

And The Wise Men In An Oldsmobile

Life With Our Dauntless Practice Teachers:
Burned Popcorn, TV Through Open Window

By Jennie Lynn

A quartet of Carolina coeds went to a small North Carolina town, 22 miles from Chapel Hill, to practice teach, and learn a few things about roughing it.

Eight weeks before Christmas holidays Anne Moore, Lane Buchley, Connie Moore and Dee Breslow loaded Dee's car with lamps and linens and headed for Mebane, to set up housekeeping and begin teaching careers.

No lights, heat, or hot water awaited them. "We were told that we had to apply for the electricity to be turned on," said Anne, "Well we knew nothing about that."

"Dee had to hold her hand in the gas outlet, which was leaking badly, until we had called the gas department and the pipe could be repaired.

"That night we were fooling around with the stove in the kitchen," Anne said. "The next morning the oven wouldn't work. We called again. It turned out that we had accidentally turned on the timer, which had set the oven to come on much later."

The girls had thought that they would be too tired to cook their meals. They cooked all their breakfasts and suppers, though, except when they felt that they just had to get away from it all. Then they got out the car and drove to Burlington for a Sunday meal out.

"We were unoriginal at the early morning.

"We were very unoriginal at the early hour of breakfast," Anne said. "We fixed poached eggs, toast and coffee every morning. But at night the others had their specialties. Lane was good with creamed tuna on rice, Dee's fudge was delicious, and Connie's fried chicken out of this world. I just ate."

In their home away from school, the girls found a helpful community. The principal of the school offered to get them an oil stove; the grocery stores let them charge anything; neighbors lent them mops, dishes, and husbands to light stoves. If they opened the kitchen window they could see the next door's television screen.

On the first school day the teachers welcomed them at a tea, and thus started their weeks of fun and work with the first and second graders.

Before lunch in Lane's second grade class, the children would say the blessing. Before the last amen's were out, hands would pop up, and each child would call "Can I be the leader? Please let me be the leader." Before she could answer they

would ask her to sit at their table.

Lane would answer "Well, I'll be the last one to leave, so I'll sit wherever there is room." When she was ready to go, she would look down and some of the boys and girls were stooping down tying their shoes, so they could be the last with her.

Cleon, one of Lane's pupils, was very talkative during a spelling lesson. Lane told him to stand in the hall for awhile. After rest period, Cleon stood up, announcing that he wanted to read something to the class. He reached into his pocket, and brought out a tiny green Valentine. In a loud and clear voice he read, "I love you, Miss Buchley. Yes I do." He behaved after that.

"It ain't his book," said Dalton to Lane one day. "Don't say ain't, Dalton. You should say it isn't his book."

Later he came to Lane with "I ain't going to do it." She looked at him and asked, "Dalton, what did you say?"

"Oh, all right. I isn't going to do it."

A first grader in Anne's class liked Oldsmobiles. He drew them in the corners of his pictures, of his books, or anywhere there was room for a car. Before Christmas the children were painting pictures of the Wise Men. This little boy drew the three travelers approaching the manger, comfortably settled in a new Oldsmobile.

Connie's Christmas tree brought talk around the school. Her pupils insisted on bringing popcorn and a popper to the room, and popping it on the spot. When they burned the popcorn, one boy brought a string of lights to put on the tree. Since lights were against school rules, theirs was the only tree with lights. For some unknown reason, maybe the children got disgusted with it all, they knocked over the tree one day. When Connie returned to the room it was lying in the middle of the floor, decorations and lights were scattered all over the room.

The girls' day began at 7 with poached eggs. At 8:30 classes started. Recess at 10 (the children brought snacks from home and at 5 and 10 would ask "Is it time to eat recess?")

Teachers' meetings were held twice a week. At 3:30 they started home, or stopped to buy groceries. After supper they made pictures, charts, prepared reading and art lessons and traded ideas.

Since Mebane is only a half an hour from UNC, they came home every Friday in Dee's car. "Chapel Hill certainly did look good to us," one said.

