

QUEENS BLUES

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Student-Faculty Contacts The Basis Of Education

There are many parts which make up a college, but all will agree that the two elements which are most indispensable are the students and the faculty. To discuss which of these is the more essential is pointless, for it is impossible to conceive of a college without either of them. Right now, however, we are wondering how many of us are getting the maximum benefit from what the faculty has to offer.

It is natural that students should first think of the faculty as instructors who stand or sit before them in the classroom or in the laboratory. Here the relationship between teacher and student is more or less formal, and it is here that the faculty member executes his or her daily chores. For many students the contact between them and their instructors begins and ends at this point.

But how many of us take advantage of this most formal and frequent situation to profit from faculty knowledge and experience? When we enter the classroom, how many of us are sufficiently prepared and informed to participate intelligently in the discussion or to assimilate the lecture? Are we familiar enough with the assignment to ask sensible and stimulating questions which will encourage the instructor to draw upon resources of learning that would otherwise remain untapped? Or do we sit with an air of polite, tolerant, sophisticated indifference, waiting to be electrified or amused before the period ends?

What would happen if every student entered the classroom resolved to exhibit an honest interest in the subject and enthusiasm for it? This is quite different from trying to impress the teacher with a superficial display of knowledge. It might take some of the Queens faculty a while to recover from the shock, but we are inclined to think that if most of us were to adopt the positive attitudes suggested in the questions we have asked, they would pay off in better class periods, better teaching, and better education.

Aside from our classroom attitude, how many of us have attempted to derive benefit from faculty members in other ways? Do we ever chat with our teachers about matters in no way related to their academic fields? Do we ever see them in their offices or in their homes? If we know the faculty, most of them would cordially welcome students who called on them in these ways.

We believe that the faculty would be glad to have sincere and spontaneous opportunities to know their students outside of class. Some will argue that students should wait for special invitations, but is it not possible that faculty members hesitate to extend formal invitations which can easily be interpreted as "commands"? And how many of us have ever returned to faculty homes after having visited them by express invitation?

If we are very frank and honest with ourselves we shall probably admit that the chief hindrance to the positive attitude in faculty-student contacts lies in the student's fear of being accused of "apple-polishing." Is it not true that one of the biggest excuses for a lethargic response in class is the apprehension that if we display much, or even any, interest our classmates will label us "teacher's pets" or "apple-polishers"? Is not the same fear the root of why most of us never go near the faculty outside the classroom?

Here again the secret is sincerity. Very few teachers worth their salt, at Queens or anywhere else, fail to detect "apple-polishing" for what it is or are ever deceived by it.

Even if we happen to be individuals with souls so dead that we never have an impulse to respond in class or to meet our teachers on an informal basis, can we not be sympathetic with and tolerant of those who do? The least we can do is to suppress the social and group pressures which prevents them from profiting by these opportunities.

Q. C. Girl Goes Xmas Shopping

What am I going to give Mom and Dad for Christmas? What can I give to the rest of the family, and all my friends too? I must have something really special to give Dan. I don't want to give things that aren't useful or wanted. Of course, the gifts can't be too expensive; Dad hasn't a money tree in the back yard.

I noticed down town the other day those little initials that can be sewn on socks or scarves—to give gifts that personalized touch I like. They were in all different colors and should look quite chic on socks and scarves. I saw some lovely angora socks too. They look so pretty with matching sweaters. I remember some precious little velvet collars that would look grand with certain outfits. To dress up one of those collars I could add some clips on it that can be worn for earrings, clips on shoes, or on gloves. That would make a swell gift for one of my school buddies. Another idea that might appeal to some of my girl friends is a handpainted blouse. I bet my room mate would like a nice silk blouse with a little kitten painted on it. I believe that one of the plain, high-necked blouses would look the best painted that way.

I wonder how my faculty advisor would like some sheer hose or a delicate lace hanky. I saw a pretty dresser set that would be appropriate. My advisor might have use for one of those.

I bet my aunt would like a set of those nice embroidered hand towels. I don't know if I'll have enough money to buy them already embroidered, but it certainly shouldn't be too hard to buy some plain ones and embroider something on them myself. Some pillow slips would look nice embroidered too. She might like some hot plate mats too.

Grandmother may like a pair of mahogany picture frames. She has some old pictures of her mother and father that would look nice in frames like those. She would like some bright table cloths too. They are always nice for a breakfast. I could give her a dozen or so linen napkins for her best linen cloths.

I saw a beautiful pair of silver candle-holders that would look fine on the dining-room mantle. Mom would love something like that for the new house. She would like a nylon slip or blouse too. I guess I could give her some pieces of her crystal too, and she wants another set of nice china too. I could slip that on to dad. If I can find a pretty pair of vases I might get them for her.

