

CARR DORMITORY DEFEATS MANLY FOR MAT HONORS

Intra-Mural Department Soon to Close Successful Season.

NEW SPORTS ARE ADDED

S. A. E.'s and Betas Will Fight for Fraternity Basketball Title.

About ten more days and the most successful quarter of work ever carried on by the Intra-mural Athletic Department will come to a close according to a statement issued yesterday by Frank Butler, director of the department. Soccer has been added to the list of activities and boxing and wrestling have been reinstated during the quarter. A great deal more students have taken an active part than ever before and officials are very enthusiastic over the future prospects of this popular branch of athletics here.

The fraternity basketball championship will be determined Monday afternoon when the Betas play the S. A. E. quint. Cameron, Watt, Bowers, Waddell and Harvell have been defending the Beta cause and Crudup, Le Grand, and Huggins are the main-stay of the S. A. E. aggregation. A good game is anticipated when these teams meet Monday.

Carr dormitory captured the wrestling championship by defeating Manly by the overwhelming score of 33-0 at the final match of the tournament held Thursday night.

Only three dormitories are left in the boxing tournament and the finals will be held about Thursday. Some good bouts are being held at each meet. The dormitories left are Ruffin, Old West, and Mangum.

Manly is leading the dormitory league in the basketball fight. It is the only dormitory that has lost only one game. Some of the best teams in the basketball league this year were Pi Kappa Phi, Delta Tau Delta, Gamma Sigma Tau of the fraternities and Manly, Grimes, and Old West were the outstanding teams in the dormitory league.

After a few more days of soccer training under the direction of Coach Ellingwood, games will be scheduled. A large number are taking an active interest in soccer and it is very likely that a game will be scheduled with the University of Virginia during the spring. Practice will continue until Easter.

Valuable Set of Law Books Won By Jeff Fordham

(Continued from page one)
Corpus Juris. The more specific the answer, the higher the grade given. After grading the papers submitted in the final examination, Mr. L. S. Forrest, instructor of Legal Bibliography, declared Fordham's the best paper. The American Law Book Company was then notified of the decision, and they have asked Fordham for the address to which he wishes the books shipped.

Throughout the year the students have been furnished with materials, questionnaires, and general information with regard to the use of this work, the American Law Book Company preparing these in order to teach the law students to turn to their book for the law. By this method they not only popularize their work among the future lawyers, but furnish the students with much valuable information. The prize has not been awarded here before, but will probably be an annual event in the future, as an incentive to the students to use *Corpus Juris* (The body of the Law—Latin).

AT THE CHURCHES

BAPTIST
Eugene Olive, Pastor
9:45 a. m.—Sunday School. Student classes conducted by Dr. A. C. Howell and R. B. Lane.
11:00 a. m.—Morning Sermon. "Sins of a College Man."
6:45 p. m.—B. Y. P. U.
7:45 p. m.—Evening Service, "A New Earth."

CHRISTIAN
B. J. Howard, Pastor
9:45 a. m.—Sunday School.
11:00 a. m.—Morning Sermon.
7:00 p. m.—Christian Endeavor.
8:00 p. m.—Evening Service.

ROMAN CATHOLIC
Mass held on the first and third Sundays of the month in the Y. M. C. A. at 8:30 a. m.—conducted by Father O'Brien, of Durham.

METHODIST
Walter Patten, Pastor
9:45 a. m.—Sunday School.
11:00 a. m.—Morning Sermon.
6:45 p. m.—Epworth League.
7:45 p. m.—Evening Sermon.

PRESBYTERIAN
W. D. "Parson" Moss, Minister
9:45 a. m.—Sunday School.
11:00 a. m.—Morning Sermon.
7:00 p. m.—Christian Endeavor.
8:00 p. m.—Evening Sermon.

CHAPEL OF THE CROSS
A. S. Lawrence, Rector
8:00 a. m.—Holy Communion.
9:45 a. m.—Sunday School.
10:00 a. m.—Men's Bible Class.
11:00 a. m.—Morning Service.
6:45 p. m.—Young Peoples League.
7:45 p. m.—Evening Service.

CITY FATHERS VOTE TO PAVE GUTTERS

University Drive, Ransom Street, and Gimghoul Road Will Be Improved.

The city management has made preparation to lay concrete curbs and gutters through the whole length of University Drive and part of Ransom street and Gimghoul road. The three stretches cover a street length of 2950 feet, which will require 5900 feet of curbing.

