

The Tar Heel

LEADING SOUTHERN COLLEGE TRI-WEEKLY NEWSPAPER



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Tuesday, November 27, 1928

PARAGRAPHS

When we start thinking about the blessings of Thanksgiving, we rather agree with Jimmie Dugan, of funny-paper fame, in being thankful we are not a turkey!

And during this recent period of cold weather we are thankful that we never did believe that fairy story about the "Sunny South."

The good ship Buccaneer holds forth in the window of Sutton's Stationery store with all sorts of piratical paraphernalia displayed. In fact, the only thing lacking is a genuine Thanksgiving turkey walking the plank.

So immersed are we in this Thanksgiving spirit that we cannot quite decide whether to be most thankful for Thanksgiving or for the Thanksgiving holidays.

Really now, we wonder how the Pilgrim Fathers declared a holiday for Thanksgiving before they had the Thanksgiving holidays to be thankful for!

Maybe they were thankful they didn't have to write Tar Heel paragraphs three times a week!

Classroom Professors Are Not Sufficient for Our Need

The "classroom professor," as we term that type of University instructor who does his work in the classroom well but allows his activity to be limited by the boundaries of the classroom walls, is not the sort of man we need for improving our educational system.

True, classroom proficiency is certainly to be desired. We demand a knowledge of the subject taught and the ability to impart that knowledge in as interesting manner as possible. And we do not doubt that a certain amount of research work is necessary on the part of a professor if he is to keep up with the progress made in his field of teaching. What we should like to see is a bit more research time spent upon the individual student and a bit less spent otherwise.

Teaching cannot reach its highest point of effectiveness unless personal contact is made between the professor and the student. Lectures delivered in the classroom play their part in education. They may add to the student store of knowledge and they may stir the somnolent intellect, but they can never serve to the fullest extent without the accompanying bond of friendship between teach-

er and taught. Only when professor and student progress beyond the stage represented by "I'll tell you this in the classroom and you give it back to me in the quiz book," will true education be discovered.

Outside the classroom the professor—if he so chooses—can encourage a personal friendship that will lead to mutual understanding which will be a basis for the joint working out of problems and the combined search for a liberal education.

Why confine the broad field of teaching to the narrow limits of the classroom?

Open Forum

A PROTESTING CO-ED

Editor of the Tar Heel:

I am one of those "females" who traverse the campus daily. After such a declaration, and both in spite of and because of a letter appearing in Saturday's Tar Heel on another phase of the much discussed subject of co-education, I make bold to ask space in your Open Forum to reply to the chivalrous Don Juan. First, may I suggest to the writer that he assume a more appropriate nom de plume. It was ignorance surely that prompted him, under the guise of a name-made famous in literature for the world's greatest lover and admirer of women, to ridicule and abuse the opposite sex! Such ignorance, though gross indeed, is pardonable; but such an expression of scorn and contempt in regard to women, from one whom I suppose calls himself a gentleman, is unpardonable. Chivalry plainly exists for the ungentlemanly and ill-named Don Juan only as an antiquated custom of Medieval days.

Not only was his letter lacking in chivalry and common courtesy, but it was the essence of narrow-mindedness and bigotry. It is not my purpose to offer here an argument in support of co-education; but may I say in passing that the taxes of both men and women go towards the maintenance of our state University, and since in view of this fact the most "wise, considerate and righteous legislature of this state" (apologies to Don Juan) saw fit to pass a law opening the doors of the University to women—is it not then the height of bigotry to even so much as suggest that co-eds not be permitted to write Open Forum letters to the Tar Heel? Don Juan, the passing of time is inevitable. The hands of the clock cannot be turned back a century or more to the days when freedom of the press was only a dream; it is now a reality, a privilege enjoyed by women as well as men.

The writer of Saturday's letter also took a thrust at the honor of the co-eds, dubbing us lawbreakers, and hence not fit persons to discourse on the honor system! Evidently Don Juan would have us believe him a paragon of virtue. It seems to be only another case of the Pharisee declaiming in a loud voice, "Thank God I am not as other men are."

And now for the main bone of contention, that which brought about all this discussion—namely, the asinine of the letters of other co-eds appearing previously in the Tar Heel. Asinine, he calls them; I flatly contradict him. They were honest convictions well expressed on a subject of vital importance, and though I do not necessarily agree with everything said, far be it from me to apply to them such an adjective.

Don Juan has issued a challenge to the Carolina men to assert themselves. By such an assertion he can mean only one thing—stamping with approbation his discourteous attitude towards the opposite sex in general and the co-eds in particular. I, in reply, call upon Carolina's gentlemen to rally to the support of the co-eds, thus exhibiting the chivalry which I still believe is inherent in the majority of the men on our campus.

Very sincerely,
A PROTESTING CO-ED.

CONCERNING STUDENT GOVERNMENT

The Editor of The Tar Heel:

Thanks for the editorial consideration of the plan for reorganization of our student-government on the model of the Constitution of the United States, which appeared in your issue of November 20th. But I must decline the compliment of being the only member of the faculty interested in student affairs. You see, if I let that stick to me, I might have to dodge up an alley when I ran into Mr. Frank Graham, to mention only one of many whom you overlooked in the unavoidable haste of editorial composition.

The editorial "Why Reorganize?" raised four objections to the reorganization plan. The first three con-

cern the student body: 1. that a strict code of laws laid down by the legislative branches would supplant the discretionary powers of the Student Council; 2. that legislative branches of 250 students would enact such a multitude of futile laws as to bring law into disrespect; 3. that the existence of so many legislators looking after honor would lead to a decrease in the individual's sense of responsibility and a consequent weakening of the Honor System.

