crisis in the University*. Student Christian Movement. 1949. Written from a Christian standpoint, this book "is an attempt to crystallize the interim results of discussions among a few Christian university teachers which have been going on for some time."—Preface.

Nash, Arnold Samuel. *The University and the modern world*. Macmillan. 1944. After a critical analysis of many questions confronting university leaders, the author, in a final chapter, "seeks to supply a constructive answer to the problem of faith, freedom and education."—Foreword.

O'Neill, James Milton. *Religion and education under the constitution*. Harper. 1949. A brilliant study of the problem of separation of church and state.

Wilder, Amos Niven, ed. *Liberal learning and religion*. Harper. 1951.

Espy, R. H. Edwin. *The religion of college teachers*. Association Press. 1951.

Limbert, Paul Moyer, ed. *College teaching and Christian values*. Association Press. 1951.

Lowry, Howard Foster. *The mind's adventure; religion and higher education*. Westminster Press. 1950.

Madden, Ward Ellis. *Religious values in education*. Harper. 1951.

Nelson, J. Robert, ed. *The Christian student in the university*. Association Press. 1952.

Van Dusen, Henry Pitney. *God in education; a tract for the times*. Scribner. 1951.

In Mr. Nelson's edition of *The Christian Student in the University*, three articles by North Carolina professors will be of special interest to students. Dr. Warren Ashby, head of the Woman's College philosophy department, now

## Dr. Isenberg Laments Lack Of Exposure to Classics

When the Ford Fellowship Committee decided to grant Dr. Frank Laine a one year scholarship to study more extensively in his field, Woman's College was left a department without a head or a teacher, since the department of Classical Civilization is a one man department. We were extremely fortunate to get for one year a man of such high caliber as Dr. Meyer Isenberg to take over the department. When he was asked to expound on himself, Dr. Isenberg leaned back in his swivel chair, stuck a pipe between his teeth, and started. From his talk I have gleaned the following facts:

Our "one-year-man" is a native of Chicago and after attending the public schools there, he entered the University of Illinois, after which he studied for eight years at the University of Chicago. He received his Ph.D. in Greek in 1940. The Second World War interrupted the post-doctoral fellowship which he had received, and off he went to tour the world with Uncle Sam, visiting Egypt, Arabia, Italy, North Africa and other countries along the coast of the Mediterranean.

After the war he returned to the University of Chicago to teach. Later he received the Teacher's Fellowship of the American Council of Learned Societies to study

on leave of absence, Dr. Waldo Beach, of Duke University, and Dr. William Poteat, of the University of North Carolina, have contributed to the edition.

"More than ever before, the world needs spiritually educated men, capable of making judgments on the basis of enduring qualities of right and wrong."—Arthur Lelyveld in *Jou. of Higher Education*, November, 1952.

"What sounder basis for One World can we find than the understanding of each other's religious heritage, especially since that involves our total culture?" Margaret L. Wiley in *Jou. of Higher Education*, October, 1952.

mathematics, and has spent the past year on this work. A leave of absence from the University of Chicago has enabled him, to our advantage, to conduct classes at Woman's College this year.

Philosophy is one of Dr. Isenberg's main interests, and although his Ph.D. is in Greek, he has studied it extensively. Most of his work in this field has been under Dr. McKeon, one of the best philosophers of our times. He takes great pleasure in reading in philosophy and on the problems of aesthetics, and has contributed many articles on Plato to various learned journals.

Dr. Isenberg and his family—a wife, little girl, and a boy only about two years old—are living in Dr. Bardolph's home while they are in Greensboro and say they're delighted with the town. The head of the household has made it known that he enjoys teaching at Woman's College very much and assures us that the absence of boys at the college has not bothered him in the least. His pet peeve about his new surroundings is that he has not been able to find a tennis court here. We suggest a glance at the row behind Jamison.

