

## Brain Tester From 'Coronet'-With No Guesses Barred

Test Your Skill and Luck—But Remember—Close Doesn't Count

Here are fifty questions referring to well-known persons, places and things frequently mentioned in conversation and reading. Count 2% for each correct answer. A score of 70% is good; 80% is very good; and 90% is excellent.

1. Give the poetic name for Nova Scotia.
2. Who, in fairy tales, was known as a tyrannical wife-killer?
3. Whom did Cicero excoriate in his famous orations?
4. The *Iliad* is Homer's story of a Greek siege of a city. Name the city.
5. Upon what food did the ancient gods subsist?
6. What state is known as the "Mother of Presidents?"
7. Who is the "Old Lady of Threadneedle Street?"
8. In which hall in Philadelphia did the Continental Congress meet?
9. Who was the Quaker Poet?
10. Give the name of Virgil's epic poem.
11. What is the name of the imaginary island Sir Thomas More pictured as an ideal commonwealth?
12. Who was the "Iron Duke?"
13. Give the popular name for the Parisian Stock Exchange.
14. Who was the Scandinavian god of war?
15. What nickname is given to England because of her cliffs of chalk?
16. Which legendary monarch "loved his pipe and bowl?"
17. Locate the Spanish Main.
18. By what name is a person "born within sound of Bow Bells" known?
19. For what exploit is Commodore Oliver Hazard Perry most famous?
20. For what exploit is Commodore Matthew Calbraith Perry most famous?
21. Who was known as the father of medicine?
22. *Honi soit qui mal y pense* (Shame to him who evil thinks) is the motto of an order instituted by Edward III of England. Name the order.
23. Which Italian city is called "The bride of the Sea?"
24. Give the name of London's Wall Street.
25. Name the ancient Roman road joining Rome with Capua.
26. Who founded the French Academy?
27. The Fabian Policy is one of delay. Who was known as the American Fabian?
28. Which American river is called "The Father of Waters?"
29. Name the two pillars of Hercules.
30. Where and what is the Sorbonne?
31. What was Archimedes reputed to have exclaimed upon discovering a way to test Hieron's crown?
32. What was "Stonewall" Jackson's real name?
33. Give the poetic name for Scotland.
34. Who was the "Iron Chancellor?"
35. What library, founded by Ptolemy, was burned in 47 B. C.
36. Which is the Eternal City?
37. Who was the "Scourge of God?"
38. What is Chauvinism?
39. Which two British houses opposed each other in the War of the Roses?
40. Who were the Academics?
41. What American city is called the "Queen City?"

## Science Club Plans For Out-of-Class Discussions

Club Plans for Good Year With Jos. Christmas as President

Shortly after the mammoth science class of over five score met, it was decided that the general aim of the course could best be met and interest best be maintained through out-of-class discussions, research and discoveries in the field of science.

Composed almost wholly of Freshmen and Sophomores the club prospers under the leadership of Joseph Christmas, president, E. G. Spaulding, vice-president, Robert Lee Duren, secretary, Mary Peace, assistant-secretary, and Catherine Goins, treasurer. The chairman of the social committee, Morman Mitchell, and chairman of the program committee, Willie Jones, have pledged their full support.

In the first meeting the chief aim of the organization: to foster science in this school, was discussed by the president. In his deliberation he proposed a number of field trips during the coming year, several invited speakers, and of course, an occasional refreshment as a stimulant, a proposal that met with the approval of the entire body.

With the interest of every member so keyed, the organization is prepared and we believe will move forward, establishing departmental concepts for the science clubs that follow us.

W. H. MITCHELL, Sponsor.  
ROBERT L. DUREN, Sec'y.

## 'Y' Hikers Have An Enjoyable Outing On Weenie Roast

By Dorothy Whitted

Here we go folks! We've started the new school year right! All of us girls went on a "Y" hike our first Saturday afternoon here, and what a hike it was!

Up hill and down hill, crossing bridges and walking by the side of railroads—that hike, but we enjoyed it.

