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## The Ursinus Weekly, November 10, 1941

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# On the Shelves

By Mr. Charles H. Miller, Assistant Librarian

Do not be frightened by the rather forbidding title **How to Make Good in College** (1940) for this book by Randall Hamrick is "the most 'untexty' text you'll ever read". It is written in a very intimate and chatty style, in dormitory lingo, and the cartoons it contains have not been improved on in any recent Ruby.

It is written not only for the freshman, but for the upperclassman as well. Most of us do not need the tip, under the chapter on etiquette, on "the techniques of saying 'Good Night'", but we can use to advantage some pointers on summer opportunities, financial aids, your career, body and soul, et cetera, as covered in those chapters.

### No Formula for Success

Success in college is not a single matter of formulas, but there is information here which can help the newcomer, and even the senior, to meet the problems of campus life more intelligently. And written in a breezy style that will intrigue you.

(This book was borrowed by a student less than ten minutes after it was first put on display at the circulation desk.)

Sir Norman Angell, the author of the book **For What Do We Fight**, is a journalist and an authority on international relations, who attempts to separate the false from the true in our social thinking, and to make the truth discovered visible to the masses. His clear thinking destroys many popular misconceptions.

In this book he pleads for co-operation among nations, built on a better foundation than the League of Nations, and urges preparation for a just peace. Every man and woman in America is im-

mediately concerned about the questions this book raises. For what is England fighting? For democracy? To destroy Hitlerism? She fought for democracy and to destroy Kaiserism in 1914-18, and won, and a monster more evil than the one she had vanquished rose to menace the peace of Europe.

### How To Stop Stupidity?

It is not enough, Sir Norman concludes, for the Allies simply to end the particular aggression threatening them now. If there is to be peace after victory, something must be done to stem the tide of political stupidity—but how? By heeding certain warnings, by searching out a principle worth maintaining, by establishing now more effective cooperation among nations.

We may not ordinarily believe in the predictions of seers and soothsayers, but we will be interested in, and maybe fascinated with, the story of **Nostradamus, the Man Who Saw Through Time**, by Lee McCann (1941). The author is a French and Latin scholar who has been studying the character of Nostradamus for many years. She has made original researches from obscure, difficult documents.

### Present War Predicted

Nostradamus was a Frenchman, born in the early part of the sixteenth century, who predicted important happenings in all parts of the world through the years down to the twenty-first century. He is interesting to people today because predictions he made about World War I, and about the present one, are happening as he said they would. The book shows understandings by the author of the time in which Nostradamus lived, and of the characters who were his associates and were famous at court and in the wars.

# Class of '41 Turns To Grad Schools, Vocations, Defense

According to statistics recently released from the office of Professor Eugene B. Michael, business and industry had to vie with the desire for further education in absorbing the 119 members of last year's graduating class.

Reliable data was available for just about one-half of the Class of 1941, but out of the 66 whose activities are known, 22 are in graduate schools, 18 in business and industry, 17 in the teaching profession, and 6 in the armed forces of the United States.

Of those pursuing further education, seven are in medical school, three are in law schools, and three in seminaries. Some of the schools selected by the grads for their graduate work are Yale School of Nursing, Rutgers, Massachusetts Institute of Technology, University of Pennsylvania, Clark University, Columbia Theological Seminary, Yale Divinity School, Duke University School of Law, University of Pennsylvania Law School, Drexel Library School, Boston University, and Temple University.

### Women Dominate Teaching

Twelve men and six women have positions in business and industry. Teaching is dominated by women, fourteen of last year's class are found in that profession. Only three men are employed as teachers.

Uncle Sam has beckoned to six members of last year's class, according to information available. Four are in the regular Army, one is taking the Marine Officers training course at Northwestern University, while another is enlisted as a cadet in the Naval Air Course.

In some later issue of the **Weekly** there will appear further details on the whereabouts and occupations of the last graduating class.

# LIBRARIAN LAUDS CONTRIBUTIONS OF CLASS OF 1914; INDICATES POTENTIAL EFFECT A SINGLE GIFT MIGHT HAVE

By Mr. Charles H. Miller, Assistant Librarian

"Your college days are your best days" is a platitude which some of us who are somewhat older than the undergraduate would want to qualify. It is true, perhaps, that we are encumbered with less responsibility while in college than at any time afterward; that our college activities, and associations, are extremely pleasant, and profitable; that we make men and women friends who remain so for the remainder of our lives—and that more than a few find on the campus the person who is to share the remainder of their lives. But it is also true that the years which come after college—when we apply the theory we learned here—have a fullness which transcends that of college days.

### A Heritage Passed On

It has been so with the Class of 1914 both as individuals, and as a class. As individuals, they have risen high in many professions; as a class, they have left behind them—in the form of gifts of books to their Alma Mater—a heritage which now benefits and delights students, and which will continue to do so to untold numbers of undergraduates in the years to come.

Every year, without exception, since their graduation, this class has made a gift of money to the library, for the purchase of books. These amounts varied from year to year. Special efforts were made on the tenth, twentieth, and twenty-fifth anniversaries, when their donations were seventy, sixty, and one hundred five dollars, respectively. A grand total of over nine hundred dollars has been given to the library by this class, which has the distinction of being the class who has contributed to the library the largest sum of money of any class in history of the College. In addition to gifts of money as a class,

individual members have given books from time to time—some of them very generously. Our hats are off to 1914!

### Potentiality of the Gifts

The gift of money or books to a college library whose funds are limited—and this applies to most college libraries—is a benefaction the potentialities of which are unmeasurable. The reading of a book—given by a class or an individual—may determine the life work and habits of a student, and in many instances has done so. More classes and individuals would probably make such contributions if they had paused to think of the importance, and the painlessness, of this type of philanthropy. Every class loves its Alma Mater. More should feel the urge to leave on the campus some tangible and useful evidence of their existence as a class, and of their continuing interest in their college. It is not a difficult thing for a class of from forty to one hundred eighty members to make a contribution of any sum of money to the library of their college; it is still less difficult for individual members of classes to present books which too soon overflow the limited shelf space in our homes. We welcome these gifts; we appreciate them greatly; we urge that more classes and individuals consider these kinds of gifts to their college.

Other classes, who have also given generously to the library, will be noted in a later issue.

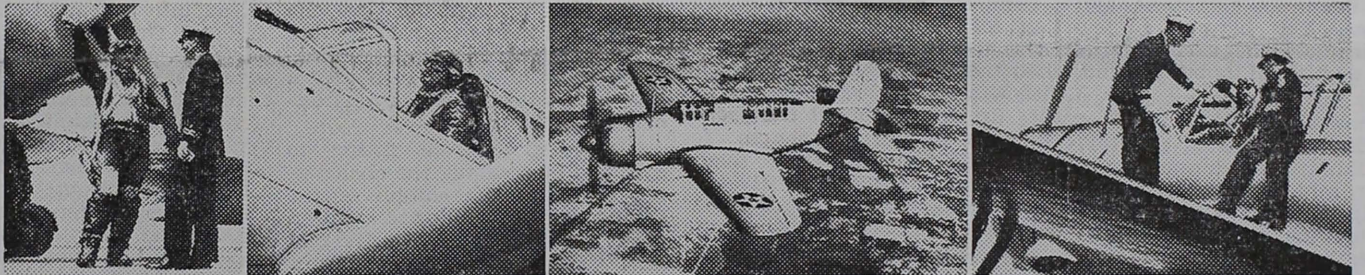
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