lighted. The neon signs extended their glowing brilliance in a vain attempt to attract some notice from the night. It was a false sense of activity, however, for the shops were empty inside. How like some people they were! Bright and inviting on the outside, but with nothing to offer within. As he wandered along, his exhausted mind feebly moved back and forth between two ideas. He felt that he had reached the fork in the road which he had been approaching for the past year. Now the need for his own sanity had forced him to choose a definite direction. He took a deep breath, straightened his thin shoulders, and proceeded to the edge of town.

The river ran as a huge black snake through the night. Craig walked onto the bridge and stared down into the murky depths of the waters. He felt the night close about him, and he became conscious only of his own plight and the silent waters below. He slowly reached into his coat and withdrew the locket. One deft move—that would be all it would take. He would be free. There was a gentle splash in the water, and the ripples faded slowly and sadly into the night.

The "Indispensable Opposition" on the Campus

David Kiefer

IN "THE INDISPENSABLE OPPOSITION," author Walter Lippman claims that effective opposition is necessary to increase the wisdom of a wise person, as well as to increase the power of a powerful country. On the college campus, opposition is also indispensable in developing intelligent and trained graduates.

College students receive opposition from four different sources. The most apparent opposition is provided by their instructors. If the students do not achieve proficiency in the subject being taught, the instructor opposes the student's educational progress by assigning him a failing grade. Parents can be a strong opposing force if they demand that a certain level of success be maintained to qualify for continued financial support or for special gifts. Friends and fellow students are potentially strong opposition. Those friends who have been successful in college frequently show disgust for poor academic performance, which induces a greater effort on the part of the floundering student to do well. The opposition derived from friendship can also work in reverse if a particular group of friends is made up of students who scorn those achieving above-average grades. Finally, there are campus rivals who present the only situation of pure opposition. The rival attempts to gather for himself whatever honors are at stake, and by doing so stimulates the competing student's desire to excel.

When a student has these opposing forces to contend with, the expected result is increased effort and higher achievement. Actu-
ally, this opposition, which is every bit as indispensable to the college student as it is to the world leaders, only seems to be partially effective. There are students who completely ignore the opposition provided by instructors, family, friends, and rivals. They drift along at whatever slow pace appeals to them, completely uninspired by the challenges they face. The opposition is there in sufficient force to provide excellent learning conditions, but too many students lack the initiative and self-respect to improve their own standing by battling the opposition.

The number of students who vacate their college classrooms before they have received a diploma is over fifty per cent of the number who entered college as freshmen. This is cause for some alarm, because the number of these students gives some idea of the number who ignore the indispensable opposition. Without leaders who recognize the importance of opposition, the continued existence of our democracy is questionable.

Superiority or Snobbery?

Anne Hatfield

As a general rule, schools in Europe differ greatly from those of the United States in method and curriculum. Having spent most of my life abroad, I attended English-speaking schools of international character, each requiring acclimatization to environment and curriculum, and most of all to teachers. One of our English teachers was a tall, straight-backed young Scotsman, graduated B.A., M.A. with first honors from Cambridge. He wasted no time in making our imbecility apparent; everybody cringed when Mr. T. grew the slightest bit irritated. Throughout the upperclasses his reputation was notorious. It was reported, and we later experienced its truth, that he assigned sonnets, Spenserian stanzas, blank verse, ballads, term papers, and scores of other “nasty” things to be written by his poor “illiterate” students.

Mr. Ian Goodwin MacDonald Taylor was armed with a dry British wit that was usually sarcastic, often cynical, and sometimes caustic; and he made ample use of it. His colleagues (other teachers) were all too aware of his superiority. “All one has to do is walk through any section of Rome, Florence, Assisi, or Siena with Mr. Taylor, and he’ll tell you who lived and died in every house for the asking,” one teacher was heard to remark. This may be a slight exaggeration; however, his students were also aware of his superiority over the rest of the faculty. He loved Italy, Mozart, food, good company, good conversation, good books, good music, and himself. He had studied voice and had a pleasant baritone, more powerful in the classroom than on stage. Despite nine or ten years in Italy, he was still British in speech and manners, except when he was with good Italian friends. He had a flair for pleasing dignitaries, and a talent for getting himself invited to dinner.