When we did find a place to rest some of us girls had to ramble around in the woods, and some of us sat down and had lots of fun playing all kinds of games.

Oh, we had a delightful time, but the best part of all was the "weenie roast!" Everybody found sticks, everybody roasted weenies, and everybody ate rolls, mustard and onions until there was room for no more.

Of course we had to drag back home, but after that—no more food for us! Our supper passed before our eyes, but we couldn't taste a mouthful—thanks to the "Y", its wonderful hike, and its "weenie roast."

42. What is a Round Robin?
43. Give the name of the brass statue at Rhodes.
44. Which island is Queen of the Antilles?
45. Give the meaning of the word "Allah," the Mohammedan name for God.
46. Which diamond in the British crown is called the "Mountain of light?"
47. What were the Philippics?
48. What and where is the largest American library?
49. Name the quarter in Moscow which consists of palaces, cathedrals and towers.
50. Who were the household gods of the Romans?

—Coronet.

Answers on 4th page.

President Shepard is still talking about the little foxes which destroy the vines.

## Home Economics Planning To Meet Needs Of Growth

By Mrs. Lucille Jackson

Education for home and family life is not new. For generations such education was passed on from mother to daughter. During these generations, however, homemaking changed very little and the same techniques and methods were used year after year.

This is no longer true. The complexity of the present age and the keen competition in the struggle to earn a living has made school training in this specific field essential. In the early days this was the business of the elementary school. During this era such training was called Domestic Science and was fundamentally the acquisition of skills in cooking and serving. Wide awake women realized that training in these two skills was insufficient and a study of the job of home making was made.

As a result of this study both curriculum content and methods of teaching were enriched. Home management, nutrition, family and personal finances, child development and social relationships were added. The name Home Economics was given to this group of courses. From this period Home Economics was taught in high schools and better trained teachers were demanded.

Thus Home Economics went to college. With the development of the scientific attitude toward all fields of knowledge it soon became evident to Home Economics leaders that women could not be trained efficiently in the field without a basic knowledge of biology, Physiology, physics, chemistry, psychology, sociology and economics as prerequisites to a thorough understanding of their Home Economics courses. Courses in the physical and social sciences were also recognized as basic for judging the value of new ideas so rapidly presented in a fast moving civilization.

Once in college the training for home making divided itself into specialized courses designed for teachers, dietitians, nutritionists, interior decorators, cafeteria managers, textile experts and many other allied vocational interests.

With this historical background Home Economics has found its way to N. C. College. During the formative years of the department the course of study here will be specifically designed for the training of teachers. Later as the demands increase and money is made available we plan to offer specific training for the above vocations.

Meanwhile the department offers its services to all branches of the college.

## Slang From Shakespeare

1. Not so hot.
2. Go hang yourself.
3. How you do talk.
4. I hope to frame thee.
5. Flaming youth.
6. Done me wrong.
7. She falls for it.
8. Dead as a door nail.
9. Beat it.
10. If he fall in, good night.

## Courage

If wealth is gone—then something is gone!

Quick, make up thy mind  
And fresh wealth find.

If honor is gone—then much is gone!  
Seek glory to find,

And people then will alter their mind.

If courage is gone—then all is gone!  
'Twere better that thou hadst never been born.

—Goethe.

## Coach Burghardt Says Team Is Making Progress

Lack of Reserve Material Is Proving Big Handicap

Coach Burghardt and his assistant, Coach McLendon, though by no means satisfied with the work of the team, feel that the boys have come a long way in the past three weeks.

Though the team presented in no way the polished, smooth running machine that is the ultimate goal of the coaching staff, they did however, show the fight, stamina and grim determination that is so essential as a foundation upon which the smooth mechanical football machine must be based.

One of the greatest weaknesses that must be faced in the attempt to bring about a successful team, from the standpoint of games won and lost, is the dire lack of reserve material. Coach Burghardt points out the fact that only 14 men were used in the gruelling game against Bluefield which only goes to show that should a serious injury or two crop up on the Eagles' squad the chances of getting very far are null and void.

