

THE BELLES OF ST. MARY'S

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REALIZATION

Since President Kennedy spoke Monday night, students at St. Mary's have changed from carefree college and high school girls to young women realizing, possibly for the first time, what their future may hold. Many also worry about their families and their future husbands.

It may not even be amiss to say that many girls have offered their first sincere prayer in a long time. Such are the effects of a crisis.

It is not easy to develop a philosophy about something as serious as the possibility of war; it is very possible that some of us may never reach a personal philosophy about the present crisis. But what we all can do is accept the present crisis, as well as any future one, as a time of personal challenge—a time to develop our own personal, spiritual strength for use now and for the rest of our lives.

Credit Where Credit Is Due

There has been much comment and criticism about our dining room, some warranted and some quite undeserved. Most of this criticism centers around the food and service, although they are by no means the whole basis of the complaints. We feel it is time the dining room and its staff received the praise it deserves, as well as the criticism.

Granted St. Mary's serves "institutional food"; but then, St. Mary's IS an institution, and it is a real challenge to any dietician to plan three meals a day, seven days a week, that are appetizing and varied. Perhaps if St. Mary's girls found dinner table conversation other than strict criticism (which runs the gamut from teachers, to rules, to food), the meal and the food would be pleasanter.

As far as the service in our dining room is concerned, students should first of all realize how lucky we are even to be able to sit down to a family style meal; most schools have cafeterias. And most old girls will agree that the service in the dining room is far superior to that of the past. The waiters are, for the most part, both very helpful and courteous. Good service and efforts on the part of the dining room staff to make meals an enjoyable part of the day should be complemented by students also doing their part.

pecially burdensome "end of the month" planned by the faculty, and surely there were people who really did not have time for a lengthy program.

In conclusion, it seems as if the emphasis should be on more widely circulated programs. After attending the Friends of the College Concert the night before the ballet, I firmly believe that any money and effort spent in encouraging St. Mary's girls to attend similar programs would provide much more "culture."

Mary Ball

All Letters
To Belles
Welcome
Put In Belles
Box Or Take
To 100 West
Rock

S.H.S.

Friday Afternoon
Phone Hours Changed
1:30-2:00 P.M.
3:30-5:55 P.M.

No Hall To Hall Calls
No Phone After 10:10 PM
3 Minutes Per Call

Respect Phone Rules

COFFEE GROUNDS

Gone are the days when our mothers read us fairy tales and when we spent entire class periods reading aloud from our history books. Reading is now less of an oral, community effort and more of an independent struggle. The main complaint of the average college student is that she must (or should) spend so much of her time pouring over material which is factual and dry as well as impossibly lengthy. Unfortunately, there are no shortcuts in reading—there is no substitute for the absorption of the hundreds of pages which make eyes blur and heads nod.

Even though there is no way to shorten the time spent in the reading of compulsory material, there is a way to make it more bearable: read a novel which corresponds to the period about which you are studying. An interesting piece of fiction brings to life dull facts and gives a clearer understanding of the events and people of the period.

The typical reaction to this bit of advice would be the objection that there is scarcely enough time to wade through the required reading, much less to take on the extra burden of a novel. However, reading a book which does not have to be memorized or analyzed word-for-word is a wonderful way to relax the mind after hours of concentration, as well as being a stimulus to speedier study. If one is in the midst of reading a really fascinating novel, she is likely to try to get through her work as quickly as possible in order to read a few more chapters.

A sampling of novels which correspond to courses at St. Mary's are *Les Miserables* (second semester European History and French 31), *The Foxes of Harrow* and *A Lost Lady* (freshman and junior English), *Catherine* (sophomore and senior English), *Advise and Consent* (government), and *The Robe* and *The Day Christ Died* (Bible).

Other novels which do not pertain to any course of study but are thoroughly entertaining and give commentaries on today's society, making interesting comparisons to the way of life of periods which we are studying are: *The Dinner Party* by Claude Mauriac, *Franny and Zooey* by J. D. Salinger, *The Winter of Our Discontent* by John Steinbeck, *Sons and Lovers* by D. H. Lawrence, and *Kingsblood Royal* or *Main Street* by Sinclair Lewis.



flip it, twist it, spray it!

To The Editor . . .

The Ballet Marjo might possibly be an import from Holland because the Dutch, known for their natural grace and eye for talent, have urged their removal from the country.

The ballet was enough to make a person who knows nothing about ballet vote for television's westerns. To anyone who has ever seen ballet properly done, the Ballet Marjo was ridiculous. It may be acceptable as related to the modern dance instruction class; but, advertised as it was, it was a "gross disappointment."

St. Mary's objectives are supposedly to prepare her students to take a place in a society that has a background that is richly cultural and "to provide opportunities for developing an appreciation of the finest in art, music, and literature, so that the student may find . . . pleasure throughout her life." If anyone could, in the future, find pleasure because she attended this program, it is beyond my reasoning. I suspect that, instead, she would be the first to suggest a bridge game.

Another reason for the widespread criticism that the program received was the time at which it was presented. The greater majority of students in all classes had an es-