



BROTHERHOOD WEEK

Sponsored by National Conference of Christians and Jews

"Brotherhood? Impossible. Look at the differences in the peoples of the earth: differences in race, religion, nationality, and political beliefs; look at them and tell me how we can possibly be brothers."

All right, brother, we're looking, and we see all those differences; but it strikes us that something you've overlooked gives a unit of being to everyone in the world regardless of them, and that these differences are things which make brotherhood infinitely profitable for us. The unifying factor is that spark of life which was given equally in quality and quantity to every human being, by the same Power.

The profit lies in that, we were to examine and consider the qualities of these things in which we differ instead of ignoring or denouncing them with knowledge of their real natures, we might be able to evolve something better than we have now in each or any of these varied aspects of humanity. Think it over, brother, and I think you'll see that the practice of brotherhood is indeed the key to that peace for which we who live in a time of seemingly endless chaos and conflict long so very much.

Keyboard Artist Performs In Aycock Recital Feb. 27

by Lucile Hassell

Clifford Curzon, the English pianist who has been called "one of the greatest keyboard artists of all time," will appear in a recital here on Friday, February 27, in Aycock Auditorium at 8:00 p.m.

Born in London in 1907, Mr. Curzon studied with Charles Reddie, Tobias Matthay, Katharine Goodson, and, in Europe, with Artur Schnabel, Wanda Landowska, and Nadia Boulanger. He was already famous in Europe when he made an instantaneous success at his American debut in 1939, but further American appearances were postponed by the war. In 1947, he came to re-conquer this continent, and has returned each year since for tours which are invariably sold out in advance. This pianist, who has been termed an artist of "poetic, sensitive refinement" and also a "musician of the first rank," is equally in demand for recitals as well as orchestra appearances. From his enormous repertoire of more than fifty concerts, he has played representative works with almost every major orchestra. In New York his performances of Beethoven and Brahms with the New York Philharmonic-Symphony under Bruno Walter have been hailed as masterly.

Married to an American, Curzon lives in England in a Georgian house just a quarter-hour from Piccadilly. The Curzons have a "retreat" in an old stone house in the "Poets' Country" in the North of England, and a villa near Salzburg. Since Mrs. Curzon is in demand as a famous harpsichordist,

Cosmopolitans Journey To State College Dance

The Cosmopolitan Club will journey eastward Saturday for the annual semi-formal dance attended by the Cosmopolitan Clubs at State, Carolina, W. C., and Duke.

Leaving the campus at 2:30 p. m. on a chartered bus, the Woman's College club will be met at Raleigh by the State College Cosmopolitans at their Y.M.C.A. The agenda for the afternoon includes a tour of the campus, dinner, and finally the dance at the Frank Thompson gymnasium.

The first Cosmopolitan Club meeting of the semester featured slides on the Scandinavian countries.

the two have little time for vacationing. Both are ardent collectors of paintings of the Impressionist school. Curzon has played at the Edinburgh Festival, the Festival of Britain, and in every major series in England. During the war, he gave hundreds of concerts in his native country, working day and night in the Blitz. He learned a new concerto (by his countryman, Alan Rawsthorne), on a transatlantic boat trip to play with the Festival of Britain in 1951.

Mr. Curzon comes to Greensboro on the Columbia Artists series and Woman's College students are admitted by their ID cards.

Survey of WC Teacher Education

Liberal Curry System Trains WC Teachers For Three Decades

To supplement the theoretical knowledge of prospective teachers with practical experience, Curry School opened its doors in 1926. Today, twenty-seven years later, Curry boasts a student body of over four hundred, ranging from kindergarten through the twelfth grade, and a faculty of twenty-three regular and six part-time teachers. All but one of the faculty members double as supervisors of practice teachers — the exception is, understandably, a teacher of industrial arts. The students come from an area which stretches from the middle of Aycock Street to West Market, and from Mendenhall Street to the railroad.

As might be expected, the Curry student body contains a large number of children from Woman's College faculty families. As might be expected, again, Curry is one of the few high schools in the state operating on an honor system. The Curry student government is exceptionally liberal for high school government; it even includes a judicial system to try any cases which the students bring before it. Although its student body is small, Curry can claim a number of alumni who have been unusually successful in college and later life, holding their own.

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Faculty, Students Speak . . .

Seeing great variation of opinion on the subject of teacher education at Woman's College, the CAROLINIAN conducted interviews to get answers to the following question: What do you think of the effectiveness of W.C.'s educational program in regard to (1) curriculum of professional training, and (2) the practice teaching system as now in effect?

PROFS EXPRESS VIEWS

Dr. May Bush, associate professor of English: "I think that more subject matter courses and fewer educational courses should be taught. The student gets more real value from her practice teaching than she does from her educational courses. Some students tell me that there's a great deal of duplication in the various educational courses."

Dr. Franklin McNutt, professor of education and Associate Dean of the Graduate School of the University: "There are two extreme schools of thought. One holds that a command of subject-matter is all that counts in teacher preparation. The other has a rather child-like faith in 'Method' and perhaps even a mild contempt for content. Neither is in a sound position. The scholarship of the instructor yields the information; the method yields the attitudes, traits, and other intangibles. A sound balance is needed. All departments have need to take stock, prune the moribund, and expand the good."

Dr. Charles E. Prall, Dean of

the School of Education, in answer to these questions explained that there are six systems of the student teaching program at Woman's College, but that he only had charge of the general, secondary, and elementary programs. "We improve student teaching as much as we can and whenever we can. In our elementary program we feel that we are offering our student teachers broadening experiences by placing them in the city schools to teach. The best improvement," continued Dr. Prall, "would be to have a half-day program of teaching instead of the one to two hours a day teaching. This might be worked out in the elementary system but it is very unlikely that half-day program could be done in the secondary education system because of other classes—if such a program could be worked out for the secondary teachers, the special methods courses would have to be eliminated—and this couldn't be done."

