

The Tar Heel

LEADING SOUTHERN COLLEGE TRI-WEEKLY NEWSPAPER

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Tuesday, November 2, 1926

PARAGRAPHS

Co-ed Cora says people used to worry about the freedom of the seas. Now they worry about the freedom of the knees.

Freshman Fritz says the Med professors will never be able to tell how many bones there are in the human body as long as the people eat fish.

The latest addition to the athletic department of the University of Minnesota is a golf course. It is to be paid for from athletic receipts. Auburn is making an attempt to get a course, too. It is a shame the way students go back to the home-town wearing golf outfits and deceive the people into believing that they are golf enthusiasts.

Thomas Jefferson considered newspapers a necessary engine of democracy. "If left to me," he once wrote, "to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate for a moment to prefer the latter." There isn't a scintilla of evidence to confute his stout contention that he believed in the papers.

We get about all the mail we want—such as it is. Letters, circulars, pamphlets, magazines, papers, and all kinds of printed matter come in great volumes. Everybody wants a little space. We recently received a long letter from the National Association of Audubon Societies in New York telling us about "the ever increasing interest in bird-study and bird protection. . . ." And they wanted us to devote three-fourths of a column of the pa-

per to telling the readers about it.

Hell, figurative or otherwise, is necessary for man as a "cuss" word if for no other reason, Nicholas Murry Butler, president of Columbia University, recently said in introducing the Lord Bishop of London, to the Pilgrims' Society in New York. "If there be no Hell, what is to happen to the vocabulary of a man of high temper and careless speech who wishes to express himself with vigorous completeness and no uncertain emphasis? For myself I should particularly deplore the loss of Hell." What the Hell do we care?

THE SURVEY

The TAR HEEL has begun a survey of the nine schools and one college in the University. This is to introduce these different divisions of the University and at the same time to pick out the foibles and virtues of each one. Many students hold false opinions about different schools and the one college. For instance, the School of Commerce is often thought of by outsiders as a part of Saunders Hall in which students do their work on adding machines, and the College of Liberal Arts as being scattered all over the University and giving a smattering of learning in everything and a thorough knowledge of nothing.

Colleges and Universities in general are being attacked as being places for attracting, boarding, and amusing the adolescent in which athletics have entirely subordinated the acquisition of knowledge. Students get the "superiority complex" instilled in them by being constantly told that they are going to be leaders in their chosen field—that the world is going to look to them for leadership.

"Business executives work long and hard for their advances. College youth going into business expects immediately to jump into an executive's chair, or at least to do so in a year or two. He is always forward with his plans and schemes telling the business men where they are all wrong, how they could run their business better, why they are failing, etc. The college man is used to having professors to lead and guide him; he has had marks and grades as something definite to attain; he has had everything fixed up for his every comfort and need. When he goes into business life he finds nothing definite to attain—his god of marks has vanished; he finds business organized without regard for him or his college spirit and customs."

Instead of going to college, H. G. Wells believes that "as early as fifteen or sixteen, a youth should be brought into contact with realities and kept in contact with realities from that age on. That does not mean that he will make an end of learning then, but only that henceforth he will go on learning—and continue learning for the rest of his life—in relation not to the subject of a curriculum, but to the realities he is attacking."

The Gamecock says "where many, and evidently, Mr. Wells among them, make the mistake is, that they expect that a college education will convert a man into a genius, a financial wizard, an authority upon everything that he may undertake. However no-good and incapable one might be before entering an educational institution, at the end of four years that one is capable of taking the affairs of the world upon his shoulders. Of course this is not true. It is no more true than that all the facts and figures of history could be placed before Mr. Wells, and his great mind would carefully

consider them, and turn out a fair and unbiased opinion on return."

Frederick C. Howe has said "The five years at college had been very nearly barren for me. The inflexible pattern of American collegiate life left almost no impress on my mind. It had neither variety no inspiration; it stimulated neither revery nor inquiry. What was offered was not what I wanted. College created no strength within me with which to face he world."

And now we turn to our last reference. Glenn Frank, young brilliant educator and journalist, in approaching the task of making university graduates something more than specialists in circumscribed fields, or store-houses of purposeless learning, said: "Mass education has produced new problems in university education. The student in the average institution is today in danger of falling victim to either of two dangers—the danger of suicidal smattering or the danger of suicidal specialization. The challenge of education is to devise ways and means of insuring to students both the advantages of broad cultural background and the advantages of intensive specialization later."

So we ask the questions, does the School of Commerce cause suicidal specialization?; does the College of Liberal Arts cause suicidal smattering?; is three years in the Pharmacy School justifiable?; does the School of Education train only teachers?; does the School of Public Welfare bring its students into contact with actual social problems?; does the Engineering School impart culture?, *et cetera*. We hope to answer some of these questions in feature stories and editorials that are to follow.

