



1-10-1936

## The Johnsonian January 10, 1936

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# The Johnsonian

THE OFFICIAL PUBLICATION OF THE STUDENT BODY OF WINTHROP COLLEGE

VOL. 14, NO. 13

ROCK HILL, SOUTH CAROLINA, FRIDAY, JANUARY 14, 1938

SUBSCRIPTION, \$2.00 A YEAR

## WINTHROP COLLEGE COMMEMORATES SEMI-CENTENNIAL

### AMELIA EARHART TO SPEAK AT WINTHROP

World's Premier Aviatix to Speak on Aviation Adventure—January 16th

Amelia Earhart, the world's premier aviatix, will be presented by Winthrop College, Thursday evening, January 16, at 8 o'clock, as the fourth Artist Course member of the season. Miss Earhart will speak on "Aviation Adventures."

Amelia Earhart, who in private life is Mrs. George Palmer Putnam, wife of a New York publisher, explorer, and author, has been a flier since 1929. She received her first lessons in flying near Los Angeles, California, where she had gone to be with her father, after working at Columbia University. She pawned her jewelry and fur coat to secure money for a plane, and worked as a mail and file clerk to enable herself to keep up her lessons in aviation.

In 1928, she stamped her name indelibly in newspaper headlines by becoming the first woman to fly successfully across the Atlantic. Her aerial accomplishments since then have made her indisputably the world's premier aviatix. She has been the first woman to fly the Atlantic twice, the first woman to fly an autogyro, the first woman to cross the United States in an autogyro, the first woman to receive the Distinguished Flying Cross, the first woman to receive the National Geographic Society's gold medal, the first woman licensed in the United States to carry passengers for hire in cabin planes weighing up to 7,000 pounds, the first person to solo across the Pacific from Honolulu, and the first person to solo from Mexico City to New York. In addition to these feats, Miss Earhart is the holder of the woman's transatlantic speed record, and the former holder of the woman's international speed record.

Previous to her flight in 1932, Miss Earhart was engaged in social settlement work. Once then she has been a writer for magazines, and the aviation editor of a national magazine. She is also the author of two books, "Twenty Hours and Forty Minutes" and "The Fun of It."

She is at present vice-president of the National Aeronautical Association. Since her trans-Atlantic flight, she has been prominently identified with many aviation activities, such as the founding of the air line from New York to London, and the air line from Boston to Bangor, Maine.

### Winthrop Represented at Indianapolis Meet

Anna Mariani Buber, Miona Neusser, Mary Stuart Mills, Evelyn Rhodes, Beate Mae Baker, Elsie Plant, Louise Hall, Virle Crow, Marie Williamson, Virginia McCallister, Elsie Thomas, Jack Barnwell, Miss Alma McLaurin, and Kate Hardin, represented Winthrop College at the Twelfth Student Volunteer Convention of the Student Volunteer Movement, held in Indianapolis, December 28 to January 2. Also attending the convention were Miss Estelle Wardlaw, Mr. J. H. Marlin, and Mr. and Mrs. W. P. Peyton.

The program for the convention consisted of lectures and seminars on individual or world problems. The principal leaders of the convention were William Temple, Archbishop of York; Dr. Toyokiko Kagawa, of Japan; Dr. T. Z. Eoo, of China; Mrs. Induk Pak, of Korea; Dr. John R. Mott; and Dr. Robert E. Speer, founders of the Student Volunteer Movement; Mr. Oscar Hans Camargo, of Mexico; Dr. John R. Mackay; Dr. MacNeill Poirer; Dr. Henry P. Van Dusen, Mr. Richard Roberts; and Mr. Ray Phillips.

Denominational meetings followed by supper were held Sunday night in the various churches of Indianapolis.

The convention play, "Operation at One," which depicted the struggles of an American missionary in a communistic section of China, was presented on Monday and Wednesday afternoons.

Two International Ties were held Monday afternoon. To these most of the foreign students came in native dress.

Delegates from South Carolina met at the dinner Monday night in the Clappold Hotel.



