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## The Johnsonian January 10, 1936

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THE JOHNSONIAN

ISSUED EVERY FRIDAY

During the Regular Session The Official Organ of the Student Body of Winthrop College, The South Carolina College for Women

Subscription Price (regular session) \$1.50 Per Year. Advertising Rates on Application

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Member of South Carolina Press Association

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FRIDAY, JANUARY 16, 1936

FOUNDER'S DAY

Founder's Day, and Winthrop College celebrates its fiftieth birthday. There is no need to talk here about the tender beginning of our college and the careful nursing by which its founder fostered it.

There is no need, for Winthrop College is a pean of praise; she is a sturdy, living, thriving, joyous memorial beyond which is needed no words to tell the greatness and foresight of her founder.

TO ALL AUTOGRAPH COLLECTORS

An autograph collection is very nice. It may, in fact, be valuable. It will be even more valuable if your autographs are not of living, but of dead celebrities.

Here at Winthrop, visiting notables are almost stamped by autograph seekers. We are forced to recall a recent afternoon affair, when a reception was given in honor of two visiting writers.

Doublets these autograph seekers do not realize just how selfish they are being. We can not, however, understand how they can be blind to the delay and confusion they cause in the line as the visitor adjusts his spectacles, fumbles in his pocket for a pencil, balances on one foot, and scribbles—not his real autograph—but his name on a scrap of paper.

MISNOMER?

After fifty years of growth, we point with pride to the Winthrop of today. It has grown from the Winthrop Training School for Teachers, The South Carolina Normal and Winthrop Normal College, The Winthrop Normal and Industrial College of South Carolina, into the present Winthrop College, The South Carolina College for Women.

For sixteen years she has, however, hidden herself under a "false front." By this we refer to the large plaque (on the front of Main Building) informing the public that this is "Winthrop Normal and Industrial College of South Carolina," although we gave up that name sixteen years ago.

By allowing this old plaque to remain, the college not only assumes a careless, indifferent attitude, but it allows visitors to gain an entirely erroneous impression of Winthrop.

It is for us to urge the advancement of the college, and to make known its progress. Therefore, as we see it, one of the first things to be done is to make a correction that should have been made sixteen years ago—and give our college its correct appellation, "Winthrop College, The South Carolina College for Women."

Rooms Now Equipped For Pleasure Reading

In her endeavor to create in the students an interest in reading, Miss Ida J. Dacus, librarian, is equipping one of the small study rooms to the right of the stacks in the library with books for pleasure reading. About sixty authors are represented in this collection. Among them are E. W. Lardner, Peter B. Kyne, Kathleen Norris, A. A. Milne, J. Phillips Oppenheim, Harvey Allen, Booth Tarkington, and Edgar Wallace.

Emory University Student Hypnotized

Atlanta, Ga.—Charles Hudson, Emory University student, spent three days in a hypnosis trance recently when the professor who had inadvertently hypnotized him was unable to bring him out of it. Prof. W. G. Workman of Emory's psychology department attempted to hypnotize a student for demonstration purposes during a lecture. He was unsuccessful, and was about to give up when he noticed that Hudson, watching, had gone into a rigid trance.

BLUE SPECTATOR

Did you know? Betty worked for three days as society editor of the Camden paper... Lib Starr came back from Waterbury the proud possessor of George's diamond, worn on the left hand... Nell Jackson has "divorced" Charles... Helen Stevenson is leaving Winthrop second semester to go to Carolina... Mickey Speights is the best hostess hereabouts.

The Clemons ladies are still on the trail. Katie C. receives a clipping of one Bob Scott, president of Blue Key, who is something else important now... Florencie Glass gets a telegram from the Jack she gets back and she's only bid Jack "adieu" scarcely twelve hours before... Annie Louise gets two letters one morning and says, "How'm I doing?"



STUDENT OPINION

Elizabeth Kelly—Deplorable is a mild word to ascribe to the situation existing in the dormitories, where it's no longer safe to leave a jar of cold cream on the dresser or your pocketbook out from under lock and key.

Tagged: Dimple Thomas

ADDRESSED PARENTS, TEACHERS Professor Willis D. Magrath addressed the Parent-Teachers' Association of Fort Mill, Wednesday, January 8.

