Conn. Student Tells of NSA Future Plans

by Betty Leslie

In an Armistice meeting last May, volunteers were called to represent Connecticut College at the National Student Association during the summer. In contrast to the Providence Talk, which group, net yet even formally formed, seemed of little importance.

I went to Madison, Wisconsin, Asuncion, and Guatemala City was completely convinced that the founding of the NSA is one of the most significant phenomena to come out of student opposition today. It is the largest student organization in the free world, representing at that time 1,100,000 students. As such, it has already been granted one of the two seats open to American youth at the United Nations.

What is NSA? Why is it important? Who is it serving? And above all, how can America benefit from the inclusion of American students in such foreign programs as the NSA? These are questions the NSA and other organizations sponsoring programs of American students overseas are now asking.

The NSA is a truly democratic organization, with its membership consisting of American students, their ideas, and their actions being the basis for its policies. It is the American student's opportunity to speak with a single voice to the nations of the world. It is the American student's chance to learn the political, social, and cultural problems of the nations to which he is going, and to exchange ideas and experiences with the students of those nations.

The NSA's most important role is its representation of American students at the United Nations. The NSA recommends to the federal government the position of the United States on international issues. The NSA uses its officers, delegates, and advisors at the United Nations to influence American foreign policy and to protect the interests of American students.

The NSA also provides a forum for American students to discuss and study the problems of the nations to which they are going. The NSA hosts speakers from foreign countries and provides a means for American students to meet and discuss the problems of the nations to which they are going.

The NSA is a truly democratic organization, with its membership consisting of American students, their ideas, and their actions being the basis for its policies. It is the American student's opportunity to speak with a single voice to the nations of the world. It is the American student's chance to learn the political, social, and cultural problems of the nations to which he is going, and to exchange ideas and experiences with the students of those nations.
An Editorial

During the war years it was customary to hear Americanism referred to as the only true "ism." It is a significant fact that since the war the spirit of America, especially the spirit of American youth, has changed from Americanism to Internationalism. The American spirit, based on the belief that peace can be preserved only through world understanding, has suddenly and with amazing force found its way into American college life.

There are certain signs that a true awakening to the importance of Internationalism is suddenly occurring. Inside the walls of the Connecticut college community, we have observed a growing concern over the problem of communism and capitalism. It has become a problem in many minds. We have come across every sort of argument and discussion concerning the pros and cons of communist philosophy, and it all seems to be in the right direction toward a fuller realization of the new Internationalism.

On the eve of our annual International Week, it is interesting to analyze Connecticut's contribution toward world understanding. The program which serves to broaden our understanding most of all, is that of exchange most is, of course, that of exchange students. Each year more foreign students attend our school, while we in turn send Connecticut girls to foreign universities. This gives us the most vital of international links. It matters not how many articles are written on the subject of communism, how many students speak on the subject, only that the people are forced to think. It seems strange that we are only small units in the midst of a world friendship and understanding, has suddenly and with amazing force found its way into American college life.

Internationalism is now with us, and the belief that peace can be preserved only through world understanding is suddenly occurring. The New Internationalism is a significant fact that since the war the spirit of America, especially the spirit of American youth, has changed from Americanism to Internationalism. The American spirit, based on the belief that peace can be preserved only through world understanding, has suddenly and with amazing force found its way into American college life. It is a significant fact that since the war the spirit of America, especially the spirit of American youth, has changed from Americanism to Internationalism. The American spirit, based on the belief that peace can be preserved only through world understanding, has suddenly and with amazing force found its way into American college life. It is a significant fact that since the war the spirit of America, especially the spirit of American youth, has changed from Americanism to Internationalism. The American spirit, based on the belief that peace can be preserved only through world understanding, has suddenly and with amazing force found its way into American college life.
Philosophic Attitude Should Replace Futile Conception
by Dorothy Feathes
Individualism and collectivism, and bureaucracy are words which today are being tossed about on the pages of our newcomer's bureaus. The danger of such a situation is that it presents a black and white picture, and it opens the possibility of a compromise.
In the statement of the American business man, one would get the impression that individuals and the individual are exclusively synonymous and that the collectivist's emphasis on sacrifice and toil in the common cause of good will inevitably lead to the subjugation of the individual to a people to an all powerful state.
Business men.
If we go beyond the surface labelling, we can find that the dynamics of change have been in operation in the capitalistic system itself.
It would be much more realistic and intelligent to recognize that change is occurring. We should steer them into the channels of change.