DR. WILLIAM CHANDLER BAGLEY  
Professor of Education, Teachers College, Columbia University

### ALUMNAE ASSOCIATION HOLDS ANNUAL REUNION

Program Includes Founder's Day Exercises; Closes Sunday Morning

Winthrop College Alumnae Association will hold its annual reunion January 10 to 12, inclusive, at the college. Friday morning, January 10, the Alumnae will assemble at 10:15 to attend the Founder's Day exercises in Main Auditorium. Speakers at the exercises will include Dr. Patterson Wardlaw, dean emeritus of the school of education at the University of South Carolina; Dr. William C. Bagley of Columbia University, and Mrs. John Hargrove, president of the Winthrop College Alumnae Association.

Dinner will be served to all guests at 1:15 in the college dining room. The Suzanne Rutledge Johnson Chapter of Winthrop Daughters will hold open house at the home of Mrs. D. B. Johnson, from 3 to 6 o'clock on Friday afternoon. Friday evening from 8:30 until 10:30 a reception will be given in Johnson Hall in honor of the visitors.

The Executive Committee will hold a meeting in Johnson Hall Auditorium from 1:45 to 10:15, Saturday morning, January 11. Alumnae may visit classrooms or the library at this time, and at 10:15 they will assemble in Johnson Hall for a discussion of alumnae affairs. Speakers for Saturday morning will include Dr. James P. Kinard, Dr. Shelton Phelps, and Miss Louise Howe. Miss Constance Ward will sing.

The English department will be in charge of a program, led by Dr. Jarell and Dr. Wignat, Saturday afternoon at 2:30; and Winthrop Day by Day will be presented Saturday evening at 7:30.

### Miss Potter Talks To Tri-Beta Members

Miss Isabel Potter talked to the members of Tri-Beta at their monthly meeting on December 18. She discussed the reproductive glands and the important effects of their hormones on the activities of the body. Labeled blackboard drawings supplemented her talk.

### College Groups Give Music Program Sunday

Winthrop College string trio and double quartet will have charge of the music at Oakland Avenue Presbyterian Church, Sunday morning, January 13.

### CHINESE EDUCATOR SPOKE WEDNESDAY

Dr. Chang, of Nanking, Now at U. N. C., Discussed General Chinese Conditions

Dr. Yuen-Zang Chang, Professor of English at National Central University in Nanking, China, and now Exchange Professor at the University of North Carolina, spoke on general conditions in China, during the regular chapel period Wednesday, January 6. He was introduced by Dr. Paul M. Wheeler.

Dr. Chang said that among the characteristics of the Chinese background is the philosophy of pacifism that grew up 2,000 years ago, the sense of righteousness which Confucius taught, and the theory developed by later philosophers that dishonorable gain results in self-hurt. These teachings were necessary at the time according to Dr. Chang, because the warlike states continued to plague each other. "But pacifism," he said, "was gained at the price of strength, which is not good for China or her neighbors."

As a result of the influence of Western civilization and democracy, Dr. Chang explained, around 1910, the doctrine of effort and strength and knowledge began to be spread, but it was only in 1919 and 1927 that these took effect. After the Revolution, the government was set up in Peking.

In speaking of the world's hope for peace, Dr. Chang said, "If the Atlantic, Pacific, and Mediterranean were taken care of, there would be peace in the world." He said that in 1930 and 1931, there was a ray of hope for peace because China, as a result of her internal improvement, was approaching the time when she might assume the position of policeman of the Pacific—a position that China alone can hold. Japan, however, saw this prospect, and at once proceeded with her invasion of Manchuria. Dr. Chang discussed the claims of Japan in connection with Manchuria, and the affair of the Tanaka Memorandum.

In concluding, Dr. Chang said that the tendency in China at present is to retreat, but that there is still the ray of hope for peace through China.

Comments on Students  
In a personal interview with Dr. Chang, he said that he had attended Johns Hopkins for five years, and then he became connected with the National Central University in Nanking.