Lamenting the fact that more students are not exposed to the great classics written in Greek, Dr. Isenberg believes that a course in English translations should be offered in the classics so that more could profit from their teachings. He believes firmly in liberal education and is accustomed to the dialectic, or question and answer, method of classwork. W. C. classes are a bit small for it, but at the schools where larger classes have made dialecticism more effective, the students have been very responsive. (This is not a hint that W. C. girls are not responsive.)

The students of the Woman's College consider themselves fortunate to have Dr. Isenberg this year. We suggest that they drop by his office for a chat sometime, because he will be glad to see them any time.

## WHISTLE STOP

(Continued from Page Two)

hours over these trivial matters, it is then time for the next subject. And on into the night, the student labors. Coffee cups overrun, ashtrays over-run and the hours run. The hours tick by, the eyes sag, the head drops, and the student still sits, trying desperately to gain that last bit of needed information.

The first exams are usually the worst. The march to the Administration building resembles the Death March. The students march in single file with grim, determined, sleepy expressions on their lovely faces. A few giggle nervously—but they are soon quieted with a few well-chosen slaps. Westward, the women—march.

The class-room doors fling open, students pour in, chairs over-turn and confusion reigns. Everyone struggles to get seats by the window or door. If the exam is easy and the student well-informed, the seat by the door is the most convenient. If not, the windows are always unlocked. The first words of greeting are, "I don't know a thing." This leads to my next question. How do all those people who never know a thing make A's on all their courses? Figure that out.

The exams passed out, followed by the students, the process of elimination begins. After hours of soul-searching and steady writing, a voice booms forth, "Pass in your papers, please!" Of course you have only one more question to answer in order to make that A, but the master has spoken. In go the papers and out go the students—like a light.

Having gotten into this article, we don't quite know how to get out. Except to leave you with some good sound advice. Before each exam, just rest or relax at a movie. They will send your belongings home to you—free of charge.

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## WC Attends Regional Conference in Athens

Marian Sifford, vice-president of Student Government, and Miss Elvira Prondecki, director of Elliott Hall, represented Woman's College at a joint regional conference of the Association of College Unions at the University of Georgia, Athens, Georgia, last weekend.

The conference, which consisted of college and university representatives from six states, dealt with problems of organization, program, and kinds of student unions, in an effort to assist those now under development.

Featured during the series of meetings was a talk by Dr. Fred Weaver, Dean of Students at the University of Chapel Hill.

## Government Jobs Open To Commercial Students

A representative of the Federal Government will be in Greensboro from January 16 through January 24. He will visit the Woman's College campus one day during this period for the purpose of interviewing persons interested in clerical-type jobs in Washington.

The positions require: typing—40 wpm, shorthand—80 wpm.

They present excellent opportunity for advancement for those qualified with overseas possibilities. Applicants must be willing to remain in Washington 1½ to 2 years for job training before going overseas.

Those students wishing to talk with the Federal Government representative are asked to contact the Placement Office.

## Art Department Asks Forum Submissions

Members of the art department committee of Arts Forum are requesting students to plan now to submit art work for the Forum exhibit in March.

Work chosen by the faculty for the exhibit will include outside material as well as class work. Further notices about submitting of material will be made at a later date.

Edith Rawley and Ann Hill are the student members of the art department committee of Arts Forum.

## Three WC Students Attend Eisenhower Inauguration

The Woman's College campus will even be represented at the Inaugural ceremonies in Washington next week, when Mary Lois Anderson, Betty Whitsett, and Ann Amouri arrive there from Greensboro for the festivities.

Ann, freshman from Cotton Hall and a native of Washington, will fly there Monday, and Betty, a Ragsdale sophomore from Charlotte, will go by plane on Tuesday. Both girls will attend the Inauguration Tuesday and will also be present at the Inaugural Ball on Tuesday night.

Mary Lois, another Ragsdale sophomore whose home is in Bennington, South Carolina, left by train today to visit her uncle, a Washington newspaperman, upon whose invitation she will attend the inaugural ceremony.