Transfers Express

Enthusiasm About Connecticut Life
by Barbara Blaustein
"Oh, you're a transfer student?
What school did you go to? You didn't go to Connecticut College?
You're coming here to Connecticut College.

The above conversational fragment was repeated many times on our campus during the first week of school, while the little pink campus map was very much in evidence. Now, however, the badges are carefully pinned by Barbara Blaustein
up to bulletin boards, and this year's transfers are becoming an important part of the Connecticut College.

The realization that comes to mind while talking to a transfer student is, "How do you like it here?
Answers to this question vary greatly, ranging all the way from "well, it's wonderful!
Oh, very much!" But then, when asked "what do you especially like here?", and "Why did you choose Connecticut?", transfer student responses vary from
Gunda Tate, a day student who came from Green Mountain junior college in Vermont, describes Connecticut College as being far better than she had expected it to be.
She has come, and to be able to get a degree in biology, which was one of the reasons for
she was going to get married this summer, but mom and dad talked about understanding Spanish so I'd have something to fall back on if I see "Transfers"-

Dr. Antonio Rebollo

Evaluates Importance
Of Spanish Language
Dr. Antonio Rebollo, the new head of the Spanish department, was the speaker at the first meeting of the Foreign Students Club held Thursday, October 9, in Back Lounge.
Dr. Rebollo's topic was the Value of the Language. The chief impetus for developing Spanish language courses for North American students, he said, is the need for different languages and cultures.
The heritage of Spanish America and the Spanish language by its very nature is forever developing from a medieval and agricultural past to a modern and a world-conscious nation, the latter, coming considerably later, being based on essentials already developed by the Spaniards.
The Spanish language will play an important role in the future. It will not only as a means to an end, but also in its contribution to the development of civilization and culture. The greatest developments in Latin America belong to the future.

by Nancy Yanes and Barbara Blaustein

It all started on a boat. The two Chinese girls met on ship voyaging to America. From there, they moved to the same city, to the same college, to the same dormitory, to their own request to the same room. For although they speak different dialects, Lynette Tan and Gloria Kwok have become good friends.

Besides the importance of English in connecting their friendship, Lynette feels important to Lynette because it is her major subject. Lynette plans to go for her master's degree in English and to work as a teacher in the future. She has already spent two years studying in Fitchow, China.
Gloria, too, attended college. St. John's university in Shanghai, and the girls agree that college life in China is much like the life here. "We, too, had lots of an...

Foreign Students Come to U.S.
For Various Studies at CC

Dr. Destler Talks
About Background
Of Marshall Plan
by Phyllis Robbins

At a meeting sponsored by the New London chapter of the League of Women Voters, Dr. Chester M. Destler, chairman of the history department, outlined the political background which has resulted in the Marshall Plan.

Dr. Destler began his discussion with a summary of his doctoral thesis. "Peace loving nations of Europe"-draw up a plan for mutual economic aid, which was approved would be supplemented by the United States funds. A 16 nation conference on Europe- was called upon to enter into a program of conferences to investigate the economic needs and possible of the participating nations.

Dr. Destler emphasized the importance of the Marshall Plan.

See "Business"-

Foreign Students Come to U.S.
For Various Studies at CC

by Nancy Yanes and Barbara Blaustein

It all started on a boat. The two Chinese girls met on ship voyaging to America. From there, they moved to the same city, to the same college, to the same dormitory, to their own request to the same room. For although they speak different dialects, Lynette Tan and Gloria Kwok have become good friends.

Besides the importance of English in connecting their friendship, Lynette feels important to Lynette because it is her major subject. Lynette plans to go for her master's degree in English and to work as a teacher in the future. She has already spent two years studying in Fitchow, China.
Gloria, too, attended college. St. John's university in Shanghai, and the girls agree that college life in China is much like the life here. "We, too, had lots of an...

Universal Love Is Topic of E. West

"And when the king came into the guests, he saw there a man which had not on a wedding garment," with the above scripture reading, Canon Edward Nat- west began his commencement address, Sunday afternoon, October 12, in St. Luke's Church. He had this post untll...

