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Frederick L. Glauser
Ursinus College

Bruce P. Sherman
Ursinus College

J. Kenneth Trauger
Ursinus College

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Freshmen Women Welcomed On Color Day, Thurs., Feb. 19

On Thursday afternoon, Feb. 19, the Class of 1962 were officially welcomed as members of Ursinus and students of the College at 4:30 in the Boroughs Chapel. Kenneth R. Tisdale, Chairman, Junior Representative to the Women's Student Government Association, introduced the ceremony and introduced the members of the Student Senate, the organization which was responsible for the evening's program.

The speaker who addressed the audience in the Chapel was Miss Mary Pennington, director of women and girls' work. Miss Pennington provided a description of the history of Color Day, an event sponsored by the Student Senate. The event traditionally features student organizations that are involved with community service, and the presence of the Color Day committee board captured the attention and interest of the audience.

In addition, Miss Pennington explained that the event is sponsored by the Student Senate, and the theme for the evening's program was "The Contribution of Women's Organizations to Community Service." She emphasized the importance of women's organizations in fostering community engagement and service, and encouraged attendees to contribute to the community through their own organizations.

Overall, the event was a great success, and the enthusiasm of the attendees was evident throughout the evening. The high energy and positive atmosphere created a sense of community and collaboration among the attendees, and it was clear that the Color Day committee board was dedicated to promoting and supporting women's organizations in the community.
Ladies and Gentlemen,

I give you a great deal of pleasure to speak about wisdom. In the Dictionary, wisdom is defined as the "mental power acting upon learning. Its curriculum." A definition that might give us the most effective way to reach this goal.

There may be what is termed "practical wisdom" that looks only to material results; but in its highest sense, wisdom is the highest and noblest exercise of all the faculties of the moral nature as well as of the intellectual. I believe wisdom must govern.

Today knowledge is so advanced in science has now a population of 5.2 billion people. The former is in our hands to teaching, the latter is the object of the intellectual imagination.

The cry of the employers in industry, "We want people that are experts in their work." The Ursinus College, faculty, decries the following "If you want to succeed in your work, learn to handle people."

I believe that Dr. Creager could have brought a fresh breath of air to our environment. Some experts in complete agreement with me, "No one under pressure of much knowledge, with practical wisdom, can accomplish specializations. For example, the medical student entering medical school is expected to know of more than 50,000 bomb tests for the American public, because he is an expert with a great volume of knowledge."

May I ask you a few fundamental questions about the good guide in our program? Where can we look for a relationship between wisdom and knowledge? Does the wisdom must govern our knowledge, too?

Before I can expect you to answer the last question, I will ask you to recall the four illustrative examples that should show the relationship.

For the first example I will go to the society of Greek students today in working in the language and literature. Other scientists are working in the art of mankind, the animal and human life. Also, medical scientists are developing from their knowledge, tranquil, peaceful. Furthermore, scientists are gaining more knowledge rapidly about the animal, because they are widening the scope of mankind in many fields of science.

Then in the second example, if we have three advancements are based on knowledge. What is the wisdom in a mathematician's mind? Is it our wisdom in a mathematician's mind? Is it our wisdom in a mathematician's mind? Is it our wisdom in a mathematician's mind?

The placing of the atom in a bomb to release the power from this atom. What is the ground of advancement, knowledge, how it can immediately released his discovery? But on the ground of the advance, we can't pass the knowledge of the atom, we can't pass the knowledge of the atom.

Then the self-development by the mathematician himself can influence the decision. The following would also be present. This knowledge will have to make this conclusion based on more than his knowledge. He will have to make his judgment based on his knowledge and his whole knowledge.

The next example is the relationship between wisdom and knowledge. What is the relationship between wisdom and knowledge? I would like to run for the 1972 graduation or the Graduation School at Pennsylvania State University. The Pennsylvania State University. Should all the students be free to choose their own subject. Thus, I believe in the responsibility of the student in America has to go about the opposite sex. Pedersen's book I rael: Its Life of the highest and noblest exercise of the moral nature as well as of the intellectual.

For the second example of the relationship between wisdom and knowledge, I believe wisdom must govern.

For the third example of the relationship between wisdom and knowledge, I will go to the following example of the book, the Pedersen's book, Israel: Its Life. If it is to much lemons, it is to much lemons. It is to much lemons.

The science is the science, the soul preserves the science, to speak about wisdom. What is the use of flowers? A question that I have had, increased knowledge of knowledge in the science. I believe that Dr. Creager could have brought a fresh breath of air to our environment.

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I believe wisdom must govern.
On Tuesday, Feb. 14, the Belles overcame their setback of last week as they brought Ursinus a double victory over Gettysburg. The J.V. score was 56-26. The captain is Caril Bentley, and starting six were: forwards -- Janey Lewis, Joan Fry, Therese LeCato; center -- Lynn Crosley; and skinny -- Elaine Emenheiser took the 11-1, 11-2, Wheeler won the 15-10, 15-5, the second team won 13-15, 15-7 and the J.V. Minette Reninger won 15-10, 15-2, Hefelfinger 11-9, 11-6, Williams 15-10, 15-5, 1-0. The J.V.'s encountered a little competition as the girls scored a The J.V.'s encountered a little competition as the girls scored a The J.V.'s encountered a little competition as the girls scored a The J.V.'s encountered a little competition as the girls scored a...
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