

## The Daily Tar Heel

The official newspaper of the Publications Union Board of the University of North Carolina at Chapel Hill where it is printed daily except Mondays, and the Thanksgiving, Christmas, and Spring Holidays. Entered as second class matter at the post office of Chapel Hill, N. C., under act of March 3, 1879. Subscription price, \$4.00 for the college year. Offices on the second floor of the Graham Memorial Building.

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Wednesday, May 4, 1932

### A Nation-Wide Education Check-Up

Sophomores in all of the larger universities and colleges of the country will this month be taking part in a movement to establish a system of tests whereby educators can better judge the relative merits of the different curriculums and methods of teaching now used in the educational institutions of America. These tests are ones which have long been needed as a measuring stick for the various departments and courses in our centers of higher learning, and are ones which when finally compiled will aid in abolishing those parts of the curriculum which fail to prove their worth, and at the same time will help to bring out those divisions which have been neglected.

By a process of elimination the American Council Committee on Education, which is setting up these tests, will be able to compile in a period of years a set of questions which will best measure the knowledge of the students in the various fields covered. The tests now being given are only first drafts and will, no doubt, be considerably revised after the results are tabulated. In this way it will not be long before a set of questions can be got together for each department which will be an almost perfect measure of the students' knowledge in that division.

These tests will then be given each year to college sophomores the country over, not only that the students themselves might see where they stand with respect to other members of their class, but also that the universities and colleges of the country will be able to see just how their students stack up with those from other institutions. And by thus comparing the grades made in the various departments with those made in the same departments from other schools, the different authorities will see wherein their institution excels and wherein it is excelled by other universities and colleges in America.

The result of these nationwide tests will be that each university and college in the country will sooner or later come to develop a more balanced curriculum, which in turn will result in a general raising of the standards of education throughout the entire nation.

### Misdirected Enthusiasm

To these women of Honolulu who have started a movement among civilian and Navy circles to boycott the firms employing the Massie jurors, just credit should be given. To them should go the honor of having conceived and set in motion one of the most unwarrantedly vindictive acts yet recorded.

Displeased with the outcome of the Massie trial, these women held telephone conference with the female members of Honolulu's white population, and decided among themselves to declare their boycott. They cannot hope to injure the banking, insurance, and steamship companies that employ the jurors. They can only hope to injure, by their asinine gesture, the unfortunate men who were chosen, through no great desire of their own, to serve on the jury. They can only hope to sever further the already widened breach between the native and white residents of Hawaii.

In their misdirected enthusiasm, the boycott leaders have chosen to overlook several facts. On the Massie jury were five white men, and several men of sufficient Caucasian ancestry to be white in sentiment, if not in actuality. The pure Hawaiian strain was very much in the minority. Yet the juror who last held out for acquittal was part Hawaiian. Certainly this jury gave a verdict it felt to be just. The jurors performed their duty well, giving the murderers more than an even break. But despite this, their verdict is censured by the women boycotters. These men who left their jobs to serve the law may now return to find the doors of their business firms closed to them. If such does happen, let the women who were responsible rejoice, for they will have accomplished their evident purpose, even though they will have lost all traces of self-respect in the ultimate accomplishment.—K.S.

### Education Through Stimulation

Books, someone has remarked, are like mirrors, and adventures, it has been observed, are to the adventurous. Similarly, it may be concluded, education is to those desiring the same, and possessing the capacity therefor.

Under the most Utopian system of education that a modern Plato or Thomas More could ever devise, it is probable that there would still be some who, in spite of all, would not become educated, and under the worst educational system of which human nature is capable it is probable that a few would always manage to attain to knowledge and learning of a sort.

In consequence, quite as important as the lucid and accurate transmission of learning and culture is the necessity of stimulating in scholars and students the desire for information; of awakening their curiosity and of exciting their interest in things cultural; and of transforming into genuine seekers after light those who are often only passive objects subjected to a process of steady and continuous bombardment by lectures, facts, etc.—a process lasting for four years, from which they eventually emerge (if all goes well) with a degree attached and their "education" a matter of happy memory and reminiscence.—K.P.Y.