The prevailing sentiment is that the church is co-extensive with the love of God, and that it is necessary to get everyone into church so as to teach them. However, once in church, severe rules must be followed or remain in darkness as far as serving God and working for...

China may have sent emis- saries to St. Paul, but the Continent gave its students to...
John Haufe, campus director of the Cooperative Commonwealth Federation, delivered the following address at the opening of the Canadian Political Union's annual conference in Toronto last week.

Mr. Haufe said that Socialism is compatible with democracy and capitalism.

"Socialism is the only way to get the best and the most out of all men," he said. "Socialism is the way to make the best use of all the resources of the country."
Community Chest To Be Led by Judy Booth
The Community Chest Committee for 1947-48 has been announced. The Committee is as follows: chairman, Judy Booth; vice-chairman, Marion Meredith; treasurer, Col. Blocker ’48; and Louise Arrington ’48, Miss Gertrude E. Noyes is the faculty advisor.

Student Relief To Obtain Funds from Community Chest
What organization supplied to the Baltic last year the only army and surgical equipment which is in stock? That group contributed to the care of children in Europe.

World Student Relief, the administrative and allocative branch of World Student Service Fund makes these, and many more relief projects possible through support of American UNICEF.

Connecticut’s contribution to foreign student groups is made possible through the college community chest. This organization builds a campus broad base so that here we should know where their contributions and needs are wanted, and make decisions about the allotments of funds and materials.

It was with this in mind, that Community Chest representatives, Mrs. G. N. Cheney and Miss E. R. Brown, met in Providence on Sunday and there were a number of foreign students who are interested in helping out, which is why the Community Chest was organized.

Community Chest wanted to know more things about the college community chest, and how they can best help the group. These matters were discussed, and the group agreed to meet again in the near future, and to continue the work of the committee.

The first act of the play was presented by the President of the Board of Directors, Charles M. Bell. It dealt with the problem of the college’s financial difficulties, and the need for more funds. The second act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The third act was presented by Miss E. R. Brown, who spoke on the need for more students to become involved in the work of the community chest.

The fourth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the faculty and staff.

The fifth act was presented by Miss E. R. Brown, who spoke on the need for more support from the alumni.

The sixth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the public.

The seventh act was presented by Miss E. R. Brown, who spoke on the need for more support from the government.

The eighth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The ninth act was presented by Miss E. R. Brown, who spoke on the need for more support from the students.

The tenth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The eleventh act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The twelfth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The thirteenth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fourteenth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fifteenth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The sixteenth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The seventeenth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The eighteenth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The nineteenth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The twentieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The twenty-first act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The twenty-second act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The twenty-third act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The twenty-fourth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The twenty-fifth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The twenty-sixth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The twenty-seventh act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The twenty-eighth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The twenty-ninth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The thirty-first act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The thirty-second act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The thirty-third act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The thirty-fourth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The thirty-fifth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The thirty-sixth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The thirty-seventh act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The thirty-eighth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The thirty-ninth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The forty-first act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The forty-second act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The forty-third act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The forty-fourth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The forty-fifth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The forty-sixth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The forty-seventh act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The forty-eighth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The forty-ninth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.

The fiftieth act was presented by Mr. J. H. Smith, who spoke on the need for more support from the community.

The fiftieth act was presented by Miss E. R. Brown, who spoke on the need for more support from the community.
Transfers

(Continued from Page Three)

two years of college life in the last. Jeannie finds that two schools are very much alike as far as the girls, the organization, and the classes are concerned, as though this work were the same. Whenever she is in New York, she says: "I think I like the spirit most of all, the way everyone enters into things." She suggests.

Eltine Tilton, who spent her freshman year at Vassar, echoes Sally's feeling. "I like a smaller college. Vassar girls and Connecticut girls are much the same, but I think that the student body on the whole is friendlier. Here you receive a terrifically warm reception. Also because C.C. is so small, I think that there is a class and school spirit! And a stronger government!"

When asked for suggestions as to how we could improve, the girls were naturally eager. "We should have more parties," one student said. "It's a shame to see that Alice is already well adjusted!" This is the first college I've known that is really close to home."