In regard to the curriculum as it is now for the future teachers, Dr. Prall says he feels that there should be more freedom from certification requirements. "I believe there are too many unnecessary requirements and it's hard for a girl to major in Primary Education if she doesn't begin her Sophomore year. Too often a girl has to go to summer school a year or two to get all her requirements."

Concerning the teacher education system on campus, Dr. Prall said, "There should be more work

PHILOSOPHY PROFESSOR AND DEAN OF MEN

Dr. Trueblood was a member of the Guilford College faculty as professor of philosophy and Dean of Men from 1927-1930. He has been associate professor of philosophy at Harvard College in Pennsylvania, professor of philosophy of religion and chaplain at Stanford University, and acting professor at Harvard University and Garrett Bible Seminary. Since 1946 Dr. Trueblood has been professor of philosophy at Earlham College in Richmond, Indiana.

Well known in the field of philosophy and religion, Dr. Elton Trueblood is exceptionally qualified to deliver the Freshman University Sermon.

Heleen Maynard is chairman of the sermon committee.

IOWA NATIVE

Dr. Trueblood was born in Pleasantville, Iowa, on December 12, 1900. He now resides with his wife and four children in Richmond, Indiana.

Attending Brown University and Hartford Theological Seminary, he obtained his S.T.B. at Harvard in 1926 and Ph.D. from Johns Hopkins University in 1934. He earned his Litt.D. at Washington and Lee University in 1949 and his LL.D. from Miami University in 1951.

Indiana Professor Schedules Address At University Sermon

Dr. Elton Trueblood, professor of philosophy at Earlham College, Indiana, and author of *The Life We Prize*, will be the guest speaker for the Freshman University sermon March 1.

Spanish Movie Will Be Shown Tues., Feb. 24

"Lluvia Roja" ("Red Rain"), a Spanish movie with English subtitles, will be shown in Aycock Tuesday, February 24, at 3:00 p. m. and 7:15 p. m.

This story is read in Spanish 104, and students who have read it or expect to do so next year are especially urged to come. Admission is by I. D. card.

Short Illness Claims Life of Secretary

Miss Helen Lee Pickard, who served Woman's College as secretary to the assistant comptroller for thirty years, died Monday night after several days illness.

In memory of Miss Pickard, who was assistant purchasing agent of Woman's College, a Helen Lee Pickard Memorial Fund is being initiated by friends at the college and throughout the city of Greensboro. The fund, which has already this week grown to well over \$400, will be provided on a permanent basis for the use of Woman's College students. Mrs. Kathleen Hawkins, Student Aid Officer, will supervise the fund.

A native of Greensboro, Miss Pickard attended Greensboro College. During her long association here, she worked under the directorship of three different comptrollers of the college. Miss Pickard was active in professional women's activities and at West Market Street Methodist Church.

She has served the business offices at Woman's College since 1923.

1952'ers Obtain Top Job Landing Record

Figures released this week by the college placement office show that this year's Senior class would do very well to match the job-landing record of last June's graduates.

Of the 404 class members 386 quickly went to work, taking their pick of over 800 jobs in 24 fields of work.

According to Mrs. Josephine P. Schaeffer, director of the Placement Office, two fields, teaching and secretarial, offered four times more jobs than the Woman's College graduates could fill.

Of the 18 girls who were not channeled into jobs by the placement office, 12 did not make application, two are taking a year of travel, and six are waiting to take up jobs in definite locations to fit in with personal plans.

Many of the 1952 graduates, combining marriage and careers, report that they are managing both homes and jobs.

Mrs. Schaeffer reports that 198 graduates became teachers, the

(Continued on Page Two)

Legislature Recommends Abolishment of Societies

Legislature voted unanimously Wednesday evening to go on record for the abolition of societies on the Woman's College campus.

Pointing out that the Elliott Hall organization will fulfill the function of the societies and that the classes could assume the election of marshals, the group voted to present to the student body at the next mass meeting, a motion to effect the abolition of societies.

LETTER FROM CAROLINA

Legislature at the same time heard a letter from the Carolina delegation to the Consolidated University Council expressing dissatisfaction with the lack of contact between the students of the university and President Gordon Gray. President Gray should attend more student meetings in order to remedy this situation, the letter continued. Various members of Legislature expressed what appeared to be the opinion of the entire group when they said that the opinion of the Carolina delegation exaggerates the situation. The members agreed that President Gray is too busy to attend such meetings, also pointing out that he now as office hours at Woman's College.

The appointment of Faye Allen to serve as house president of Gray Hall in the absence of Anoush Harritunian met with Legislature approval.

DARLINETTE'S CONSTITUTION

Sue Martin presented the newly drawn-up constitution of the Darlinettes, a campus dance band, to Legislature. The constitution was submitted to an investigating committee consisting of Phyllis Franklin, chairman, Mary Scott Daniel and Hilda Bullard. The committee will report its findings to Legislature at the next meeting of the group.

Legislature voted Wednesday night to withdraw the Woman's College Student Government from the Southern Intercollegiate Association of Student Governments. The decision held that although Woman's College has been a member of the Association since 1941, it has derived little benefit from its membership. The group felt that the S. I. A. S. G. conference was not well run last year, and that the money spent in sending delegates would be more profitably used if it made possible the sending of more delegates to the annual NSA conference.

The attention of Legislature was brought to the conduct of the student body during chapel programs. House presidents were requested to remind the girls in their halls that students are not to leave their seats until the chapel program has formally ended. If the program consists of a speaker, that pro-

PROPOSED CHANGE

In an effort to alleviate the problem, the Faculty-Student Reviewing Committee is investigating the possibility of changing the chapel hour to one o'clock in which case lunch would be from twelve to one.