### Passive Resistance

The May-Day celebrations last week-end were held with a gratifying lack of violence. In New York some 70,000 men and women marched about town in the rain, protested against Governor Rolph's refusal to pardon Mooney, sang a couple of verses

of the Internationale, and went home, thoroughly drenched. There was a similar quietness in all the larger cities. Not a single person was hurt. Even in Europe there was very little violence.

The lack of strong revolutionary manifestations in these parades may be a hopeful symptom that the American workers and others hardest hit by the depression feel that they can best remedy their present condition by co-operating with the more liberal industrialists and economists in their efforts to work out some sane plan for economic recovery.

Following the depressions of 1873 and 1893 there were strong radical third party movements. The social discontent which led to the formation of these parties and which might have brought about wise and much needed reforms was largely wasted through the folly of the leaders of the parties. The demand for reform which caused the uprising of 1896 might have secured the regulation of corporations which was so sorely needed and which was to come in some degree years later. Instead it was all dissipated in a vain and foolish campaign for free silver led by Bryan.

There has been a similar rise of dissent, of dissatisfaction with our present economic organization since the Panic of 1929. In this depression more than in any other, able economists have been working to devise some sound plan of recovery. The broad lines along which we must seek economic and social reform have been laid down—more scientific taxation, lower tariffs, some form of industrial planning, liberalization of credit, anti-injunction legislation, more housing construction, and the like. If the social discontent of the day can be enlisted behind wise leadership to carry out some such program of economic and social reform, we may have very desirable results from the depression. If it spends itself again in blind and violent radical demonstrations, we may expect nothing but increased conservatism and hostility to reform in the nation at large.

The quiet way in which May Day passed this year seems to indicate that for once the oppressed of the country are willing to await the better but slower results of scientific reform. However, if the economic and political leaders of our country do not soon put into effect some definite program of reform, the patience of the workers may be exhausted. The sound leaders of the country now have the backing of the masses in their efforts to solve the nation's problems, and the hope of the country rests with them, for if they fail, it may soon be the turn of the demagogue and revolutionary.—D.M.L.

## With Contemporaries

### Princeton Learns About Women

There is a growing menace in our midst. A powerful force in this country is devoted to the task of robbing us of our helpmates. According to Willis J. Ballinger, Professor of Economics at Williams College, in the May Forum, the women's colleges of the land "are booming spinsters, encouraging marriage failures, ordaining a bitter and senseless feud between the sexes."

It appears that the centers of higher education for females are directed by a group of dried-up and bespectacled old maids, who, themselves deprived of any opportunity for dalliance along the path of life by their physical disabilities, are determined

that their impressionable charges shall not enjoy these pleasures. There are dogs in the Northampton and Poughkeepsie mangers.

Mr. Ballinger has statistics. Less than 50 percent of those who graduated from three of the best known women's colleges in the East five years ago have seen fit to enter the marital state. There are reasons aplenty for this reluctance, most of them directly attributable to the educational system. Primarily, "the educational process through which they pass misleads many of them into thinking that cerebration is all there is to happiness." Mr. Ballinger feels strongly on the subject of these pitiful mental dynamos. He would "as soon see human beings tossed to the crocodiles on the banks of the Ganges as exposed to this fate. It builds up devilish inhibitions of the flesh."

If the college women of the land are to be saved from the sacrificial feast of the intelligentsia, radical changes must be made and Mr. Ballinger is prepared to make them. In the first place, he would move the colleges around until they lodged near some center offering "a reasonable supply of high-grade males." Courses in cosmetics, bridge, etiquette, interior decorating and domestic economics would be established. Middle-aged physicians would deliver appropriate lectures. Instead of turning out a horde of potential librarians and girl scout leaders, the women's college of the future would produce a commodity with a high marital value. Competition in romance, like competition elsewhere, is growing keener and "courtship in the future will require a marketing technique." Where, if not in college, can a woman develop this technique?

We do not know, but we realize the gravity of the situation and we want to help. If someone will bring a group of young ladies about to be frustrated in New England down to Princeton and set them up in a college, we will try to provide a few "high-grade males."—The Daily Princetonian.

