

TRAFFIC HAS RULES TOO

If nearly 40,000 Americans were killed in one catastrophe, the news would rock the nation!

Yet, last year, 38,500 Americans were killed and 1,400,000 were injured on our streets and highways. Economic loss was more than \$5,300,000,000. At the rate we're going so far this year 42,000 will be killed in traffic in 1958.

That's the picture of the present national traffic emergency, so designed by the National Safety Council.

This awful toll is doubly tragic when we realize the 32,500 of those killed need not have died. Kemper Insurance studies reveal that more than 85 per cent of the people who died on the highway in 1957 were killed in accidents involving people who disobeyed traffic laws.

Law abiding drivers and pedestrians deserve protection from those who break the laws. If the potential killers won't obey the

laws voluntarily, strict enforcement of traffic laws and impartial justice must be employed.

It's a proven fact that in every city and state where law enforcement has been stepped up, the traffic toll has gone down. This attack on the problem is spreading throughout the nation.

(Taken from "College Newspaper Contest")

You students, supposedly intelligent young adults, have a responsibility to the rest of society. Unless you, as a motorist or pedestrian, know and obey traffic laws and demand and support strict and impartial enforcement of realistic traffic laws, you are not accepting this responsibility. Seven out of every ten persons killed or injured in traffic accidents are innocent victims of law-violating drivers. Don't you be one of those drivers. With Christmas vacation coming up, take heed and mind the rules.

DANFORTH GIVES GRANT

A news story appears on page one stating that Guilford College has been given a \$10,000 Danforth Foundation Grant. Perhaps this should be explained a little further.

For many years now Guilford has had a program to assist young professors in obtaining an advanced degree. One way the college does this is by granting a leave of absence. This means that the professor is released from his teaching position for a certain period of time and is allotted

money during that period so that he can spend his time working and not be bothered with the worry of supporting his family. His job is held for him until his graduate work is near completion. Then he returns to the teaching faculty of Guilford. This is one of the reasons for Guilford's having such an outstanding faculty to boast about.

The money from the Danforth Grant will be used to further this program, which can be considered as an experiment of the Foundation.

RULES

It has come to the attention of the *Guilfordian* that the regulations applying to girls are somewhat vague. Through no individual fault, there seems to be no

one designated place that girls can turn to to find the exact rules applying to their particular cases. The WSG Regulations handbook, the Student Handbook (both old and new editions)—all these have a jumbled list of "do's and don't's" applying to girls activities. You can do something on Friday night, but not on Monday night; you can walk across campus in bermudas alone, but not with a boy; you can go Christmas shopping with your mother, but it counts as an off-campus date.

As long as girls are asked to comply with these rules, whether they be ridiculous or practical, the regulations should be easily accessible. One compact book containing all the rules would solve the problem. It's not so much the fact that girls want to break rules. Rather it's the fact that there are so many rules to break and these numerous rules cannot be located readily.

Merry Christmas

from the

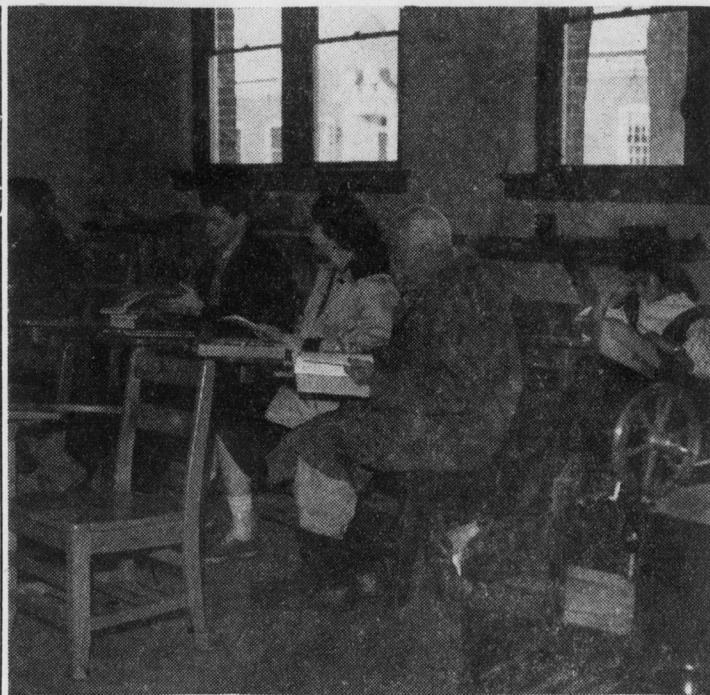
Guilfordian Staff

Dr. Furnas Strengthens Linguistic Skills In First Year Spanish Class

Dr. Furnas doesn't seem to think that a speaking and reading knowledge of six or seven foreign languages is enough for one man to acquire during a lifetime. This is evidenced by his frequent appearances in one of Senora Hunt's first year Spanish classes.

