

The Daily Tar Heel

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Tuesday, October 17, 1933

Mama—

This Man's Here Again

Two and three mid-terms on the same day have been the order long enough here at Carolina. It is high time some efficient system be instituted which would do away with the existing one.

The DAILY TAR HEEL, after consulting some University officials casually on the subject, has the following suggestion to make in regard to the handling of mid-term examinations. We suggest first that mid-terms be announced sufficiently ahead to permit adequate preparation. Further, that the examinations be given one a day—8:30's, 9:30's, 11:00's, 12:00's, and all afternoon classes on successive days—covering a period of approximately one week, without interrupting the regular program of classwork.

Under this plan, those professors who attach only the minimum importance to the mid-term tests can still refrain from giving them. Using some plan like this would eliminate the possibility of two or three examinations coming on the same day. Of course, some members of the faculty would have to make up two sets of quizzes, but since the students are the ones being tested, they alone are to be considered in this case.

No Praise— Merely Gratitude

"Feeling that his presence in North Carolina is so essential and necessary to the cause of education and the success of the University consolidation now in progress," the executive committee of the board of trustees earnestly requested Dr. Frank Graham, president of the University, to decline the request of President Roosevelt that he head an educational drive for the NRA. That Dr. Graham bowed to the sentiment of the committee in the face of what he might consider a duty is a cause of heartfelt gratitude to the people of the state.

The action of the executive committee here Saturday was in no way final and its resolution definitely stated that it had no desire to stand in the way of a personal feeling that he should accept. The committee realized the opportunity that such a position would be open for Dr. Graham and the possibilities for good work an acceptance by him would contain, yet it was even more forcibly aware of the fact that Dr. Graham was needed by North Carolina and that the value he might render this state by remaining would be far greater than that he might give to the nation.

The offer was an honor to Dr. Graham, and had he accepted he would have gained even greater national recognition than is his at present. But whatever doubt might have remained in his own mind as to which road he was to follow was removed by the appeal of his alma mater that he give his talents to her during her time of stress. We feel that we need not praise Dr. Graham for a sacrifice of his personal ambition for with such a man personal ambitions play no part. There was but one road open to him and he took it.—V.C.R.

Bloody But Unbowed

The cheering of students has improved immensely this year and the spirit of Carolina seems to be rising to soar again to the heights

reached under Kay Kyser. Just credit should be given to those who have exerted their efforts so successfully in bringing about this renaissance of Tar Heelia.

The students themselves have made this desirable change possible and the group which has given its fullest cooperation—the freshmen—should share in the credit. The upperclassmen have done remarkably well in shaking off the dreary remembrances of cheering as it has been through a part of their undergraduate days.

The days of the "rah rah collegian" are fading in the past and the new spirit of Carolina has its basis in a sentiment widely felt among the students and throughout the state that the University simply lacked in spirit. The builders of this new spirit should be congratulated along with the students for the excellent attitude of sportsmanship which has been shown to our opponents.

The revival of spirit has not been cut short by Georgia's crushing defeat last Saturday. Instead, the students will continue to give their full support to those teams which carry Carolina's colors on the athletic field.—W.R.E.

Misdirected Labor

We note that a fund of \$85,000 has been established at Yale University, the income from which will be used to enable students to work their way through school by jobs more suited to their capabilities than the old standby of waiting on tables in dining halls. Since the base pay rate is higher than the average campus part-time job, the jobs constitute a form of scholarship. Such an arrangement is of inestimable value to those students who must labor outside of class to pay their college expenses.

Too many college students today are doing part-time work which has no relationship to the work which they come to school to prepare themselves for. Specialization has gone to such extremes that competition in the professions is greater today than ever before. To achieve success in any field and to use most efficiently a talent, one must concentrate his early youth on becoming proficient in the direction of his inclinations and not waste time or wear out his ambition in toil which is apparently fruitless.

The American public likes nothing better than going in for fads and notions; and not the least false of such notions is the prevalent idea that any one who wants it bad enough can get, and profit by, a college education, no matter how such an education is acquired. A college diploma is not an open sesame to the nearest hall of fame. It may mean a great deal and it may mean nothing more than four years of misdirected effort, hard physical labor, and money spent for nothing.

If more attention and thought were given to the type of self-help work in colleges the world's work could be more skilfully and efficiently carried on.—R.L.B.