A graduate of Pecker junior college in Brooklyn is Margarette Cass. The decision to come here, but I didn't want to come as a freshman, because I wanted to stay in New York for two years." Betty Doolittle, a graduate of Western State in Gulfport, Mississippi, felt that she had the experience of living in the east, as her home was in the middle west and she went to junior college in the south. Irma Klein, a sociology major at Western State junior college, says simply, "I've always wanted to come here, since the very day I entered Northfield."

Chrysantheums for Fall

two years of college life in the last. Jeannie finds that two schools are very much alike as far as the girls, the organization, and the classes are concerned, as though this work were the same. Whenever she is in New York, she says: "I think I like the spirit most of all, the way everyone enters into things." She suggests.

Eltine Tilton, who spent her freshman year at Vassar, echoes Sally's feeling. "I like a smaller college. Vassar girls and Connecticut girls are much the same, but I think that the student body on the whole is friendlier. Here you receive a terrifically warm reception. Also because C.C. is so small, I think that there is a class and school spirit! And a stronger government!"

When asked for suggestions as to how we could improve, the girls were naturally eager. "We should have more parties," one student said. "It's a shame to see that Alice is already well adjusted!" This is the first college I've known that is really close to home."

A graduate of Pecker junior college in Brooklyn is Margarette Cass. The decision to come here, but I didn't want to come as a freshman, because I wanted to stay in New York for two years." Betty Doolittle, a graduate of Western State in Gulfport, Mississippi, felt that she had the experience of living in the east, as her home was in the middle west and she went to junior college in the south. Irma Klein, a sociology major at Western State junior college, says simply, "I've always wanted to come here, since the very day I entered Northfield."

Spirit.

Mission in Oakland, Calif., relinquished Jeannie Harris, who wished to spend her last two years of college life in the last. Jeannie finds that two schools are very much alike as far as the girls, the organization, and the classes are concerned, as though this work were the same. Whenever she is in New York, she says: "I think I like the spirit most of all, the way everyone enters into things." She suggests.

Eltine Tilton, who spent her freshman year at Vassar, echoes Sally's feeling. "I like a smaller college. Vassar girls and Connecticut girls are much the same, but I think that the student body on the whole is friendlier. Here you receive a terrifically warm reception. Also because C.C. is so small, I think that there is a class and school spirit! And a stronger government!"

When asked for suggestions as to how we could improve, the girls were naturally eager. "We should have more parties," one student said. "It's a shame to see that Alice is already well adjusted!" This is the first college I've known that is really close to home."

A graduate of Pecker junior college in Brooklyn is Margarette Cass. The decision to come here, but I didn't want to come as a freshman, because I wanted to stay in New York for two years." Betty Doolittle, a graduate of Western State in Gulfport, Mississippi, felt that she had the experience of living in the east, as her home was in the middle west and she went to junior college in the south. Irma Klein, a sociology major at Western State junior college, says simply, "I've always wanted to come here, since the very day I entered Northfield."

transfers Destler The New Look

(Continued from Page Three)

Transfers Destler The New Look

Marshall plan is "a product of powerful politics to salvage the fading European economy."

He stated that the major post-war decisions are being made by the U.S., Great Britain and Russia.

The Allies herein agreed to the "Marshall Plan," which is designed to act against "the danger of a new conflict, which might lead to a situation of non-European communal institutions." The plan is 50 billion dollars for the United States, Great Britain and Russia.

The Allies herein agreed to the "Marshall Plan," which is designed to act against "the danger of a new conflict, which might lead to a situation of non-European communal institutions." The plan is 50 billion dollars for the United States, Great Britain and Russia.

The plan is 50 billion dollars for the United States, Great Britain and Russia.
Vespers
(Continued from Page Three)

Foreign Students
(Continued from Page One)

provenance of student social, cultural, and physical welfare, (this takes in increases in the G.L. Bill, better housing, forums, lectures, concerts, art exchanges, etc.) Fifth, NSA will promote international understanding and aid in securing for all people equal educational rights, regardless of sex, religion, political beliefs, or economic circumstances, (this covers foreign exchange, study and travel tours abroad, all college raised relief to go overseas, foreign student centers, a proposed youth festival "Cultural" to be held in America next summer and other projects.)

What happened at Madison to convince the NSA delegates that NSA is so important? The swim meets and sailing on Lake Mendota were constant attractions. The prices of food, clothing, and board were very low, (thanks to the famous University of Wisconsin student co-op.) The reception we had and the type of students there was par excellence.

