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The Daily Tar Heel Editorial Page

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among the damned . . .

With Damtoft
Has E. Carrington no appreciation of the weaker sex or was it a printer's error that said Stirling Hayden was "quite a hunk of man" and neglected to say that La Belle Madeline was "quite a hunk of woman"?

Dr. George Coffin Taylor claims, that second to Shakespeare, he knows the most about dogs, but we're sure he knows a little more about dogs after last Friday's class. An unidentified member of the canine race discovered how to open the swinging doors on Dr. Taylor's class-room and spent the whole class-period running in and out of the doors. Which leads us to wonder why a prof should have swinging doors on his class-room. Camouflage?

With apologies to Rudyard Kipling:
Dogs, dogs, dogs, dogs,
Wandering in and out again.
Stalking into every class
For hydrants in a search quite vain.
Dogs, dogs, dogs, dogs,
Wandering in and out again.
Fooled by N. C.'s varied staffs,
Who installed plugs for fires, not laughs.

To those frightened few that fear Tokyo has designs on Carolina, those little green boxes with the big bells on top of them, which have recently been installed by the Arboretum and in front of the Zoology building, aren't air-raid alarms. They're phone boxes with which the local Gestapo can call the Black Maria.

Filth Columnist Webb is one of those naive few that still thinks a neck is used to separate the head from the body.

Friday's Child vows she has so more sympathy for the infirmity. Said lady traipsed over to the infirmity and futtledly pounded on the doors for admittance, claiming she had a cold. Unconvinced, the local pill-rollers sent her home. The Lipp again traipsed off, this time home-ward, brooding the while, on ways and means to gain admittance to the infirmity. Suddenly she arrived at a solution, dashed in her room, grabbed a thermometer, crammed it in her mouth and chomped it furiously. Yes, she got in the infirmity on her return trip and can be seen there now chanting "How Green Was My Tummy."

Many of those enrolling in the Japanese class said there was just one phrase they wanted to learn and it wasn't, "Hello, you blessed little ancestor of the mother of Japan."

Stolen: I am under the affluence of incohol, but I'm not as drunk as think peep I am. The drunker I stand here the longer I get. I fool so feellish I don't know who's me, but I'm not as tunk as you drink. (Th' sunken drap.)

clipped . . .

After we get into the full swing of this army stuff, we can begin saving our dough. Think of all the things we can do with a uniform. Save cash on buying clothes—we don't need any new styles; khaki promises to become the outstanding thing for the year (and the next several years).

Makes you seem like a kid again to walk up to a theater and get in for half fare. Now all those between 12-20 will have to pay adult prices. One place you have to show your draft card to prove you're old enough to pay half fare—the next place you have to show your draft card just to prove you're old enough.

After they get our number and induct us, we're going to sign up to drive a "jeep." All students could really qualify for that job—after driving a car around Tenney Circle on any Friday or Saturday night (or at the airport on those same nights).

From now on they will have to make some more pockets in suits. In one pocket we got our tire and auto ration card, in the other we've got our draft card, in another we find our identification picture and basket card—last but not least we find our other pocket containing the long hand of the government taking out all the new taxes.

—Purdue Exponent.

TRAFFIC TIPS AND QUIPS



NATIONAL SAFETY COUNCIL

my say . . .

By Elsie Lyon
A special committee from the coed Senate is already working on a revision of the junior training school. The committee realizes that the three meetings of last quarter did not accomplish in practice what they were supposed to in theory. The committee is hampered because it has been unable to get any constructive plan from the junior coeds themselves.

A report of the committee will be submitted to the Senate Friday, and final changes will be made. Since all Senate meetings are open and the privilege of the floor is extended to any coed, it would be a fine opportunity for the junior coeds themselves to come and express an opinion on the training school setup. So far the juniors have contributed no concrete plan for revision although they themselves have been and will be affected by it.

The coed government reorganization committee last spring worked out a plan of training the future officers of the WGA as well as creating coed interest in government. The plan has not worked.

Three meetings were held during the fall, two of them within a week of each other in order to be completed before the December elections. Many coeds had to be excused because there were always major conflicts. Meetings were hurriedly organized and poorly publicized. Some coeds came, not because they were vitally or even remotely interested in student government, but because they were told to attend. They came, did their cross-words, and caught up on their letter writing. Even those who were trying to learn found it hard to assimilate the material as it was presented. Altogether, the plan which worked so beautifully in theory did not work in practice.

The Senate still feels the need of informing the coeds and particularly those who will be officers next year about their government. Some form of training is desirable. The committee at present is considering a test on a written copy of the constitution, interpretation of the honor code and certain other traditions, and parliamentary procedure. A discussion period of the material covered would take place before the exam.