## OFFSIDES

G. WALLING

M. AUSKERN

### AUSSIE PROS

Now that the Davis matches are over and the United States finds itself on the wrong end of the score, the two gentlemen that whipped the U. S. Team have turned professional. Frank Sedgman and Ken McGregor, the Australians responsible for the victory, have joined forces with Jack Kramer and Pancho Segura. Both of the latter were stars in their own rights before turning pro. Sedgman beat Vic Seixas, American ace, while McGregor whipped young Tony Trabert. The Aussies won the match in straight sets.

Their initial appearance as pros took place in California. Sedgman beat Kramer but McGregor lost to Segura. Since this match, neither of the Australians have found themselves in the winning column; however, it is expected that after a few weeks things will be different. Both the Australians are used to clay and grass courts and the matches they are now engaged in are being played indoors on wooden floors. Before leaving the ranks of amateurs Sedgman was amateur Singles Champion and ceded number one in international tennis. Ken McGregor is doubles champion along with Sedgman. The loss of these two valuable players gives the U. S. a good chance to win back the Davis Cup.

### N.C.A.A. ACTIONS

The National Collegiate Athletic Association last week made several controversial decisions and referred others to committees. Nation-wide TV broadcasts of collegiate football games next year will be limited to one a week with the possibility of a few other regional games being televised, in the case



of sell-outs. This is a move to prevent TV from drawing away football crowds. Several teams opposed this action as a violation of the Anti-trust law. Two of the most vociferous opponents were Notre Dame and the University of Pennsylvania.

The Notre Dame officials were in the headlines again when their "sucker shift" was outlawed. This shift, whose prime purpose is to throw the defense offside, was ruled out, but its proponents stated that they could easily "beat" the new rule and continue to use it legally.

The question of the platoon system was again brought up and referred to committee. Although most coaches are in favor of the system, some want it knocked out in favor of a substitution rule that will still allow a reasonable number of substitutions.

### TO THE CLOSETS

Jan Stern added a new twist to the "Pat-a-cake" polka in her student teaching this week. She became a little too active in her demonstration and had to retire to a closet to "recover her dignity." For further details see Jan.

If you still want more in the line of columns, turn to Madcap Caper.

## Forum Features Panels By Guest Speakers, Faculty

(Continued from Page One)  
economics: Physical Sciences: Miss Florence Schaeffer, head of the department of chemistry; Dr. Charlotte Dawley, professor of biology; Dr. Anna Reardon, head of the department of Physics; Miss Jane Cox, instructor in physics; Dr. Anna Lewis, professor of mathematics and astronomy; Dr. Coy Phillips, professor of geography.

## Sports in Shorts

Two weeks from now things will really be rolling in the Recreation Association's second semester program. . . STUNTS AND APPARATUS practice will begin on February 29 and will be offered every Tuesday and Thursday at 5:00. This will be the warm-up for the greatest of all campus 3-ring circus events—GYM MEET. Anyone who can do a flip or stand on her head, and who is interested in entering the stunts and apparatus dormitory competitive events in the Spring Meet, should remember this red letter day! Every point earned is added to your dormitory R. A. Scoreboard! There will be 9 practices, 6 of which will be required for eligibility in the meet. . . The program for the CAMP COUNSELOR'S second semester club sounds very interesting! On February 2, Miss Marjorie Leonard will speak.