HOW TO WIN A FOOTBALL GAME

- 1. Send special telegrams to alumni asking them to place bets against you. 2. Have coach hold check book in front of referee and wink suggestively. 3. Assume referee that all punches delivered to opponents are just friendly beatings. 4. Bribe all propagandists to the effect that you are going to thrash a certain team regardless of too many past defeats. 5. Place on the goal line a large purple with quarterback's name on it. 6. Just as your runner is given the ball, have his future father-in-law, carrying a shotgun, walk toward him. It is suggested that a police guard is on hand to stop him after he crosses the goal line.—The Bull Dog.

A University of Minnesota student found the body of his missing uncle in the anatomy laboratory of the Minnesota Medical school last month.

The boy was unable to locate his uncle at the beginning of the fall term, and the police were unable to aid him. It seems that the man assumed a new name, changed his address, and committed suicide. The body lay unclaimed in the morgue until late in September, when it was given to the university.—Ring Tom Phil.

ON A DELEGATE

(Editor's Note: This feature, written by one of our staff members is not intended to reflect any one convention; and does not represent the attitude of the staff. It is simply an account of what might happen.)

When I was informed by others that my delegates to the convention was a problem child, I dismissed the thought lightly, saying that I could take care of him O. K.—but that was before I met him.

His name was Johnny Greene, and was he present at my first encounter with him was at a debate at which I presided. All the time his colleague was speaking, he kept smiling and winking at me. Coming from a more manly specimen of humanity, I should certainly have been flattered, but, considering that Johnny was a rather soft-faced adolescent with a cockish and "laggy" trousers, I was not very favorably impressed.

The auditorium was crowded and we had to take seats in the last row of the balcony. (Afterwards, I was glad) as soon as we sat down Johnny began to talk rather noisily. "Is that Sara Woodberry on the stage? You know I've met all the 'big dogs' around here—Lucretia and Sara and Mary Virginia." I suppose I should have felt him because he didn't consider me a "big dog," but I was too embarrassed by the attention he was attracting.

He wouldn't tell me what class he was in, but he didn't need to. I had long ago decided that he was either too fresh in coming a regular in an asylum for the feeble-minded. But the height of my embarrassment was reached when he let his arm slip casually about my shoulders. I could feel all eyes on me, and I'm sure I must have blanched for fully fifteen minutes. Not knowing exactly how to deal with my "problem child," I sat still and prayed that the contest would soon be over, so that I could rid myself of this clinging vine.

At length, the speeches were over; but Johnny was not to be shamed so easily. He insisted upon accompanying me to the P. O. En route, he stopped to tie my shoe—"Such a cute little shoe," he said. When I got a box, he wanted to know if it contained anything as late. I wonder now if I might not have presented him with my attentions by presenting him with an all-day duker. Would that the thought had occurred to me sooner!

During the course of our conversation, which was really quite amusing, I may tell you that he thought Dr. Armentrout was a "cute little lady" and that he was sure he had made quite an impression upon her. And he undoubtedly had!

When we went back to the auditorium, I took advantage of Mrs. Harcourt's presence to tell him that she was the dean, and I would have to be very quiet and good. Well, I must give him credit for taking the hint, because throughout the remainder of the session, he was neither so noisy nor so affectionate as before.

Some of the other delegates felt rather amusing stories about Johnny. One of them is that he forgot to bring his night shirt with him and the other boys had to borrow a slip for him to sleep in—"you know, one of those things that girls wear right under their dresses," as one boy described it. I was afraid Johnny might try to kiss me good-bye, but he merely told me that he thought I was a "very sweet little boy" and that he hoped to see me again sometime. I received a mighty sign of relief when he left me.

Everlasting Hills Are On The Wane

Worcester, Mass.—(ACP)—Poets and others who talk about the "everlasting hills" may not be strictly accurate according to Dr. Wallace Atwood, president of Clark University here, who says that recent geological research indicates that three Rocky Mountain ranges have formed and worn away since they were about 50 million years old.

No exact determination of the height of the ancient mountains can be made, Dr. Atwood said, but they were probably higher than the present peaks.

Visitors at the gigantic goodwill feast recently held for Arabie children at Anzman were regaled with one of Arabie's most highly prized dishes, boiled camel. Each child is stuffed with three sheep which have been stuffed with stich chickens stuffed with eggs and nuts. The meal is served with boiled rice.—New York Times.

