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FOREIGN MASSES SEE AMERICA FROM MATERIALISTIC VIEWPOINT

The American who has traveled widely and who has remained sufficiently long in different places to discover the estimate placed upon American civilization can hardly fail to learn that with the majority of people it is considered materialistic. Sometimes this valuation is suffused with admiration. More often with condemnation. The masses of people in foreign countries know the United States and its inhabitants chiefly by what they see in the American movies, in the sensational press or read in American literature of protest, such as "Main Street" and "Babbitt." It can be readily understood, therefore, why American civilization is regarded by large numbers of persons in other countries as a jazz civilization, with low standards of cultural and spiritual life; a civilization characterized by a scramble for wealth, for the material things that wealth will buy and by an absence of interest in the finer things of the spirit which have made life really worth while throughout the ages; a civilization in which the art of living, the finest of all arts, is practically unknown. It can also be understood why so many thoughtful people in other countries fear the "Americanizing" that is taking place in the attitude toward life among their own people.

Are There Not Other Influences?

Is this a just estimate or are there other influences spreading from her shores. Are there a growing number of persons in other countries who believe that the United States is making real contribution to the cultural and spiritual life of the world? This article is written in the belief that these two questions can be answered in the affirmative.

Before the Great War there is a different story; but it is well known that the contacts of the United States with Europe from 1917 on, aroused in America an interest in Europe and among many Europeans it aroused a desire to learn about the United States, its people and its civilization.

This desire on the part of Europeans and Americans for a better understanding of each other took many forms of realization. None was more significant than the interchange of students. Institutions in the United States made successful efforts to attract students from all over the world, the number gradually increasing until in 1929 there were enrolled almost 10,000 foreign students in its colleges and universities. Moreover, countries which had been comparatively indifferent to the presence of American students before the war now in turn made efforts to attract them. For example, in England, the degree of Doctor of Philosophy was established at Oxford primarily to attract American students. To both France and Great Britain, American students went in increasing numbers.

Today, in addition to the 96 Rhodes scholars maintained with British funds, there are almost 600 regularly enrolled in British institutions of higher education and even more in French institutions. Moreover, though because of the war Germany lost her primacy as a rendezvous of American students, her universities have attracted them in increasing numbers since peace was restored. The "vacation courses" given before the war in summer in a few European countries for foreign students have in larger measure become "summer sessions" in numerous English universities, chiefly for Americans. In fact, in some instances the summer sessions have been deliberately modeled upon those of American institutions with reference to length of sessions, supervision, assigned readings, examination and so forth, so that American students who attend them might receive "credit" in their home institutions for work done at the foreign universities. This is unfortunate, because one of the features of higher education in the United States of which we should rid ourselves as soon as possible is the method of obtaining a bachelor's degree by the accumulation of "credits."

Education and Industry

Of far greater value has been the adoption in Europe of the policy of co-operation between education and industry that has characterized recent industrial development in the United States. The schools established by great American corporations such as the General Electric and the Standard Oil and by such houses as the National City Bank, have been so successful in realizing their aims to make a profound impression upon similar organizations in European countries.

During the past eight years there have been established in European countries national unions of students which have more recently been organized into the Confederation Internationale des Etudiants. Two years ago the National Student Federation of America was founded and it has become the American branch of the Confederation. Though the federation has attained little real strength as yet, this action has been of service to the thousand of American students who go abroad during the summer vacation, for the stu-

dent unions in the foreign countries act as hosts to the properly accredited Americans.

The American Immigration Act of 1924 almost destroyed the business of the transatlantic steamship companies in carrying immigrants from Europe to the United States. The companies, therefore, as is well known, remodeled their third class quarters to improve their quality and make them more attractive and established what is known as student third class. The low rate charged has enabled thousands of American students to visit European countries who otherwise would have been unable to do so. Moreover, similar tours to Latin America, to Japan and Russia were organized last year for the first time.

Knows Background of Countries

The mere fact that thousands of Americans spend their summer vacations in Europe is no guarantee that a better international understanding will result. We are all aware of the irritation caused in Europe by the advent of the American "arriviste."

But the student is not an "arriviste"; he is usually familiar to some degree with the history and civilization of the European countries he visits. As the vacation exodus becomes wisely organized and supervised, it may be expected to become a better agency in the development of international understanding.