The programs will include items of importance to every counselor, such as: How to apply for a job, responsibilities and qualifications of a counselor, etc. The February 2 meeting will be at 7:15 instead of 7:30 as usually scheduled. Anyone and everyone is invited! . . . The second semester LIFE SAVING CLASS starts on February 2 also. The schedule reads, Life Saving Every Monday and Wednesday at 5:00. Anyone who has the skills of an advanced swimmer should have the experience of knowing how to save a life. . . The BRIDGE TOURNAMENT which everyone has been asking for and looking forward to, will "shuffle out" the first Tuesday night of the second semester. If you are not the "athletic type" and would still like the chance to earn some points for your dormitory in R. A. activities here is your chance to do your part and have fun too! You just need a partner. You don't even need a deck of cards! . . . The R. A. Cabinet has announced that the BATON TWIRLERS and the BOOT AND SPUR clubs have been temporarily discontinued due to lack of interest. However, if at any time a group should request the continuation of either of these clubs, they will be put back into the Association schedule. . . BASKETBALL practice begins second semester also and we are all looking forward to the advantages which we have been given for our basketball pleasure in 1953. We have a new gym with all the facilities of a

Pro-stadium, and from what I understand, the makings for real "pro" teams. . . SWIMMING CLASSES will not be discontinued during "you know what's" next week, so if you get tired of studying come over to the pool for a class of relaxation. . . From the four corners. . . So long and Good luck!!!

## Candlelight Induction Inspires New Initiate

I'll never forget the afternoon of January 13, 1953. It was then that one of the most impressive moments of my life took place.

Actually, it happened quite unexpectedly as I was standing in the lunchline to take my tray back. I noticed that the line was not moving, and that there was an air of excitement throughout the dining hall. After a short wait, the line began to move—but not toward the dumbwaiters. It moved around through two dining halls and into the kitchen. Then it went downstairs into the basement. The basement was lit only with dim candles. It was not until then that I realized what was going on. How stupid of me not to have known before! It was a candlelight induction into a secret organization—and I had been tapped into it! I beamed proudly at the other girls who were also standing in line with their trays, but they seemed quite annoyed.

Soon, a girl in a waitress uniform came by and took my glass. Then, another one took my milk bottle. Another followed and took my napkin, and then my silver was removed. I had only three plates left.

By that time, I had reached the end of the line. A girl told me to put my tray on something. I didn't quite understand, so I looked at her and smiled. She took my tray and told me I could go.

The induction ceremony was over. I skipped out of the dining hall with great exuberance and hurried back to tell my roommate the good news. She was a little puzzled though, when I couldn't tell her the name of the organization of which I was a new member. I guess she doesn't understand secret societies.

### ADVERTISE

The codfish lays a million eggs. The barnyard hen but one; The codfish doesn't cackle, To show what she has done. We scorn the modest codfish The cackling hen we prize— Proving that, beyond a doubt It pays to advertise.

## Dean Roberts Will Speak on Community To Student Scientists

The student science lecture for this year will be given in the Home Economics Lecture Hall on Monday, February 2, at 7:30.

Dean Katherine Roberts will speak on the topic "A Community Studies Its Children." Dr. Roberts was Supervisor of Psychological Studies for the Rochester, Minn., Child Health Institute from 1945-1951. She will report on some of the results of the work of the Institute.

The Student Science Lectures are sponsored annually by the Faculty Science club to present some phases of scientific work the students might not meet in their regular courses.

The lecture this year is being combined with a regular meeting of the club.

## Players Hold Tryouts For Arts Forum Play

The Play-Likers are inviting campus-wide participation in their March Arts Forum production, "The Great Magician," by Lawrence Carra, reportedly one of the most celebrated presentations ever staged at Aycock.

In "The Great Magician," actually a modern conception of an Italian Comedia Del Arte production, specialty acts, singing, dancing, tumbling, and playing of musical instruments play a large and important role.

Any students interested in appearing in the production are urged to go to Aycock Auditorium for try-outs Thursday and Friday, January 30 and 31.

Play-Likers are already lining up sets and period costumes for "The Great Magician," from which many of the circus and burlesque performers in the movie "Scaramouche" originated.

## Life Saving Lists Nine Certificate Holders

The following are girls who passed off all requirements for Life Saving this semester and who received the Red Cross Certificate: Betty Campbell, Peggy Thomas, Kay Kean, Ginny Lind, Betty McCoy, Carol Miller, Arlene Gordon, Jennie Snider, and Claire Moureaux.