Under this plan, however, only a slight percentage of the coed student body would be reached. While it is not desirable to force information on someone who just isn't interested, a certain amount of information about their government would be beneficial to every coed. Perhaps the information given during orientation week could be extended.

At any rate, here is a problem which directly affects those coeds who will be here next year. Here is a chance for the juniors to take an active part in their government. The Senate will welcome their suggestions on Friday.

it happens here . . .

10:30—All Pre-Med students meet in Gerrard hall.

3:00—OCD volunteers for information center work meet on the second floor of Memorial hall.

6:00—Woman's Interdormitory council meets.

7:30—Home nursing group meets in the treatment room of Woollen gym.

7:30—Interfraternity council meets in Graham Memorial.

keyboard . . .

By Ben McKinnon
Practically everyone on the campus is of the firm opinion that Stirling Hayden, he of the Grecian God form, is crazy. If you saw "Bahama Passage", you know why. If you missed it, here is the reason. Mr. Hayden managed to run through an hour and a half of film on an out-post island and didn't plant one little kiss on the lips of luscious Madeline Carroll. Not even one little one. Two students met coming out of the opposite theatres. "Did he kiss her at the Carolina?" "No, well he didn't at the Pick either. I'm going back tomorrow to see if he's doing any better."

Things are looking up for the "penny for peanuts" gang. One of them got a whole dime at the Raleigh bummer corner Saturday afternoon. Speaking of Raleigh, reminds me that I saw Sam Arbes, our freshman full-back, at the St. Marys' girl break dance Saturday evening having himself a swell time.

Note them by their notions department: If she always has a bow in her hair, it is Anice Garmany. If he has on a coat of one color, vest of another, and pants of another, which never seems to clash, it is Phillips R. Russell. The gentle patter of brogans might cause you to look up and see George Grotz. If she is with Harley Moore, it just could not be anyone but Elsie Lyons. And if you happen to see them in the arboretum late at night, it is—well, your guess is as good as mine. It might be you and you and maybe you, too.

Scene: The Kenan Friday night formal. Place: The dance floor. Time: Intermission. A girl looked up at her date and said, "What do we do at intermission?" So help me, we thought you grad students knew better than that.

Overheard on a Chapel Hill street: "Extra, extra, 14 people swindled, read all about it." One student stepped up and purchased a paper. As he turned to walk away, he heard the newsboy shouting, "Extra, extra, 15 people swindled, read all about it."

Makes with an ugly rumor that Lou Harris is taking courses at the University, too. That sign in the books-for-soldiers barrel in Graham Memorial says "We Want Books," not "We want chewing gum wrappers and tooth picks."

If German Marshal von Reichenau died of apoplexy, there's a hell of a lot of apoplexy going on along the Russian front.

letter to . . .

To the Editor:

As long as we are trying to find ways to save time, in order to permit students to graduate sooner, why not take time from where it is least needed? For it is perfectly possible for students to graduate in three years, with as much education as in normal times, and that without foregoing summer vacations. The only obstacle is custom, which however, is a serious one. But why don't we do this—give students the opportunity to get credits toward graduation by letting them take examinations, whenever they are ready, on any courses they are able to pass. Is there any reason why students should be required to spend time in class, wading through daily assignments, and listening to many things which they already know, when with a shorter period of outside study they would be prepared to pass an examination as well as someone who had taken the course? Education comes from learning and not from serving time like a jail sentence.

Many courses are just organized common-sense anyway; and any method that can cover them and save time for other things should by all means be followed. For we need more time for conferences, as such contacts can be quite as valuable as "book-learning;" for reading good books which may especially interest us; and for spending more time on exercise and sports, since health is at least as important as the scholastic side of education, especially in these times. These are the main things for which many students need more time, and in order to give them some of that additional time needed I strongly urge that some plan be worked out along the lines suggested, and that forthwith. Sincerely yours, Howard T. Ennis.

WELCOME INTO CAROLINA . . .

Saturday midnight, eleven South Americans stepped from a chartered bus into the Carolina Inn to complete the last leg of a 4,500-mile journey for six weeks of "summer school" and American college life at this University.

Just one year ago, 110 Latin-Americans arrived in Chapel Hill for the same purpose as the University's Inter-American institute began its first month and a half of hospitality for the visitors from down under and added another long-needed credit to the ledger of the Good Neighbor Policy.

It is no disgrace to the Latin-Americans themselves or for the institute that last year's attendance has been decimated. We consider it flattering and remarkable that as many as eleven were willing to undergo danger of attack from submarines and other Axis vessels. The fact that they did take that risk, that they have arrived has particular significance.

The United States' Good Neighbor Policy toward Latin-America had even last January begun to take on concrete forms of loans from the RFC, military and naval delegations, and—most important of all—attempts like the summer school to effect sincere cultural understanding between the peoples of the Americas.