"Which would I rather teach—Chinese or Japanese students?" Dr. Chang smiled. "There is very little difference in students. They see the same all over the world." When Dr. Chang was asked



DR. DAVID BANCROFT JOHNSON  
Founder and First President of Winthrop

### METHODIST STUDENTS AT NATIONAL MEET

Winthrop Represented at Memphis Convention Held Recently

Methodist young people held a nationwide conference in Memphis Tennessee, December 21-31. The general theme of the convention was "Facing Life With Christ." Here the delegates had the opportunity of hearing many inspirational and influential church leaders give their views on religious, social and political topics.

The representatives from Winthrop were: Elizabeth Mitchell, Mianie Hodges, Roberta Handwick Jean Sellers, Kathryn Simmons, Sara Bishop, Sara Evans, Charlotte Terry, Mildred Pettigrew, Elizabeth Kelly, and Mrs. J. R. Massey.

### STUDENTS ATTEND BAPTIST CONFERENCE

College Represented at Baptist Meeting Held in Birmingham

Lillian May, Edna Reeves, Mary Weston Scheffler, Virginia Boney, and Miss Zana Wilson, Baptist Student Secretary, attended the Southern Baptist Training Union Conference that met in Birmingham, Alabama, December 31-January 3. The keynote of the assembly was "Faith is the Victory."

Among the noted church leaders present was Dr. Toyokiko Kagawa, International Christian Leader in Tokyo, Japan. Dr. Kagawa came to Birmingham from Memphis, Tennessee, where he had addressed the Methodist Young People in conference there.

WILL SPEAK AT VESPERS  
Vespers service will be conducted by the Reverend Mr. Philip McLean, pastor of the Baptist Church of Sumnerville, Sunday, January 12, at 6:30, in Johnson Hall Auditorium.

TO SING SATURDAY  
Miss Constance Ward will sing at a meeting of the Alumnae Association, Saturday, January 11.

If he found American students flippant in their attitude towards college, he said that, on the contrary, American boys and girls were, on the whole, good students. "Often," he said, "they are too solemn."

### ARCHIBALD RUTLEDGE SPEAKS AT WINTHROP

Pierlans Sponsor Visit of State's Poet Laureate to Campus January 6

Dr. Archibald Rutledge, Poet Laureate of South Carolina, writer of numerous magazine stories and articles, spoke before an audience of Winthrop students, and townspeople on "Nature and Nature's Laws" in Main Auditorium at 4:30 o'clock, January 6. He was introduced by Maryland Wilson, president of the Pierlans. Dr. Rutledge's visit to Winthrop was sponsored by this society.

Discusses Love of Nature  
The speaker who declared himself as "nobody but Archie Rutledge, just a plantation boy grown up," said that since early childhood he had always had a great passion to study nature—not in a scientific way, but in a way that would interest readers.

Compares Animal and Human Nature  
The most important laws of nature, said Dr. Rutledge, are courage, obedience, and intelligence. By means of numerous and cleverly- told stories of a snake, he showed how these three laws operate throughout nature. "The psychology of wild turkeys," he continued, "is precisely the same as that of human beings. Because I understand wild turkeys, I understand you."

He pointed out that one reason we are not happy is that we have neither the courage nor the obedience of the wild things and that we do not use our intelligence. "They are smart, and we are smart," he remarked, "but they use their heads all the time."

Gives His Conception of Poetry  
The poet had been asked to discuss his conception of poetry, and he complied by commenting upon some of his own work. He declared that he has no faith in modern schools of poetry and that poetry should not be in a school because it is made too difficult for most people, who want only beauty.

Dr. Rutledge believes that to be a great poet one must have moral principles, and he has attempted to follow this in his poems. Considering the theme of poems very important, he has chosen, for the keynotes of his work, courage, love, friendship, and nature.

