

Fire Battle Drew Crowd

(Continued from Page 1)

A photographer slipped past him and came face to face with a wall of fire at the back

of the building. The heat was red and thick. The flames roared and crackled.

"Come back here!" the student ordered.

"I've got to get this shot," the photographer retorted.

He shielded his face, stepped forward a little, and snapped the picture blindly. Then he ran. Away.

Several hundred people had gathered in a semi-circle in front of the building by this time. There were not enough firemen to man the two hoses. Four students and a heavy-set, middle-aged man took a hose in their hands and planted themselves directing in front. Their faces were tense and wrinkled. Their muscles were taut, as the gushing water tried to push them back.

Flames burst through the front for the first time. The crowd moaned with excitement.

"Oh my God!" a pretty young woman cried.

"Don't worry honey," reassured her male friend.

"I wonder where Kemp is?" one student smilingly asked another.

Kemp Nye ran from the crowd and quickly talked with firemen. Then he tugged and yanked hoses into position, falling to the ground.

The crowd swelled.

A round bodied, red-faced man ran to a group of firemen trappling with a hose.

"Need any help?" he screamed over the fire.

"No! Get back!" a fireman shouted.

The fight of fire against men was on now. Three hoses from the front penetrated and showered the flames. In the rear three firemen aimed a hose down a three-foot alley separating the burning building and the Dairy Bar.

The students stood on the knee-high University wall, on the curbs, and on top of their cars. Looking.

Two photographers met in the middle of the street.

"Have you got the shots?"

"Yeah! You stay here. I'll run and get the story on the wire and process my roll."

The fire dwindled. Heavy black clouds hung over Chapel Hill. The firemen had the flames under control.

"It was hard. You should have seen those flames up close," one thin and glassy-eyed boy said quietly.

Many of the students who had helped before came away wet, charcoal-tinted, and smiling. Their friends encircled them and fired questions rapidly.

The fire and excitement was over—almost as quickly as it started—after less than an hour and a half. The crowd by twos and threes slowly melted away, talking and shaking their heads.

Junior and senior girls who are interested in working with Vogue magazine should pick up an application blank for the Vogue Prix de Paris contest in the Dean of Women's office 202 South Building.

Nearly Everyone Would Like To—

LEARN MORE IN LESS TIME!

Quotes from Students in RESEARCH TRIANGLE AREA

I have greatly increased my speed (50-150 times). I now have time to read books, in addition to study materials, that I never had time for before. This course should be taught to all students in high school, if not sooner. . . . Lawrence Wicks.

I started out poking along at 250 words per minute. This slow rate allowed my mind to wander; I often got very little out of my reading. Now, reading at 5000 WPM, I can really concentrate and get much more out of all my reading. . . . Elizabeth Gibson.

I am able to read much faster than previously, with good comprehension. Reading is more enjoyable, not as tiring. I can cover much more material without the pleasure being ruined by the tediousness of slow, painstaking reading. . . . Kermit W. Ellis, Jr.

I can comprehend more at a faster rate, and enjoy reading more. I can even read in a noisy room now. The hand movement seems to keep my brain glued to the book. Now that I can read faster, I intend to read all those books piled up from the Book Club, and to indulge in the classics. . . . Mrs. Ruth Wenberg.

I have learned that will-power is the key to success. I overcame my mental fears and ended up reading 10 times my beginning rate. In no way can I attempt to explain how, but I did it; now I have a feeling of great accomplishment. Also, I have the utmost faith in Reading Dynamics methods and principles. . . . Robert Warren.

The chief benefit I received was speed with proportionate comprehension and recall, up to a delightful level. It has created in me a whole new and powerful intellectual curiosity and the ability to carry it through. It is the second half of my education. I intend to use these techniques for all my reading and to impress friends and enemies. . . . Peter Lipson.

Reading Dynamics has opened many new fields for me. I can now attack many new subjects and novels that I had no time for previously. Novels are now finished in 1/10 the time, and with enjoyment. . . . Barry Kahan.

I can now read in a few hours material that previously took several evenings of study. I am getting much more out of my study time. I intend to use Reading Dynamics techniques in graduate school where I must cover a large amount of material and be able to pick out the important facts. This course has been of immeasurable aid towards that end. . . . Kenneth P. Kaufman.

. . . remarkable increase in speed; good comprehension maintained; study time reduced by over half; reading much more; read 50 books for term paper (received an "A"). . . . Lowell J. Gettman.

The chief benefit received was the ability to read and take notes in 1/2 the time it formerly took me just to read. I intend to use Reading Dynamics techniques in all my studying and leisure reading, particularly in books on history, law, political science, and novels. . . . Brooke Carter.

This course helped me CATCH MY MAN, but seriously! (He helped by timing my reading.) I intend to use these techniques to help deplete the stock of research journals waiting to be read and comprehended, and to use it for lighter reading which I again have found time to enjoy. . . . Miss "Terry" Terefenko.

There is no question that it has helped to speed me up, primarily by teaching me that I should not slave, word by word, to get 100% comprehension when there is no need for it. I intend to use Reading Dynamics techniques (a) to read more material for personal interest and pleasure; (b) to skim more rapidly a larger number of medical articles; (c) to read important articles in my own field a bit more rapidly. . . . Dr. Harrie R. Chamberlin.

This course has taught me to think faster and to pick out the important material when I read. . . . Freddy Hobbie.

This course is helping me break away more and more from old reading habits . . . developing confidence and a desire to continue to develop better study habits. I intend to use these new techniques for further study and education. . . . Edgar D. Williams.

Our Average Graduate of
READING DYNAMICS

READS

4.7

TIMES
FASTER

than His Beginning Speed
with Equal or Better
Comprehension!

Here's Our

MONEY BACK GUARANTEE

We guarantee to increase the reading efficiency of each student AT LEAST 3 times with good comprehension. We will refund the entire tuition to any student who, after completing minimum class and study requirements, does not at least triple his reading efficiency as measured by our beginning and ending tests.

Summer Courses are 10 Sessions, 5 Weeks

MEET TUESDAY and THURSDAY

Night Courses 7-9:30 P.M. Afternoon 3-5:30 P.M.

Chapel Hill: Granville Towers on Tuesday, July 19
Durham: Jack Tar Motel on Wednesday, July 20
Raleigh: YMCA, Hillsboro St., on Monday, July 25

New Enrollments Strictly Limited to 30 per class

APPLICATIONS, accompanied by a minimum deposit of \$25, accepted until classes are filled.

Send to . . .

Evelyn Wood READING DYNAMICS in N. C.
1412 Westover Terrace, Greensboro
Dial Greensboro 274-4273 or 274-3898 or
Chapel Hill 942-7142 (Mrs. Ruth Black)