A month and a half ago, America finally declared herself at war with the Axis powers, began to redouble already strenuous efforts for adequate defense against endangered democracy and freedom. Ranking along with this nation's alliance with Britain and Russia as one of the mainstays of that defense and ultimate victory is a hemispherical solidarity whose combined military and economic strength will be essential to keeping Hitler and Nippon on their sides of the oceans.

Loans of money, techniques and material for Latin-American defense are being sent to the southern republics in ever increasing amounts.

Last year, the "summer school" was entertained on a scale little short of lavish. This year, our hospitality is just as warm and sincere, but a University and state wholly dedicated to defense may be unable to offer the visitors as much formal welcome now as then.

What can be done, particularly by the student body, to convince the Latin-Americans that they are even more welcome is to assume the responsibility of making them feel at home. Banquets and speeches won't do it. Informal conversations, occasional invitations to dinner, to basketball games or campus entertainments will.

Only by actually participating and becoming a part of campus life can the Latin-Americans take back to their own countries the essential solidarity of understanding. Only by going out of our way to absorb them into campus life can we expect to share that understanding.

BOOKS NEEDED NOW . . .

The Victory Book Campaign sponsored by the American Library Association, the Red Cross, and the USO, and under the local direction of Miss Nellie Roberson of the University Extension Division has been going on since last Friday, when contribution barrels were placed on the campus at strategic places. But the campaign has not had the support which it needs from the general campus.

The faculty seems to be cooperating much better than the students. Mr. Roland McClamroch, of the University English department, has already made a very generous donation of books; and other members of the faculty are weeding out their libraries to help in this drive to secure ten million books for the soldiers, sailors, and marines.

Miss Roberson is planning an extensive drive within the next few days to stimulate campus interest in the campaign by sending out letters to the fraternities and dormitories in an effort to remind students of how they can serve their

country by sending books to the men in the service. But Miss Roberson's efforts will accomplish little if there is not more cooperation on the part of students, faculty, and townspeople.

At this time of national emergency every sacrifice will count. The hoarding of useless books or unnecessary books and the disregard of the appeals for books made by men in the armed forces represents the same sort of selfishness which has contributed largely to the present war and to the economic and social disorder all over the world.

The giving up of a couple of books is a small thing, but it represents one cooperative act at a time when general cooperation is going to be needed to win the war and establish a just peace.

And so the Tar Heel asks the fraternities and dormitory managers to appoint collection managers to remind students of the Victory Book Campaign and to help Miss Roberson all they can in gathering books for the soldiers, sailors, and marines, many of whom have had to leave universities and technical jobs to do their part. We too can do our part—by sending the books we don't need to these men.

COLLEGE 'INTELLECTUALISM'

Despite the condition of the world today, college "intellectualism" continues to run rampant in the universities, destroying all worthwhile emotion, enthusiasm, and social spirit. It has become a fad to be disillusioned, pessimistic, intellectually snobbish, and super-critical of institutions and positive action on the part of those who have left the "ivory towers." The scholar scorns the "unlearned mass;" the artist deprecates the taste of the clod; the theological students revel in the subtle intricacies of their science and forget society and their duty to it. On every side there is an affected asociality, a dangerous esotericism. The commerce students accuse the students of liberal arts of being impractical; in turn the liberal arts student accuses the commerce students of the "profit motive."

The definition of a liberal education has been forgotten, and education seems to be defeating its purpose; for very few, if any of our university students, have established a goal for their education, unless they have adopted some selfish purpose which forgets the existence of the group. To some extent the war has stimulated students to social thinking, but there is still a dangerous solipsism which at the start emasculates all constructive humanitarian work.

The pre-war status quo of National Solipsism is aided and abetted by undesigning college "intellectuals" who emphasize either theory or practice to the extreme, forgetting that the true man and student is proficient in both. There is no idea or institution in the world today which does not deserve a certain amount of destructive criticism; but at the same time they deserve constructive criticism; they need to be positively acted upon. To those who ridicule the "humanitarians" in our midst, we say take thought, "there is something important beyond all this fiddle," something which makes students men, and ideas practical ideals. The bitter spirit of super-critical cynicism and selfishness will, in the end destroy itself. To find fault and close one's eyes to the good in men, ideas, and institutions is to admit that one has no goal, no activating purpose. The spirit of tolerance, cooperation, and sincerity, which is the essence of democracy can work, if we will make it work.

Every man must discover a purpose for his education. Having discovered a purpose, he must then act in accordance with this purpose or ideal, whether it means organizing labor, doing social work, volunteering for the army, objecting to military conscription, teaching, or whatever. Until then, "intellectualism," "disillusionment," "pessimism," will preserve indirectly National Solipsism, and International Solipsism, both of which must be destroyed if we desire world peace, the only justification for this war.