### TO EACH HIS OWN

An Arkansas farmer was driving down the road with a wagon-load of barnyard fertilizer. A tourist from New York chanced to stop and inquire directions. After obtaining the information he desired, the tourist inquired of the farmer what he had in the wagon. "Manure," said the farmer. "Going to spread it on my rhubarb." "Well, I'll be darned," said the tourist, "and my wife laughs at me for spreading butter on my pie!"

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Joan E. Hatch  
Cornell University

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**Be Happy-GO LUCKY!**

The shipwrecked sailor on the Isle Stays happy as can be— Though no one's there, he wears a smile Cause L.S./M.F.T.

Arnold Hoffman & Joe Harnett  
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For smoking pleasure it's a fact The cigarette I like Is fresh and smooth and fully packed And labeled "Lucky Strike"!

Genevieve Ortaggio  
Northwestern University

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It's easier than you think to make \$25 by writing a Lucky Strike jingle like those you see in this ad. Yes, we need jingles—and we pay \$25 for every one we use! So send as many as you like to: Happy-Go-Lucky, P.O. Box 67, New York 46, N.Y.





Students of Bonnie Jean Wold present recital.

## Music Students Present Versatile Vocal Recital

by Lucile Hassell

Last Saturday evening marked the presentation of a most enjoyable recital by the students of Mrs. Bonnie-Jean Wold, voice teacher in the Music Department. The program, which commenced at eight o'clock and lasted almost an hour, was designed to entertain the public with solo and ensemble singing of nine voices, sophomore through senior.

These girls were Anita Eppley, Jean Spivey, Virginia Parsons, Anne Rothgeb, Patricia Pinyan, Jean Heafner, Elizabeth Baucum, Mary G. Brumley, and Helen Howell. Also worthy of favorable comment were the sensitive accompaniments played by pianists Nancy Teague, Roberta Dixon, Lois Turner, Libby Almond, Caroline Crews, and Emily McLees.

Most of the numbers were well chosen suiting the voice and personality of the singer. One of the outstanding examples of this was heard in Jean Heafner's "Sin tu amor" by Sandoval. The program carried composition of the seventeenth through the twentieth centuries — Mozart, Puccini, Brahms, Bizet, Faure and Sacco, for a few; and the scenes shifted from "Manon" to "Madame Butterfly" to Bowles' "Blue Mountain Ballads."

Elizabeth Baucum, who did the four ballads, followed the intentions of the composer, singing them with the blues quality of a mountain singer. Elizabeth's interpretation could easily revolutionize the attitude of the Woman's College students at the recital toward the Music Department as being straight-laced.

The ensemble work of Jean Spivey, Virginia Parsons and Anne Rothgeb in Mozart's "Trio" from "Die Zauberflöte" and Jean Heafner and Anne Rothgeb in Puccini's "Flower Duet" from "Madame Butterfly" was excellent in balance and ensemble. This type of vocal work deserves more emphasis.

Of particular merit was Mary Brumley's excellent direction on her song in English, "Love's Philosophy," by Quilter. She showed that words can be as beautiful as the music. Helen Howell's singing of Sacco's ticklish little setting of "Strictly German-Proof" also exhibited first rate diction.

At the conclusion of the recital, Mrs. Wold gave a reception for

her students and those present at the program in the parlor of the Music Building.

As a P.S. to this review I feel it appropriate to suggest to each of you, be you student, faculty member, or administrator of our college community, that you watch for announcements of music recitals and take fuller advantage of the gifts of entertainment surrounding you here and indicate your interest and appreciation of the time given and talent developed in working up recitals unremunerated except by the performer's personal satisfaction and your applause.

### Cornell Grants \$200,000 For Graduate Study

More than \$200,000 in financial aid will be available to graduate students at Cornell University during the academic year 1953-54, according to an announcement by the university's Graduate School.

