

# The Blues Replies . . . . .

In the May 14 issue of the BLUES a letter from Mr. Harley A. Scott of the psychology department appeared. This letter was, in short, a gripe against the BLUES and the lack of the paper's—shall we say for lack of a better term—"spirit" in general. Perhaps Mr. Scott is well-grounded in some of his statements; however, we of the staff feel that we should answer some of his contentions. He seems most annoyed with the BLUES lackadaisical attitude and the fact that we do not speak out for and against college policies and actions. Upon several occasions we have attempted to criticize certain actions; these attempts have been blocked by the censorship which is necessarily placed upon the BLUES. We might add that in a small school such as Queens, newspaper policies are necessarily more personal than as in a huge school such as Duke University or U. N. C. Faculty, administration, and student body are so closely related that criticisms almost always assume a personal air. We of the BLUES do not wish to insult or criticize in such a way as might attack specific persons. In a small institution harmony is essential for the smooth working of all phases of life there.

As to opinion polls: since psychologists are naturally interested in statistics, we might suggest that Mr. Scott use his testing bureau facilities for opinion polls. The BLUES would be only too glad to print the results. The staff of the BLUES is composed of people who, besides writing articles for, editing, making-up, and finding sources of revenue for, and circulating a newspaper, are going to school. They find it difficult, therefore, to find time to interview students for their opinions concerning college policies. It might be possible to carry these on if more students would actively participate—not just sign up for it—in the work of putting out the BLUES. It is not an easy task to find people who will write for the BLUES; we can imagine what they would say if asked to conduct a poll!

If Mr. Scott would look in his copy of the BLUES for January 26, 1951 he would find, on the editorial page, an editorial which asked for student contributions of suggestions for improving Queens. We quote from that article:

How would you, the readers, like to have an Open Forum in the BLUES . . . a column for your ideas, suggestions, and brain storms? We, the staff, would be happy to co-operate with you in making a success of such a column if you want it. It is up to you, the readers, to say whether or not you want this addition to your paper not by saying so, but by writing for it.

This is not to be a "gripes" column . . . What we want are suggestions. All of you have ideas for improving life on campus. Let's hear them . . . Who knows what you may accomplish? . . ."

The reason the column has never appeared? The BLUES has received no contribution whatsoever.

We would like to close with a sentence from the Queens Student Handbook. In the publications section the following explains the function of the BLUES: "Its chief function is to review past events and to forecast future ones." This has been the aim of the BLUES in the past and will continue to be in the future. If the students wish to contribute suggestions or articles, we will print them. However, we feel that we have enough griping on this campus without purposely setting out to make our newspaper nothing but four pages of complaints.

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The Blues is the college newspaper of Queens College, Charlotte, North Carolina, and as such is one of the three major publications of the institution . . . the other two being The Quill, the literary magazine, and The Coronet, the college annual.

## CAMPUS . . .

### . . . CHOICE

To most of the student body and faculty at Queens, our Campus Choice for this issue needs absolutely no introduction. Certainly you will have seen him on our campus, and many of you have been privileged to enjoy being in classes with him. He is one of our most versatile Queens co-eds, Mr. Shelton M. Hutchinson.

Mr. Hutchinson was born near Charlotte and now resides within a few miles of the city. He attended the University of Louisville where he received his B.S. and Louisville Presbyterian Seminary where he received a B. D. degree. As a chaplain in the C. C. C. and also as a U. S. Army chaplain, he had an opportunity for quite a bit of traveling, having been to forty-one states and to England.

Our Campus Choice is certainly a jack-of-all trades. In his backyard he runs a yard stick factory and has a well drilling outfit. He is now in the Real Estate business. He is also a geologist and last but not least, he is a preacher, pastor of Hoskins - McGee Presbyterian Church of Charlotte. He is certainly an accomplished musician and is able to play twenty instruments.

Queens is certainly proud to have such a versatile co-ed.

## Calender of Events

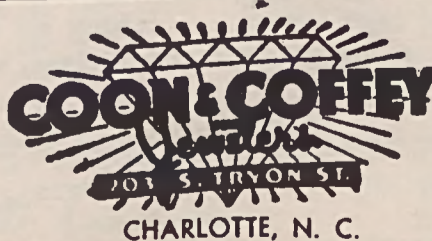
- Tuesday, May 22—Miss Eagle-Student Recital.
- Thursday, May 24 — Reading Day.
- Friday, May 25 — Thursday, May 31—Exams.
- Friday, June 1—Coffee Honoring Seniors' Parents. Commencement Concert.
- Saturday, June 2—Mrs. Sinclair-Student Recital (Town pupils), Alumnae Home Coming.
- Sunday, June 3—Baccalaureate Sermon.
- Monday, June 4 — Commencement Day.