Effective "How did you stop your husband's staying late at the club?" "When he came in late I called out, 'Is that you, Jack?' and my husband's name is Robert."—Pericope. Professor: "Can you give me an example of a commercial appliance used in ancient times?" Student: "Yes, sir, the loose-leaf system used in the Garden of Eden."—Pericope.

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David Bancroft Johnson. Founder's day at Winthrop on January 10th, 1936, will be combined with a celebration of the Fiftieth Anniversary of the founding of Winthrop Training School. Peoples National Bank. Resources More Than Four Million Dollars.

Have you begun the New Year right by thinking about your future security? INDEPENDENT INSURANCE AGENCY.

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ELDER'S STORES. When you are real hungry, give us a ring—we will send it right up. ELDER'S STORES WE DELIVER.

# WINTHROP COLLEGE FIFTY YEARS OLD

(Continued From Page One)  
factory system combined to make the demand for the universal school far more compelling than were the religious sanctions of an earlier time. Along with this, of course, the liberal great movement in favor of the universal school was undergoing a marked development; namely, political democracy with its gradual expansion of the suffrage and the consequent demand for an electorate of trained and informed intelligence.

Important as have been the contributions of the Industrial Revolution and the development of democracy to the universal school, however, it is important to note that the first really effective systems of modern universal education were created among rural democratic peoples and at a time slightly preceding the appearance among these peoples of an industrialized society. It was Fichte, as we have said, who in his immortal "Address to the German People" convinced both them and their rulers that the only hope of the German states after their exhaustion from the defeat of the Napoleonic wars lay in universal education. It was the practical idealism of a great educational reformer that affected the fever aroused by Fichte's eloquence. This man's name was Pestalozzi.

## Dramatic Episodes in History of Education

The history of education is often regarded as a rather dull subject of study. Yet it is replete with dramatic episodes, and among the most dramatic is that which is associated with Pestalozzi's influence upon the universal school in Germany. The story that is told may be apocryphal in spirit, but I believe that it is essentially correct. It seems that Pestalozzi, in one of the early years of the nineteenth century, thought of Napoleon (then at the height of his power) as most competent to put into effect the ideal of the universal school. He journeyed to Paris and sought an audience with the First Consul who was soon to become the Emperor of the French dominion. At Napoleon's headquarters Pestalozzi sat in his name and a brief statement of his message. After he had stated his basis in the waiting-room for some time, an answer was returned. It was brief and to the point, "I have no time to talk with schoolmasters."

As the story has it, Pestalozzi returned to his school in Switzerland, and on recounting his experience, one of his friends said, "That was too bad for you, wasn't it?" To which Pestalozzi replied (according to the story), "No; but it was too bad for Napoleon!" The German states did turn to Pestalozzi for advice, and it was his practical idealism that determined the development of German education during a period that culminated in the decided predominance of German culture in the second and third quarters of the nineteenth century, and in some measure in the fourth quarter.

It is another Napoleon ruled France—Napoleon the Third, often referred to as Napoleon the Little, wishing to make for himself a place in the sun, he declared, on very slight pretext, a war upon Prussia. It was speedily declared in short order by the first iterate army that (to all

probably) this world had ever known. When the Prussian commander, Count von Moltke, was asked to whom the victory should be credited, he did not mention his generals nor his own strategy. He answered very simply, "The Prussian schoolmaster won the war." The first Napoleon's defeat which led to Pestalozzi's school had not been more logically avenged. It is most unfortunate that, with the prestige earned in the Franco-Prussian War, Germany should have launched upon the imperialistic ambitions which led her to discard Pestalozzi's teachings and ultimately to embrace the sublimely absurd theories which she is advancing today as a rationalization of the Hitler regime.

Progress of Education in United States  
In our own country, real effective schooling on a universal basis is a product of the past century—indeed, of a period that is a bit short of a full century. Its history has been replete with dramatic incidents. Dr. Edgar W. Knight, of the University of North Carolina, in the field, I think, to point out a very remarkable parallelism between periods of grave national crises and the beginnings of major educational advances. The development of the universal school in the German states following the disaster of the Napoleonic wars is a case in point. France did not establish an effective system of popular education until after her defeat in the Franco-Prussian war. One of our own major educational developments had to await the beginning of the darkest hour of the Civil War. President Lincoln signed the Morrill act providing for the establishment of land-grant colleges.