"I have a theory—however fantastic it may seem—" stated the speaker, "that there is a music in the universe which it is the poet's duty to transmit. This poet is really in agony until he can find expression for what he has heard."  
(Continued on page four)

### PROGRAM HONORS DR. D. B. JOHNSON

Was President of the College for Forty-Two Years—Was Born January 10

### FOUNDER'S DAY OBSERVED

Dr. W. C. Bagley, of Teachers' College, Columbia University, to Deliver Address

Winthrop College commemorated its fiftieth anniversary on Founder's Day, Friday, January 10. In its program on Founder's Day, Winthrop College honored not only the Founder, Dr. David Bancroft Johnson, but also its origin as an institution for the training of teachers. Dr. William Chandler Bagley, Professor of Education, Teachers' College, Columbia University, delivered the principal address on "The National Story of Teacher Training."

Dr. Patterson Wardlaw, Dean Emeritus of the School of Education, University of South Carolina, spoke briefly on "Winthrop's First Ten Years in Columbia." Mrs. Sara Hargrove, President of Winthrop College Alumnae, gave a short address on Winthrop Alumnae as Teachers.

Dr. Shelton Phelps, president of Winthrop College, presided at the exercises. In his brief introductory remarks Dr. Phelps said that the subject of teacher training had been selected, as in its program this year, Winthrop College was honoring not only its founder, but its origin as an institution for the training of teachers.

Following the invocation by the Reverend Mr. R. A. MacFarland and reading of the scripture by the Reverend Mr. W. J. Roof, the college chapel choir, under the direction of Mr. Walter B. Roberts, sang Psalm XXXVII, "Alas, Alas, Alas."

Following the speech of Dr. Bagley, the exercises were completed at Dr. Johnson's grave on the campus. Beautiful floral tributes were placed on the grave. The Rev. Dr. F. W. Gregg, of the First Presbyterian Church, Rock Hill, presided at the benediction.

In introducing Dr. Bagley Dr. Phelps spoke of him as one preeminently fitted to tell the National story of teacher training.

Principal Address by Dr. Bagley  
Dr. Bagley gave briefly the historical background of education, and the National story of teacher training:

"The professional education of teachers is very largely a product of the nineteenth century—and for a very good reason. Until you try to send anyone to school, the problem of sending them is not from lack of, if the school takes and keeps only those who, in general, are mentally competent to do the school work provided, a person who knows the subject and has a satisfactory personality can teach in a fully satisfactory fashion. But when these things are, at any given educational level, 'all the children of all the people,' including not only the mentally competent, but also the duller intellects and even some of the mentally subnormal, the task of teaching becomes greatly complicated, and professional training in the art of teaching and professional instruction in whatever there may be of a sense of education becomes imperative, and this a professional school can well provide along with and associated with the subject matter needed."

Thus the professional education of teachers, as a special field of endeavor, is closely bound up with the development of universal education. Universal schools in the modern sense have been closely bound up with three great movements in social evolution. The first of these was the Protestant Reformation, the leaders of which laid great emphasis upon universal literacy as a prime essential if everyone were to read and interpret the Bible for himself. While this religious sanction was moderately effective in encouraging schools in Protestant countries—in certain German states, as well as in the Netherlands, Switzerland, Holland, and colonial New England—its success was far from complete. The second great force was the first Industrial Revolution. The development of power-driven machinery, the growth of an urban population, and the evolution of

(Continued on Page Three)

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

Entered as second-class matter November 21, 1923, under the Act of March 3, 1879, at the postoffice in Rock Hill, S. C.

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."

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 Openheim, Harvey Allen, Booth Tarkington, and Edgar Wallace.

These books may be taken from the library, and they will be changed from time to time.

Besides this special reading room, the library has a shelf entitled "New Books," and another, "Good Points for Everyone," which call attention to good literature.

Also in her effort to promote better reading, Miss Dacus has distributed mimeographed reading lists on "This Country of Ours," and copies of the 186 best books.

My instructor has the wisdom of Solomon. When he can't decide whom a certain girl belongs to, he splits it in half.—The Herald.

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. When he refused to respond to normal treatment, Prof. Workman prescribed exercise and normal activity, and for three days Hudson was walked about the campus, taken for rides, to the movies.

Suddenly, on the third day, he blinked and asked what had happened.

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-Tum-Phi.

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. . . Florenz Glans 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?"