Now, I don't know what I'll give my sister. She needs a new fountain pen. I saw a darling little tiny pen and pencil set down town that she would like. She could use some kerchiefs too. I saw a good looking brown handbag that I could give her. I could give her some gloves too. There was the prettiest rhinestone necklace and bracelet set that she would just love. She has started sets in china, silver, and crystal too. I could help her out on any of those. Since she has a wonderful record collection, I'd be afraid to pick out some for her, but I could give her a gift certificate for some. Then she could pick out the records she really wants.

Grandpa would like a set of pipes, and so would uncle. They would like pieces of luggage too, and so would dad. I bet some of those colorful ties that are so popular now would please them too. If I paint blouses for my girl friends I could paint ties for some of the men I give gifts. Matching

Students Act

On Thursday, November 17, the Queens student body again held their annual stunt night. The auditorium, scene of the display of talents, was alive with the sound of class yells mixed with a general uproar as the students released all pentup emotions. This year's stunts were all marked by originality and thought.

The freshmen started the night's festivities with their stunt, "Maid in the Making", written by Frances MacPherson. It was the tale of an ordinary girl being chosen and trained to be the maid of Queen Charlotte. Outstanding in this stunt were Madeline Johnson, the intellectual bookworm, and Frances MacPherson's impersonation of Mrs. Davis. This stunt was accompanied with songs by the gallery of which Joyce Tucker was in charge.

The Sophomore gallery dressed like Indians and led by Bobby Jones introduced the next stunt with Indian yells and the beating of tom-toms. The Sophomores depicted the arrival of the good ship Cauliflower to the New World. Highlights of the stunt were the gathering of the pilgrims and the Indians over a common meal of peanut butter and crackers after which the peace pipe was smoked in the weed wam. The impersonations of Miss Tillett, Miss Nooe, and other members of the faculty were especially good. The Sophomore stunt was the product of Manon Williams's imagination.

The Junior stunt, written by Wanda Oxner, began with the discussion of several girls concerned with the problem of writing a stunt. There was a take-off (Continued on Page Three)

Chapel Schedule

December 2.....Mrs. MacCleoed from New York City.
 December 6.....Student Worship Program. June Patterson in charge.
 December 9.....Mr. Hamilton, missionary from China.
 December 13.....Christmas Carol Program. Frances Harris in charge.

tie clasps and cuff links are nice presents for men, especially if they are initialed. Oh, I could give my brother an electric razor. He is always cutting himself on his other kind. These new nylon shirts are certainly nice for men. Cigarette cases and lighters are always welcomed by most men.

Dan might like a wine wind-breaker, and he could always use a sweater. He said he wanted a picture of me too. But I'd rather give him a shaving kit or something like that. Maybe he'd like a leather snapshot album then he wouldn't always be loosing pictures.

Then the senior class is still trying to "get rid of-er-sell" those date books. With this I'll leave you to decide which gifts will best suit your friends and relatives.

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Stuart Chase Gives Lecture

Stuart Chase, noted commentator on economic and social problems, was presented on the evening of November 15 in Ninniss Auditorium as the second attraction on the concerts and lectures series. Visitors and students alike shared in the enjoyment and approval of Mr. Chase's lecture.

Mr. Chase opened his remarks by stating that the use of the scientific method as applied to the social sciences is the one hope for the survival of the world. He stated that critics deny the fact that science can be extended into this particular realm. He then pointed out, however, that such a procedure had proved successful in many instances. As an example he cited the training given cadets in pre-flight schools during the war. Mr. Chase suggested that the war was probably shortened because of the employment of this method in selecting those best fitted for aviation.

"Social sciences are beginning to agree. They must be merged into one great study and taught as the science of man," he said. But Mr. Chase went on to point out that for this new application of science to be usable, it must be based on a universal culture. Investigations have showed that all men are basically alike and have many cultural elements in common. In his study Mr. Chase has found thirty-three of these common characteristics.

In conclusion Mr. Chase explained that many channels in this new science of the social sciences are just now beginning to open. There are many needs, he believes, for the further development of them. Some of these he listed as: (1) The great need for intelligent laymen; (2) More funds for research; (3) A greater number of young people who feel the challenge of this new field and answer it.

Queens Faculty Will Perform

Senior Class officers have announced that the faculty will again present a Stunt Night for the benefit of the senior class. Receipts from the entertainment will be applied on a gift to the college by the Class of '49.

Few details regarding the program have been released, beyond the fact that it will be given in Ninniss Auditorium. A faculty-senior committee has been appointed to prepare the skit and properties.

Upperclassmen recall past performances in such a way as makes them anticipate this year's attraction. Star performers in recent productions have included Misses Abernethy, Harrell, Nooe, Taylor, Tillett, and Professors Hoyle, McCutchan, and Robertson.

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