Our most important educational advances, however, have been economic in nature, and in our major economic movements. The first of these followed the financial panic of 1837. It was in this same year that Horace Mann was appointed Secretary of the Massachusetts State Board of Education. It was during that year that 1837-38 years following the panic that Mann instituted what is known in our educational history as the Common School Revival, as a result of which Massachusetts had in 1850 the best system of popular education on the Western continent and one of the best in the world. In a very true sense, the universal school in the United States had its beginnings in the Common School Revival.

Among the most important happenings of the Common School Revival was the establishment of the first tax-supported schools for the education of teachers whose work would be in the common schools. Normal schools—so established on a generous scale in the German states in the first quarter of the nineteenth century, and the private schools of the universal movement in Germany during the first three decades of the nineteenth century—were due in large part to the fact that teachers were thoroughly prepared for the service which was demanded. Other north European countries followed the precedent set in Germany. Holland, for example, opened a normal school as early as 1818. It was not until 1829, however, that the Massachusetts legislature authorized three State normal schools, the first of which was opened at Lexington in 1829. In the following year, the legislature seems to have regretted its action. Tax-support for these schools seemed for a time doomed. It is significant that the efforts to establish these little normal schools should have been watched with intense interest by the friends of democracy in Europe. Massachusetts was one of the first democratic states to decree that the efficiency of the universal school depended upon the efficiency of its teachers.

"The Edinburgh Review" George Combe, in reporting Horace Mann's success in saving the normal schools, said that if the bill abolishing the State board of education and the normal schools had passed, the cause of democracy "would have received its worst setback since the atrocities of the French Revolution." Henry Barnard, at about the same time, stated publicly that the failure of Massachusetts at this juncture would have retarded the development of American education a half-century if not longer. As has been suggested, the history of education has not been without its dramatic episodes.

By the middle of the century the universal school was fairly universal in the Northeastern industrial states, and professional schools for teachers had been opened in Massachusetts, New York, and Connecticut. Ten years later, nine other institutions had been opened and the movement had gone to the Middle West and to California. By 1860, one hundred and fifty-four of these institutions were reporting to what was then called the Bureau of Education in Washington.

Professional schools for teachers Both the spread of the universal school and the provision of professional schools for teachers progressed less rapidly in the Southern states than in

the Northern and Western, in part because of the economic setback of the Civil War and in part because in Europe as well as in America the universal school found its most favorable conditions for development in the urban and industrial areas rather than in the farming areas. In the Southern states, however, had had public school systems before the Civil War and after the war these systems were continued and added to. Among them was the capital city of South Carolina and by happy chance in 1885 David Hascroft School for Teachers of Columbia, South Carolina, was superintendent of schools in Columbia. He recognized the importance of professional training for teachers and he persuaded the City Board of School Commissioners to establish the Winthrop Training School for Teachers of Columbia, South Carolina—really a city normal school. This was in 1885, the semi-centennial of which we are celebrating today. The Winthrop Training School became the South Carolina Industrial Training School and Winthrop Normal College; in 1898 the name was changed to Winthrop College, the South Carolina College for Women, and the scope of its work was enlarged although its chief function remained and still remains the professional education of teachers.

Early Days of Winthrop  
Dr. Peterson Wardlaw, in his address on "Winthrop's First Ten Years in Columbia," declared, "Judged by results, one of the mountain-peak events of South Carolina history was the simple, untrumpeted establishment of the Winthrop Training School." Very briefly Dr. Wardlaw sketched what he called the externals of the story of Winthrop, while from the time that it was organized in the little chapel on the campus of the Columbia Theological Seminary until it was removed to Rock Hill. Important as were these externals, Dr. Wardlaw declared, "the essential of a school is its personnel at work." "The institution," he continued, "began with a notable faculty, which at the start implanted the high principles that still thrive in its blood." Dr. Wardlaw then paid tribute to a few of the outstanding instructors of the early Winthrop. Those whom he mentioned included Mr. Johnson, the superintendent; Miss Mary H. Leonard, the principal; Miss Annie Bonham, the practice teacher; Miss Fannie McCall, instructor of the Winthrop Training School; and Miss Marian Woodrow, the teacher of Science.

