



Students of Shakespeare gather in a classmate's room to study a chart of the English Kings. While Phyllis Nottingham points out the various rulers, Mary Ella Hall, Gwen Horne, Julia Hough, Marian King and "Mickey" Rouse look on.

## LITERATURE STUDENTS DISCOVER REALISM IN SHAKESPEARE'S LOVERS

"Who chooseth me . . ."

Choose may be a dangerous word if not used correctly. This has had special significance to the class studying Shakespeare's plays. Currently this word applies to plays classified as comedies, which follow the trend of young lovers. It is very noticeable that although there is an element of chance in Shakespeare's love affairs, the young people concerned usually find the right person in the end.

This stirs up quite a bit of interest as to how it happens so unerringly, but who likes to read a play with a bad ending! On the pages and between the lines there is advice that sounds logical and is just as applicable today as in the sixteenth century.

### Useful Advice

Shakespeare's lovers played fair when they reached their goals, but the false dealers always lost. "The Merchant of Venice" usually calls to mind a pound of flesh extorted from the living body of a man, but the love of Portia lives much more vividly. Her father compelled her lovers to choose between three chests for her hand in marriage. These chests bore the labels, "Who chooseth me shall gain what many men desire,"

"Who chooseth me shall get as much as he deserves," and "Who chooseth me must give and hazard all he hath." They all promised much except the latter, which chosen by the true lover yielded the coveted prize, the lady.

"Midsummer Night's Dream" was a knotty tangle until the fairies took matters into their own hands and used their magical herbs to bring the wayward lovers to their right loves. "The Two Gentlemen of Verona" found their life-long friendship strained until they learned to recognize their own loves instead of pursuing the same prize.

In another familiar play a reading discovers that love's labours are all lost until lovers stop playing roles. Here young men at court learned they couldn't send love tokens to their lady loves and play at entertaining them without entrapping themselves. How the ladies switched love tokens and led the men a merry chase might be a lesson well-learned today.

"The Taming of the Shrew" isn't just another play written in 1594 when real names are substituted in it. Shakespeare's characters begin to live for the student when she sees them as living people. A little imagina-

tion supplies the canals of Venice, the blue skies of Italy, the castles of the Renaissance, and all the pageantry of Medieval Europe to complete the picture.

When studying Shakespeare it is interesting to notice that so many people read, have ideas, and write criticisms about him. A colorful example of this tendency is Falstaff, the subject of many a student's theme. Choose whatever opinion you wish of him and the criticisms in the stacks give you new ideas. Similarly classes become lively when the questions of lovers' motives are under consideration.

Why did the ladies exchange love tokens? How did Portia learn to be a lawyer? Why did the same Portia take the ring slyly from her husband and then give it back to him? Answers vary surprisingly on these problems—even in a class of ten students.

Choosing between Shakespeare's men and women according to their concepts of love is like real life, because the scope of the plays is so broad. The ideas of love are fascinating and debatable, but it is just one of the many problems of the Shakespeare student. In this particular incident one may extract a passage from the great tragedy of "Hamlet" and apply it to Shakespeare's lovers in the comedies—"To be or not to be. That is the question."

### INSTITUTE OF RELIGION CONVENES

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peditionary Force. Later he served on the faculties of Yale and Columbia Universities. During the war he lectured and wrote in connection with the meaning of war, the requirements for peace, and international co-operation in general. He is now Director of Special Services Division of United Nations and also Chief of the Section for Lecture and Educational Services at the Public Information Department.

Dr. Henry Field is known as one of the most widely traveled American scientists. His anthropological and archeological research is internationally known. He has studied at Eton; New College, Oxford; Heidelberg University in Germany and at Harvard. Formerly he held the position of curator of the Field Museum of Natural History.

Oscar Ross Ewing was educated at Indiana University and Harvard. He was editor of the

Harvard Law Review for two years, served in the army as an Air Service Captain during the war and has served as special assistant to the United States Attorney-General on several cases. In 1942 Mr. Ewing was assistant chief of the Democratic National Committee. In 1947 he was appointed to his present position as Federal Security Administrator.

Colonel Ben C. Link is an American-educated Asian diplomat now serving as Foreign Minister to the Republic of Korea. He was graduated from Mt. Hermon Preparatory School and attended Ohio State University. For thirty years he served as private secretary to Korea's President, Dr. Rhee, after which he was appointed Foreign Minister of Korea and has since been speaking in an eloquent voice against the forces of totalitarianism in the world.

John Coleman Bennett, a Canadian by birth, was graduated cum laude from Williams College in Massachusetts, attended Mansfield College of Oxford University, and was graduated magna cum laude from Union Theological Seminary in New York where he now serves as Professor of Christian Theology and Ethics. He has written several books, three of which have been translated into Japanese.

Elizabeth Gray Vining was appointed by the Japanese Imperial Household in 1946 as tutor to the son of the Emperor of Japan. The next several years were very important in Mrs. Vining's life but they were not her only claim to fame. She is also known for her children's literature among which are two prize winning books, *Sandy* and *Adam of the Road*. Mrs. Vining is a graduate of Bryn Mawr College and has held positions as Professor of English and library science which she studied at Drexel Institute.

### VIEWS FROM OTHER NEWS

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I knew it I was ready to graduate without any plans whatsoever. Young people today seem to be thinking too much about a good time and seem to forget that God has a definite plan for each life if they will only take time to find out what it is. One way to help decide upon a vocation is by reading books on vocations, join-

ing clubs and activities, and talking with people who are engaged in various professions. What a person does with his life is a big step and certainly should not be taken lightly.

I would make friends outside my own little circle. One of the finest people I know is a girl I only really came to know in my senior year. Think of the joys I missed by not knowing her before! Not only does meeting all types of people widen a person's circle of acquaintances, it also gives him a broader viewpoint and a better understanding of people.

### SAI SPONSORS

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admitted on the basis of interest, excellence in scholarship and musical ability, and faculty recommendation.

Following the recital, a reception will be held in the SAI chapter room to which everyone is invited.

The program will include: Dialogue, Romance, and Intermezzo from "The Symphonic Piece" by Clokey, with Miss Forrestine Whitaker, pianist and Miss Ruth Woodman, organist; "Sonata for Violin and Piano" by Copland, Miss Phyllis Weyer, violin soloist, accompanied by Miss Janet Anderson; and "The Bells of St. Anne de Beaupré" by Russell, performed by Dr. Harry Cooper, organist.

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