

HOLIDAY

And the end of it's sittin' and thinkin' And dreamin' hell-fires to see, To be warned by my lot (as I know you will not) And learn about holidays from me.

(We wish to express our appreciation to Mr. Kipling for his kind interest and unflinching inspiration.)

We emerge from the Easter holiday in a merciful sort of daze, with confused impressions stamped lightly upon our soft brain. If we were sure that Dr. P. V. W. would overlook this article we would indulge in an attempt to register those disconcerted, unadmiring impressions of ours. However, we feel a slight hesitancy in giving in to this impulse, realizing her antipathy for verbless sentences.

Nevertheless, leaving her disapproving eye (both of them) we recall: A sunny day - much slow riding on busses crowded with collegiate youth (what a dashing, doggy term!) - a picnic in a meadow with Lib and Gus (Liz and W. D. or anybody) in the Durahan bus station. How dimly we now remember the lilies in church, and the Easter anthems, and the gala composite fashion review and afterwards display which colored Easter day.

"Thanks for the buggy ride" ceased to be an obsolete expression in our vocabulary, when once again we were returned to God's country where cars are automobiles, instead of ye Waightown thunders. And, ah, tender memory! the chicken - a king really had chicken in it. Then if we were hell-bent, and filled with evil intent anyway, after our repast there were cigarettes - exposed and unblinking - with nong to rattle, "Nay!"

Was there not a pale-faced moon? Oh, yes, the Easter Monday dance too we haven't forgotten - the glad reunion of the Christmas crowd - the Tan Tan Tan figure right before intermission, the girls with orchids, the men with purple and white ribbons - Joe Nesbitt's Pennsylvanians, DO-DO-DEO-DO (or maybe it was Jack Crawford - Jan Garber) - colored darts of light on a polished floor - break, break, break.

There came an afternoon when we awoke in good spirits, lunched, upon our downy couch, then arose and went to ride - and to sing, with kindred carefree souls. Suddenly we bethought (we're glad you like it. We think it's a lovely word) - ourselves of our return to school. Alas, it had to be the four o'clock bus! We embarked with many tears, two hat boxes and a box of Whittman's. The swift busses sped us back to our Alma Mater fast as a run in one of the two back-breaking chairs that grace our humble room and stuffed molly sheets into our pink laundry bag, while from the shadowy corners leering cohorts of Unwritten Newspapers and Unprepared Notebooks shook their bony fists at us.

"And the end of it's sittin' and thinkin' And dreamin' hell-fires to see - etc."

Scotch Lament!

A close-fisted man bought two tickets at a raffle and won a \$1,500 car. A friend rushed up to his home to congratulate him, and found him looking as miserable as could be. "Why, man, what's the matter with you?" he asked. "It's that second ticket. Why I ever thought I can't imagine."

-Kablegram.

Floating University Visit Royal Palace

When the Floating University visited Bangkok recently the students lived in Phra Thi Palace as guests of King Rama VII of Siam according to a cable just received at the home office of the Floating University, 11 Broadway, New York City.

The Floating University students left New York City on November 8, aboard the S. S. President Wilson and since sailing they have visited 23 ports and have made trips to many inland cities with historical and educational interest.

Upon their arrival in Bangkok the Floating University students were received by King Rama in the Throne Room. After the reception the King and his student guests attended a performance at the Royal Siamese Theatre. Later during their stay, the students returned the King's courtesy by presenting their musical comedy "Floating Around" for his pleasure. The music and lyrics of this show are entirely the work of the men and women students. The King, who speaks English, seemed much pleased.

The students were allowed complete freedom during their stay and visited all points of interest in Bangkok and the surrounding area. In parts of Bangkok canals serve as streets and the students made a complete tour of these.

The Royal Palace is situated near the Temple grounds wherein the famous Emerald Buddha stands. It is guarded by the sacred gates of Wat Phra Koo, which are almost never thrown open to foreigners.

A feature of the students' visit at the Palace was the fact that the mid-year examinations were held there. The grandeur and strangeness of the surroundings did not distract the students in their efforts to make good grades, according to Dr. Edward A. Ross, Director of Education.

At the conclusion of their nine-days visit, King Rama again addressed the students in the Throne Room. He complimented them on their industry and studious behavior and called them splendid ambassadors in the cause of international Good Will.

Race Prejudice

The first fifty blanks filled out in a questionnaire issued by the Metropolitan Club of the University of Denver showed that eighty-six per cent of the women and eighty-eight per cent of the men who answered held race prejudices. "Many of the students," according to the *Clarion*, "would bar Latin Americans, Orientals, Russians, Germans, Turks, Jews, Slavs, Negroes, and Italians alike even from honorary and professional fraternities, which we have always been asked to consider a just award for scholastic proficiency."