The grants are in the form of scholarships and fellowships for study in humanities, the social sciences, the physical sciences and mathematics, the biological and agricultural sciences, and engineering. They range in value to \$3,100.

Applications are due by February 22, 1953. Detailed information and application forms are available from the Graduate School, 125 Day Hall, Cornell.

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## From the 'Tar Heel'

Editor's Note: Among our consolidated brethren over at Chapel Hill is a very talented *Daily Tar Heel* columnist, Dorman Cordell, who wields the sword of satire very neatly in his column, "Stewpot." We herewith reprint his January 11 opus.

The following is purely a fable of course, and any right-thinking individual would know such a crazy thing could never happen in this enlightened age of ours.

Once upon a time in the far-away land of North Carolina, the people decided they would elect a new ruler, it being the custom in that strange land to elect a new ruler every quadrennium, because it had been thus even unto old times.

And two groups of persons, the outs and the ins, vied for the rulership. There was another minority group which ran a token candidate, for although this group had some support in other lands, it was practically an underground organization in North Carolina. This group was called the Whigs.

After much fuss and ado, which gave everyone excuses to make an ass of himself, the outs won over the ins. But in revenge, the ruler, who was an ins, ordered the beheading of all those who had heretofore supported the outs. And there went out a decree through all the land to that effect, and there was weeping and wailing and gnashing of teeth. But the elders consoled the people, saying: "But yet a little while, and the great King Will of the House of Bedstead will replace the wicked ruler of the ins, and we will be happy again."

And lo, it came to pass that the day of the coronation approached, and all the citizens of North Carolina rejoiced at its approach, because they knew there would be a great celebration and they could raise hell freely during the celebration. For this was a pagan land, and all the citizens were heathens.

On the day of the coronation, from all parts of the land, the peoples gathered at the capital city of Really to see the ruler crowned and to celebrate—mostly celebrate.

And the ruler, who was an ins, and the new ruler, who was an out,

## International Roundup

From the EUROPEAN STUDENTS' MIRROR

### AUSTRIA: TOO MUCH TUITION

Five thousand students rallied in Vienna last month in protest against the latest tuition rise.

The minister of education assured the students there would be no further rise and asked them to cancel the "enrollment boycott." This was done.

gathered, and they all shook hands, and said, "I always told everybody that you were a good guy, and I'm glad to shake your hand." For this was also a land of hypocrites.

When they gathered, the two rulers put on silk top hats and long coats and striped trousers, which made them feel ridiculous, but which the heathen customs of that heathen country decreed must be worn.

And the new ruler and the old ruler rode through the streets together in a great carriage, and everybody said, "Hooray," because they were full of the fruits of the vine.

And after the coronation, all and sundry gathered to dance the night away. And there was music and wine and women. And all the citizenry had their chance to raise hell.

But, even as with Cinderella, the clock struck 12, and the citizenry knew the celebration was over and that they must go back to their various parts of the land once again.

And they all dispersed, each with a happy feeling, for the new ruler had proclaimed that he was against sin, and favored virtue, manhood, womanhood, motherhood, and stood for the flag above all. And they said one to another, "He will make a good ruler, for his heart is pure."

And they all lived happily ever after, as all good characters should in all good make-believe stories. For, as said in the beginning, this is only a fable, and the enlightened world of today would never condone such actions. For the land of North Carolina has been known from the earliest part of history to have been a land of heathens.

### ENGLAND: EARLY TO BED

The traditional 10 p. m. curfew for Cambridge university students was dealt a blow last month by the vice-chancellor.

"It is perhaps strange," he said, "that in the mid-twentieth century, authorities should seriously have to consider whether 11 o'clock is a respectable hour for young men and women to be abroad." He called the early curfew "a burden" and "exceedingly irksome to young men."

### EAST GERMANY:

#### 'UNWORTHY STUDENTS'

Three students have been expelled from Potsdam Pedagogical High School, because, it was said, their political convictions rendered them "unworthy of studying at an academic institution in the German Democratic Republic."

