

The Daily Tar Heel

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Editorially Speaking

LEAVE IT TO THE PHANTS

The greatest basketball team in North Carolina's history plays Duke tonight in the climactic battle of a scintillating season. Wearing Tar Heel uniforms will be the quintet which already has cracked the University's all time record for victories and scoring. Twenty-four wins in twenty-six games, engineered with a point aggregate of close to 1,500 is the amazing figure the White Phantoms have indelibly inscribed in the record books.

Unfortunately it cannot be said that the quality of student support has always been worthy of the team. Not that the entire campus hasn't backed the Phants to the utmost; on the contrary, it is because of its very exuberance that the support has on several occasions violated the bounds of good sportsmanship.

Tonight's contest at Duke, because of some vagary of the Duke athletic office, will be witnessed by only a portion of Carolina's backers. Those who attend should check their emotions short of creating a bad impression and let the team itself do the job against our rival. They are capable of it, fully capable.

ACTION GETS RESULTS

It is indeed gratifying to those who urge student action to be able to point to concrete results. The forthcoming OPA rent control investigation is one of these instances.

There was widespread complaining among the students, and the honestly motivated gripes could have paved a six lane highway from here to Birmingham and back. It took a few men a few hours of some real work to organize that sentiment into a petition, and two men to take it to Washington. Thanks to the Veterans Association, where men are organized for action, things are moving.

The story of rent control two years ago illustrates the same point negatively. A committee of the town's Board of Aldermen recommended rent control in Orange County. Because the students were not on their toes, the recommendation somehow never got to Washington.

We think that the trouble in the world is not due so much to the plottings of the wicked, but rather to the impotency of the well-wishers. If students realize that united action really works, students will really act.

TO THE VETERANS

We are writing this editorial on the request of the chairman of the Social Committee of the University Veterans Association. As the affairs of the veterans affects the overwhelming majority of the student body, and indirectly the whole campus, we are glad to transmit Mr. Willis's remarks in these columns.

The veterans have been complaining bitterly that the Veterans Association has not provided a real social program for the veterans on the campus. The criticism usually reaches its peak whenever the Association proposes some action of a non-social nature.

When the idea of a swimming party was proposed on the floor at the UVA meeting last month, it met with considerable murmurs of approval, and thirty men promised to attend. The party was advertised around the campus for the benefit of those who don't attend the business meetings. Only twenty showed up.

There were numerous requests for a dance. Tonight the veterans have a chance to attend a dance of their own, with a good orchestra, in a good hall. So far only twenty-five bids have been sold.

If the veterans want their Association to provide them with a decent social program, they have just got to support those functions when they are announced. That's all there is to it.

Improvements In Sight

Trustee Report Key To Better Education

By Jimmy Wallace

The Trustees Visiting Committee has presented what may be aptly termed an inspired report to the Board of Trustees of the University.

The clarity of expression, the square facing of the issues, the bold—and necessary—solutions proposed, combine to make this report on the state of the University a momentous one. A report in keeping with the times.

The great strides taken by the University within the past 30

years has placed it above the usual mediocrity of Southern universities. A growing intelligence regarding salaries, curriculum, and methods of serving the people of the state has placed the University in the upper brackets. But such an elevated position cannot long be maintained unless progress is continuous, unless new problems are met with new answers. Scholasticism, educational Feudalism, cannot long exist in a society founded upon competition, either economic or educational.

Change, and the exercise of new-found powers, are the order of the day. The supple-muscled educational organism of 25 years ago begins to look shabby and antiquated today. Be it for better or for worse, the little red schoolhouse is retiring from the field, badly mauled, baffled, and somewhat illiterate. The disappearance of the scenes of one's childhood, however, is warranted only if something better takes its place. If we are to adopt a large Red schoolhouse instead of a small one, then we have accomplished nothing. We have merely applied the well-known American principle of mass-production to education. We merely turn out, as a result, an assortment of robots, regurgitating memorized book material and waving their A.B. madly in the air, demanding that they be given all the "rights and privileges thereunto appertaining."

It is to be hoped that we are not graduating from the little

Red Schoolhouse into its modernized counterpart, the big Red schoolhouse. The Trustees' report is significant in that it recognizes that such a situation could (and will, unless something is done immediately) arise. The Visiting Committee has not only recognized, but has demanded immediate action on the matter of inadequate faculty salaries. We know that they are inadequate, that they have been inadequate for some time. To expect to get a better education from a group of several hundred underpaid, insecure, and over-worked faculty members than from one underpaid, insecure, and over-worked teacher in the little Red schoolhouse, is sheer folly. While the good points of the education are multiplied along with the number of teachers, so are the bad ones. The University, to put it platinously, is only as good as its faculty. Its faculty, in general, is only as good as the salaries received. It is pointed out in the report of the Visiting Committee that out of the 34 members of the American Association of Universities, the University of North Carolina ranks lowest in its salary scale. We have retained many excellent professors only because of their love for the University and Chapel Hill. Most Universities cannot boast of such attachment.

The Report has placed the issue squarely before the Trustees. They may choose to allow the University to become a second-rate institution, or they may choose to push it higher into the upper brackets. The issue finally rests with the Legislature in Raleigh. The money for the increased salaries, for the enlargement of facilities will come from there. The legislature must recognize that the energy, capability, and loyalty of state employees varies, except in special instances, directly with the salary received. While there is great loyalty among many of the



Wallace

Writer Believes Opposing Views to be Reconcilable

By Earl E. Ditmars

(Here is another view on the popularly discussed reactionary-radical cycle, written before the appearance of yesterday's editorial on the same subject. Ed.)