All these things might happen: the legislative branches might fail to vest the Student Court with sufficiently wide discretionary powers to ensure a humane execution of the laws; they might, by their mere existence, sap the individual's sense of responsibility. Sure, they might. They might do all these things and a whole lot more.

There is no end to the harm the students might do under the proposed system. Same holds for the present system. But there is no end to the good they might do; and there is a very definite limit to that under the present system—the limit of participation. The proposed system involves twenty-five times as many men in a creative process—in making something—and it stimulates their constituents into more frequent cerebration. There are more wheels in the machinery, and they go round faster. It keeps 'em busy and out of the mischief that Satan and the Curriculum find for idle hands to do. One of the great underlying purposes of the framers of the Constitution was the continuous development of free citizens. In our cynical moments we forget that our system of government is a first class educational instrument; it is a grower of men. It grew Andrew Jackson and Grover Cleveland and Woodrow Wilson and Al Smith and a Republican whose name escapes me at the moment.

But this eloquent aside may be entirely superfluous. It may be quite sufficient for my purpose here to point out that my critic's objections to the proposed plan are in reality objections to the extension of representative student government, on the ground that the students are not equal to the job. They constitute a declaration of doubt in the ability of the Young America of North Carolina to use the machinery its forebears set up.

In justice to the critic it should be remarked here that he is not alone in his heresy. Our neighbor in Raleigh is only one of several institutions whose student bodies are moving to turn back the control of the examinations to the faculty. Doubts concerning the ability of Young, Old, and Middle-Aged America to govern itself are rife in the land. Many think as my critic does, others still believe, and the rest hope.

The fourth objection raised concerns the societies. It is, that changing Di and Phi to legislative houses of the student body would close them to those students interested in debating for art's sake who didn't happen to be elected to the legislature.

Not necessarily. The student's who are earnest about learning to debate could be constitutionally provided for by admitting them to the privileges of the floor, without the vote, in the upper house, where there would be room for them. Their earnestness could be determined and vouched for by the faculty advisors of debating and the professors of public speaking.

It is true that faculty assistance to debating, voluntary in character, has been somewhat irregular; and quite naturally so. But the lack of professional assistance exclusively devoted to debating is a want that should be supplied regardless of what student government we have. Years ago—if I may reach back again into the experience that is the font of these lucubrations—when I resigned the chairmanship of the old Student Life and Activities Committee, I made the following recommendation to President Graham: that since the student activities unprovided with professional guidance—all of them except Athletics—had outgrown the direction of volunteer committees, and real educational value and represent guidance exclusively devoted to the interests of these various activities; and I instanced dramatics, the musical clubs, debating, and, possibly, the publications as the pressing needs. I added that I would venture the recommendations as a prophecy. I confess I had no idea how soon and how brilliantly the prophecy was to be fulfilled in the instances of dramatics and of the musical clubs. Debating is still without its own exclusive professional assistance, and it is still just about where it was. The privileges of the floor in Di and Phi help a lot; but they cannot put debating on a par with athletics, dramatics, and the

PAJAMAS AND UNDERWEAR
—at—
JACK LIPMAN'S UNIVERSITY SHOP

musical clubs—not in another hundred and thirty-five years.

The reorganization plan is based on a conviction that may be stated in the form of a syllogism. If you don't agree with the major premise, you may as well reject the whole, because proof of that premise is a large order. Successful democratic government is ultimately government by agitation; the American form of democratic government affords a maximum of opportunity for agitation: the American form, therefore, affords a maximum of opportunity for successful democratic government. Let's apply the conclusion locally to a concrete instance. Say, you want a reliable representative student decision on the honor system and a student-supported try-out of the same. The Student Council offers a dozen agitators to the cause; the proposed plan, two hundred and fifty. In all human probability, 250 representatives would discuss the question with from one to X number of constituents each.

My critic's expression of unbelief in the ability of our students to use their country's system of government raises the question, Have we reached the surrender? The question that interests me is, Do we want to try out student self-government under a live and quickening system or under a council that, once elected, functions like an oligarchy?

Cordially and sincerely yours,
JOHN M. BOOKER

All the big nations have agreed not to go to war, so they are now building war-ships to give the sailors a ride.—Dallas News.

"It's the sort of town," a young man was heard to say of his home village, "that most any kind of new filling station is a credit to."—Kansas City Star.

CAROLINA THEATRE

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Vilma Banky
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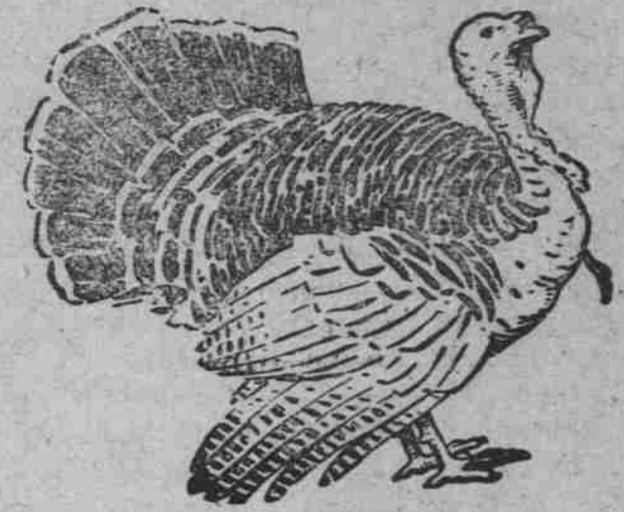
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