Another three students have been reprimanded for having carried on their studies without the proper degree of "social consciousness."

### ITALY: CASH ON THE SIDE

A professor at Turin university has been arrested on charges that he sold 1,800 copies of the questions he was planning to ask on examinations, before the exams were held.

### RUSSIA: MED SCHOOLS

There are at present 76 medical schools in the Soviet Union, serving more than 100,000 students. Four new schools have recently been established.

### WEST GERMANY:

#### A SIT-DOWN STRIKE

Forty Persian students, having staged a sit-down strike in the Persian Consulate General building in Stuttgart, went to the lengths of a hunger strike.

The strike is to give emphasis to these students' demands for a greater supply of German currency so that they can return to Persia.

The Persian consulate finally sought aid of German police who cleared the students from the premises.

## The Woman's College of the University of North Carolina

### Schedule of Examinations

First Semester 1952-1953

8:15 10:30 2:00

#### Monday, January 19, 1953

Art 354	Business Ed. 365, 506	Education 355, 481
Biology 277	Economics 323	English 343
Business Ed. 314	English 352	French 101, 103, 207, 209
Chem. 221, 323, 335	German 101, 103, 209	German 329
Classical Civilization 335	Music 315, 345	History 353
Education 317, 413, 443	Physics 301	Home Economics 341
Greek 201, 403	Spanish 321	Math. 217, 327, 432
Health 338	Physical Ed. 351	Latin 101
Home Economics 593		Physics 443
Latin 103		Psychology 345
Sociology 339		Sociology 327
Spanish 101, 103, 207		Physical Ed. 339
		4:30 P. M.
		Physical Ed. for Fresh'n

#### Tuesday, January 20, 1953

Art 357	Biology 378	Art 103
Biology 351, 373	Economics 211	Astronomy 101
Business Ed. 504	History 211, 369	Biology 121, 241
Education 350	Mathematics 305	Business Ed. 321
English 217 (I), 538	Music 311	Eng. 107, 111, 449, 547
Health 341	Sociology 321	French 353
History 101	Spanish 353	Geography 237, 341
Latin 201		Health 369
Music 110, 201, 425		History 105, 373
Philosophy 321		Home Ec. 205, 301
Physics 211		Music 127, 355, 445
Sociology 449		Physics 101, 322
		Sociology 111, 211
		Political Science 321

#### Wednesday, January 21, 1953

Biol. 101, 221, 271, 333	Education 353	Biology 383
Business Ed. 423	English 327	Business Ed. 508
Chemistry 342	French 211	Education 352
English 345, 367	History 213	Eng. 229 (I), 313, 351
History 338	Home Economics 311	History 337
Mathematics 341	Music 211	Home Ec. 101, 103, 515
Music 341, 455	Physics 324	Music 111
	Spanish 327	Psych. 211, 221, 222, 341
	Sociol. 335, 323	Sociology 344
		Physical Ed. 465
		4:30 P. M.
		Phys. Ed. for Sophs.

#### Thursday, January 22, 1953

Biology 327	Art 349	Biology 381
Business Ed. 501	Chemistry 231, 337	Chem. 101, 103, 225
Economics 233	Education 351	Economics 327
English 229 (II), 336	Music 231, 325	English 217 (II), 359
Health 101, 367	Philosophy 345	Geography 335
History 355	SPhysical Ed. 241, 461	Home Ec. 307, 351
Home Ec. 303, 353		Mathematics 325
Music 301		Philosophy 361
Psychology 326, 337		Spanish 209
Spanish 211		Physical Ed. 359

#### Friday, January 23, 1953

Economics 325, 431	English 211	Art 330
Education 330	Home Economics 213	Economics 528
English A, 101, 339	Political Science 327	English 341
Music 338		Geography 211
		Math. 101, 103, 1-05
		Sociology 333
		Physical Ed. 341

#### Saturday, January 24, 1953

Art 101
Economics 530
Music 327

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