The improvement of the Gimghoul road will extend from the "five points" corner to the little grass island near Hippol Castle, and that part of Ransom street lying between McCauley street and West University drive. Curbs have already been laid along the two blocks of Ransom street nearest Cameron avenue.

Coates' Motive in Flunking Law Students Was Altruistic

(Continued from page one)
I talk to you this morning. You ask me to be reasonable. I have been reasonable. I graded your papers without knowing whose papers I was grading. I graded them again when I knew. And the grades remained the same. I have spent these last two days and nights in grading them again. I will be reasonable now. I will go over with you the conclusions I have reached and the grounds on which I've reached them.

But before I do that, I ask you if you are willing to be reasonable. Is there anyone here who feels he is so right he cannot be wrong? Anyone whose mind is so shut cannot be open to conviction.

Then we will clear the ground and get down to the issues. There are some preliminary questions that I want to ask you: (1) Is there any feeling on the part of anyone that I have shown favoritism or practiced discrimination between any members of this class? Then, (2) is there any feeling on the part of anyone that the examination itself was unbalanced or unfair? . . . Then, (3) is there any feeling on the part of anyone that there is any problem raised in any examination question that was not discussed fully and thoroughly on class, or that on the class discussion throughout the term any man raised any issue that I did not meet? . . . Then, as to manner of teaching, I know that I have placed the emphasis on discussion rather than on lectures, on analysis and reason rather than on arbitrary an-

swers or dogmatic conclusions; that in addition to memory I have required thought, and that many a time a man who has relied on his memory alone has been left up in the air with only the path of thought to lead him back to earth; but, as a result of that way of teaching (4) is there any feeling on the part of anyone that he does not understand the law of personal property, or that he did not get enough from out this course to pass it? . . .

Then that leaves two issues between us: (1) Not *can* you pass, but *did* you pass? And that depends on (2) whether I graded too strictly, whether I set the standard too high. Do you agree that these are the issues and the only issues? . . . Alright; then we will settle them by going through the records.

(At this point Mr. Coates took them again. I will be reasonable on the examination and went through an analysis of them, and read answers from the examination papers of what he considered to be some of the best answers and some of the worst).

These things stand out in my mind from reading these papers: (1) Two or three men have passed whom I did not expect to pass, and many have failed whom I had not expected to fail. Some of you have worked hard and have failed, and some who have worked not so hard have passed. But shall a man who passes fail because I had expected him to fail? And shall a man who passes fail because I had expected him to pass?

(2) These papers do not show that you have done the work required. You will recall that at the beginning of this course I insisted that unless you had un-failing memories you should (a) take in notes the gist of class discussion; (b) at the end of each day's work to take fifteen minutes or half an hour to weave in your own minds the thread of the discussions so as to make them your own; and at the end of each section to make a final analysis of the section as a whole, stating clearly the problems involved, the conclusion you had reached as a result of class discussion and your own thinking and the reasons that led you to them. You will recall that throughout the course I urged it and required it, and that at the end of the first few sections I gave you an analysis I had made in order to illustrate my meaning. You thought that I was bluffing and you did not do it. It did not show at the show-down.

(3) In view of the fact that most of these papers state conclusions without giving reasons and write answers without raising issues, I wonder if you understood what the examination called for. I am at a loss to understand how that could be. Before the examination I took half an hour to explain that grades would be based on whether you saw the issues, how clearly you stated them; that the emphasis would be placed on analysis and reason and not on impression and memory. Throughout the year the emphasis has been placed on those things. The analysis I urged upon you and required of you at the end of each day's work and of each section involved it.

Evidently these words did not carry into your minds the meaning that they had in mine. If there is anyone who feels he made a better grade than he got, I welcome the opportunity to go over his paper with him, and if he can show me I was wrong I will change it, but not otherwise. If anyone feels that he did not understand the examination required and that if he had understood he could have done better, I will take upon myself the blame for his lack of understanding and give him another

examination just as hard and no harder, to be judged by a standard just as high and no higher.

Your committee has asked me to change your grades—to give A's to the first 7% of the class, B's to 13%, F's to 7%. Mr. Rogers gave me these percentages. I worked out with him their application to this class. In actual operation that would mean that in this class there would be 4 A's, 7 B's, 26 C's, 7 D's, 4 F's. That would mean that I would have to give A to one man who made B, and to three men who made C; B to 7 men who made D; C to 26 men who made D-, E and F; D to 7 men who made F, and F to only four of the men who made F.

