

THE GUILFORDIAN

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We hope it will be possible to have a bonfire after the Elon game!

THE GUILFORDIAN heartily endorses the ideas set forth in last week's open forum on "Defense of Formality."

Guilford has liberal social rules but some people have rather eccentric ideas as to how they should be interpreted.

Some one asked why the freshmen are dropping out of literary societies. We hadn't realized before that "the rats" were so intelligent.

NO WONDER . . . !

Dr. Kressin has resigned from his position as professor of French. He contemplates a long rest, following the terrible shock he suffered recently, when he found that certain wonder students quit his course because the home assignments had been too easy and not long enough.

A Myth

Newspaper criticism of college youth continues to run rampant, and on the other side the college publications strenuously uphold the opinion that the college of today is conducive to constructive, uplifting, valuable thought. If it were possible to get accurate, dependable statistics on the question, we venture to predict that the highly touted thinking students would be about as rare as Southern whites at a negro convention for racial equality. Cartoonists of a few years ago depicted the student as a "hard working," highly intellectual, frail, sallow-cheeked individual, going across the campus with his head buried in a book of the dialogues of Plato. The cartoonist may have been correct, but "them days are gone"—apparently forever on the Guilford campus.

We have no desire to disillusion the lovers of the classics and the followers of the ancient philosophers, but the very evident fact remains that virtually no constructive thought takes place on this or

any other campus from the day the collegiate year opens until it closes—unless such thought be on some interesting and instructive form of student activities. The professors read their lectures and ask their questions from notes and computations gathered many years ago and expect students to read dry text books written concerning a subject instead of having them read the authority itself. We venture to make the assertion that if the student's notebook were to be opened it would contain, not a group of the said student's bright, original ideas, but instead, his latest "sugar report" or the impressions of his latest "date."

The above is not so much a criticism as a statement of facts, facts that could and should be remedied. We hope these facts will be taken into consideration as the new curriculum is formed.

The College Student's Religion

Guilford is a college founded on the principle that religion and education are inseparable factors. Rules have grown out of this principle to the effect that girls have to attend church and it is highly advisable for the boys to do likewise. The rule of compulsory chapel still exists although such an eminent authority as Dr. S. Parkes Cadman claims it is no longer necessary. There seems to be a tendency to judge the religious attitude of the students on the campus by the regularity of their church and chapel attendance. With this in mind we are printing the following editorial from *The Amherst Student*, with which our ideas are in accord.

"The constant cry of college students of today for the abolition of compulsory church and chapel and their changing code of conduct has brought on them a great deal of adverse criticism. They have been called atheists in the ugly sense of the word. The professors who are deemed responsible for their religious corruption are thought to be radical free-thinkers completely out of touch with the world outside the college walls. The whole attitude is greatly exaggerated and viewed with alarm by the country at large.

"This attitude is not a sudden revolution in thinking and does not endanger the future of present day civilization. It is merely a very earnest attempt of thinking students to adjust themselves in a world which has been greatly changed by the increased emphasis and advance of scientific thought; a great war; economic prosperity and numerous other influences. Their turning away from formal religious expression and dogmatic creeds to a larger measure is not a lack of interest in religion, because its problems take up a considerable part of their thoughts and conversation.

"After a careful study not only of Christianity but of other important religions, the student has decided that religion's primary purpose is to inspire people, and teach them how, to be good. Because of the difference in the environment in which they were reared, they no longer get the inspiration from formal church worship their grandparents did. They do not despise their grandparents for their be-

liefs, however, as so many think. Nor do they reject in toto the Christian religion. They accept the parts of it which they realize must be embodied in every successful organized society. The difference lies mainly in the inspiration. Many of them are no longer affected by the emotional appeal of church ritual and the supernatural elements embodied in the various creeds. They are attracted to a very large extent by an intellectual interest. They are not accepting any principle without a thorough examination of it, and what they do accept becomes an intrinsic part of them and means infinitely more to them.

"It is similar to the reformation started by Luther and his contemporaries about 400 years ago. He rejected the dogmatic form of Catholicism existing at that time. By changing the religion to fit the time in which he lived and by getting people to think about it intelligently instead of blindly accepting it, he made it live again in a real way. This is similar to what a large part of the students are trying to do now and for which they are being severely criticised. However, instead of being subjected to an inquisition, their punishment is confined to verbal condemnation, a more refined instrument of opposition."