WC Defeats Motion To Consolidate With Neighboring Carolina

The Phi Assembly, debating society at the University of North Carolina, defeated three bills in succession at its weekly meeting, held this week in Well-Winfield ballroom under the sponsorship of the Woman's College chapter of N.S.A.

BILLS PRESENTED

The bills brought before the assembly proposed (1) that the United States withdraw from the United Nations; (2) that prohibition be re-instituted; and (3) that the University of North Carolina and the Woman's College be consolidated. The last bill was defeated mainly by an adverse vote of Woman's College students.

One of the two very active debating societies at Chapel Hill, the Phi Assembly has a very long and honorable history. Last year it made an appearance on this campus at chapel, and W.C. student leaders later visited a regular Phi meeting on the University campus. N.S.A. is sponsoring these observations of the Phi in action to get ideas for the organization of a similar sister assembly on this campus.

PHI ASSEMBLY OFFICERS

Officers of the Phi Assembly include Speaker, Clerk, Parliamentarian, Critic, and Sergeant-at-Arms. The Assembly meets each week to debate bills drawn up in standard bill form, their means of debate being somewhat formal and patterned after Robert's Rules of Order and the North Carolina Legislative Assembly.

The Assembly offers training in public speaking, parliamentary procedure, and preparing for debates. Visitors at meetings of the Assembly may debate if a member secures the floor for them. The Phi welcomes all such guests.

Any member of the student body is eligible for membership upon a two-thirds vote of the Assembly after he has been a conditioned member for four meetings and has made at least one address on a bill during that time.



Clifford Curzon

The Fearful and The Future

The reporters scoured the campus. Their assignment—to get the opinions of student teachers as to the program of teacher preparation, in regard to both the curriculum and practice teaching. It seemed relatively simple—but it wasn't. Not that the prospective teachers had no comments to make—but that they were afraid to make them. One reporter actually reported that approximately two out of every three students interviewed refused to give a statement on the grounds that they were afraid any adverse criticism might impair their chances of getting a job.

Now such a situation implies the presence of one of three alternatives: (1) Some faculty members at Woman's College have no respect for the opinions of others, and will make recommendations to future employers on the basis of the student's viewpoints rather than on that of her qualifications; (2) Future employers who might read this issue of the CAROLINIAN have no respect for the opinions of others and will hire teachers on the basis of their viewpoints rather than on that of her qualifications; (3) Woman's College students have been caught up in the blind, swirling panic that is blanketing the entire nation—the same panic that is evidenced in the recent trends toward conformity and conservatism.

Having discussed the teacher education program quite frankly with some of the most important figures of the Woman's College School of Education, we are convinced that the former alternative is quite unlikely. As is evidenced by the opinions voiced in "Survey of WC Teacher Education" on page one of this issue, the education faculty is not wholly of the opinion that our teacher training program is perfect. Alternative two seems just as unlikely. Unfortunately, the CAROLINIAN has something less than state-wide circulation; and we can see no reason why any school official would hesitate to hire a student simply because she was dissatisfied with the training she had received—that, we believe, is a point in her favor. Does this mean that our students, either forgetting or doubting that this country upholds the ideal of freedom of speech, refuse to utilize this right? If this be true, we exercise our editorial prerogative to view with alarm, and to ask: Is a job so dear or peace so sweet as to be purchased with the chains of slavery?

All Those in Favor, Say 'Aye'

As we've said before, we're in favor. We accentuated the positive last year when the Phi Assembly appeared at Woman's College and when we saw them in action on their own campus. And after a lapse of several months, we were again impressed that we once again stick out our necks in favor of the organization of a similar society on this campus.

Our reasons:

(1) We believe a debating society would offer invaluable experience in public speaking, especially in spontaneous formulation and expression of ideas.

(2) Recognizing that such societies do not spend all their time on bills of a profound and sober nature, we nevertheless feel that when consideration of serious subjects is made it is valuable in itself—i.e., the Tuesday night debate which presented the pros and cons of the U. S. membership in the U.N.

We overheard one Carolina gentleman venture the opinion that the female intellect is not as adept at debating as the masculine mind. This we accept as something of a challenge; therefore, we propose that should such a society be organized on this campus, it should challenge its "brother society" at Chapel Hill to at least one major debate each year. We should then not only have an opportunity to prove that women are here to stay in public speaking as well as in kitchens, but we should also get in a little practice at a skill which might well replace the rolling-pin method in later debates with obstinate husbands.

Therefore, be it resolved . . .

The Carolinian

Published Weekly During the Collegiate Year by the Students of Woman's College, University of North Carolina.

First published May 19, 1919. Entered as second-class matter at the post office in Greensboro, N. C., October 1, 1929, under the Act of March 3, 1879.

SUBSCRIPTION RATE

For the collegiate year, \$1.50 to students; \$2.00 to the public.

Member
Associated Collegiate Press
Distributor of
Collegiate Digest

REPRESENTED FOR NATIONAL ADVERTISING BY
National Advertising Service, Inc.
College Publishers Representative
420 MADISON AVE. NEW YORK, N. Y.
CHICAGO - BOSTON - LOS ANGELES - SAN FRANCISCO

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• Totem Pole •

By Gwen Hamer, Montae Imbt, and Janet Fyne

... an attempt to continue in the Pole's usual groove—after last week's alarming . . . uh . . . departure—by voicing an earnest plea: that the members of the Elliott Hall Council, is scheduling appropriate activities and programs for our new architectural provision will not overlook the very possible possibilities of staging arena productions in the spacious ballroom of that most versatile building. Such a decision on the part of the Council would be right in step with many other colleges and also with many cities too, which have decided that good drama coupled with economically practical yet creative stagecraft could greatly enrich the cultural programs of both. And as building new theaters in happy healthy locations is a terribly expensive proposition—because box-office returns are simply not large enough—these drama-hungry cities and schools have found their answer in theatre-in-the-round productions.



