

## The Daily Tar Heel

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Thursday, April 21, 1932

### "Oh Tell Us Pretty Maiden . . ."

With the appearance of Norman Thomas at the University during the Human Relations Institute, Mr. David Clark, of the *Southern Textile Bulletin*, felt the urge to go into his little song and dance over the deplorable conditions that allow such an ogre, as he feels Thomas to be, to speak to an immature college audience. He aroused himself to a spasm of vitriolic editorial activity over the visit of Langston Hughes to the University. And now the second visit of Norman Thomas has brought Clark out on the stage once more for an unsolicited encore.

Mr. Clark is a ham actor, but he loves the spotlight. His witty attacks on the University, and especially the University Y. M. C. A., have, to judge from some of the other state papers, aroused some sentiment against University officials for having invited such men as Norman Thomas and Langston Hughes to lecture here, but at the University itself these attacks have aroused only a spirit of loyalty.

At the few times these men have spoken in Chapel Hill, only a very small percentage of the student body was present. Of those present, a still smaller percentage might be said to have any tendencies toward Socialism. But under the condemnation of David Clark and the state papers that have upheld his attacks, a defense of the University, for having invited these men here, becomes obligatory. Clark has gladly misinterpreted this defense to be a complete acceptance of socialistic policies on the part of the student body. Nothing of this sort is true, but before actor Clark does succeed in making Socialists of us all, by giving us a pattern of what not to be, someone should get the hook, and take him off to a more responsive audience. His antics went out of style with the Floradora sextet.—K.S.

### Honor— A Tradition

The newly inaugurated student administration will soon attempt the reconstruction of the University's honor system. In this undertaking, the reformers must not fail to consider conditions which have changed since the establishment of the system.

In those days the University was small. Its students were drawn from families whose sons traditionally came to Chapel Hill for their college training, from

homes in which the University's traditions and history were known and revered. So, the students of that era were familiar with its ideals and aims long before they left home for the campus.

Furthermore, the general sense of responsibility and honor incorporated into the ethical code of that period was somewhat more intensified than it is today. Carolina gentlemen were also Southern gentlemen.

Now, in 1932, the University has an enrollment of 2500, composed of students from every county in the state and from many states in the Union. Most of these men had never heard of Carolina's honor system before coming to Chapel Hill. Respect for it could not be inculcated in them by a single thirty-minute lecture during freshman week.

Living in modern America, their viewpoint is material; their philosophy is a dollar-logic; their ethical code is based upon an individual, rather than a group, conscience: It would be tough to get caught cheating. The man who cheats is taking advantage of the man who does not; he is getting something for nothing. But, I would not report a man for cheating; it's not my business to get him shipped. Sure, I'd cheat to pass a course. These are the things they say.

In final analysis, then, honor—of the individual and the group—is the system. Renewed respect for tradition and a revived sense of moral integrity must be instilled in Carolina students before any form of a revised honor system can work successfully.—E.C.D.

### Dictating to Her Neighbors

It is with regret that we see North Carolina go dry by a few votes in the *Literary Digest* poll. North Carolina has joined intolerant, fanatical Kansas in upholding the "ignoble experiment" against the other forty-six states and the District of Columbia. Is the Old North State as bigoted and narrow as the militant prohibitionists whom its people have chosen to follow? We firmly believe the answer to be in the negative.

North Carolina perhaps is to be congratulated on the absence of great cities within its boundaries. It is in these huge communities that prohibition has failed utterly. This state does not suffer so much from great criminal rings, from corruption in public offices, and from the growing disrespect for the law; all founded upon liquor business in our municipalities. Thus, in this state some of the worst evils of prohibition are not as apparent as in many other commonwealths.

If the majority of the people of this state believe that prohibition has succeeded, then let their opinion hold sway in North Carolina. But let them not attempt to dictate the wishes of other states. North Carolina and the south once rightfully resented the attempt of northern abolitionists to interfere with the "peculiar institution," slavery. Yet many in the south are attempting to do much the same thing when they try to keep the onerous burden of prohibition saddled upon the rest of the country. It seems strange to find North Carolina desert its former doctrine of states rights to try to fasten upon the nation a law which is detested in the majority of the states. By blocking the resubmission of the Eighteenth Amendment to the people the dregs are showing a fear of the result and an unwillingness to listen to popular opinion. Let North Carolina rather assist the movement to allow some of her sister states rid themselves of a law which is at best a farce within their boundaries.—B.P.