## Complicated Problems of Universal Education

The upward expansion of universal education has brought with it some very complicated and difficult problems. As we have said, as long as an educational system is highly selective, one as it is now, it is not difficult to manage. If not adapted by nature or culture or both to the program of studies that it offers and the methods of instruction that it employs—the life of the school and the work of the teacher may proceed pleasantly enough. When such a system becomes comprehensive, however—when it admits attempts to keep through its period of instruction all who come—the task of the teacher and the curriculum-maker become extremely difficult. When the high school became non-selective—who it became, in effect, a universal school—professional education for high school teachers became as important as professional education for elementary school teachers. The need was met in two ways. In the first place the college and universities that prepared high school teachers developed departments of education which looked after the professional equipment of prospective high school teachers. In the second place, many normal schools extended some of their courses to full collegiate grade, and became teachers colleges, preparing high school teachers as well as elementary school teachers, and offering, as well, for elementary school teachers courses of full collegiate grade.

Winthrop College, originally devoted to preparing elementary school teachers, still continued this service when it became a four-year college and took on the added function of preparing high school teachers. It was one of the first to actually have the first teacher-training institution in the United States to elevate the education of elementary school teachers to a full collegiate level. This probably explains the fact that South Carolina has a larger proportion of college graduates teaching in its public schools than has any other state in the Union.

Tribe to Founder of Winthrop  
I cannot close this paper without recording my personal admiration and respect for the very great services that Dr. Johnson rendered to education. These services were by no means limited to Winthrop College and South Carolina. Competent students of the history of education include him among the three great leaders who helped in season and out of season and ultimately with success for the educational rejuvenation of the South. He was also very prominent in the educational councils of the nation. I am very proud that I have known him and was privileged to study at first hand the splendid work that he was doing at Winthrop College and so a national educational leader.

Senior states will be voted on in chapel, Wednesday, January 23. Be prepared to nominate for the following:

1. Most Popular.
2. Fittest.
3. Most All-round.
4. Most Valuable.
5. Most Interesting.
6. Best Informed.
7. Most Poised.
8. Most Friendly.

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**FRIEDHEIM'S**  
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Announcements of the marriage of three Winthrop Seniors have been made recently. The marriage announced is that of "Jim" Hollis, Rock Hill, to Beulah Carter, of Hartsville, which took place on Christmas day; of Dorothy Harrison, Loris, to Robert Wiles, Columbia, June 8, 1935; and Miriam L. Hays to a person named Eugene Hitchcock, Theener, on September 16, 1935.

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**SCHEDULE OF EXAMINATIONS**  
First Semester 1935-'36

Monday, January 20, 1936:  
All recitations coming at the 2nd period M. W. F. 8:30-10:30  
All recitations coming at the 4th period T. T. S. 9:00-4:00

Tuesday, January 21, 1936:  
All recitations coming at the 4th period M. W. F. 8:30-10:30  
All recitations coming at the 6th period T. T. S. 2:00-4:00

Wednesday, January 22, 1936:  
All recitations coming at the 1st period M. W. F. 8:30-10:30  
All recitations coming at the 6th period M. W. F. 2:00-4:00

Thursday, January 23, 1936:  
All recitations coming at the 3rd period T. T. S. 8:30-10:30  
All recitations coming at the 6th period M. W. F. 2:00-4:00

Friday, January 24, 1936:  
All recitations coming at the 1st period T. T. S. 8:30-10:30  
All recitations coming at the 2nd period T. T. S. 2:00-4:00

Saturday, January 25, 1936:  
All recitations coming at the 3rd period M. W. F. 8:30-10:30  
All recitations coming at the 5th period T. T. S. 9:00-4:00

Note: All examinations in double period courses are to be held on the day of the lecture.

**STUDENT STATISTICS**  
**VERY INTERESTING**

Winthrop Has Twenty Smiths; Nine Davises, Browns, Whites, Wilsons

"What's in a name?" Well, your reporter has often wondered, too, and in one of her weaker moments she decided to do a little research on the matter, the results of which we shall modestly submit for your approval, gentle reader.

Having made the decision, we found that the first step was obtaining a college directory. (The alternative was to see each of the 1,297 students personally.) Would you believe that twenty of the so-called "big names" comprising Winthrop's student body have chosen the extremely common name, "Smith," with which to suffix their given names? With nine each, the Whites, Browns (including Browns), Davises, and Wilsons tied for second place in the number of students bearing those names.

Another color, Green (Greene, or what have you?) ties with Williams for third place with eight. There are seven each of Taylors, Moores, Joneses, and Johnsons, and six Andersons, Beltrys, Craves, Mills, and Rivers.