Speaking The Campus Mind

The Growing of Ivy Does It

A prophet is not without honor save in his own country. Some students here at the University have been prone to condone their mistake in coming to such a "degenerate" University by saying that they heard of it in 1930, when in the height of its prosperity, new buildings were rising on the campus, a great football team had just completed its greatest season, and new men were coming here to teach, who were known far and wide.

"I think I'll transfer to Duke next year." So called "damn Yankees" have been known to voice their opinions thus. "They have money, and fine buildings, and a nationally known football team."

May we say that we earnestly hope that those dissatisfied members of our student body will follow their desires. We, ourselves, come from the north. We came to Carolina because of the fame of the Playmakers, because we had read the works of the famous men who teach here, because we had heard of the great and glorious tradition that is to be found under the ancient oaks that cover our campus. And we are not disappointed.

Did some of these mournful ones expect to find tradition sold in bottles in the Book Exchange during chapel period? Did they await the sight of musty professors in all their dignity, strolling, book in hand, through the arboretum? If they did, let them leave before their disappointment reaches greater bounds. They will not find them.

We have not lost anything. Read the introduction to the 1930 Yackety Yack, and see what Europe thinks of us. Go to any library shelf, and take down the works of the brilliant men who have helped to place us in the position we now enjoy.

We have all respect for our illustrious neigh-

bor, to which some of the dissatisfied ones would transfer. Great buildings are Duke's, and a great professorial staff. For those athletically inclined, they have a great football team. And they have money. What more could you want? You could want something they will never have during this generation, or the next, or the next. It is an intangible something that cannot be sold, or bought, or transferred. And they cannot consciously acquire it, for Washington Duke would have purchased it had he been able. It is tradition. And they will not have that until the ivy has reached the pinnacle of their highest tower, and dwelt there a hundred years.

William Howard Wang.

"Weird Schemes" of "Fancy Theorists"

As best I can make it out, the chief point in the article by J.J.S. in Friday's TAR HEEL is that schools of education, that at the University of North Carolina in particular, are to be relegated to the bone yard because their teachings have proved visionary and ineffective. This type of argument is that most familiar and often fallacious "post hoc ergo propter hoc" reasoning. To explain the change of the University's school of education to a department involves very complicated factors. The simple explanation offered by J.J.S. and his conclusion that the whole movement will "crack up" can hardly satisfy those who prefer to think deeply. It is generally true that when economies are effected, that which is new suffers first. For the past two years the office of education in the United States department of interior has been publishing data showing that the new subjects and activities

have been the ones to be eliminated in the attempt to balance school budgets. A city school system in this state recently announced that its budget will not permit a program of physical education, music, and art, the fads and fancies of modern education, if you please.

To take a few fundamental psychological principles which are accepted by most students of the educative process and call them "trick plays devised in the main by Teachers' College of Columbia University" is but to betray one's ignorance. Such sentences as the following, "Almost as soon as these pet ideas were installed in the school systems over the country they were bitterly attacked and summarily found slightly ridiculous and pestiferous" is merely a gross misstatement. Anyone with a cursory acquaintance with public education in the United States knows that the philosophy of John Dewey, popularized by William Heard Kilpatrick, and the psychology of Edward L. Thorndike are definitely influencing educational practices and pupil guidance in classrooms throughout the land. Among those fads of J.J.S. is what is called the integrated program. It may not be beside the point to say that the reorganization program of the University of Chicago centers around this idea. Just this week a statement of recommendations from the president's office of this University suggests indorsement of a more integrated program of studies.

It would be foolhardy to contend that everything which parades under the banner of professional education is sound. A new science advances by the process of trial and error. Also, over-enthusiastic supporters frequently claim for a subject more

than the facts warrant. But to brand the whole field of education as "weird schemes" and "fancy theorists" in characteristic of non-professional students of education.

E. C. HUNTER.

Registrar Ignorant of Mid-Term Schedule

(Continued from first page)

The students in the University have for several years expressed a desire for a definite schedule for mid-term examinations somewhat like the schedule for the final tests. As the plan works at the present, some students have two or more examinations on the same day.

Several manifestations of student discontent have been made through the open forum column of THE DAILY TAR HEEL.

1933

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THEATRE

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and
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