COLLEGE CONFERENCE MEETS THIS MONTH

Dean Walker, Secretary, Gives Notice of Meeting at Durham Last of Month—Trabue on Program

Dr. W. L. Poteat, President of the North Carolina College Conference, has authorized N. W. Walker, Secretary of the Conference and Dean of the Education School here, to send out the following notice to the members concerning the coming meeting that will be held at the Washington Duke Hotel, Durham, Tuesday and Wednesday, November 23 and 24:

The first of the three sessions will be devoted, in the main, to the report of the Committee on the Examination of High School Seniors. This report will be presented by Dr. J. A. Highsmith and Dr. M. R. Trabue. The report will be discussed by several members of the Conference.

At the third session, Wednesday morning, the following subjects will be considered: "The Sectioning of Freshmen Classes" by Dr. D. B. Bryan; "The Administration of Fraternities for Scholarship and Discipline" by Dean W. H. Wannamaker. Following the presentation and discussion of those two problems will come the business meeting. The Conference will adjourn about 12:00 or 12:30.

YACKETY YACK PROOFS READY

Yackety Yack proofs, are at the Y today and tomorrow. Be sure and call by to decide which you wish to be used in the Annual.

NEW KNICKERS —at— JACK LIPMAN'S UNIVERSITY SHOP

RELIGIOUS DISCUSSION NUMBER 5

Disarmament and National Security

For Wednesday Night, Nov. 3 "Nations shall not lift up sword against nation, neither shall there be war any more."

1. What would be the result if the United States should completely disarm at one time?
2. Does military preparedness tend more to provoke wars or to maintain peace?
3. If all the money spent on military training and preparedness were spent in Educational and religious work would it be effective in maintaining National peace?
4. Do you believe in conscription of wealth as well as men in time of war?
5. Can we justify war under the teachings of Jesus?

ALUMNUS BROADCASTS OVER RADIO MONDAY

Preston H. Epps, former student and director of the Glee Club here, broadcasted last evening at 6:00 P. M. for Station WBS, Atlanta, Ga.

Mr. Epps received his A. B. and M. A. degree from the University in 1915 and 1916. He is now in charge of the Boy's High School at Atlanta.

School of Commerce Graduates Given Cultural Background

(Continued from page one) as a whole. Only in the senior year is the work specialized according to the course the student wishes to pursue.

The divisions of the School of Commerce in the senior year are: (1) Factory Organization and Administration, (2) Banking and Finance, (3) Marketing and Merchandising, (4) Advertising and Salesmanship, (5) Personnel Management, (6) Risk-Bearing and Insurance, (7) Transportation and Shipping, (8) Business Law, (9) Accounting, (10) Foreign Trade and Consular Service, (11) Municipal Administration, (12) Commercial Teaching.

Those who think that a commerce student receives none of the so-called cultural subjects should inform themselves of the true state of affairs. Of the thirty-seven courses which a commerce student must pass, twenty-six of them are accredited A. B. courses. The commerce student is required to take four courses of English while the A. B. student has only three required. The commerce student must take four courses in one modern language while the A. B. student is required to take only three in each of two languages. In fact, a student in the Commerce School cannot fail to receive a well-rounded education because cultural as well as

Pair of Glasses Lost in the Stadium Saturday. Tortoise Shell in tan case. Dr. Louis, Wright, & Hicks written on case. Return to TAR HEEL office and receive reward.

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economics and commerce courses are required of him. Investigation reveals that under the system of majors and electives a student in the College of Liberal Arts can be more narrow in his education than it is possible for a graduate of the School of Commerce to be.

A question often demanded of the Commerce School is "Does it prepare a man sufficiently for a business life?" Dean Carroll's answer is this:

"The School of Commerce of the University of North Carolina does not endeavor to train a man in the technique of any business, for mere technique is only temporary and superficial. The courses of this school are for the purpose of enabling a man to understand the fundamental principles and forces underlying all business. Thus trained in the fundamentals of the business world, the student will understand the basic principles and if endowed with force of character will be competent to

forge ahead and become a leader in his field. Not being a victim of established technique, he will know how to meet the problems that will face him and how to plan improvements in our business life."

The University School of Commerce is the largest one in the South; and indeed a general survey indicates that there are few of its type in the country. It is a member of the American Association of Collegiate Schools of Business, which association it was invited to join rather than expected to apply for membership.

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—at— CAROLINA DRY CLEANERS WEDNESDAY AND THURSDAY NOVEMBER 3RD & 4TH Bill Hollenbeck, Rep.

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