As far as we could determine, there are only three sets of twins at this noble institution. They are Martha and Mary Gaston. Gladys and Grace Westbrook, and Bettie and Bobbie James. We aren't certain, however, that those are the only ones (or should we say twos?)

Having gone this far in our investigation, the next step in our eager search for knowledge was to find out how many pairs of sisters are attending Winthrop.

After painstaking minutes of counting, we discovered that there were exactly sixty-one pairs of sisters, while there were only two families that had three representatives—the aforementioned Westbrook twins and their sister, Sara; and the Gaston twins and their sister, Louise.

**ARCHIBALD RUTLEDGE**  
**SPEAKS AT WINTHROP**

(Continued From Page One)  
Reads Own Works

Dr. Rutledge read some of his own works, which illustrated his poetic ideas. Among them were poems on friendship, love, and nature. Very humbly and very embarrassedly, he told of recognition his works had received from national and state poetry organizations: one of his poems, "The First Red Rose," was chosen one of the fifty best poems of the year; another, a nature poem entered in a contest sponsored by the Writers Club of Tennessee, won, as the speaker shyly remarked, "third place for South Carolina."

After Dr. Rutledge's talk Maryland Wilson invited everybody to meet him in the parlor of Main Building.

**Lost and Found**

A COPY of "The Literature of America. Please return to Jean Brubaker, 221 South Liberal reward.

**REWARD OFFERED**—To the person who will return the 1935 Winthrop ring which was lost in Mr. Koff's classroom late Monday afternoon, December 16, 1935, to Corrie Morgan, 507 Roddey, or Box 587. Please!!!

**LOST**—A copy of "Knox" "The American Secondary School." Please return to Ruth Bethke, 17 Dresden, or Box 351.

**STUDENTS may insert Lost and Found Ads** not more than thirty words for five cents. Bring ads and start directly to The Johnsonian office.

**JOHNSONIAN REVIEWS**  
**INTERESTING ROMANCE**

Background of Wearing of the Cap and Gown Are Related

Perhaps you didn't know that there was a romance attached to the wearing of a cap and gown, but if you have ever watched an academic procession you have probably wondered at the lovely colors of the hoods and the various styles of gowns.

**Pegged in Fourteenth Century**  
Just what was the origin of the custom of the wearing of caps and gowns by scholars is not known, but as early as the fourteenth century it was compulsory at Oxford and Cambridge.

In 1893 in the United States an intercollegiate commission drafted a uniform code for academic caps, gowns, and hoods, which has since been accepted by seven hundred colleges and universities. A few institutions, notably Harvard, retain individual codes for their robes.

The square caps are the same for bachelors, masters, and doctors, except that the doctor's may be of velvet with a tassel of gold.

**Differences in Gowns**  
The bachelor's gown is made of black worsted material and may be distinguished by its pointed sleeves hanging nearly to the knees. The gown of the master is of silk, with closed sleeves (the arms coming through slits at the elbows) which are square at the end and extend well below the knees. The doctor's gown is also of silk with full, loose open sleeves. It is faced with velvet and has three bars of velvet on each sleeve, either of black or of the departmental color.

**Hood is Interesting Accessory**  
By far the most interesting part of the academic costume is the hood. It is faced in silk of the colors of the institution granting the degree and trimmed with velvet of the color that represents the department of learning in which the degree was obtained. The following are colors of the more common departments of learning: white, arts and letters; marlet, theology and divinity; purple, laws; green, medicine; golden yellow, science; blue, philosophy; pink, music; blue, dentistry; and orange, engineering.

So we see that each color, each stripe of velvet, and each style of sleeve displayed in any academic procession unite to tell a history of the wearer.

**Dr. Phelps Will Talk to Bible Class**

Winthrop College trio will accompany Dr. Shelton Phelps to the Second Presbyterian Church of Charlotte, Tuesday, January 14. Dr. Phelps will address the Men's Bible Class there, and the trio will sing for the meeting.

**TO SING TOMORROW**  
Miss Constance Wardle and Mr. Ernest Owe will take part on the program of the Rock Hill Music Club which will meet at the home of Mrs. T. B. Jackson, Saturday, January 11. Mr. Walter B. Roberts will be accompanist.