One of the most significant aspects of this movement is the interchange of students on fellowships. The existence of these fellowships enables some of the finest students in all the countries that exchange to study abroad, students who otherwise, because of financial limitations, would be unable to do so. With the exception of the Rhodes scholarships, international exchange fellowships hardly existed before the war. Today they are numbered by the thousands and their mere enumeration fills two stout booklets. Exchange fellowships exist for almost all the European countries and for some others. In the case of the European countries these fellowships are provided almost always for graduate students who pursue some special field of scholarship in the foreign country. Having already secured their national undergraduate education they are better fitted properly to evaluate the education and culture of the foreign country in which they study. One of the reasons why the United States has had such a remarkable influence upon the cultural and educational life of China is that the thousand of Chinese students who have studied in its institutions during the past two generations came as undergraduates and became saturated with American political, economic and social ideas before they had thoroughly absorbed their own national culture. They formed one of the most vital influences in the transformation of China. It is interesting to know that six of the ten portfolios in the Chinese Cabinet of today are held by men who received their degrees in American universities.

It is hard to exaggerate the influence of this international exchange of students. So important have become the interests of American students and teachers in some of the European countries that organizations have been founded especially to look after these interests. The American University Union in Europe has branches in London, Paris, and Rome, which are centers of information, advice and assistance in their respective countries for American students and teachers. The unions are also of inestimable service to the education officials of those countries. The Amerika-Institut at Berlin, and the Auto-American Institut at Vienna perform the same function for American students in Germany and Austria. On the other hand, the Institute of International Education was founded in New York immediately after the war to be a central clearing house of information and advice for American students and teachers concerning foreign educational systems and of foreign students and teachers concerning American education. There is little reason today for any American student going abroad to study without proper

High School Edits "Student American" National Newspaper

MANKATO, Minn.—A newspaper written and edited by high school students, intended for national circulation and dedicated to the work of increasing respect for the prohibition law among young people, has made its initial appearance here. It is believed to be the first publication of this type in the United States.

The paper, called the Student American, is the organ of the Student Sobriety Society, a temperance club for high school boys that last year grew from a local organization of one chapter and 49 members to a national club of 18 chapters and 335 members, with members-at-large in five states and the District of Columbia.

A statement in the first edition of the paper defines its purpose as threefold: to provide publicity for the Student Sobriety Society, to develop a new fact service in defense of the Eighteenth Amendment, and to provide a small revenue to carry on the purposes of the Student Sobriety Society.

The first editorial, entitled "The Whispering Campaign," also states the purpose of the club.

"Under the shadows of a slanderous whispering campaign, many of the opponents of the Eighteenth Amendment are endeavoring to poison the minds of the people against the prohibition law by unfair and untrue statements that prohibition has degraded and debauched the youth of this country," the editorial states. "The young men have already risen against this practice by forming the Student Sobriety Society, which needs your support."

In addition to the money obtained through the sale of the paper, the society receives revenue from advertising space being purchased by merchants who approve of the organization and wish to help the dry cause.

The president of the Student Sobriety Society, William N. Plymat, is also editor-in-chief of the paper. Edward Hoffman is managing editor and Sanford Henke, business manager. Young Plymat explained the purposes of the club at the 1929 national convention of the Women's Christian Temperance Union at Indianapolis, his expenses being paid by the second district, W. C. T. U. of Minnesota.

EASY MARK

Friends Go Far Into Hills to Hunt But Loveland Pioneer Farmer Shoots Two-point Bulw in Own Barnyard —Longmont (Colo.) Daily Times.

SEND 'EM TO LEXINGTON.

When they get it fixed so the Mississippi doesn't overflow its banks, how will the inhabitants know that spring has come?—Cleveland Plain Dealer.

I call her my automobile girl; I'd like to choke her.

equipment of information, or for a foreign student coming to the United States to be ignorant of the conditions he will meet in an American institution of learning. Moreover, in all the larger American universities frequented by foreign students, a special official or committee of the faculty has been established to supervise their interests. In New York, that remarkable institution, International House, was established in conjunction with the Columbia University to house some 600 students, three-quarters of whom are foreign students from practically every country in the world. And International House is about to be duplicated at the University of Chicago and the University of California. In these institutions and in American college dormitories generally, the foreign students live in daily contact with the American students and have opportunity to learn from them many aspects of American life which they could never get in the classroom. Similarly, such contact gives the American students information concerning foreign countries and institutions.—Stephen P. Duggan.

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