Whether called central staging, arena production, or circus theatre, this type of dramatic presentation simply does away with the proscenium of picture-frame stage—the conventional stage as we know it—and places the actors in an open lighted "acting area," surrounded on all four sides by the audience. The spectator is seldom more than ten rows away from the acting area; the seating capacity of an arena theatre usually does not exceed two hundred people.

The idea of arena production is certainly not new; it is, in fact, an ancient—perhaps the most ancient method of drama presentation of both comedy and tragedy, having its unverified beginnings about 4,000 years ago in the religious ceremonies of Egypt. These assumptions gather factual foundations in the arena productions of the Greek theatre, and it is here that modern theatre-in-the-round finds its historical and aesthetic progenitor. Although the customing was quite often extravagant, the Greek productions relied upon the art of the playwright and of the actor and the imagination of the audience to carry the drama, scenery was rarely used.

And here we hit upon perhaps the greatest asset of arena productions. Theatre-in-the-round makes the play stand on its own dramatic merit, without the crutches of spectacular settings and lighting. A good play does not need to be illustrated or decorated; the reason there have been elaborate settings for such a long time is that few of our modern dramas have been vital enough to get along without them. In giving the drama back to the actors, so to speak, the arena staging demands a great deal more naturalness from the actor in what he says and what he does.

It is certainly true that every play is not ideal for arena production. But think of the great chunks of dramatic material that are! All the plays by the Greek masters, the plays of Shakespeare and other Elizabethan dramatists, Chinese drama, plays modeled after Commedia dell'Arte, and many modern verse plays. It might be interesting to note here that Tennessee Williams' *Summer and Smoke*, which was received very poorly on Broadway, has been running for a year now at New York City's arena theatre, Circle in the Square.

The first professional theatre-in-the-round in America was Theatre '33, which opened in Dallas Texas, in the summer of 1947. Margo Jones, director of this pace-setting theatre, maintains that arena production place no limitations in selecting plays and offers her repertoire which includes the works of such diverse masters as Shakespeare, Goldsmith, Wilde, Chekhov, Moliere, Eliot, O'Neill, and Tennessee Williams to prove her point. "A play can be done," Miss Jones states, "with a completely naturalistic approach, or it can be highly stylized. There is no restriction as to style; we can create realism as well as symbolism, expression-

Teacher Education . . .

A Survey . . .

A teacher might be likened to a sculptor, and the student mind with which she works to a bulk of clay, more or less shaped and smoothed according to its age and the forces which have affected it in the past. Although the teacher's hand is not the only one which molds the personality and character and intellect of the student, it is one of the more significant ones in that it manipulates its force in important areas and over a fairly long duration of time. Therefore, the power of the teacher's influence should never be underestimated.

The foregoing comparison should have significant implications for Woman's College, which annually turns out three hundred new teachers. As one of North Carolina's chief sources of teachers, Woman's College has a solemn responsibility to see that its School of Education offers the best program possible for the training of capable teachers of young minds. Although the Woman's College product is highly esteemed among school officials of the state, it is imperative that we constantly re-evaluate our program to ascertain whether or not there is room for improvement. Hence this glance at the teacher education program provided at this college—its opportunities, its curriculum, its practical training.

The Situations . . .

Of the three hundred certified teachers graduating from Woman's College this year, almost two-thirds will vie with one another and with graduates of other school for the comparatively few positions in the high schools of the state, leaving only one-third to fill the many vacancies in the elementary schools. Since the scarcity of positions in one field and the surplus in the other are well known, why this discrepancy?

It is our contention that the clue lies in the curriculum. Examining that of the high school teacher, (of English, for example), we see that when her required hours in general education (freshman-sophomore requirements), major subject, and education are totaled, the sum is 94 semester hours, leaving 28 to be allotted between courses in her major, in a second teaching subject, and in free electives just as she pleases. On the other hand, the elementary education major finds her requirements totaling 112 hours, leaving only 10 free hours in which to pursue her special interest in other fields. The lack of elective hours might not loom so bleak on the horizon of the prospective teacher were it not for the lean content of the required subjects—sight-singing, for example, with six hours required, even of girls who have had years of piano and voice; methods and methods and more methods, with each course overlapping the other.

One might claim that a born teacher will be willing to bear these crosses for the sake of pursuing the profession she desires. But remember—the student is spending approximately \$2,500 of her parents' money and thirty-two months of her own young life to get an EDUCATION—which should be, we think, a well-balanced one which teaches her how to live, not merely how to make a living. It's an expensive investment to make in a curriculum of redundant, skimpy courses.

A check of the records will reveal that a number of students who start college with teaching as their goal drop out of the education curriculum before they have completed their requirements for certification—and this frequently occurs in the ranks of the prospective secondary school teachers. One would think that twenty-eight free hours would be enough; but again, it is not merely the lack of elective hours that causes dissatisfaction, but the lack of content in the required hours. Even the eighteen hours of education required of the high school teacher contain repetition; and many students maintain that the content of some of the courses could be combined so that the minimum requirements could drop from eighteen to fifteen hours—or perhaps even twelve.

Searching the teacher education program further, we find another source of discontent in the practice teaching situation. With the present set-up, the prospective high school teacher goes to Curry for one class period each day for one semester. In that isolated fifty- or fifty-five-minute period she is supposed to get something approximating actual teaching experience. It is obvious that such can not be the case. High school teaching does not consist of merely conducting class for an hour at a time. It includes home room, class, and extra-curricular activities; it includes counseling and personal contacts; it includes hour of teaching succeeding hour of teaching—and possibly in different subjects, or in different grades.