**SPEAKS TO ASSOCIATIONS**  
Dr. Paul M. Wheeler spoke at a meeting of the Lancaster Education Association, Thursday, January 8. He will talk before the Sumter Education Association Saturday, January 11, in Sumter, S. C.

The "German" Luncheon I wish that I were a kangaroo Despite his funny stances; 'T'd have a place to put the punk My girl brings to the dance.

The Student.

The University of Vermont has distributed a book on etiquette to the male contingent on the campus.

**EDITORS PICK BIG**  
**STORIES OF 1935**

**Rogers-Post Crash and Italo-Ethiopian War Top the List**

New York.—The death of Will Rogers and Wiley Post in a plane crash in Alaska and the Italo-Ethiopian conflict ranked highest in news interest in 1935, in the opinion of J. M. Kendrick and W. F. Brooks, executive men, editors of the Associated Press.

Mr. Kendrick chose these as the "ten best" news stories of 1935:

1. Rogers-Post crash.
2. Trial and conviction of Hauptmann.
3. Huey Long assassination.
4. Economic improvement and court attacks on "New Deal."
5. Italo-Ethiopian war.
6. German rearmament.
7. Sinking of the Mohawk.
8. Midwest's dust storms.
9. Weyershaeuser kidnapping.
10. Barbara Hutton's divorce, remarriage.

Mr. Brooks listed these ten:

1. Italo-Ethiopian war.
2. Rogers-Post crash.
3. Hauptmann trial.
4. Invalidation of NRA.
5. Huey Long assassination.
6. Extension of the "New Deal."
7. German rearmament.
8. Florida Keys hurricane.
9. Inaugural air traffic over the Pacific.
10. Sinking of Molawak.

Associated Press wirephoto subscribers last week received pictures "our editors consider outstanding strepshots" of 1935, first year of the service.

The pictures illustrated the Rogers-Post crash, the Hauptmann trial, the Italo-Ethiopian war, Florida Keys hurricane, Montana earthquakes, boxing, football and baseball events, the President addressing congress, the dust storms, the stratosphere flights, and the wedding of the Duke of Gloucester.

Seymour Berkson, managing editor of Universal Service, in a radio talk recently picked these "best" stories: The Italo-Ethiopian war, Hauptmann trial, Rogers-Post crash, battle over the constitutionality of the "New Deal," Huey Long's assassination, German rearmament, stratosphere flight, Florida hurricane, crash of dirigible Macon, Japan's expansion in Asia, Braddock's winning world's heavyweight boxing championship, and the flight of the China Clipper.

Earl J. Johnson, news director of the United Press, lists these, in the order of their importance:

1. The Hauptmann trial.
2. Invalidation of NRA.
3. Assassination of Huey Long.
4. The Italo-Ethiopian war.
5. The deaths of Will Rogers and Wiley Post.
6. Supreme court decision on gold.
7. Dramatic death of Queen Astrid of Belgium.
8. German rearmament.
9. The flight of the China Clipper.
10. Death of Yungster-Buch.

Other big stories in Mr. Johnson's opinion, were the North China autonomy movement, the British jubilee, the dust storms, the maiden voyage of the Normandie.

Barry Park, editor of International News Service, offers this list as representing the consensus of I. N. S. news editors:

1. Italo-Ethiopian war.
2. Huey Long assassination.
3. Supreme court's gold clause decision.
4. Invalidation of NRA.
5. Conviction of Hauptmann.
6. Crash of dirigible, Macon.
7. Deaths of Will Rogers and Wiley Post.
8. Signs of business recovery, following President Roosevelt's announcement of a "reshaping spell."
9. Florida hurricane.
10. Inauguration of trans-Pacific air-mail service.

A consensus of Universal Service editors resulted in this selection:

1. Italo-Ethiopian war.
2. Hauptmann trial.
3. Deaths of Will Rogers and Wiley Post.
4. Invalidation of NRA.
5. Huey Long assassination.
6. Stratosphere flight.
7. China Clipper flight.
8. Florida hurricane.
9. German rearmament.
10. Crash of Macon.

International News Photos sent out pictures recently selected to illustrate the various selections of biggest stories. With the exception of the Rogers-Post crash, they included coverage of the events listed above and the following: Roosevelt's veto of the bonus; Weyershaeuser kidnapping; Earthquake in Helena, Montana; Death of Dutch Schultz; Inauguration of Philippines independence.—Publisher's Auxiliary.

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