But that’s not why we’ve sold NSA. We believe wholeheartedly in the NSA because it gives the American college student the thing he needs now more than ever before—the means, worthy of his efforts, to make America, to make the world, a decent place to live in.

she speaks the language poorly.

One flight above Madison’s room in Freeman lives dynamic Vera Bednor of Czechoslovakia, who sparkles like the glass of her beloved land. Vera had already completed four years at the Commercial academy in Moravia (the Commercial academy is somewhat like our high school) when the Nazis closed the schools. During the war, Vera received her education in a bitter school: "I was lucky and I stayed at home in a labor camp. I was with the sanitation department, cleaning the toilets of the German "heroes."

From the labor camp, Vera was promoted to office work. This she found much harder than the manual labor she had been forced to do before. Tension in the office was at a peak for 18-year-old Vera, as she transmitted the proposed plans of the Nazis to her people.

Finally liberation came, and that very day Vera applied for her permission to come to America to study.

When Vera arrived in America, she was appointed editor of the only Czech newspaper in the east. She followed up her journalistic inclinations which had first manifested themselves when she worked on a local paper during her commercial academy days in Brno.

At night she went to Hunter college. Vera has a conscientious because she plans to write a book about American youth and she feels that living among the students and learning their language will help her to really know Americans as she wants to know them.

We want to know our foreign students, too, for they are fine people.

this is the passage of the bill putting a large tariff on wool goods.

This bill was passed by the last Congress, under pressure from the wool industry. If the industry did really believe in the competition and lack of government interference in which it advocates, it should not be so dependent upon such government action which keeps it from competing with wool manufacturers from other nations.

There has so far been little evidence that business is appreciating these contradictions, or the fact that new situations must be handled in different ways. It is interesting to note that the depression hit this country in 1929, and which was the worst in our history, came under the very conditions which business leaders today are demanding.

In 1929 the budget was balanced, there were no government controls over production, prices, profits; the "intellectuals" and "New Dealers" were not in the government, and the national government under Hoover, was most friendly to business.

The business world has failed to practice what it preaches. The large number of trade associations prove that industry has found it more advantageous to cooperate than to compete, and that it has organized itself for this purpose.

It would be far more advantageous to the preservation of our freedom to incorporate the notion of general welfare into our present philosophy, to recognize and act upon the realities in our economy today, rather than to indulge in the superficial, evasive name-calling.

Fruits and vegetables are practically non-existent in Czechoslovakia. In Italy and France it is virtually impossible to find any place to eat: prices are so out of proportion to what people can pay that restaurants go out of business.

The importance of these conditions for America was brought out by Ellie in citing the examples of the "Hungry Communists" in people who turn Communists in the hope of being fed. Ellie pointed out that the greatest need everywhere is the need for understanding all the new democracies in Europe, their governments and their alms.


capitol

Starts Friday, October 17
Alan Ladd — Dorothy Lamour
Robert Preston — Lloyd Nolan
in WILD HARVEST
Also, Stuart Erwin in KILLER DEL

 WARNER

GARDE

Starts Wed., Oct. 8, 1947
Barbara Stanwyck—David Niven
OTHER LOVE
plus THUNDERBOLT

Sunday — Monday — Tuesday
Anthony Quinn—Rhys Knox
BLACK GOLD
plus JOE FALOON’S KNOCKOUT

WORLD OF HUNGER

ANDREWS SISTERS have a honey of a new record

It’s the latest disc for Decca...
"ON THE AVENUE"

More people are smoking CAMELS than ever before!
Caught on Campus

by Gaby Noworthy and
Mary Bundy

Lost? Stolen? Strayed?

The Brown Daily Herald an-
nounced on October 3, that Bar-
bara Mesner had lost a green
clipper pillar in a free government.
Thomas Jefferson, in his re-
marks on the subject of free
speech, preferred newspapers
without newspapers.

From the most recent pages of
history was taken a report by the
West Airborne division. It had
beend carefullly drawn up, show-
ing the positions of the enemy in a
shrinking circle around the
American foothold. The report
was dated December 24, 1944, and
at the bottom of the page was a
hopeful, yet pathetic, Merry
Christmas.
The peace treaties of World
War II were clear and impressive.