A Summary . . .

The State of North Carolina has a very real need for teachers of superlative quality. In the case of elementary schools, it needs these teachers in quantity. There are two steps in the procurement of good teachers. One is to attract good people—and we do not mean merely by financial promises. Many a student who has accepted the fact of a teacher's salary has been unable to resign herself to a teacher's preparatory curriculum. The second step consists in providing good preparation.

We who have experienced the present program of teacher training see the need for improvement in two areas—the curriculum and the practice teaching system. We realize that curriculum change is somewhat restricted by state requirements; therefore, we refer this problem to the proper state officials. Chancellor Graham made an attempt at improvement last fall when he proposed to the North Carolina college conference that a special committee from colleges and universities be set up to review certification requirements for elementary teachers and make recommendations to the state superintendent of public instruction in matters of policy relating teacher education. The conference defeated his motion to that effect, claiming that the other committees already organized to deal with that problem. However true that may be, the problem still exists. Governor Umstead has expressed interest in seeing the curriculum investigated. Perhaps the hope of future student teachers lies in this interest.

As for the practice teaching system, we recommend that everything possible be done to more nearly attain a "normal teaching situation" for student teachers. Some colleges have instituted a block system in which students teach all quarter (or half a semester) all day every day. This seems to constitute a "normal" situation; whether it is practicable here remains to be seen. Another solution would be a rearrangement of schedule whereby the student teacher would teach half a day each day all semester. Of course the extra experience would increase the number of semester-hour credit allotted. In the afternoon such courses as methods, philosophy of education, and perhaps a course in the major subject could be provided. This situation would not be ideal—but it would provide better training than we now have.

... the experience of every child for years to come is determined in large measure by the teachers we can offer and by the impetus that we can provide on the road to happy and effective citizenship." Dr. Graham said it. We echo it, and implore the institution of a revised, revitalized teacher education program—we owe it to every child as well as to ourselves.



—Student—
Are you read at me?

Madcap Capers

STRICTLY FOR THE BIRDS . . .

Having accidentally dropped in at Aycock Auditorium last Tuesday afternoon at 12:15, I noticed that some folks were attending a movie (I haven't quite decided if movies there are a daily event or not!) While inquiring about this matter (hoping that Stewart Granger might be a forthcoming attraction), I heard some strange howls and sounds inside the auditorium, so I decided to step in and investigate.

After stumbling over a few people who were sitting in the aisles (evidently this event attracts quite a few people—the auditorium was packed), I managed to find an empty seat (how, I don't know!). I looked up at the screen expecting to see Stewart Granger or Gregory Peck, but to my amazement I saw nothing but—BIRDS!

Being completely worn out after having attended fifteen labs (slight exaggeration, only ten) that morning, I didn't quite think that I could manage to stumble out of the auditorium without resting first—therefore I resolved to stay and look at the BIRDS.

I was enjoying the concert that the BIRDS were putting on—until I could not help but notice that the sound waves weren't quite getting to my ears because of some noises which sounded strangely like snoring. "Lo-and-behold!" I traced the snores to the girl who was sitting next to me. After arousing her to consciousness, I found out that she was Louise Easterling . . .

Here is her side of the story (Miss Louise Easterling now typing): Crawford is telling stories . . . I was not asleep, I was only resting because I had been working so very hard and I had just found out that my mother had skipped town. Yes! By George (Thrash, Mary) that is, she had actually left town, left her home, left her husband, left behind all the beautiful memories of her children! That was the shock that I was trying to recover from.

It's not the first time, though, and Crawford can sympathize with me, because she has the same family trouble. You see, we are the victims of an organization, and my mother has gone to some Yankee town to further that organization's work. Hazel (Crawford's ma) gads about, too. You never know where those two are—Chicago, Miami, the Outer Banks, or Bryson City. Sometimes we see them though, because they come to meetings here in Greensboro. Gosh, it's nice then; we go over to the Alumnae House and see them (after a two-hour wait) just before they leave for a meeting at Chapel Hill (and we try and try to get over there just once, not me but Margaret does).

It's not really terrible; so, don't, please don't feel sorry for us. We're just the victims of circumstance and we'll pull through. When I'm home, though, I try to get to the telephone to make a call and there's Maw, sitting there talking to a Member about the Family-Life Conference, or the Safety Council, or the (I've kind of forgotten since I've been up here—Maw will lecture me on forgetfulness, as soon as I get home). One week end I went home ON FRIDAY, to surprise my folks. Daddy was there (hadn't eaten in a week) and he showed me the postcard that Maw had sent him—she was in Raleigh with Hazel.

Don't shun us, we can't help it if we are P.T.A. BRATS; we're normal otherwise. But, Maw, if you happen to read this somewhere in between the speeches and the institutes, please write me, 'cause I get awfully lonesome just reading the P.T.A. Bulletin. And Hazel, please send Crawford here—she didn't get the last one and she's so blue.

We have to go now—just got wind that Sally Thieling is about to commit suicide—she's a P.T.A. BRAT, too. Toodle-ooo.



I am a professor
I will help you

Symphony Listening Holds Third Informal Gathering

Miss Elizabeth Cowling's symphony listening session had its third meeting Thursday evening in her studio in the Music Building.

The purpose of these informal gatherings is to listen to and discuss the symphonies of Beethoven and Brahms. This non-credit study course was begun by Miss Cowling last fall at the request of a number of music students, who together with Miss Cowling invite all interested members of the college community to listen and discuss with them.

The next meeting is scheduled tentatively for Tuesday, February 24, at 8:30 p.m.