Columbia College Beats Its Chest

NEW YORK, Feb. 18 — A student at Columbia College, while representative of a whole age-level of American youth, is a unique undergraduate, says Professor Gilbert Highet in a recent issue of Life Magazine.

"There are some lively intellectuals, some big powerful athletes, some noisy extroverts and some quiet introverts: nobody very rich, nobody crushingly poor," says Highet, who has been at Columbia since 1937 as Anthon Professor of the Latin Language and Literature. A graduate of the University of Glasgow and of Oxford, where he taught for five years, he is also a well-known writer, translator, literary critic, and radio commentator.

Highet points out, however, that Columbia's sons (its daughters attend nearby Barnard College) have something that marks them unique as compared to students of other colleges, here and in Europe.

Unlike students at a Midwest University, who offer a visting professor complete respect and attention, yet seldom speak up in class or students at West Coast colleges who are reluctant

Prof. Highet Says Students There Represent All Youth, But Are Unique Undergraduates

to pitch into serious subjects, Columbia students, Highet says, carry on lively class discussions and are less nonchalant about the future.

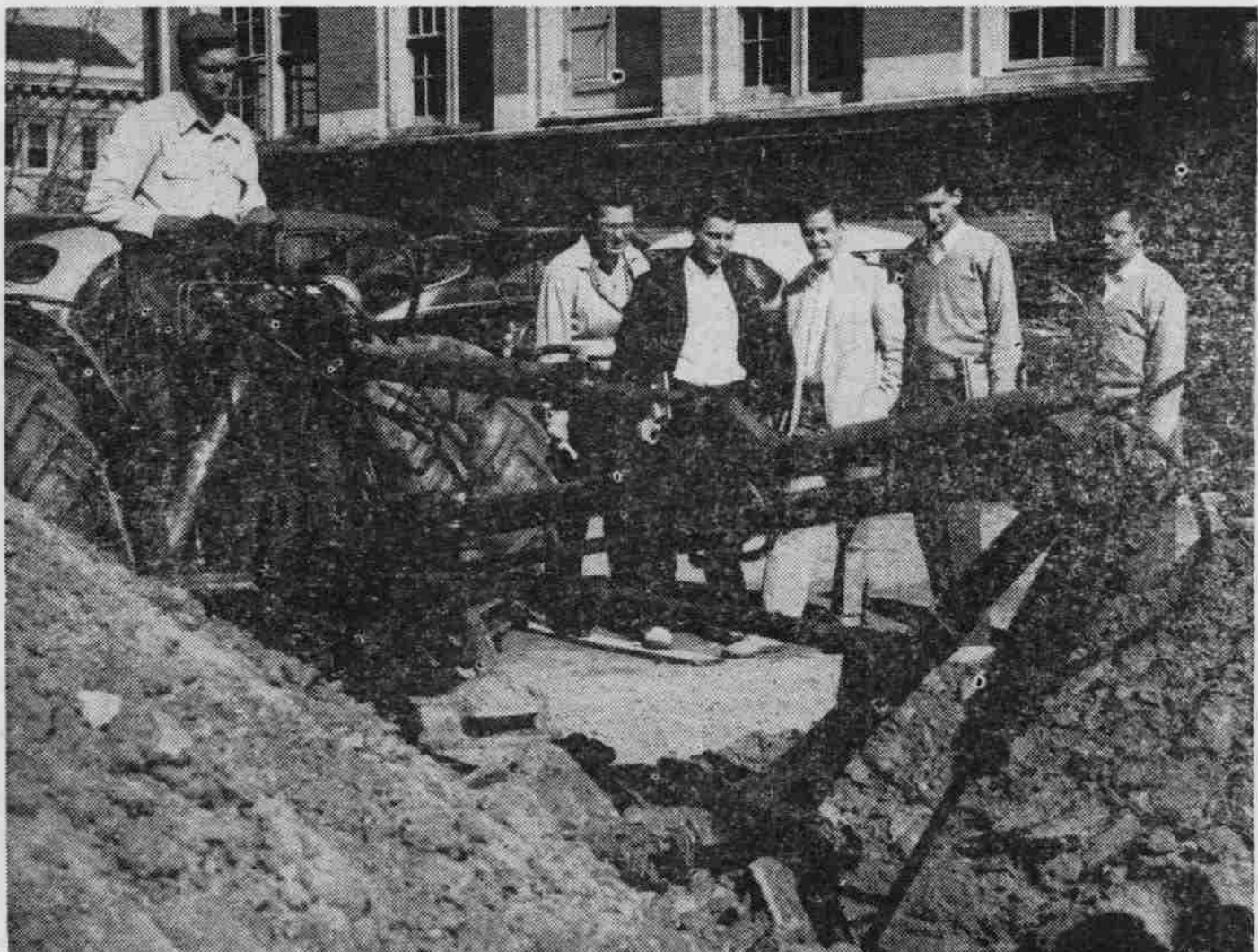
Although young men in most New England colleges are usually closer to the faculty than his own Columbia pupils, Highet offers these comparative factors: "Columbia is less fraternal, even less social than other Eastern colleges of its own size. Its young men devote most of their time to reading and talking and thinking energetically about subjects that will be vital all through their lives."

