

### METHODS OF STUDY MANY AMONGST JUNIORS, SENIORS

SOME USE NOTES AND REFERENCE BOOKS, OTHERS MEMORY

Many of Wisest Ones Admit They do Best Work When Under Pressure —"Dig Hard" is Maxim

Methods of study of individual seniors and juniors as described by themselves is suggestive and interesting. One prominent senior girl who has great demands on her socially says: "I make a point of paying close attention at lectures and try to put things down in my memory at that hour. Make your lecture hours count and you save time. I don't take so very many notes, just a few points on things that are not very clear and these I look up afterwards."

A junior who is making a sovenir collection of L's and 2's tells the secret in these words:

"It is what you study, not how much," he says, "I take the time to note down little side facts that the professors mention in connecting with the subject they are lecturing on. Later I look these up in some good reference book and in this way I get a wider knowledge than a lot of the other fellows. When it comes to examination I can supplement my general information with a little special. Its worth while and very interesting."

Two seniors in pre-medics who declare they are "snowed under" claim that they can study best under pressure of many accumulated assignments.

"I go on a regular spree of study when I begin," says one, "I let everything go for most of the week and then I take a whole day off and dig hard."

"That is all there is to it, just getting in and digging hard," chimed in the other. "We don't make ourselves slaves to any system, don't believe in them."

"Oh I like to just go along easy and not worry about anything," smiled a good natured journalism junior. "But I'll show you what I do," he said opening the back of his note book.

The back page was all divided up into days and hours and into different sections he had placed tiny notes of what assignments were due and which must be prepared without delay. It was a good scheme. His easy going way was based on a fairly well-oiled system.

"I hardly take any notes," says another, "I am trying to train my memory to retain all the essential facts. I'm getting better every term. I don't need to take down assignments either. I can usually remember them all. If you take endless notes at the end of the term you have a hand written text book, and it is no good to you. Only what you have in your mind is any good to you. So train yourself to put things permanently in your mind and just before a final exam read up on any part you think you need to review I never get time to do all the outside reading in any of my courses, so I remember all I can and read up a lot of stuff just before exams. It's the only way I can get along," he said.

How do you study? The psychology books tell us that learning acquired quickly and under conditions of enforced concentration is more worth while than much studying under leisurely conditions.

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### WELLS HISTORY OUTLINE IS NOT MAKING ATHEISTS

(Continued from page one.)

neither help nor hinder it. This is what we have done in the case of Buddha, and what we shall do later with Muhammad. About Jesus we have to write not theology but history, and our concern is not with the spiritual and theological significance of his life, but with its effects upon the political and every-day life of men.

#### Jesus Shown Unreal

"Jesus was a penniless teacher, who wandered about the dusty sun-bit country of Judea, living upon casual gifts of food; yet he is always represented clean, combed and sleek, in spotless raiment, erect and with something motionless about him as though he was gliding through the air. This alone has made him unreal and incredible to many people who cannot distinguish the core of the story from the ornamental and unwise additions of the unintelligently devout. And it may be that the early parts of the gospels are accretions of the same nature."

As to its technical worth the Outline does not stand very well in the eyes of Dr. Clark. "We don't even allow our major students to take the World History course for we want them to go deeper than a study of Wells allows," he said. Major students receive 36 hours of history as compared with the 12 hours of the two year course in World History. Dr. Clark admitted the value of the work for students who had no time to specialize, however.

#### Other Texts Used

Dean Sheldon and Dr. Fish overcome some of the technical deficiencies of the Outline by using Breasted's "Ancient Times," Robinson's "Medieval and Modern Times" and other books.

Students who have taken or are taking the course do not "swallow the ideas whole," according to beliefs expressed by a number of members or former members of Dr. Sheldon's classes. "The ideas we receive in World History are given consideration, all right," said one, "but there is no danger that I can see of becoming an atheist or even a cynic from the study of the Outline."

Several students resented the use of biased facts in the work and all expressed an appreciation of the interesting way in which it is written and its vitalizing characteristics.

### OPAL WHITLEY WRITES SOME ORIGINAL VERSE

(Continued from page one)

"Clan of the Lichens" is good and probably it is the most nearly original in thought.

"The Cantata of the Stars" reflects a theory or creation in Dunsany in "Gods of Pagan." "The End of a Sapphire Day" clearly suggests that writer's style. Opal still retains her fondness for the gerund and verbal noun, so prominent in her diary. In this little new book she speaks of a man's "deathing" in addition to the former "birthing" and "borning."



## Sunday Supper

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### RACE LINE MAKES TROUBLE

Refusal of Dormitory Room to Black Alumnus' Son Starts Dispute

Harvard, Feb. 15.—A new problem has recently been created for the authorities of Harvard University over the question of the residence of negro students with the white students. As is probably known, at Harvard, all freshmen are compelled to reside in the Freshman Dormitories. The trouble arose when a colored alumnus of the University wrote the authorities requesting a room in the dormitories for his son. The refusal to permit colored men to reside in the same dormitories with the white men was almost immediate on the part of the university heads and a protest was then forwarded to the university by the offended man. This case is causing much discussion from the upholders of both sides and promises to become a serious question for Harvard authorities in the future.

Like some fair goddess Of an olden poet's rhyme, You stand before me. Slowly—from time to time, Your listless fingers Listlessly caress my hair— And leave a happy ecstasy To live and flourish there.

—A. J.

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