## Graduation Week End

- Friday, June 1
  - 8:15 p. m. Student and faculty concert, Ninnis Auditorium.
- Saturday, June 2: Homecoming.
  - 11 a. m. Alumnae Baby Show, Burwell.
  - 1:00 p. m. Luncheon for alumnae chapter representatives.
  - 3:00-5:30 p. m. Reunion class meetings.
  - 4:00 p. m. Class Day.
  - 6:00 p. m. Homecoming dinner, Morrison.
  - 7:30 p. m. Coffee honoring seniors' parents, Stultz Building.
- Sunday, June 3
  - 11:00 a. m. Baccalaureate Sermon—Belk Chapel—Rev. Vernon S. Broyles, Jr.
- Monday, June 4
  - 10:30 a. m. Commencement — Belk Chapel—Speaker: Mr. Jennings Randolph.

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## Reflections Of A Senior . . . . .

It is a strange and mysterious feeling that broods upon me as I walk down the aisle of Belk Chapel for the last time on Commencement Day. This day I saw vaguely when I stepped a foot on Queens College for the first time and became a college freshman. I wonder what has happened to that freshman during the past four years.

At the beginning she knew nothing, but she knew that she knew nothing and was ready to be taught. During Orientation Week she developed admiration and respect for her college and her leaders. With solemn sincerity she made the traditional story, "The Queens' Lookout", a part of herself. With determination she accepted personally the challenge presented to the student body by the Dean of Students. Each chapel program, each lecture, and each opportunity was grasped with eagerness by the freshman. Of course, the freshman must be kept aware of the humanism of college students; thus the ordeal of Rat Day. But nothing in college life ever equalled the thrill of the first vacation, the suspense of the first college exams, and the beauty of spring in the freshman year. And as the school year closes, the freshman has lost much of her freshness.

The sophomore is in a transition period from the freshman to the junior. She feels at home now in the college; she has managed to keep some of her freshman enthusiasm. But she is also supposedly sophisticated, though I wonder if she might just be resting from the hurdles of the freshman year. Anyway, the sophomore year is wonderful.

Who can be compared with the jolly junior in a class of her own kind? If money is needed, the juniors are "on the ball". They can do anything: give parties for freshman, sponsor concerts and glee clubs, sell Burma Placks, and even give the seniors a banquet with a floor show!

The senior at first isn't quite sure that she is a senior. With a last Christmas dance and a last Boars Head Dinner at Queens, she slowly slips into her dignified position. Then the second semester, with its practice teaching and landing a job or a husband, makes her more aware that she is completing her college work. The senior position becomes grandeur with teas, luncheons, dinners, picnics, and class spirit as Commencement Day draws near. The Commencement Day itself brings splendor, happiness, sadness, and the diploma.

So I, the green freshman only four years ago, am the dignified senior walking down the aisle of Belk Chapel. —Claribel Moles.

## To The Seniors . . . .

### "We're Sorry You're Going Away" . . .

The seniors have been expressing by means of song that they would "rather be a senior than sit in the President's chair", and then in almost the same breath they admit that they would "trade our books and knowledge for a handsome six foot two".

All this makes us wonder if the seniors were not educated in the wrong direction. But then we take a close look at the record of the Class of 1951. They were twice winners of the Stunt Night Cup. Many of them have been student counselors and members of student council. They participate in the publication of the BLUES, CORONET, and QUILL. They disprove the fallacy that a person has to be dumb to be beautiful, for every May Court in the past four years has been representative to a large percentage of our seniors. These girls did not get their wholesome beauty by sitting around idly, because they are also fine athletes and took an active part in the program of R. A.

The members of the Class of 1951 are noted for their good leadership, high Christian ideals, and sense of humor. The juniors think of them in connection with hilarious "rat court days". The sophomores look upon them as true friends. The freshmen regard them in awe for having reached college graduation. The seniors think of themselves as being the Class of 1951, the best of all the classes at Queens.

With fond farewells we say to the Seniors of 1951:

"We're sorry you're going away,  
 We wish that you could stay,  
 We know we will miss you,  
 We wish we could kiss you,  
 We're sorry you're going away."

## The Question Box

"What have you gotten out of four years of college?"

How do you feel about graduation?"

BERTIE AYERS: "I am very, very happy that I am graduating this year. I value highly the friends I have made and my teacher's certificate."

DEE DEE SHEPARD: "Though this path leads just to college" . . . it also leads to a wealth of friendships, knowledge that is effective in daily life, and a greater walk some day. All these statements are supported by the fact that the friends I have made and the education I have had have enabled me to get a job at the Charlotte Day Nursery beginning a week after graduation."

CLARIBEL MOLES: "My four years of college have been a rich and broadening experience. I am sorry to graduate, but I am very happy to begin my work as a Bible teacher."

BUNNY FOWLER: "Here at Queens I have had experiences that have broadening me in many ways—both in respect to the friends I have made and to my academic work. I look upon graduation as a step that opens the door to the next phase of life, and I am looking forward to taking that step."

DEANIE BERRYHILL: "After taking the Graduate Record Exams, it seems I've gotten "nothing" from college! But seriously, my college years have been an experience which I shall always value in all of its phases. I am looking forward to graduation but know that next year I'll want to be back at Queens again."

B. J. McCUTCHEON: "I am very glad that I will graduate this year, and I feel very proud of my teacher's certificate."