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OFFSIDES

G. WALLING

M. AUSKERN

It's coming, it's coming, it's coming — yes Gym Meet is just around the corner and we promise you it's going to be nothing short of great. How do you get to see the gala affair? How much does it cost and where are the big doings. Simple answers and simple procedure! Gym Meet costs you nothing but a request for tickets. These tickets will be in your dorm Monday through Wednesday. If your parents are coming down and you want special seats don't fret just take yourself over to the gym and your request for a guest ticket will gladly be fulfilled. Coleman Gymnasium will be the site for the big nite. Don't be left out; get your tickets or better still participate in Gym Meet.

TOURNAMENT TIME
Yes sir, if you want to play the R. A. has a tournament for you now. If it's mental gymnastics you want, try the bridge tournament. The first rounds were played off Monday night.

For those who desire more activity in their competition (or who wish to confine their bridge playing to the confines of their smoke-filled rooms) there are the ping-



pong and bowling tournaments, both of which begin next week.

And, of course, for the tops in activity there's the basketball tourney, but enuf has been said about that. Remember if you're not playing get out there and cheer your team on.

Promenaders Invite Colleges to Festival

Invitations have been sent to men of seven or eight colleges in North and South Carolina to attend the third annual Square Dance Festival sponsored by the Promenader's Club of the Woman's Club on Saturday night, March 7.

In addition to the general invitations to the men of these schools, invitations have been extended to those colleges having dance teams to join the W.C. team in presenting a series of demonstrations.

There is no charge for the festival which is to be held in Coleman Gymnasium. W.C. students are especially invited to attend the dance either with their dates or stag.

In the past the Promenaders have offered several hundred people a full evening of dancing and entertainment. It is hoped that this year's festival will be even bigger and more fun than the others have been.

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Gym Meet To Be Feb. 28; 'Little Olympics' Is Theme

February 28, is the day — the date for the twenty-fifth annual Gym Meet.

Each year after Gym Meet the date for the next year's event is put on the calendar, and next Saturday night, "Little Olympics" will take its place with twenty-four other Gym Meet events.

Last year the Mary Channing Coleman Gymnasium was dedicated in a "Then and Now" Meet that marked the change over the last twenty four years since Gym Meet was first begun. This year the gymnasium will again be the setting for the Meet and some further changes will be introduced.

Significant among these changes is the new emphasis on dormitory competition. The familiar league colors and sections will be missing, since the competition will be on an individual dormitory basis; but there will be plenty of opportunity to yell and sing for your dormitory.

There will be five events in which non-major members of the dormitories may participate. Sign up sheets are on the bulletin boards for a Tug O' War, Bombardment, Basketball Throw for Distance, and a Slow Bicycle Race.

Four people may sign up for the first event and two for each of the others. But the meet would not be the same without the Relay Race, and this year's will feature inter-dorm racing teams composed of the House President, Counselor, Social

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Arty Party Is Pretty Witty States Freshman Snooper

by Mary Ann Baum

"You come to school, but you ain't smart— You got to be crazy to major in art!"

These were the lines echoing forth from the Old Library last Monday night as the notorious Art Club held its annual "Arty Party"

to initiate new members into the club.

I was there, more in spirit than in body. You see, I am ineligible for membership—first, because the club is open only to upperclassmen, and I am a lowly freshman; second, because the club is for art majors only, and—alas—my major is English Comp. But I did manage to sneak in and hide behind one of the magnificent works of art on display. It was a painting, appropriately called "The Game"—an original by Mondrian, and through the abstract I made out a tic-tac-toe game in progress with two "X's" and an "O" marked on it.

From my secluded spot I watched the guests arrive. They were attired in everything from sex to sawdust. There was a mad artist in white face and grey hair who remotely resembled by last semester's art teacher. Others included an Egyptian wall painting, a Spanish boy by Goya, and a thing in tight black with some red objects balancing on wires projected from the top. Some called it a mobile, some called it a "hollinger."

The partyers lost no time in getting underway. They began with a cracker-eating contest and advanced to blind-fold picture painting. Four girls then let loose with their vocal cords, trying to prove that art majors cannot only paint, but can sing too.

Through much laughing, screaming, and piano playing, I managed to look around the room at the odd displays on the walls. A clever three-dimensional picture showed a chopped-up University Sermon poster, a wooden spoon, and a box of Chooz. One wall was graced by a composition with the word "Ivy" written in numerous sizes and shapes across a sheet of paper. Its name was "Les Clinging Vines et Les Concubines." The artist was Mr. Ivy.

I had to discontinue my art appreciation, for a Can-Can chorus had taken the spotlight. Hot cider and doughnuts were served to the guests, who gradually left the party to go back to their dorms.

I climbed out from behind the abstract and stumbled around. I had a very floozy feeling. The room was a mess—a very artistic mess. (The author would like to express sincere thanks to Jean Hollinger for her inspiring information in the writing of this article.)

Friday
1:00-2:30—Registration in Coleman Gymnasium. \$50 for each person.

2:30—General Meeting. Dance Studio. Presiding Officer — Sarah Jones, President of the Woman's College Recreation Association. Welcome — Miss Ethel Martus, Head of the Department of Physical Education of the Woman's College. Introduction of the Speaker — Ann Neal, Program Chairman of the A. F. C. W. Conference. Speaker — Miss Ellen Griffin, Executive Secretary-Treasurer of the National A. F. C. W. Her topic will be: "Looking Backward Into A. F. C. W."

4:00—Advisory Council Meeting. Committee on A. F. C. W. Publicity. Committee on Constitutional Changes. Discussion Groups on Problems: Publicity, Co-recreation, Student Officials, Finance, Awards, will be led by delegates from Meredith, Campbell, Guilford, and Carolina.

