# Graduation <br> Ceremonies To Be <br> Held On <br> June 

McKeldin to Speak at Commencement Exercises


GOVERNOR THEODORE R. MCKELDIN

The annual thirty-second Baccalaureate Services at the State Teachers College at Salisbury, Maryland, will be held Sunday, June 6, 1954, at three o'clock in the auditorium. The sermon will be rendered by the Reverend Carlton M. Harris of Trinity Methodist Church of Salisbury, Maryland. The College Chorus will be featured in the "Lost Chord" by Sullivan and "Ave Maria" by Schubert.
The thirty-second annual Commencement Exercises will be held Wednesday, June 9, 1954, at tenthirty o'clock in the State Teachers College Auditorium. After the recession the invocation will be given by the Reverend Asa Knicely. The College Chorus will sing Irving Berlin's immortal "Give Me Your Tired, Your Poor." The speaker for the ceremonies, the Honorable Theodore R. McKeldin, Governor of The Free State of Maryland, will then address the seniors and audience. Following this, the inimitable STC Chorus will sing "This Is My Country," by Jacobs. Dr. T. J. Caruthers will then present the candidates for degrees, which are:

Bachelor of Science (Four Year)
Roger Morris Ayers
Parsonsburg
Willie Mae Carey
Princess Anne
Clifton Stanford Crockett
Crisfield
Ruth Barton Fifield
Queen Anne
Jayne Thompson Harrison Wilmington, Del.

William Alvin Horner Denton
Barbara Lee Jones
Salisbury
William Asa Kniceley
Seaford, Del.
Creston S. Long
Salisbury
Doris Luetta Lutz
Church Creek
Robert Herman Majors
Mardela Springs
Charles N. Navratil Federalsbur
Georgetown, Del.
Betty Lou Townsend
Salisbury
Dominick Charles Vitarelli
Audobon, N. J. Au Taylor Williams Delmar
Jeanne Burns Willis Towson
Honor Student Barbara Lee Jones Associate in Arts (Two Year)

Paul Franklin Brown William H. Curtis Salisbury William E. Eley Ingleside
Curtis Vernon Farrow Princess Anne
Esther Francis Harrington Princess Anne Richard Joseph
James Hoggatt Hillman, III
Janet Margrette Hoffman
Denton
Frederick S. Johnson Cedar Falls, Iowa
Floyd Glenn Lawson
Crisfield
Maureen Joyce Matthews Salisbury



Al Moran shows off a pair of "beauties"
Snack Bar Show Ends a "torch" singer; June Bennett and May's Social Events The final Snack Bar Show was held on Thursday, May 20, 1954, Highlighting the evening was at 8:00 P.M., to commemorate the the presentation of a Hawaiian ending of the school year '53-54. Lei to Frances Johnson. This was The setting was that of a south- an act of appreciation from the sea island around which the ma- students for her cooperation jority of the skits were built.

## throughout the year.

Entertainment was rendered by Originality of the acts and the Barbara Bailey and Mary Lou perfect unison of the participants Davis in a blackface, soft-shoe, made the show a big success. STC song routine; Maurice Bozman and has shown what she can do in Dick Scott in a French Apache activities of this nature. There is Dance; Bonnie Wood and Fred every indication that the talent Johnson as children singing "Play here at the College will help to Mates" and "I'm a Big Girl Now"; increase the School Spirit. June Bennett and Dick Scott as tramps singing "I Ain't Got No- New COLOR SCHEME body" and "I May Be Wrong but
(Continued from Page 3) I Think You're Wonderful"; Jan- The changes for the summer ice Watson and Don Stevenson in just seem to characterize the a pantomime; Janice Marshall, Al growth and spirit of STC in wantMoran and Harold Howard as ing to have the best for her stu"Hula" dancers; Pat Gardner as dents.

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## Vocabulary

By Richard Marti
The carefully collected company of colorful collegians commonly called STCeans have radically re vised and rigorously rearranged the rudimentary rhetoric of this rural region. The continual cur rent of coolly calculated conversa tion consisting of corny cracks and confusing comments has cyome close to completely canceling the custo mary contrastingly cultured com munications of college cliques.
Through the continual concen tration of my complete cranal ca pacity I have compiled from thi chaotic conglomeration of candid classics a characteristic cross-sec
on of this collection.
Here they are
You're a mental case
Where's my homework?
Just a cotton-picking second.
You're out of your happy head
You dirt ball.
Show me the way to go home When yo agona' shave?
Stop draggin' your knees
M-M-M-Boy
Stupid Peasant
I'm fractured.
How about that!
I didn't do it.
Who, me?
Cut that out!
I bruise easy.
What's with you?
You're not very smart.
I goofed!
When do we eat?
Deeze must be the place What's that slop you're eating? What's she mumbling?

## Hic!

What hit you
Gettin' any sleep?
Dum-Da-Dum-Dum
I don't know.
Lend me a nickel
Don't do that.
Women!
O yea!
Get lost.
I'm not conceited, just perfect. Man,-you is sharp!

## Swooshe

What'd I do now?
You're making me sick.
What's with you?
I can't help it. He puts me to

## leep.

Where's the mop?
There is a fungus among us. I'm disgusted
Who's got my pants
Done your Analit?
VERY funny.
Details, always details!
Close that window
Boy, am I stiff.
Liberache mit

## Ahhhhh

## Big deal!

Got a cigarette ?
What's a Expotential?
Who's got change for a five? Liver? UGG!!

I can't do this darn stuff Where's Ortt?
How is it that you are?
"\#\$\%-\&' won't precipitate\& Three hearts
Hey! Look out on the roof!
Oh, for a permanent 4 F
How many days of classes do e have left?
In this class you can't divide by zero.

You shouldn't have any trouble with this test.
We're going to run today, men (moan).
Advanced group! Advanced group!

Gimme uh cup uh cawfee
"Good Marning!" "Mumpth"

## Examinations

As a college student, I am ap palled at the severity of the av student's unpreparedness erage stad the comparative ease of these "snap" quizzes that, ease of these snap termed "final romions," I violently advo ares. Three of these essays eferences. The beginning of each class. These essays would cover, naturally, two chapters of the text and numerous outside fiferences. Three of these essays ach week in all classes would, I think, provide adequate background material for two hour tests to be given weekly (on Sat urdays) and thereby prepare the student for the monthly four hour exams (on Sundays). If this simple system was followed, one can readily see the students would have the background adequately to participate in an effective final examination.
A battery of written and oral tests is the only testing system worthy of that magnanimous title, "final examination." I propose that classes end the last day in devoted, in its entirety, to final examinations. After a day of written exams and a day of oral ques tioning, students would benefit greatly from the delivery of an hour lecture to the student body in the auditorium. With ten subjects (thirty credits) as the minimum load, these three day exams would require thirty days for completion - see how well this system is planned?
Thus, we have a workable plan though perhaps, it could be more strenuous, that will convert the babbling idiots wandering these unlearned halls into creatures of a high moronic level. I ask that every fine, young, red-blooded, high-spirited college student vot for this plan at the coming SGA ballot. Remember, it's for your own good.

## Questions \& Answers

 Question: What do I want? AnswersTo live with courage To move about freely To go and to return. To taste salt air
And feel fresh winds Blowing thru my hair To see new sights And talk with people I have not met before To see the sun rise Over a distant hill And watch the sun go down In a place more distant still. Always to move, to grow, To share the views of others, To learn old thoughts and new, To venture forth with other minds

On unsailed seas
Ever seeking, ever hopin To find Peace and Truth And Kindness everywhere That is what I want To have and to share

Ethel O'Connor '54

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