

The Daily Tar Heel

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Thursday, April 14, 1932

The Tables Reversed

The eyes of the world today are turned to a little island in the middle of the Pacific where the reputation of a race, a civilization, and a nation are on trial. In Honolulu a woman and three men, all white, stand accused of the murder of a native. Though defended by one of America's greatest lawyers, it is difficult to see in what way they can justly escape punishment of a severe nature. The crime they are accused of is one of the most brutal and coldly calculated murders that has regaled the morbid American public in many a day.

These four Americans in re-vengeing themselves upon a young Hawaiian found out the whereabouts of their victim, kidnaped him by means of a fake warrant, beat him senseless and cut his throat. When apprehended the four representatives of civilization were attempting to dispose of the bloody corpse. It is true that the victim was guilty of an attack upon the daughter of the accused woman and may well have merited his fate. It is difficult, however, to classify such a crime. Though for revenge it was not done in a moment of passion, but coldly and carefully planned and executed.

The unparalleled cruelty with which the crime was committed and the insolent and arrogant manner in which the defendants conducted themselves after their arrest make speedy and fitting punishment imperative. The woman is a member of "high society" while the men are officers in the navy. In addition they were avenging the greatest outrage upon society, an attack by a colored man upon a white woman. They seemed to believe that no jury would convict them despite the fact that they were caught so red handed as to make a defense extremely difficult.

The importance of this trial cannot be over emphasized and the nation's reputation hinges upon the outcome. Under the belief that ours is the highest and best civilization we have invaded the peaceful islands of the Pacific and forced our religion, culture, and law upon the inhabitants. We have preached the gospels of Christ, the Ten Commandments, and we have enforced the white man's law upon the natives with vigor. Now the situation is reversed and we must practice what we have so

long preached.
The issue is between justice and fairplay on one side, power, wealth; and privilege on the other. There is little doubt as to the guilt of the accused and the question of justification can not enter in. The law is our guarantee of safety and we can allow no one to take it into their own hands. To allow these people to go unpunished is to abrogate the principles that we have tried to instill into the Hawaiians, and to make us guilty of a colossal hypocrisy. The white man's burden is heaviest when the nation is least fit to carry it.—J.F.A.

Has Demosthenes No Following?

If thru the medium of debating societies, more students could be interested in debating, the results would more than reward the effort. The recent debating carnival held in Gerrard hall last week is an excellent step towards achieving this goal. Further because of the benefit to the debaters and the audience.

The first beneficial effect of debating is that it teaches one how to stand up before an audience of unlimited size and express his thoughts. If every student in college were required to take a course in public speaking or some variation like debating, the graduating student would be greatly benefited. After the student passes thru his moulding-period in this or that university, he goes out into the world to fight for himself, and nothing will benefit him more, in after life, than an ability to face an audience of any size and address them properly.

If, however, the student who undertakes debating, finds that as a public speaker he is a failure, he has earned the valuable experience of being able to think rapidly and clearly and exactly how to extract the full essence of a speech as is necessary in rebuttals. This experience alone is worth the labor.

Campus leaders are always men who can stand upon a platform and address the student body; and so if any student has aspirations towards campus activities, it would benefit him greatly to have the ability to talk as well as make a speech, all of which experiences can be gained thru debating.

There are other valuable rewards that can be gained thru an attempt at debating, and if more students would go out and attempt to make debating teams, perhaps the results might aid the student in his after-college-life, in his fight for success.—E.J.

Norman Thomas, Humanitarian

It is impossible to hear Norman Thomas speak without being impressed by his sincerity. He is not a politician. Rather, he is, using his own expression, a social engineer.

It is impossible to listen to his theories without being impressed by his humanitarian concern for the welfare of the American people. He is not a bolshevist. Rather, he is a social reformer, seeking the rehabilitation of democracy.

The principles espoused by Mr. Thomas have a wide appeal, an appeal that reaches all those who, in any way, suffer as a consequence of mismanagement on the part of the government and industry. That classification includes most of us.

The program of relief and reform which he offers is constructive, comprehensive and theoretically practicable. It is designed for all classes and for the restoration of universal prosperity. Class warfare does not enter into it; altruism is its dominant theme.

Finally, Mr. Thomas has placed his appeal and his program on a high spiritual plane. The brotherhood of men is the

foundation stone of his whole ideal.

In government, Mr. Thomas would give democracy back into the hands of the voters. In economics, he would eliminate greed from commercial enterprise. In social service, he would clothe and feed the needy with the overflow from our super-efficient industrial machine.

Can any presidential candidate from either of the two major parties point to programs and ideals any more humane than these?—E.C.D.

SPEAKING the CAMPUS MIND

English Professors

While registering at the beginning of this quarter I went to register for an English course. After being assigned to a section I inquired as to who was teaching that section. The answer I received was, "sections have not been assigned." Whether or not this is true I do not venture to say, but I can add that every other department have sections assigned before registration. Now the only reason I can give for the falling down of the English department is that they themselves know that there are some professors in that department that students do not desire to have classes under. If this is true, why do these professors continue to remain here year after year? It seems as though instructors should be picked according to their personality and teaching ability, and if there are some professors here who do not have the qualifications they should be corrected. More benefit may be obtained by picking the professor than by picking the course.