5:45—Banquet in North Dining Hall.

8:00—Recreation: Bowling, Table tennis, Billiards, Skating or Bridge.

10:45—Pajama Parties in the residence halls.

Saturday
8:30-9:00—Registration in Coleman Gymnasium.

9:00—Panel Discussions on New Trends in the Dance Studio. "Hobby Shop" — Joyce Bevan, Duke. "Sports Days" — Rose Holland, Greensboro College. "Youth Hostel Movement" — Delegate, Appalachian. "Hall Ball" — Arlene Gorton, Graduate Student, Woman's College.

11:00—Tour.
12:30—Lunch, College dining halls.

2:30—General Meeting, Dance Studio, Presiding officer, Sara Jones. Report from Discussion Groups. Report from Publicity Committee. Report from Constitution Changes Committee. Sports Days — Mary Mitchell. Election of Officers. Speaker — Mr. C. W.

Phillips, Public Relations Adm., Woman's College, "Youth — Recreation — The Future."

4:00—Meeting of the Old and New Advisory Councils.

5:15—Dinner, college dining halls.
7:30—Gym Meet, Coleman Gymnasium — "Little Olympics."

All Woman's College students who are interested in recreation or athletics are invited to attend the conference.

Nearly 300 people are required to operate the dining halls successfully, including four dietitians, 45 fulltime cooks and workers, 25 A and T parttime workers, and between 175 and 225 Woman's College girls.

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Rosamund Farah and Ann Ford Organize Junior Dance

Junior Class Will Dance To 'Moon Mist' Saturday

The Junior Class of Woman's College will dance to the theme of "Moon Mist" in Coleman Gymnasium tomorrow night from 8:30 o'clock until midnight. Music for the annual formal will be furnished by Pete Hull and his Duke Cavaliers.

Carrying out a color scheme of black and silver, the dancers will present a dazzling effect through the use of moons, stars and silhouettes.

Dance chairman in charge of all arrangements is Miss Anne Ford of Charlotte, escorted by Robert Collins of Hendersonville. She and her escort will lead the figure at intermission followed by the class officers and their escorts: Miss Rosemund Farah, Mount Olive, president, with escort; Miss Tommie Lentz, High Point, with Robert Driscoll, Charlotte; Miss Carolyn Birgel, Greensboro, secretary, with Lem Smith, Clarkston; Miss Frankie Herman, treasurer, Conover, with Edwin Isenhour, Newton; Miss Geraldine Fish, cheerleader, with John R. Byers, Jr., Clyde; Miss Nancy Benson, National Student Association Representative, Greensboro, with Robert Marshall, Raleigh.

Members of the dance committee also in the figure are: Miss Betty Ann Saunders, Sanford, escorted by James Cashion of Sanford; Miss Linda Carol, Atlanta, Ga., escorted by A. C. Gregg, Wilmington; Miss Barbara Dobyns, Washington, D. C., escorted by Fred Hastings, Huntersville; Miss Mary Louise Ahern, Greensboro, escorted by William N. Reese, High Point; Miss Merle Cates, Greensboro, escorted by Andrew Frazier, Greensboro; Miss Nancy Graybeal, West Jefferson, escorted by Samuel Davis Byrd, Jr., West Jefferson; Miss Jaquetta Maker, Oxford, escorted by Edward L. Clayton, Stem.

Free Cigarettes Go to Chesterfield Smokers

Tuesday, February 24, will be Chesterfield Day on Woman's College campus.

On that day students will receive free packages of Chesterfields if they are smoking a Chesterfield when they are contacted by Ann Woodall, campus representative.

Anyone who is not smoking at the time, but who is carrying a package of Chesterfields will receive a small pack of Chesterfield 4's. Students will be contacted in the Soda Shop, on campus, and in the dormitories.

Travel and Study, Inc. Offer Foreign Tours

Travel & Study, Inc., of 110 East 5th Street, New York City, which every year organizes a series of tours for students and professional people to bring them into touch with their opposite numbers abroad, has just announced its program for 1953.

Foreign Assignment for students of Journalism and current affairs will be directed in 1953 by Dr. Ralph O. Nafziger, Director of the School of Journalism, University of Wisconsin. The experience of the past few years shows a growing awareness on the part of the free governments of Europe of the importance of such direct contacts. Seminars for the students are conducted by prominent European statesmen, and personalities such as Spaak and Monnet, representing the unified Europe of tomorrow, are encouraging this current of private intellectual exchange. National and international institutions open their doors wide to the participants of the tour, who through their studies at the Sorbonne and visits such as those to SHAPE, the United Nations European Headquarters, and the International Press Institute have occasion to gather a wealth of direct background knowledge on current European affairs.

In an entirely different field—Fashion—Travel & Study's tours have for the past four years acted as a behind-the-scenes introduction to the European fount of inspiration and fashion creation. This year's workshop centers on Italy, England and France.

Other tours include: Art, Theater, Music, with visits to the major Arts Festivals in Europe; East and West—a study of the rise of Western civilization taking in England, France, Italy, Greece, Turkey, the Lebanon, Syria, Jordan, Egypt and Israel; a Northern Tour featuring the 700th Anniversary of Stockholm; and special low-cost tours for students of art and architecture at the University of Rome and for political science and economics at the University of Paris.

The Department of Defense, National Security Agency, will be represented on campus Thursday and Friday, February 26 and 27. The representatives are particularly anxious to talk with seniors who would be willing to learn a foreign language and have job training at the same time. Contact the Placement Office for further information and an interview with these representatives.

Job Opportunities

The assistant superintendent of Forsyth County Schools (in and around Winston-Salem) will be in the Placement Office Tuesday, February 24, to talk with primary, grammar grade and high school seniors. Those interested are requested to make arrangements immediately for interviews.