### Conference System as An Aid to Instruction

Several years ago the professor who taught our freshman English section had regular conferences with the students in his section. Sad to say this is by no means a general practice at the University. There are many distinct advantages to be derived from such conferences.

They permit students to make personal contact with the teachers in spite of the current feeling against "booting" that, in most cases, offer an effectual barrier to such beneficial relationships. The teacher is able to understand better the problems of each student and is in a position to help him solve them. The student is able to clear up small problems that the size of the class prohibits him from asking and of which the relative unimportance makes him hesitate to see the professor about them. The teacher can keep an accurate tab on the amount of work the student is doing and eliminate the necessity of pop quizzes that are extremely unpleasant and are not an accurate gauge. The scarcity of time limits the subjects of the questions to unimportant details. The student may have studied but not have taken in the detail stressed. The teacher is able to inspire those students who are not working to make some effort and those who are, to do even more. In language courses reading could be directed and made interesting.

A system of conferences would do more than this. It would eliminate the necessity of strict regulations on class attendance. The teacher could control attendance according to the needs of the student and his standing in the course, which is the only fair way. Further, such a system would do more than anything so far suggested toward solving the problems of the Honor System. The teacher would know the capacity of the various students and the amount of work they had done. He would know pretty accurately what they would do on a quiz.

One afternoon a week combined with the half hour of assembly period would suffice in most cases. In the case of instructors who are teaching two classes of freshmen who cannot come at assembly period, the conferences could be less frequent. Four conferences a quarter would be enough in the cases of the average students and in exceptional cases special arrangements could be made.—H.H.

### Scholarship: the Lifeblood of Fraternities

Much of the prestige that is accorded a fraternity on the campus of a university is due to scholarship. Despite this fact, the University of Minnesota and other mid-western universities are endeavoring to lower the scholarship average for initiation of pledges.

The general tendency today is toward a higher scholarship average. Nowhere is this more clearly indicated than in the fraternities themselves. As the years pass, each fraternity is endeavoring to increase its scholarship and thus help strengthen its prestige on the campus. When new pledges are taken into the fraternity, they are impressed with the necessity of making good grades and thus do their part in sustaining the reputation of that particular fraternity.

It will be to the utter detriment of the fraternities if the scholarship average for the initiation of pledges is lowered. As the average stands, it is none too high, and if any attempt is made at lowering it, it will only harm the fraternity.

Scholarship is rapidly being

given its proper recognition in the world of business today. More and more you can observe that the large firms are taking in students who have shown some high degree of ability in the line of scholarship as well as in the line of business that the firm itself is in. If the requirement for the initiation of pledges into a fraternity is lowered it will seriously hamper the furtherance of scholastic attainments.

It is generally thought that when a pledge enters a fraternity his scholarship will fall a great deal. This is not so. However, it might be well to realize that, although the scholarship of the oncoming pledge is not lowered, it may very easily become so and if the average for his entrance is consequently lowered, then there is still more opportunity for him to fall even lower in his scholastic abilities.

It is sincerely hoped that no such action will be taken on this campus with the attainment of having the scholarship average of the pledges who are to be initiated into the fraternity lowered, as is being done at the University of Minnesota.—E.J.

## With Contemporaries

### The Experimental College Report Concludes

The experimental college report which *The Daily Cardinal* has been publishing serially for two months has finally and thrillingly come to its conclusion.

Needless to remark, it is a brilliant document. Without exaggeration, it may be said that Dr. Meiklejohn and his fellow "educational scientists" have analyzed their experiment with a perspicuity that is refreshing. Just as the physicist or chemist plans and conducts the experiment in his laboratory and test-tube, so the administrators of the experimental college have planned and conducted their experiment in education. The report that grew out of these experiments should be our guide and standard in any changes that may be contemplated in the educational structure of the University of Wisconsin.