"Many more would insist that certain students must not hold University offices because they hail from the Orient, because of their color or because of their race. The inconsistency of their stand is revealed in the fact that all but one who desire discrimination in the ward of student office answered 'yes' to the statement that 'character and ability should be the criteria of judgment when electing student government officers.'"

"But what if this same 'character and ability' is displayed in a student with skin of darker hue or a religion somewhat different from our own? Then the answer is no!" Similar questionnaires were released simultaneously at the University of Colorado, Colorado Agricultural College, Colorado State Teachers College and the Colorado School of Mines. Results of all will be compiled and discussed before the World Fellowship Retreat to be sponsored by the University of Denver late in March.

That some six tents do not harbor race prejudice, as I am not afraid to predict the fact is proclaimed by eleven Garrett E. Biblical Seminary students who recently quit their jobs as waiters in an Evanston hospital which discharged two other waiters because of their color.

Intellectual Overproduction

Unemployment of intellectuals is a problem that has not worried the United States very much up to a year or so ago. But since the total yearly output of our colleges has reached the staggering sum of 800,000 there has been some talk about limiting enrollments. The fragmentary report of a yet incomplete study made by Dr. Harold F. Clark of Teachers College, Columbia University promises to throw considerable light on the subject.

About 800,000 students are studying in our colleges, Dr. Clark says, and a large proportion of these plan to enter the professions. The total employed in these professions is only twice that number. "What will happen to the professional salaries?" he asks, "when the number of college educated increases to 1,500,000, as it surely will. You cannot train 100,000 people for 90,000 jobs without creating pressure to decrease the remuneration of the 90,000. Education is just as much a commodity as wheat and must be governed by the law of economics."

The newspapers carried a fragmentary report of Dr. Clark's study, and it is too soon to comment on it. But, statistics or no statistics, the comment that the colleges are gaining too many recruits for the white collar class is now taking on the proportions of a counter-revolution against what the authors of *Middletons* call the "dominant belief in the magic of formal schooling."

Hitherto the assumption has been unchallenged that if every boy did not have a good chance of becoming president of the United States he had a perfect one of obtaining a college education, and everyone ought to do his best to speed him on his way. This sentiment is far from unanimous these days. Every now and then a psychologist emerges from his laboratory with the announcement that only a few are capable of being educated beyond the rudiments of elementary learning. Members of various professions seeing their provinces invaded by the hordes fresh from universities are taking up the cry against mass education. Now it is the fashion to advocate an intellectual aristocracy; but somehow this aristocracy often gets confused with another sort of aristocracy, based rather on monetary than intellectual power.

The *Pennsylvania Gazette*, a publication of the University of Pennsylvania, voices the typical argument in a February issue. A leading editorial starts out with an argument against the Jeffersonian doctrine that "all men are born equal." The argument is bolstered by a quotation from an article by a University psychologist who maintains the University is trying to educate many who are inherently incapable of learning. He writes: "It is not the average boy's fault that nature has given him but little intellect. Intellect is the last step, till now, in evolution. It is less widespread than we hope it will be millenniums hence, and it is unstable. We are trying to hurry nature. We have learned that a quart pot will not hold a gallon, when dealing with material things; we have not learned that it is just as true of the mental."

Immediately following this quotation the *Gazette* asks: "Is it heresy to suggest that many of our citizens should be taught to read and write? By doing more don't we rob ourselves of the laborers and also make those who fill those jobs unhappy by lending them a professor's imagination with a moron's possibility of fulfillment and achievement?" The reader will have detected the shift from a purely "scientific" discussion to a typical argument of the haves for protection from the have-nots. There follows an illuminating contribution to economic theory in the attribution of Great Britain's industrial depression to mass education.

There were plenty of commentators on Dr. Clark's study who were ready to agree that education ought not be regarded as a commodity like wheat or corn, but no one seemed to be willing to admit that in the present social order such was the case.

Under present conditions it is practically impossible to enjoy the rich and humane life that an education postulates without taking advantage of the cash value of a degree. The two are inseparable. It is well enough to be virtuous and to say that a college education ought to be an end in itself, but when we ought not pursue it for the instrumental value of a college degree in winning the daily bread; but how many who protest so stoutly forget their college degree when on a job-hunting tour.

Co-ed: Jack, are you sure that it's me you love and not my clothes? Jack: Test me, darling.

"There was a woman in the hospital last week who was cross-eyed. When she cried the tears ran down her back, and so the M. D. treated her for bacteria.

"Has she got a big mouth?" "Has she? She yawned in front of a trolley car, and the conductor yelled, 'All out, carbars!'"

Gay Young Thing (in 10c store): "Have you any 'kleensx'?" Clark (eager to please): "No, but we have Carbons."

S'pose you've heard about the Scotchman named Vincent who called himself Vin, and saved the cent.

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