OPEN FORUM

Dear Editor:

I am very thankful to be able to write a letter for the readers of the GUILFORDIAN. I feel that by doing so I can give these readers an insight on the true spirit of Guilford students—that true spirit of sincerity, unselfishness and brotherly affection.

Few of us stop to think of the noble sacrifice being made by members of the Student Council who forego their own innocent fun and impish mischievousness, such as keeping lights on after ten o'clock and visiting after lights, in order to co-operate with the will of the group and the dean in keeping order. These people are willing to sacrifice their own fun for the drab duty of proctoring and it really makes us very, very angry when we hear the vulgar suggestion that they enjoy the work. Of course they don't enjoy having to slip around the hall with that officious feeling to see if any one is out of her room.

We should be thankful that while Guilford has been blessed in the material things such as a gymnasium, sidewalks and golf courses, she has still maintained the same sweet spirit of co-operation and altruism that has marked her products in the past. It was just as hard for a girl to make herself report some one for talking over five minutes, or meeting a gentleman friend at the picture show house in Greensboro as it is for the young women nowadays to bring themselves to the point of reporting such major infractions of our rules.

After all, our rules are our own and we should keep them and it certainly is best that the smaller boys and girls of the college should ask the dean when they can have dates, since their mothers surely never allowed them to have visitors and sit around in parlors. Why high school students from towns have not developed enough for that. Why should we allow young impressionable children of 19 years to run wild in the society halls and East Parlor with only a few more couples in the room? They were never under such sin-provoking circumstances before. They were never allowed to go to dances unchaperoned, ride with boys, or have dates more than one

night a week. Why should Guilford destroy the home training of its students?

Please pardon this outburst of righteous anger, but it really does provoke me terribly the way some of the newcomers are not entering into this fine old traditional spirit of ours.

Sincerely thine,

PRUDENCE CHURCH.
(Foundgarden Hall).

MILITARY TRAINING

During the past few years there have been two conflicting ideas concerning compulsory military training in the schools. Before the world war military training in the schools was very limited, and in most all cases a highly technical course for those few wishing to become army officers. During the war, training was instituted in a great many high schools and colleges; this is to be expected, but the tragedy is that the number of military courses not only have not decreased but have grown very materially. The fact of the large number of courses could be overlooked, but the compulsory part cannot; it not only limits one's personal freedom but it is developing a wrong kind of manhood. But to turn from the pessimistic attitude; there is a redeeming percentage of students who are violently opposed to the present situation. In many of the schools which have forced training, there has been much agitation against it. In the state universities especially there have been referendums upon the subject; many of the votes have been in favor of making military training an elective. The University of Wisconsin has succeeded in this, so perhaps many more will follow.

CLARE TRUEBLOOD.

ALUMNI NEWS

'14

Alpheus White is principal of Jamestown High School. Since graduating from Guilford he has received the M.A. degree from Haverford and has been very active in educational work. For one year he taught in the Mobile High School. He has been principal of Jamestown High School for about four years.

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Allison White is principal of Fair Bluff High School. This school is located in Eastern North Carolina. According to reports, he is having a successful year.

Former Students

Dr. J. B. Whittington is superintendent of the City Hospital of Winston-Salem, N. C.

G. A. Smithdeal is employed as a real estate salesman by the Smithdeal Realty Company, of Winston-Salem, N. C.

It might be of interest to present Guilford students to know something of the opinion which former students have of Guilford. In an interview, John T. Benbow, Winston-Salem postmaster, who graduated from Guilford in 1890, stated as follows:

"After taking my degree in 1890, I went to the University of North Carolina to do work for an M. A. degree. I was surprised to find that my course at Guilford had included practically everything required for the M. A. degree there. I later changed my course for a course in law and was licensed in 1894. At that time Guilford was certainly on a par with any other institution in the state. The other colleges have advanced by rapid strides since then, with Guilford making a corresponding advance."

Sophomore Class Meeting

Feb. 21.—The sophomore class met on Tuesday evening with a very good attendance. The main issue was the sophomore-freshman picnic. Finances and committees were discussed. The president was commissioned to appoint a program and a refreshment committee. No program had been prepared for the evening, so the business was dispensed with and the meeting turned into a social.

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