Among his reasons for taking Spanish is the fact that almost "everybody is doing it." Dr. Furnas says that since the people of the United States have rather close contact, both personal and political, with many of the Spanish speaking people, it is a good idea for them to be able to speak Spanish and he is no exception to the rule. Then, too, he wants to find out why so many of his majors choose to study Spanish rather than German or French. Do the students take Spanish because they feel that it will be more serviceable to them in their later life than French or German could be? Is it because Spanish is reputed to be the easiest of all languages to learn? Is Spanish really an easy language to learn? Dr. Furnas feels that he can find the answers to these and other questions only after he has mastered the Spanish language.

Among the difficulties he finds in learning Spanish is the constant overlapping of the vocabularies of the various languages which he knows, with the Spanish vocabulary. Quite often the Span-



ish meaning of a word may be the opposite of the meaning of the same word in another language. He finds French a great help in his understanding of Spanish grammar.

Whether you are fond of Spanish or Russian, Dr. Furnas would like for you to know that knowledge,

especially a reading knowledge, of French or German and preferably both is a graduate school entrance requirement for all English Majors.

By all means take all of the Spanish courses you want to, but don't forget to sprinkle in a little German and French. "A bird in hand is worth two in the bush."

LETTERS TO THE EDITOR



Dear Editor:

The tragedy in which many lives were lost in a fire last week has brought vividly to my mind a problem here at Guilford College which I feel should be dealt with by the proper authorities.

I am not familiar with the number or situation of fire escapes in all the dormitories on our campus. I do know, however, that Mary Hobbs Hall is in serious need of a fire escape leading from the bedroom of the back suite on the west end of the building. If a fire should sweep up the narrow stairway adjacent to the bedroom of the suite, the four girls who live in the suite would have no means of escape. They could not possibly reach either of the fire escapes which lead from the rooms on the north and south wings of the building.

We have been told that the walls of the stairway are fireproof. We know, however, that the steps are made of wood. The back hall on the second floor which is under the back suite on third floor, also needs a fire escape. If a fire escape were installed leading from the third-floor bedroom down past the window on the back hall of the second floor, approximately twenty-five girls would be much safer if a fire should occur.

We might think, "Why worry? We'll never have a fire." But what if we did have a fire? Isn't taking every precaution to save lives more important than being negligent or evading the reality of the problem?

Many people think the problem is real. Something can and should be done about it. But will it be done?

—Joyce Neal

Dear Editor,

Continually we hear the theme pounded into our heads: study, work, learn, achieve! We are continually given a series of assignments, lectures, and tests (and this

is as it should be); however, for the most part, after the tests are given, they seem to be forgotten (by the persons who are supposed to grade them, that is)! Students are required to take the tests and are, it would seem, entitled to know what they made on them.

How can a person have the incentive to study and excel on a test when he doesn't know whether he passed or failed the one given two or three weeks ago? How can he know if he's studying in the right manner if tests (the way of measuring what he is learning) are not corrected and returned?

We realize that the faculty has a lot of papers to correct, many things to occupy their time, but aren't we entitled to have back the scores on one test before another is given?

To those of you who do give back test papers within a reasonable amount of time, we offer our most hearty thanks!

Yours truly,
A. T.

Letters to Editor—
Editor
The Guilfordian
We wish to express our deepest

appreciation to each of those students and faculty members who gave blood to the Bloodmobile on December 3 in the names of our sons, Stephen and Jonathan.

Sincerely,
Edward E. and Bessie Terrell

Rhodes Scholars Visit Our Campus

Twelve college and university students vying for coveted Rhodes Scholarships for study at England's Oxford University met here at Guilford Wednesday for an interview by selection committee members.

Two applicants were selected for the Southern regional eliminations in Atlanta, Ga., to be held today and tomorrow.

Rhodes Scholarships, currently valued at 750 British pounds annually, are awarded each year to 32 American men between the ages of 19 and 25, chosen in state and regional eliminations.

The Rhodes scholar may choose studies in any of Oxford's 23 colleges.



"...AND IF YOU THROW ANY WILD PARTIES, I HAVE JUST ONE LITTLE RULE—YOU MUST INVITE ME."

The Guilfordian



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