Whatever may be the final effect of Dr. Meiklejohn's recommendations, they must be recognized probably the most progressive and scientific statements of the meaning and method of a liberal education in the twentieth century America that that have appeared for our guidance.

Such recommendations as the breaking up of the university into socially and intellectually homogeneous interest-groups, and further and more extensive experimentation along progressive lines are nothing short of radical. For, the shackles of a venerated past that paralyzes our present actions have too long stunted our educational growth.

Now the recommendations and the report are in the hands, first, of the faculty committee chosen to study them, and, second, of the thousands of people who seek throughout the world a better method of educating youth.

Such seeds of educational planning that promise so well and have been developed in Dr. Meiklejohn's laboratory, which has been up until now, dark for outside observers, such seeds should be disseminated and find root for ultimate flowering. The planting process can be begun by a faculty committee which has the vision to see the glorious flower which will result from patient nurturing.—*Daily Cardinal*.

### Less Eggs— More Explanations

Add to the general bewilderment over the precise reason for the expulsion of Reed Harris, the puzzlement caused by the apple-hurling and egg-throwing activities of the Columbia athletes, mostly football men. The animosity of the football men against Reed Harris dates back, of course, to the *Spectator* editorials of a few months back. At that time, the gridmen brandished menacing fists in the face of the campaigning editor. Their strike-breaking activities come as a belated execution of previous threats.

But, instead of aiming their missiles at their antagonist, they have let their spleen bounce off at an awkward angle. Instead of "getting even" with Reed Harris, they are taking their stand as the opponents of free expression. For the controversy at Columbia now transcends personalities and has become a fight to uphold the right to unhampered circulation of intelligent opinions and criticism.

If the athletes would explain just against whom and what they are contending, the confusion might be cleared up. Unfortunately, no missile-hurling athletes have shown a fluency of vocal expression. Until the matter is cleared up, we can only judge their efforts on the basis of marksmanship, which truth to tell, has been pretty good at short range.—*N. Y. U. Daily News*.

### "Hi Pal"

Stroll up any campus path at any time of the day, and you will invariably run into the campus politician, that veritable colossus who has become a most revered institution to those most humble worshippers of "Baal," the college students. With a beaming smile and a "hi, fella," to even the most lowly of freshmen, he swaggers up the path seeking an opportunity to confer with other "big boys" on some weighty campus problem and see what he can do to strengthen his most exalted reputation.

Festooned with a half dozen fraternity pins and guards, he assumes the pomp of an oriental monarch and the gravity of a tribal patriarch. To him, classes are a mere means to aid in the promotion of his political and social ambitions, and his chief interest in them is to sit on the front row and spout forth his wisdom to the awe of his seemingly admiring classmates.

If you are interested, let us see how he became a member of that most exclusive order of B. M. O. C. The first thing he did after being duly matriculated and enrolled in college was to ally himself with one of the campus political factions. He knew that no successful campus politician ever got that way, without serving an apprenticeship. His first duty was to vote as many times as he could get by with it at the campus elections. This

was very important, for the freshman who votes the most times without being caught is usually considered the best prospect to become a "big shot."

His next important duty was to round up prospective voters for his faction, and he seized every "pal" he could find and, thrusting a list of candidates into his hand with a volley of threats and promises, urged him to "vote 'er straight." It should be explained that "pal" to him does not mean merely a close friend, but any fellow he ever has seen or any one who is wearing a tie something like one he once saw.

Probably his most important duty was to join every organization he could, social or honorary. The more pins he could wear on his vest and ribbons on his coat lapel, the higher he rated among the campus "elite." After becoming a member of 51.1 per cent of the campus organizations and president of 9.9 per cent of them, he was duly received into that most widely sought order, B. M. O. C.

Since he has become one of the "big boys," his job has become comparatively simple. He now conducts the duties of his many offices, exerting his influence and displaying his power with the dignity of a Roman emperor living and gloating over the fruits of his conquests.—*Indiana Daily Student*.

## It's Worth Knowing That—

The Chinese alphabet contains 214 letters.

The names of the days of the week are derived from the names of seven Saxon deities, the Sun, the Moon, Tuscio, Woden, Thor, Friga, and Saeter.



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