Some argue that no matter who your professor may be if one does his work he will get the grade that he deserves. It seems as though the English department is the one that is most assailed by the students. On the whole the opinions that students give on professors are correct, for they are the best judges.

This article does not apply to all professors in the English department for I can add that the most capable professor I have had was connected with that department. It was in this course that I derived much benefit due to the professor's personality and ability. Also, I will not say that the majority of the professors in that department will be concerned in this article; but I will mention that there are some six or seven professors in that department who should be corrected as to their teaching. Something will have to be done concerning this, and the sooner it is accomplished the better it will be for all parties concerned.

With Contemporaries

College

Journalists—

A perusal of college newspapers of many different schools over a period of time would show that the student editor frequently falls prey to a feeling of futility. He learns that a reformer is never liked whether his reform is successful or a failure. He finds that he has a rapid turnover of friendships.

He becomes aware of those mighty barriers—the smaller mossybacked administrative and faculty interests. He frequently is outlawed by the thick-skulled and the brothers of his fraternity. He knows that few care or will long remember his work. He expects his intentions to be misinterpreted, no matter how obvious the motivation for his acts may be.

He feels like tossing in the towels fifty times in as many days. He says: "What's the use?" The minute he gives in to his own inclinations for peace, he places himself beneath the sod. If he stops and looks over his problems and troubles in a quizzical fashion, he feels the old animosity stir within him and realize what a life it would be if someone wouldn't disagree and there were nothing to fight about.

There need be, no envy of those college editors who are flag pole sitters for two semesters and permit the rest of the

world and even the campus to go by without molestation. The boys who really have the fun are those who never know how long they will have their scalps, who laugh and defy the bigots and motheaten vested interests, who openly flaunt the epitaphs which have been written for them in advance, and who take matters seriously without becoming over serious. There is an art in raising the horns and doing it so well that they have no comeback.

Most of the esteem accorded the active college editor is worth considerably less than the good wholesome hatred he gathers. He usually has a few staunch friends who are large enough to overlook his hastiness, a faux pas now and then, the seemingly inane and meaningless news or editorials he sometimes prints, and his somewhat blind adherence to his own peculiar code.

One consolation, however, makes up for the lost peace and sleek contentment. The adversities of one who can openly differ are far more desirable than the dull rote of living which attends the college editor upon whom the blessings flow because every Tom, Dick, and Harry large and small, has a mortgage on his soul. Then, too, he always reaches the point where he realizes that his most important issues and bad setbacks will make excellent material for smiles within another decade.—Daily Illini.

Whattaman!

If reports are correct, Columbia University has uncovered one of the outstanding professorial lights of the age. Conducting a course in family relations at Columbia, this oasis in a desert of dry pedagogy is declared to have occupied the class time in expounding the advantages of

free love to his students.

Such a man intrigues the imagination. Students who enroll in his course must enjoy the pleasant sensation of drawing in a lottery, never certain of what will come forth. The subject assigned evidently means nothing whatever to this scintillating scholar. If he were scheduled to teach French literature, he might be expected to regale the hardy souls sitting under him with arguments proving the inferiority of Voltaire to Shaw and the consequent futility of considering the works of the great French writer. Or, perhaps, the unsuitability of the Gallic tongue for the higher forms of literary art would appeal to him as more pertinent to the subject.

At least, no Columbian ever need lack for novelty in studies while a gem of this water remains on the faculty. The Lord must have broken the mold when he made him, but, since no adequate successor may be expected, let us pray that he will not be lost to our intellectual firmament. Long may he live!—Stanford Daily.

They Don't Know . . .

Nearly every day we hear some upperclassman say, "I wish I had started this activity when I was a freshman or a sophomore, but I didn't have the 'drag' to get started."

In most cases it isn't that he didn't have the "drag," but more often because he didn't know how to go about getting started. It is seldom that lack of "pull"

keeps a person from holding a responsible position on the campus. Though the president of a group or an editor of a publication has the power, he is man enough not to appoint an inferior person over the head of one with ability, regardless of

friendship.

Many times when a freshman makes a good start in some field people say, "So and so got him there." This may be true, but not because he just literally dragged the freshman in, but because he could tell this freshman just how to prepare himself for the position.

Since a large per cent of sophomores and freshmen have no way of knowing how to get started in some activity as well, because in most cases the activity needs the student as much as the student needs the activity. Also, it will encourage students to enter activities who would not do so otherwise.—Oregon State Barometer.

HOMICIDE IN U. S. IS SUBJECT OF BREARLEY'S BOOK

Clemson Professor's Latest Book Released by University of North Carolina Press.

Homicide in the United States by H. C. Brearley has just been released by the University of North Carolina Press. The book is the results of an extensive study made with the help of the Institute of Research in Social Science and suggestions by Dr. Howard W. Odum. The author takes up the different phases of homicide and with their explanation. He points out that regions of a high degree of homicide have developed into lawless communities. The purpose of the book is "not to show that the United States is uncivilized but to state and explain the facts."

H. C. Brearley is now a professor of sociology in Clemson Agricultural College.

Scientists now say the world will last a trillion years. That ought to give us time enough, at all events, to get around the corner.—Weston Leader.



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