

The Hilltop

"Plain Living and High Thinking"

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Spring—And Mars Hill

"Hurrah! Exams are over and the new semester has begun. It surely seems good to have nothing to do, doesn't it? I'll just lie around and get behind in all classes—wonderful life! Have we already begun saying this? If this were two years ago, maybe we could procrastinate and get by with it, but this is not two years ago. This is February, 1943, and each one of us has a duty to perform.

The end of the fall semester found a large number of our boys absent—absent because they have been called by our country. No doubt more of us will be called to the colors during the spring semester; but until we are, we shall be here serving the best we know how.

Each one of us that is left has a two-fold purpose. The first is our duty to our country and the second to our parents. Going to college this spring semester with this two-fold purpose should stimulate everyone to reach perfection. This semester is going to be work, work, and more work; and furthermore, we're going to love it. There'll be very little time for trifles or for patience with those who persist in trifling. So—if you're wise you'll do like the rest—work for recreation. To any who disagree, we merely say, "Get hep—or get out!"—L. R. J.

After This—What?

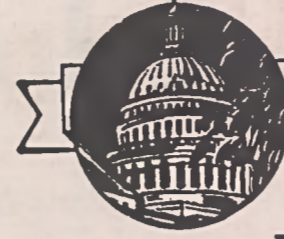
Lately much has been written and spoken about the peace agreement which will follow the present war. Our government and our people are wise in this. Whatever plan is formulated must be the result of long and intense thought.

But logical and fair thinking is difficult under the conditions in which we find ourselves now. The thinking of many people in regard to the peace agreement is motivated by a spirit of revenge and hatred for the enemy. Such an attitude will serve only as soil for the seeds of future conflicts. The present struggle is largely, almost wholly, the result of the type of peace settlement which was forced upon the losers in the last World War. The men who were most influential in deciding the terms were still raging over the atrocities of the Germans, and they felt that merely losing the war was insufficient for Germany.

When America first began direct participation in the present war our government advocated a policy of hatred for many of the things which our enemies represent and uphold, but not for our enemies themselves. For a time this plan seemed to be followed by many of our people. But when stories of the atrocities and the deception of our enemies, particularly those of the Japanese, came to us, the radios, newspapers and magazines began to present information to the public with a tone of hatred. Many radio dramas seethe with rancorous phrases which present the enemy as the most bestial of human beings.

Since the type of peace terms which our country and the other United Nations (assuming and believing that we shall win the war) will present to the enemy will be influenced greatly by public opinion, it is the duty of each of us to think clearly and without malice, to see and profit from the mistakes of men of the past, and to include in our thinking the welfare of all peoples everywhere. Permanent peace can come only when our love and interest disregard international boundaries and include all the world in their scope. After this war is over, in what kind of world shall we live? We can help to make it a happy world for all the nations by using our influence to see that all the countries, conquerors and conquered, get a fair deal.

—J. W. C.



CAPITAL to CAMPUS

A. C. P.'s Correspondent Reports from Washington

Army's College Requirements

Washington, D. C. (ACP).—To get into the Army's Specialized Training Program in U. S. colleges, men must get at least 110 in the Army classification test, the same grade required of those who want to take officer training.

Other requirements, previously announced, stipulate that candidates have at least a high school education. Further, they must either be in basic army training, or have completed it. Except in the case of advanced college training courses, men must be at least 18 and no more than 21 years old. There is no maximum age limits for advanced training.

Originally scheduled to start about Feb. 1, it now appears that the Army's college program won't get under way until a later date.

* * * *

Since the Army announced its training program in mid-December, criticism of it has been heavy. Whether it's due to this needling or for some other reason, the Army has relaxed its provisions for college men who are enlisted in reserve corps.

College men in the reserves and in "advanced technical and engineering courses" may now finish the academic year. The same goes for first-year advanced ROTC students, most of whom are juniors. Under the original Army order, some of these students would have been required to leave college earlier.

Civilian Manpower & Colleges

College training for prospective civilian war workers is being discussed in Washington's War Manpower Commission. Present plans envision federal subsidies for education of both young men and women for important civilian war jobs.

Advocates of the new plan point out that a \$39,000,000 request for a college war-training program was pared to a paltry \$5,000,000 by the last Congress and the government's Budget Bureau. Why not, they ask, be realistic and speed things up by forgetting the subsidy?