The Purman boys sent the Athletic Association and the Y. W. C. A. girls who helped entertain them in December one barrel of apples—which never arrived! We're still looking for the apples.

Archibald Rutledge says that he was introduced to the Citadel audience as Archbishop Rutledge, and he hardly knew what to do. . . Rumors pyret! that a certain senior will announce a marriage of four years' standing when graduates this June. . . There are also two sophomores who were secretly married. . . and two seniors who were flashy engagement rings for a few days. . . And Meredith Epps, junior, has been married since November. . .

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.

Last week-end two cases that we happened to hear about occurred near the door to each other. One was the loss of a couple of dollars which had been carelessly left in a pocketbook on the bed, and the other was a case of exchanging a worthless check for a good one.

Since there are dishonest people among us and we can't afford to lose what little we have, it seems that the only effective solution is going to be to lock our room doors.

STUDENT OPINION

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 (In Six-Not-So-Easy Lessons) 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. Assure referee that all purchases delivered to opponents are just friendly beatings.

4. Distribute all propaganda 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-Tum-Phi.

ON A DELEGATE

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."—Periscope.

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."—Periscope.

His name was Johnny Greene, and was he present? 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 self-assured adolescent with a cockish and "laddy" 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 Webster 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. As the minutes passed I was very quiet, I tried to squelch Johnny by giving him an occasional nod in answer to his stock of questions.

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 a freshman in college or a senior 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 blushed 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 nicker. Would that I thought had occurred to me sooner!

During the course of our conversation, which was really quite amusing, many told me that he thought Dr. Armentrout was a "cute little lady" and that he was sure she 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 bopper" 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.—(AP)—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 the beginning of the present era.

"Three distinct ranges of mountains," he said, "have come into existence and passed away since the formations which we know as the Rocky Mountains began."

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 Arabia's most highly prized dishes, boiled camel. Each camel is stuffed with three sheep which have been stuffed with eight chickens stuffed with eggs and nuts. The meal is served with boiled rice.—New York Times.

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

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The Universal Drink. Coca-Cola. Is Made Here by The Coca-Cola Bottling Co. DELICIOUS LUNCHEES, SANDWICHES AND HOT DRINKS. DOUGHNUTS. Carolina Sweets.

Courteous Service. Excellent Dining Room. ANDREW JACKSON HOTEL. ELDER'S STORES. When you are real hungry, give us a ring—we will send it right up. ELDER'S STORES WE DELIVER.

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. Rock Hill, S. C. Resources More Than Four Million Dollars. FDIC.

## 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 "Addresses 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 fervor 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 spots, 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 dominions. At Napoleon's headquarters Pestalozzi sat in his name and a brief statement of his message. After he had cooled his heels 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.

In 1815 another Napoleon ruled France—Napoleon the Third, often referred to as Napoleon the Little. Wanting to make for himself a place in the sun, he declared, on a very slight pretext, a war upon Prussia. He was speedily defeated in short order by the first Prussian army that (to all

probably) his 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 led her to Pestalozzi could not have 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 subtly absurd theories which she is advancing today as a rationalization of the Hitler regime.

Progress of Education in United States  
In our own country, really 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, has written, 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 have been the result of 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 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 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 had been established on a generous scale in the German states in the first quarter of the nineteenth century, and the universal provision of the universal normal schools in Germany during the first three decades of the nineteenth century was 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 by 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 and as yet unborn 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 delayed 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 any Southern state, 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 1835 David Hascroft Johnson 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 1835, 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 1859 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.

We turn now to a development of the universal school that is unprecedented in history and unparalleled elsewhere. Reference is made, of course, to the upward expansion of mass-education in the United States since the turn of the century. Today in certain cities and in many secondary educational institutions as nearly universal as elementary education a generation ago. I was a high-school pupil in Detroit in 1890, a single center school building accommodating about 400 pupils was sufficient to supply high school privileges for all who wished to secure them at public expense. A decade later Detroit had four large metropolitan high schools. The same growth characterized practically all of the larger cities of the country. It is interesting to illustrate by this development, for the decade, 1890-1900, was marked by an economic depression of the first magnitude, beginning with the financial panic of 1893.

