

New Dorm To Open Late

Slight Enrollment Decrease Shown By Housing Requests

A comparatively small number of students have dropped out of school this quarter according to James E. Wadsworth, University housing director.

Exact figures on enrollment won't be ready for a week but on indications gathered from the number of applications for rooms and vacancies in dormitories and town show that the decrease from last quarter's 5,773 will be small.

Housing on campus and in town is adequate, Wadsworth indicated.

Cobb dormitory, formerly known as H Dorm will not be opened this quarter as expected. The new dorm will probably be ready by March but won't be used until May, according to J. S. Bennett, director of operations. At that time visitors from all sections of the South will be on hand for opening ceremonies of the North Carolina Health Center. Many will be housed at Cobb. Students can expect to use the new dorm for summer school. The dorm was scheduled to open January 1 but construction was delayed because of strikes and material shortages. It will have a capacity

of 448 including 165 two-occupant rooms, 36 triples, and 10 single rooms totaling 211.

Tentative housing plans for the lower quad and Whitehead include changing three occupant-rooms to two. Any man on campus who now lives in a three occupant-room can switch to two.

Coeds have more room this quarter than in the fall. Many three occupant rooms have been converted to two. The housing situation is described as good by the dean of students office. According to Wadsworth, however, coed enrollment is limited because of dormitory space. Undergraduate coeds must live on campus.

A new address form has been adopted for students changing their address. These should be turned in to the Housing office, second floor, New East annex, as soon as the new address is known. For emergency purposes a record of student addresses is kept in the Housing office, the YMCA, or at Central Records.

Norms Needed To End Puzzle

St. Louis, Mo.-(IP)—The typical graduate of many universities today is completely confused because most institutions of higher learning have either a very vague philosophy of education or else admit they do not know their objectives and are seeking a philosophy of education by the trial-and-error process, according to the Very Rev. Paul C. Reinert, S. J., president of St. Louis University.

"The graduates may have a mind filled with facts of all kinds, but he has no norms, no means by which he can evaluate his own actions and those of his fellow-men," he said. "Only a university which has a correct evaluation of the nature and purpose of the individual and his place in society can offer any solution to the momentous problems which face us today."

Dimes Help in Steps to Health



Linda Lee Miller, 3, pulls herself up the steps at Ithaca, N. Y., Reconstruction time with aid of newly-fitted braces. Four out of every five polio victims last year needed and received help from March of Dimes, in addition to 45,000 patients from past years who still required assistance. January is March of Dimes month throughout the nation.

Seniors Told To Register For Placement

Seniors who will be seeking jobs in business and industry after graduation or following military service should register immediately with the Placement Service in room 209 South Building.

According to Joe Galloway, director of placement, over 200 representatives of business and industry visited the campus to interview students for employment during the school year 1950-51. In addition, 547 job opportunities were reported to his office by mail or telephone.

For students who registered with the Placement Service last year, approximately 1900 employer interviews were arranged and over 1200 personnel records were mailed to prospective employers.

Only 9% of last year's graduates who registered with the Placement Service entered military service immediately following graduation. Since many organizations are interviewing promising college graduates regardless of draft status, non-veterans are urged to complete registration for placement while in school.

In order of greatest demand, employer requests (10 or more) last year were as follows: sales and retailing, general business, accounting, chemistry, physics, production, personnel, mathematics, banking, and statistics. Several of these fields required graduate study or experience.

Mr. Galloway emphasizes that the Placement Survey card submitted by seniors during the fall quarter does not constitute registration with his office. To be registered for Placement, a student must complete a set of forms requiring, in addition to personal data, confidential faculty ratings, transcript of courses and grades, and photographs. "This file is permanent," Mr. Galloway explained. "It is the basis for supplying information to employers and government investigators while the student is in school and for answering inquiries after he has left the University."

A.M. Jordan Is Author Of Book He Can't Read

A University of North Carolina professor is the author of a book he can't read.

He is Dr. A. M. Jordan, professor of educational psychology in the University of North Carolina, and the latest edition of one of his books, "Educational Psychology," is written in Japanese.

The volume is concerned with the principles of psychology as applied to teacher-training.

Dr. Jordan has just received a copy of the new edition published in Japan for use in schools in that country. No student of Japanese but aware that reading is up and down and from right to left, Dr. Jordan soon found his photograph printed in the back instead of the front of the book. His introductory statement came before his photograph on the next to the last page.

The Japanese characters take so much more space to print that "Educational Psychology" took two volumes in Japan instead of Dr. Jordan's modest one volume. His signature was printed vertically, with the capital "M." below the capital "A." But Jordan

was written in Japanese. In most of the charters the numerals were written in Arabic.

Dr. Jordan in his introductory statement said it was his wish "that the teachers of Japan, in realizing that the learning process is the same everywhere, will recognize more clearly that the problems of education are universal and be imbued with the ideal that men of good will in all places are embarked on the same undertaking."

Explaining the purpose of his book, he said that "educational psychology has as its major goals the understanding and motivation of children... By emphasizing the discovery of children's interests and by aiding these capacities to grow and expand into desirable habits, attitudes and ideals, educational psychology points the way to the development of well-rounded personalities."

"Educational Psychology," an outstandingly successful textbook, was first printed by Henry Holt company in 1928 and revised in 1942. Dr. Jordan is now at work

on another revision. Ten thousand copies were sold the first year, and 12,000 in the third edition.

It was published in Tokyo this fall by Chukyo Shuppan Sha, publishing company of which Ken Inaba is managing editor. The book was translated by Takayuki Shirane, a graduate of Kyushu University and now executive director of the Japan Maritime Boy Scouts. Mr. Shirane has also translated such works as "History of German Educational Philosophy" and "Introduction to Educational Philosophy."

Among some of the Japanese company's other published works are "Industrial Research," by F. Russell Bichowsky; "The Life of Science," by George Sarton; "Lives," by Gustav Eckstein, and "Little House on the Prairie," by Laura Ingalls Wilder. It specializes in textbooks for elementary and junior high school pupils.

A native of Somerton, Va., Dr. Jordan took his A. B. at Randolph Macon, his A. M. at Duke, and his Ph. D. at Columbia. He was a member of the faculty of

the University of Arkansas from 1914-23 and has served here at North Carolina since then. He also taught at the Columbia and Northwestern summer sessions.

His other books include "Children's Interest in Reading," "Manual of Experiments in Educational Psychology," "Objective Tests in Education and Psychology," and "How to Study."

A New Years Wish

To the Bulls Head, and Book Ex and all our Competitors,
To Tarheel and Yack, and to each of their editors,
To Junior Instructors, Professors and President,
And lecturers (visiting Fellows or resident)
To each of the biddies in Carr and McIver
Along with the guy with a yen to deceive her,
To the sirens of Alderman, Spencer and Smith,
And the chaps whose mad dreams are entangled therewith
To the cuties of Kenan, and all the nice dames
Whose sororities have such unrhymable names
To each of you men—you're the pride of the nation
And the principal prop to co-ed education—

Here's a wish—may your New Year bring wisdom and plenty
And all that you long for—and, Deo Volente,
May we of the Intimate add to your cheer
And contribute our bit to your

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