The catch is, of course, that many of our best potential war workers may be unable to finance college educations—or feel that they cannot afford college when they can make big wages at comparatively unskilled war jobs.

Books The Students Choose

For Law Students

New World Constitutional Harmony: A Pan-Americanadian Panorama by George Jaffin. New York, Columbia Law Review. This essay marks the beginning of a long-range policy of the Columbia Law Review to foster a more general understanding of the fact that there are numerous legal problems of equally vital interest to both parts of this Hemisphere. The attainment of such a goal, which lies in the reciprocal interest of all the peoples concerned, is hardly possible without a deepened knowledge of the legal institutions of our sister republics in the New World.

For Music Students:

Our New Music by Aaron Copland. New York, Whittlesey House.—Many music lovers feel that they cannot appreciate modern music, and even those who like to listen to it often find it difficult to evaluate. Why does it almost always, at first hearing, sound so disturbing? Why does it appear to be lacking in melody (unlike the masterpieces of the 19th Century)? Is it always complex and formidable? What aims and ideas have the composers in mind? Aaron Copland attempts to answer these questions in this book that offers a brilliant panorama of fifty years of new music.

For English Students:

Twentieth Century Authors edited by Stanley J. Kunitz and Howard Haycraft. New York, The H. W. Wilson Company.—Other people's lives seem to have a fascination for everybody, particularly when people become prominent or famous. What it is that makes us want to know more about writers than about other celebrities is difficult to tell, but reference librarians the country over find that the liveliest curiosity seems to be about authors. Here is the answer to 1850 of their questions, for **Twentieth Century Authors** includes 1850 biographical sketches of writers who have, in a literary sense, flourished since 1900. Information about hundreds of these authors is nowhere else available.

For Ministerial Students:

Preaching From The Prophets by Kyle M. Yates. New York, Harper and Brothers.—Among the great men in history whose teachings have survived the turbulence of the ages are the eighteen Hebrew prophets. Dr. Yates has drawn from a full twenty years' experience as Professor of Old Testament study and has written this vivid account of the times.

For Home-Economics Students:

The Nutrition Handbook by Demetria Taylor. New York, Doubleday Doran.—Never before have we been so vitally aware of the necessity of a sound knowledge of the nutritional value of food. The purpose of this book is to explain nutrition so that there will be a ready understanding of food values and their application: what vitamins, minerals, proteins, and carbohydrates are contained in food, their functions, sources, and what they do for us.

Rambling W Robbie

I would like to see snappy ball games days. . . . Letters of money . . . uniforms . . . and athletes from 24's d eral Hospital.

I don't care to have more about my "bla the . . . Exams . . . talk walking in my sleep . . . Flynn . . .

I've a great curiosity . . . all my term paper typed and handed in . . . graduation day . . . would look in the u . . . the WAVES . . . But any more shaved he "cram" sessions . . .

Nothing bores me . . . classes for which s prepared my lesson . . . ple who say things s mean them . . . havil to bed at 10:30—wher at all sleepy . . .

I shiver at the th . . . Ghosts . . . m speech before a large of people . . . execut mittee . . .

I am thrilled to the . . . my S. P. . . le packages . . . a w band . . .

This campus would same without . . . Dr. chapel messages . . . everyone being ly . . .

I'd like to go bacn't days when . . . th plenty of granulated sty gas and tires to bout it' . . . there was no H

17-Year-Old

(Continued from P. 1) is and actually enrolled) is dent in the colleges ase is 15 to 'be eligible forte is program.

Youths wishing is st under the Navy's V-1's, v may apply at the Naval Officer Procuremer Healey Bldg., Atlan mai Lynch Building, Jack tools Fla.; University of So ma lina, Columbia, S. stor State College, Raleigh plot

A Prayer

Oh God, we raise a pes That pierces thro' you clouds of war-torn hoop Its dazzling faith cl wards on the air And at heaven's gate

Our prayer is humbl For what are we to great a plea Unless our hearts fro 194 earth's dark shade, lab Will ever trust in Th

Oh Father, and our Og p Of Thee Thy children serv boon today, And humbly bow our the sod As, earnestly, we pro

Dear Father, hear ou a That our true faith to should so increase, be That Christian lands be the earth will share w An everlasting peace pu

—Maureen