I realize that I cannot grade a paper to the fraction of a point; that I cannot perhaps very accurately distinguish between a paper which rates 95 and one which rates 94. But I think I can tell an A paper when I see it, or a B paper, a C paper, a D paper, or an F paper. And I cannot turn in A grades when there are no A papers, or give B to men who make D's; or C to men who make E and F. I think there are men of ability in this class. They have told me so. You have told me so. And I agree with them and with you. But when A men do not turn in A papers, can I give them A's? If men with the ability to pass do not turn in passing grades, can I give them passing grades? I am surprised that they should make such a request. If I acceded to it I would lose my own self-respect and I ought to lose yours.

You may say my standard is too high. That standard requires you to see the issues involved in a case, to state them clearly and argue them effectively. It is the standard of the practice in law office and in the court room. Your clients will judge you by it. I think this law school should judge you by it. I think it cannot afford to set a lower standard than you will have to meet there.

You have told me that on this standard I am standing alone. You have the impression that in the faculty of this law school you have found agreement with your position and support for the stand you have taken. I do not question the right of any member of this faculty to agree with you. If he agrees with you I do not question his right to tell you so, or to back you up. If there are any such, the issue is drawn between me and them as well as between me and you.

Some of you have told me that by holding to this standard I am hurting this University and this Law School. That is a bitter thought to me. I would not hurt this University. It has meant everything to me. I came here as an ignorant, awkward freshman. I left here with at least some little sense of insight and of power. In that changing, growing process I learned the meaning of Alma Mater. To hurt this University would be

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SATURDAY
Anita Stewart and Edmund Burns in "WHISPERING WIRES"
Krazy Kat Cartoon—"Kiss Crossed"
Pathe Comedy—"Under Two Jags"
Latest Kinogram News

MONDAY
Irene Rich, Huntly Gordon, Lilyan Tashman and Otis Harlan in "DON'T TELL THE WIFE"
George Lewis and Dorothy Gulliver in "The Collegians—The Relay"

like slapping my own mother in the face.

I would not hurt this Law School. My hopes and dreams have centered in it. They center in it now. I believe we can build here the Law School of the South which will give to men a training that the country cannot beat. It is that belief that day after day inspires my efforts in these halls to work into reality something of the substance of a dream. I would not hurt this Law School.

There is a line from some old play that comes to me now. It runs something like this: "Every subject's duty is the King's, but every subject's soul is his own." That means this to me: my duty is the Law School's, but my soul is my own. It is woven into my dream of this Law School. There are some

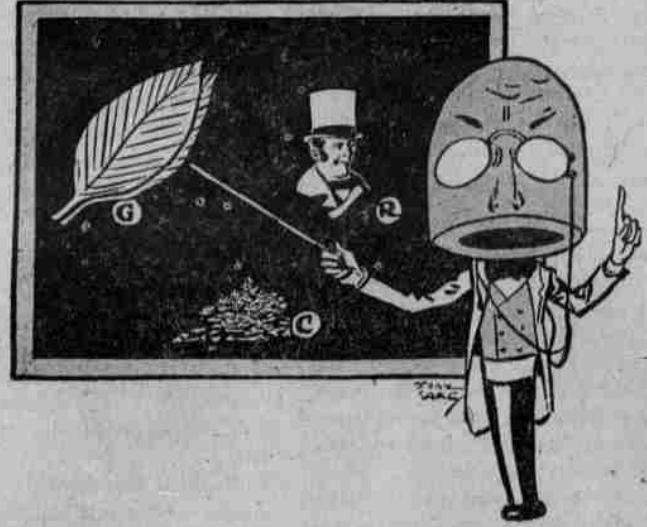
things that mean more to me than your approval, more than membership in the faculty of this Law School. And this is one of them.

Your sole complaint is that I have set the standard too high. The issue is clear, clearer than crystal is. I cannot change these grades. I will not drop that standard. But I will give you everything I've got to help you reach it.

Is there anyone who feels that these grades and the storm they have raised have aroused in him a feeling that he can no longer profit by instruction? . . . I thank you, gentlemen.

DR. D. T. CARR
Dentist
Tankersley Building
Chapel Hill, N. C.

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