### 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, it can be adapted by nature or nurture 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 in a high school because non-selective, 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, it became, in effect, a universal school—professional education for high school teachers became as important as professional education for elementary school teachers. The first 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 inaugurate a 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.

Tribute 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.

NOTICE  
Senior students will be voted on in chapel, Wednesday, January 15, be prepared to nominate for the following:  
1. Most Popular.  
2. Prettiest.  
3. Most All-round.  
4. Most Valuable.  
5. Most Interesting.  
6. Best Informed.  
7. Most Poised.  
8. Most Friendly.

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, telling 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 McCalla, instructor of the Winthrop Training School; and Miss Marian Woodrow, the teacher of Science.

Dr. Wardlaw thus summed up the early Winthrop:  
"When the time came for transfer and enlargement, the little school could not bring grand buildings, great libraries, handsome equipment, or big salaries; but it did offer something finer than all these—sound thinking, high ideals, and consecration of training to the service of youth. It brought the soul of the teacher."  
Winthrop Alumnae as Teachers  
Mrs. Clara Hargrove, president of the State Alumnae Association, spoke on "The Alumnae in Teaching." She listed the achievements of the 12,000 daughters of Winthrop College in the numerous fields of service. Her list included teaching, law, social service, art, journalism, and concert singing; she stressed, however, the influence of Winthrop graduates in fostering the spirit and high ideals of their Alma Mater.

"We are concerned," said Mrs. Hargrove, "with the problem of teaching in its deeper meaning—that teaching which has guided through the years and will continue to guide through countless ages our daughters to that highest goal of all teaching—the fine character that ultimately must be the real determining factor in the best selection and serviceability."  
Mrs. Hargrove listed the contributions Winthrop hopes to make to the future, and concluded with the statement, "We, Winthrop alumnae, could do no greater legacy than to teach how to think rather than what to think, and then as Plato said: 'Develop in the body and in the soul all the beauty and perfection of which they are capable.'"

Marguerite Zeigler  
Is Winning Orator  
Marguerite Zeigler was the winner of the oratorical contest held in connection with a meeting of the Debaters' League Wednesday, January 6. During the business session, Mary Gailman was elected to succeed Dimples Thomas as speaker of the House; and Frances Holland was appointed a representative to the Phi Kappa Delta tournament in Houston.  
The query for debate at the meeting was "Resolved: That Congress should have the right to override by a two-thirds majority, decisions of the Supreme Court declaring acts of Congress unconstitutional." Wagner Dye, of the government, upheld the affirmative; Orris Carroll, of the opposition, upheld the negative; and Virginia Wemyer, of the back-benchers, gave the rebuttal.

Marrriages of Three Seniors Announced  
Announcements of the marriage of three Winthrop Seniors have been made recently. The marriage announced was that of "Jim" Hollis, Rock Hill, to Beulah Coltrane, of Hartsville, which took place on Christmas day; of Dorothy Harrison, Loris, to Robert Wain, Columbia, June 8, 1935; and Miriam Louise Hatcher, Rock Hill, to Eugene Hitchcock, Theater, 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 5th 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. 2:00-4:00

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 "two")

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 left in Mr. Koob's classroom late Monday afternoon, December 16, 1935, to Corrie Morgan, 507 Roddey, or Box 587, Please!!

**LOST**—A copy of "Koss" "The American Secondary School." Please return to Ruth Bethel, 17 Emerald, or Box 231.

**STUDENTS may insert Lost and Found Ads** not more than thirty words for five cents. Bring ads and pay 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.

**Pagan 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, round 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. Emmet 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 6. He will talk before the Sumter Education Association Saturday, January 11, in Sumter, S. C.

The "German" Lament 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 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 those 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 those 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.

Earl J. Johnson, news director of the United Press, lists those, 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 Yungtseung-Sueh.

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 "breathing 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.

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10 and 16 ribbed parasols in black and navy  
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