There has been considerable writing in the Daily Tar Heel recently concerning the distinction between the liberal and the conservative, between their thinking, contribution, organization and basic purpose. It is somewhat perturbing to find that college students have relegated their political thought to the point of view that persons must be either conservative or liberal, reactionary or radical.

Most of us are agreed that there are four major classes to which political discussion can be assigned: A person may be reactionary, conservative, liberal, or radical. Most of us will disagree, however, as to the line of demarcation between these four categories. Actually the delimitation is not as pronounced, at least between conservative and liberal, as a great number of people believe. Briefly, let us define the four categories. It is anticipated that there may be disagreement by some concerning the following definitions.

A *reactionary* refuses to accept any change. He desires to maintain the status quo. He even thinks of going back to the "good old days." The *conservative* believes in social progress, but is cautious. He wants all change to come in an orthodox manner, but the ultimate goal is the betterment of mankind. The *liberal* has as his goal also the betterment of mankind, but he is in more of a hurry to get there. He is willing to indulge in a greater amount of experiment in attempting to secure the end objective. The *radical* feels that all present methods are bad

teachers here, the legislature cannot expect this loyalty to feed the kids as well as could the food bought with a decent pay-check.

State education, once again, appears to be on the march. The Trustees appear to be ready to start. The Legislature will determine the direction.

and wrong. He wants to overthrow the whole social and political order and try something entirely new.

There is little disagreement among most individuals that being a party to reactionary or radical thinking is dangerous in our society. If a person is reactionary, unwilling to change, it is a fair indication that he has a corner on a goodly portion of the world's material goods and stands a fair chance to corner more. Such a person is parasitic and not a fit citizen for democratic society. If a person is radical, his propositions may be dangerous as to make possible and probable the dragging of the social order into chaos to the extent of total regimentation, all in contradiction to democratic-republican methods.

It is the conservative and the liberal to which our thinking should be directed and it is the intrinsic purpose of this writing to suggest that the two groups reconcile themselves. It is my feeling that they are reconcilable. I am of the sincere opinion that the students, mentioned in the editorial quoted above, who are neither liberal or conservative, are perhaps in the same position of all our political groups. We do irreparable damage if we consider ourselves liberal and in disparaging tones declare someone "conservative." We contribute little if we do not recognize that the other person's method may be superior to the one we support. It is our responsibility that an effort be made for the reconciliation of these two groups. The assumption is that the final objectives of the two groups are the same, namely—the ultimate betterment of mankind. The disagreement then, is one of method. Surely the methods are reconcilable.

Letters To The Editor

Students Say Smaller Voice Lost in Noise

The obstructionist is a very interesting character. Look around—there are perhaps some of them in your classes. Certainly you will find them in all your student organizations. They like the sound of their own voice and they like the sound of their names.

He is a smooth operator—a good fellow—courteous, quiet at the right times, and often even-tempered: as suave as were some of the 18th Century French diplomats. To those who haven't seen the other side of the picture he appears as a sincere, hard-working and earnest fellow.

He is a member in good standing (sic) of all the campus organizations. There he can be found voting for everything everyone else opposes or trying to table everything the majority favors. He belongs to all the committees—he knows the president and chairman. He has sound reasons for everything—opinions on everything. Yes, everything. He sticks to the constitution and the by-laws—but it is according to his interpretation. He incites his cohorts and they incite their cohorts until no one is quite sure what is going on; yet, they are all quite

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Twenty Nine Latins On The Hill

By Bernard Gicovate

Of the thirty-five foreign students in campus, twenty-nine are Latin Americans—seventeen men and twelve girls. They represent twelve countries: from tiny, hilly Uruguay and the flat pampas of Argentina to the charming and colorful Mexico, including the cold sea-shore of Chile, the tropical Ecuador, the powerful and legendary Brazil, Cuba, Guatemala, Costa Rica, Colombia. . . .

Most of these students are studying Public Health, and are educators who plan to improve sanitary conditions in remote states of their countries, where tropical diseases, malnutrition, or carelessness have checked progress for decades. The work ahead of them is hard, but they are full of energies and are getting here the weapons they'll use in their fight.

The largest single group has come from Puerto Rico. (The "portoriquenos" are American citizens but speak Spanish.) They are eight "brunettes" (wanna a date?), and all of them but one study Public Health. The one exception, Esther Landrau, is studying Political Sciences.

There are four Brazilians and four Cuban students. The former are all sanitary engineers in their countries. I guess they'll be soon tackling tough problems in the Amazons, though its jungles are no more what they used to be, to the despair of explorers and fiction writers.

Cuba has sent to Chapel Hill a student to the School of Commerce, Eduardo Bello, who in his leisure time plays the guitar and delights the students with his exotic (exotic for you) songs. I reckon he goes around serenading girls' dorms, you bet.

studied at the University of Guatemala, and after spending three years in the University of Michigan, where he got an M.A. and a Ph.D. in Public Health, went back to teach to his Alma Mater. He is here doing work in Biological Chemistry.

The rest of the Latin Americans are scattered individuals representing different countries. I hope I'll get enough information about them whenever there is a chance to print some more.

The main interest of the Latin Americans in Chapel Hill is Public Health. About twenty of them are studying along this line. The simple fact speaks by itself. Their countries need sanitary engineers and public health educators, and the students have gone right to it. The few exceptions nevertheless prove that they are not forgetting Pure Sciences, Political Sciences, Economics (there is a man from Colombia at it), literature, etc.

I'm on the side of the exceptions too but I'd better keep still about myself. You see, I'm trying to . . . write!