## MEN OF LETTERS

The lads who go to college

And are known as "letter men"  
May not lead the world in knowledge

But in sports they're better men.  
While in each examination

He may fail to lead his class  
He'll inform the whole darn nation

He can throw a forward pass.

## N. C. C. Extension Courses For '37 Off To Good Start

(Continued from page 1)

be done. An assistant worker was appointed to do part time service, and so the work went on to the end of the year.

So great has been the demand for this service as rendered by our college, that the current year the full time worker has found it necessary to call to his assistance, not only the part time helper, but four additional part time workers and this extension service is already assuming departmental importance. What the future holds in store is a matter that rests on the knees of the gods, so to speak. But you ask a very important question, "Do these teachers appreciate what the state of North Carolina and the institutions are doing for them?"

Your question is a natural inquiry and one not inspired by anything like criticism or ridicule, and so in a like spirit, I shall attempt to say things that will help at least in your own answer to the question you have asked.

I feel that it is just possible that one who has extended service in work of this kind both on and off the campus ought to be able to speak with the voice of experience, at least. So without further parley, my answer to your question is, yes. These in-service teachers do appreciate most cordially what the state and the institutions are doing to help them better fit themselves for their work. Not only do they appreciate what is being done, but many of them are making untold sacrifices to meet these classes in extension work and do acceptably the assignments of their instructors.

To reach the extension center, many of these teachers must travel long distances, over almost impassable roads and frequently in equally impossible conveyances, and this without any period of rest and relaxation between the time they close their own work day and the time they begin extension class work. Here at the extension center, this

same tired teacher must remain several hours, more or less, frequently in an over-crowded room.

Does it seem a thing incredible to say, in spite of such difficulties, a large majority of these justly tired teachers actually come to class both cheerful and eager for class work and assignments. This writer has long since made it a part of his own class room technic to be cheerful in manner and pleasant in speech in the class room, but many times he has been made to marvel at the wonderful endurance and persistent efforts of many of these teachers in his extension classes. Are not these things evidences of the appreciative spirit of the men and women that comprise our extension service groups?

There is indelibly engraved on the memory of this writer a positive instance of one teacher's sacrifice that came directly under his observation. He was conducting an extension class at the local institution—he had informed his class that on this particular afternoon he would give a test covering the work of the previous week. In this class was a young woman who taught in an outlying school, possibly a mile or so outside, too far for one to walk in on time, yet inconvenient to transportation. This young woman, always earnest and persistent in her efforts at self improvement, on this day had come hurriedly from her work, walking part of the distance in order to be on time, rushed into class and almost immediately collapsed and fell in a dead swoon before any one could reach her. In the nearby hospital, several days later, it was learned this young teacher to meet extension class had pushed back her dinner hour several hours later than usual, forcing herself to be without food six hours more. And yet what this teacher attempted to do, others are trying to do today.

Many other instances could be cited in support of the assertion that many of these teachers are making untold sacrifices of one kind or the other to do successfully the work of offered extension courses. And while there is much speculation just now among these teachers as to whether there will be any state offered extension courses for in-service teachers after July 1939, it can be said that North Carolina College for Negroes has seen this need of helping the in-service teacher and so long as there is the felt need, it is certain that this institution will not be found wanting. This is the lesson off-campus extension service has taught the college administration.

## Revolt Of Hitch-Hiker

"After the Revolution," I said "I'll be driving a swell car like this and you'll be thumbing rides along the highway."

My benefactor said, "Huh?"

"You heard me," I replied. "Things won't always be like this. We hitch-hikers will rise one of these days, and take what's coming to us."

After thinking it over, he said to me: "You're liable to get what's coming to you before one of these days."

This remark sounded unpleasant, so I ignored it.

"In the meantime," I continued, "we are organizing to demand justice and enforce our rights. We want fewer dull stories from the driver, a hot dog at every stop for gas, the right to demand more speed when late for appointments, the privilege of . . . don't you know it's extremely rude to turn on the radio when someone is talking?"

—Coronet.