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Faculty, Students Speak ...

(Continued from Page One)

with the school pupils long before the student teaching program is started. It can be done and is being done in the Elementary system. This observing is a good thing, and I'm glad we have been able to have Juniors doing it all year long. As far as what improvements could be made in our system, more experience ahead of student teaching would be the greatest improvement."

Miss Anna M. Kreimeier, assistant professor of education, says that she believes many of the student teachers lack the preparation to participate in the full day of school life because they have not had courses which would help them carry on certain school activities which they are bound to have to know after they begin their career as a teacher. Some of the things which Miss Kreimeier suggested that all practice teachers should be instructed in are: how to conduct assembly programs, social activities, homeroom periods; how to guide the student government activities, plays, and other dramatic presentations.

In regard to our present practice teaching system, Miss Kreimeier says that there should be more participation of the practice teachers in the extra-curricular activities of the school—such as attending the P.T.A. meetings, class meetings, social events, athletic programs, clubs, etc. "I feel that practice teachers would have more of a real view of school if they taught for a whole day for six weeks instead of the one or two hours each day for the whole semester," Miss Kreimeier stated. "By having only this short time every day, they do nothing but teach and lack contact with the students in the other phases of school life."

Another point Miss Kreimeier brought out was that she felt it was very important for the practice teachers to see the procedures of the very first days of school, and assist in the many duties that have to be taken care of during the first week. "The way it is now (which cannot be helped because of the large number of practice teachers) a girl is sent to teach in

a school that has been going on for months, and when she begins her real teaching the next year, she has had no experience in what to do on the first days of school. These first days are usually the hardest, and many times determine the success of a teacher."

STUDENT VIEWPOINT GIVEN

Jo Ann Williams, primary education major: "The education courses are very good. They favor progressive education, and give the latest up-to-date methods. The practice teaching should be a little longer; it's not quite long enough. There are so many things that we want to know, but there is not enough time to really learn all of them."

Mary Gaither, primary education major: "The curriculum is adequate. The ideal practice teaching conditions would be four years of college training, and one year entirely devoted to practice teaching. But this seems impossible at present."

Ann Pepper, elementary education major: "I feel that there should be more professional subjects for us instead of the straight academic subjects. Practice teaching is improving, but there should be a whole day instead of just half a day."

Peggy Moore: "It is a good idea to understand the organization of the school before you start teaching. To better prepare you to formulate your own philosophy of education, the course in Philosophy of Education is very necessary. As far as the methods courses go, they could be of much more value to the students if they were more specific. Practice teaching is essential, although you are not in a typical teaching situation. The supervisor should give more constructive criticism and allow the student teacher to express more of his own ideas."

Pat Crowell, elementary education: Some of the courses should be combined in the department of education, and things of more practical use should be offered. For instance, in primary education, the required art courses could very easily be combined. One

Vaughan Handles Practice Teaching with Tact, Kleenex

by Mary Ann Baum

At Curry School, it is possible for a girl to begin in kindergarten, go through high school, and continue across the street at college until she receives her Master's degree.

complaint of practice teaching is that the supervisor does all the thinking and deciding for the student teacher.

Edith Hawley, art major: If the education courses could be combined into one really good, well organized course instead of the four courses that are now required, a student planning to teach could get a better general education which would be perhaps more valuable to her as a teacher.

Frances Armstrong: There should be either fewer courses in education or ones which give more practical information. As far as practice teaching goes, it is good experience, but the situation in the classroom has already been created and when a teacher really starts teaching, she has to carry a much bigger load. The criticism of the supervisor is of great value to the student, but I feel that the School of Education could accomplish more if it were revised.

Lea Upchurch, primary education: Teaching is one of the most challenging and rewarding tasks I have ever undertaken. Although I realize that a classroom containing a practice teacher, or several, plus a teacher is not an entirely normal situation, I am, however, very grateful for the experience and supervision because I am seeing methods of teaching put into practice.

secondary education: Practice teaching is a real challenge. It aids maturation of college students. Success seems to depend upon the way the teacher approaches her class. Mastery of subject matter is important, but secondary to good student-teacher rapport.

It is very time consuming but very rewarding—Could never be considered boring!

Mr. No one has the right to be prouder of that fact than Mr. Herbert Vaughan, principal of this on-campus school for practice teachers.

Mr. Vaughan has tremendous understanding of the teacher and the taught, a necessity for a man in his job. Unlike most principals, who have to cope only with the students, he has to know just how to handle practice teachers too. He finds that they are apt to get discouraged at first and often come into his office to pour out their troubles to him. For such occasions, he keeps a big box of Kleenex in his bottom drawer.

Practice teaching, in Mr. Vaughan's opinion, is the most important course taught to prospective teachers. In this course the teacher finds that she must be a "jack of all trades and master of none." Of the other courses in the teacher training program, he points out that in these there is always need for study and room for revision. Of the practice teachers, he says, "I've never found a finer, more co-operative group."

A native of Charlotte, Mr. Vaughan spent much of his life in South Carolina. He received a B.S. degree at Wofford and an M. A. at George Peabody, and then went on to teach chemistry in Asheville for several years. In fact, that's how he met his wife—she was teaching chemistry across the hall! He was principal of Lee Edwards High School, where he met and worked with a student named Charlie Justice.

During World War II, Curry's principal saw action in eight major campaigns in Africa, and Sicily.

Mr. Vaughan is the first one at school in the morning and often the first to leave. This is so that he can have more time to spend with his wife and his six-year old daughter, Dee. According to her father, Dee is very smart. He modestly states, "She takes after her mother." A future W. C. student, perhaps? Who knows? Maybe she'll receive a Master's degree!

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