

✓ ✓ ✓ The BELLES ✓ ✓ ✓ OF SAINT MARY'S

Published every two weeks by the student body of Saint Mary's School

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MEN—ON THE MARCH

Why is it that the mere discussion in Economics class of the current topic of German occupation of Czechoslovakia is depressing, terribly so? And why does the thought of a European war, which might eventually involve the United States in spite of the most determined efforts to remain isolated, strike particular terror in the heart of every peace-loving youth in America?

In the first place, we "war-babies" (nicknamed such because we were born during or soon after the throes of the World War) have been taught to be desperately afraid of war and desperately cautious in preserving peace at almost any cost short of the total obliteration of democracy. But in spite of this, before many of the new generation have reached the age of twenty-one, before they are old enough to prevent a repetition of the greatest disaster in history, another situation has arisen which may unmercifully involve not only the nations of Europe in war, but also America's "war-babies"—her youth, you and me, and our brothers.

And our hands are tied. We cannot do a thing. We can but pray for the Munich Conference!

EDUCATION AND YOU

Broadly speaking, education is one of the greatest fundamental forces serving mankind. In every way it is a constructive service, its objective being to develop the individual and to prepare him to become a valuable citizen in the community. If that thought is imperishable, education is an eternal force. Obviously, it is the source of vast power—mentally, physically, socially, and economically—to everyone qualified and eligible to share its benefits. It reveals the criterion of universal knowledge to every applicant of its benefits.

It is not a flaw in the educational system if the individual fails to grasp, or deliberately rejects, the benefits of study. On the other hand, anyone, as he glories in the security afforded by education, should be extremely grateful, manifesting personal appreciation expressed in terms of individual scholastic effort.

The school becomes, unconsciously, a close and very dear factor and influence in later life, perpetuating its own ideals and principles in the life of the individual. You are your school and the fate of Saint Mary's lies in the continued success of her students. Her fate will require the best that is in you, which necessitates your best effort and the establishment of the highest possible ideals. In exchange Alma Mater has to offer you—knowledge and the balance that will pave the way of life with success and happiness.

PLANE OF LIFE

"You needn't learn that, because I know the instructor won't ask for it." This plan of study, which such an attitude suggests, is accepted by an alarming number of students as a legitimate policy and the smart thing. Overlooking everything else, they may overemphasize the importance of grades by which they want to please family and friends or self. On the other hand, they have disregarded the fact that the "cram-for-test" method is only temporarily successful and in the long run completely inadequate. Good grades are not sufficient in themselves.

The primary interest of parents and friends, and of one's self, is to achieve a background of knowledge for later life which good grades may suggest, but which good grades do not necessarily guarantee. So an eagerness to learn as much as possible should be cultivated, instead of an adroit method of getting along with a minimum of learning.

It is strange how much time is spent in creating impressions. Why should one feel that grades are of more importance than the knowledge they indicate? Though here at school they may give one a superior feeling, in life they will mean nothing. We will be judged by what we are and not by what our school grades say that we are. A straight "A" record is small exchange for that love of learning for learning's sake that will give pleasure all through life. It is entirely a matter of putting the emphasis on the right things.

WHICH ONE WHEN?

It has been the custom for many years at Saint Mary's to have two dances a year. The Senior dance has heretofore been held in May, but there are a great many students who feel that there are several very good reasons why the time of the year for the fetes should be exchanged.

In the first place, the Junior-Senior dance naturally has almost double the number of girls in attendance, and, therefore, as many more boys. This being true, it seems logical that this dance should be given in December when the weather is not so sweltering. Old students have the recollection of the discomfort of last year's hot May night to convince them of the common sense of this argument!

Secondly, it would be very nice for the Juniors to have the Junior-Senior dance in December. It would help them meet new boys and might mean dates on week-ends the rest of the year—and no one, certainly, would begrudge a date to an attractive Junior conscientious about her work during the week.

And, finally, May is certainly the appropriate time for a devoted student body to entertain its Seniors. In graduation season, it would be a very fitting time to honor the outgoing class.

If you are interested, Juniors and Seniors, support this proposition and something might come of it.