Highet gives a number of reasons for the "specialness" of Columbia undergrads: first, Columbia chooses only promising students and those from an enormous field. The present student body of 2,200 young men comes from nearly every state in the Union and from dozens of foreign countries. "They stimulate each other by their very differences," says Professor Highet.

Also, Columbia College is a small college, but it is part of a

huge and active university, the Life article says. Students have the benefit of a faculty composed of top authorities in their fields; the enormous university library is open to the college students. And because Columbia is in New York, an exciting and stimulating city, there are more on-campus and off-campus activities than the average student can cope with. Highet says: "Columbia College students are molded into alert and energetic individuals—partly by one another, partly by the University, partly by the city and emphatically by the faculty."

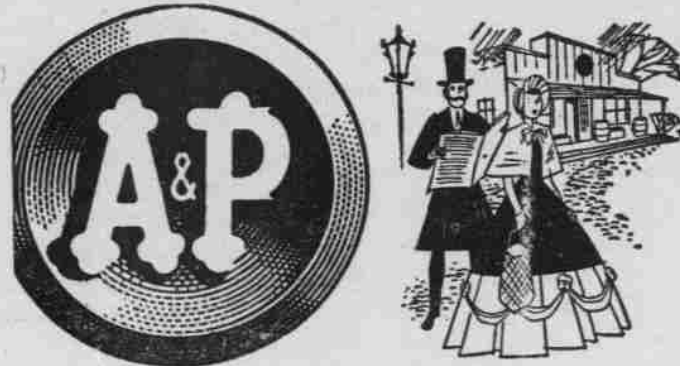
Professor Highet also says that the Columbia student is an idealist who wants to base his ideals on a hard foundation of fact and to take his time in building them; a crusader who has to know where the crusade is going and who is leading it; a patriot who will not talk much about his patriotism, yet if need be who will die for it. Beyond these generalizations, he cannot see the remotest trace of uniformity.



A GROUP OF STUDENTS WATCH this mechanic ditch digger excavate through the center of Caldwell Hall parking lot. The dirt digging is to permit replacement of some "temporary" heat lines which were laid three years ago to last for six months. The lines held o.k., however and now they are being replaced with permanent installations.

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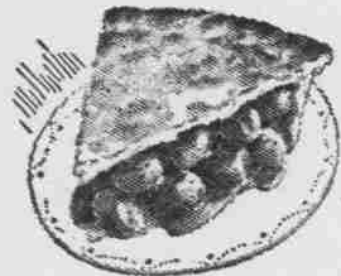
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Flakorn - - - 11 1/2-Oz. Pkg. 19c

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Starch Quick Elastic - - Qt. Bot. 23c

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