

Stitch-Witchery

(Ed.'s note: The following column will be printed by the Twig as a regular feature in the interest of those Meredith students who have been and may become interested in knitting, sewing, and crocheting.)

It's a cinch to pick up a few extra fashion credits. And a snap course if you ever met one! Anybody who can tame a logarithm can whip a seam, and any girl who ever grappled with an irregular verb can make a pair of knitting needles sit up and purl. Each of these bright new fashions is yours for the making. Send a postcard to me at the address below and the easy-to-follow directions will come winging back to you.

Topside, the beret. Only we'll wager it will be the berets, as plural as your imagination and your crochet hook can make them. Three balls of wool make one. A natural for short hair, berets pack flat, look casual or dressed up, just as you like. For a complete hat wardrobe we suggest a bright color for sports, a black to light up with your own sparkler and one in a pretty pastel, sequin-dusted.

Two can live more chic-ly than one, especially if the better half is an easy-to-knit cardigan sweater with wonderful batting sleeves and turn-down crochet collar. Make it in mustard for a gray flannel skirt, in turquoise for black velvet slacks or a black taffeta skirt.

On Your feet, crocheted wool boots will give you a warm foundation for midnight cramming. These are navy and red, zipped up the front and attached to the new wedgie soles. While you're at it, why not make several pair—remember, Christmas is just around the corner.

You'll be able to run up a jersey lily in a jiffy. Perfectly straight blouse, it has the new high shirred neck and looks lovely in any vivid color. Be back with a new batch of wardrobe refreshers next issue!

Write to me c/o The Spool Cotton Company, Dept. D-5, 745 Fifth Avenue, New York 22, N. Y., for directions to make any of these . . . the beret (crocheted), the cardigan (knitted), the boots (crocheted), and the blouse (sewed). . . . Sally Bobbin.



KIRSTEN FLAGSTAD

he was at High Point. Salisbury was visited on November 2, and on November 8 he went to the Fayetteville High School.

Miss Grant also represented Meredith on November 3 at Central High School in Charlotte.

Language Class Writes Letters To Spanish Boys

One of Senorita Neblett's advanced Spanish classes in grammar and composition is enjoying an assignment for once. The assignment is quite interesting because it involves corresponding with Spanish boys from Madrid and Vilbao. The boys write to the girls in Spanish and the girls respond with letters in English. Many of the boys have sent several of their native land magazines to our Meredith girls. Incidentally, there has also been an exchange of photographs. In return, Senorita Neblett has sent these Spanish correspondants copies of our Meredith catalogue, the handbook, the TWIG, and recent issues of Time magazine containing pictures of South America.

The Meredith students who are corresponding with these Spaniards are the following: Ernestine Nance, Margaret Mul-

lican, Emily Pool, Marilyn Mills, Carolyn Crook, Dot Haight, and Doris Champion. Others who are corresponding but are not taking the course are Martha Holland, Julia Presson and Jane Earl Burch.

TWO FOREIGN STUDENTS

(Continued from page one)

After her arrival, she waited four or five days for her parents, but soon she heard that Jaffa had fallen to the Jews. The Jews would not let the boat leave; therefore her parents weren't able to go to Lebanon. Of the 100,000 population of Jaffa, only 4,950 people had left.

It was hard for Laurice to learn any details or news about her home. She decided to go back to Jaffa, and with the help of the Red Cross she hoped to return home. The Jews and Arabs made a truce, and during that time she was able to go to Lyade which is only one half an hour's drive to Jaffa. She was able to stay with some relatives there, and she spent her time working in a hospital.

By working for the Red Cross, she hoped to obtain permission to go home. She finally received permission to go in a Red Cross truck that was going to Jaffa. Only Red Cross workers were

allowed to go; however, the Jews broke their truce the next day and Lyade fell.

For many days the people suffered because of the water supply which was exhausted and because of the small supply of food. When the Jews captured the city, they informed the unimportant people that they might leave, but the important people were to be held as prisoners to be used in exchange for Jewish prisoners. Laurice was held as a prisoner. One of her pupils had a Jewish friend, and this friend offered to see what she could do to help Laurice. The girl tried to get permission from the commander so that Laurice might leave. He refused the permission, and the girl went into the officers quarters and forged his signature.

Laurice was able to leave with the unimportant people, and some of her relatives also left with her. At the entrance of the city officers were inspecting the people and taking what money and jewelry they had. When the people evacuated the city, naturally they took what money they had. Laurice's cousin had eight thousand dollars and when he objected and asked if he might keep part of it, the Jews killed him in front of his wife and relatives. Laurice lost some \$200 and some jewelry.

The people continued on their way over mountains and through valleys, not knowing the correct route, but hoping to reach Ramallah. Many people died of thirst, hunger, and exhaustion, and it was nothing uncommon to see many bodies along the way.

Laurice suffered much from exhaustion, lack of food and water. She had a nervous breakdown as the result of her experiences, and she went to Trans-Jordan to recover. By radio she was able to inform her parents of her safety. After she was well, Laurice worked with the Red Cross, and she also did some teaching.

Through her brother, who is a graduate of State, Laurice was able to come to the United States to forget her horrible war experiences. She decided that as long as she was here she would study. With Dr. Wallace's help her brother was able to obtain permission for her to come to the U. S. as a student, but she must return after her studies are complete.

Here she expects to major in sociology in order that she might do social work in her own country. She also hopes to teach after her country gets back to normal. When in Palestine she taught Arabic literature and math. She also taught the grammar grades English and science.

Now Laurice writes articles on American life for papers in Jerusalem and informs them of any important news of the U. S.

Meredith is proud of having such a person as a member of the student body. She is very well-liked by the students, and everyone hopes that she will like us enough to continue her studies here at Meredith.

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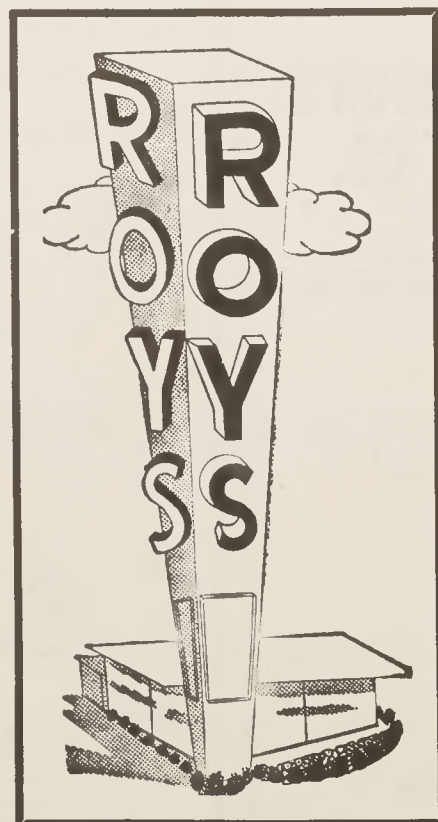
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DEAN PEACOCK VISITS STATE HIGH SCHOOLS

Dean Leishman A. Peacock represented Meredith recently at a number of high schools over the state which observed College Days. At the schools which he visited Dean Peacock was available for conferences for all students interested in attending Meredith.

On October 31 he visited R. J. Reynolds High School in Winston-Salem, and on November 1

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