### Difference In Opinion

"My opinion of the value of college? Well, frankly, I think it's pure poppycock from start to finish." So says Cornelius Vanderbilt, Jr.

"Except for the social contacts made, does the student really accomplish anything worth while? I've learned that an A. B. degree hurts more in co-operating with the world than anything else. The fellow who hasn't got one is constantly trying for your job," he stated.

Moreover, Mr. Vanderbilt points out that he didn't go to college because "It simply isn't essential in the struggle for success."

Now we aren't saying that Mr. Vanderbilt isn't a perfectly cultured and charming gentleman himself, nor are we saying that everyone who goes to college emerges with polish and a certain amount of *savoir faire*. But we do want to say that the idea that college is no more than an aid to success, and a not very successful aid at that, is a bit damp about the edges, if not positively sodden.

On the other hand, the idea that college does no more than make scholars out of some, and furnish social training for others is off-sides, too.

True, going to a university does make dull scholars out of some, social butterflies out of others, and boisterously dumb but successful business men out of others. But these are in the minority. What college does for most, and what it should do, is to furnish the student with a

means for earning his living if he does not already have it, and then to attempt to instill a bit of the joy of living in him.

The old Hebrew sages had the right idea about education—that it was training in how to live. It wasn't training for a vocation, or for scholarship, or for any other one thing, but to teach a man how to get the most out of life.

Mr. Vanderbilt doubts that the students really accomplish anything in college outside of social contacts. Well, since he has never been to college, he could hardly be expected to know. As for the fact that "the fellow who hasn't got one is constantly trying for your job"—it seems that everyone is trying for the other fellow's job whether the other fellow has an A. B. diploma hanging on his wall, or a piece of paper signed by the principal of Sackville's junior high. Everyone is after everyone else's job, and that goes for the past, present, and future, regardless of university degrees.

Of course a college education is not essential, but it can hardly be said to be valueless. A man can do quite well without one, but it is a contribution which cannot be disregarded.—Daily Illini.

### Penchant of "Who's Who" For Overlooking Great

Who IS who in America? Get a magnifying glass and run down the pages of "Who's Who," and you will be far from the mark.

Is a college professor a "Who?"

Is a chemist and scientist stuck in a laboratory and with some publications to print opposite his name necessarily in the list?

Are preachers of endowed churches sine qua nons in this presumptuous category of the supposedly distinguished?

Is the fact that a man happens to break into the lower branch of Congress, by whatever temporary insanity on the part of one of hundreds of political units, sufficient to engrave his name among contemporary immortals?

It is understood that these classes fall into the scheme of the very useful "Who's Who," other individuals paying their way. It so happens that many of those who in one field of endeavor or another have so caught the wise or foolish spirit of America that their names are everywhere, except in "Who's Who."

We cite, for instance, two depression-proof individuals, measured by accomplishment and monetary returns.

George W. Hill, president of the American Tobacco Company, in 1931 received, and earned, a bonus of a million dollars on his already ample salary. This money came to him by contract based upon the earnings of the company he managed. Every stockholder shared in its payment, and benefited thereby.

You will look in vain in "Who's Who" for the name of George W. Hill, among the ninety other Hills there mentioned.

George Herman Ruth (better known as Babe) has been feeling the depression in his earnings by the measure of a reduction of \$5,000 in his salary of \$80,000 a year.

Yet he strode to the plate at Shibe Park in the opening contest between Athletics and Yankees and in the first inning took an offering of the eminent Mr. Earnshaw for one of the famous Ruthian rides. Somebody on the unofficial grandstand of roof-tops recovered the ball, which hereafter will rank as an heirloom. In the fourth inning the impoverished Mr. Ruth showed that he had a soul for his work beyond the pay by repeating the feat!

These blows rang around the

world like the first shot at Concord. More than that, they have done their incalculable part toward perking up the spirits of a depressed citizenry. The country will be better off for watching the home run record of the Bambino instead of the sinking fits of stock market quotations.

But when it comes to "Who's Who in America," the name of George Herman Ruth, the perennial Babe, the Sultan of Swat, the Household Word, for some reason is not written there!—Raleigh Times.

### A Noble Experiment

In the short time that has elapsed since its inception, educators have ceased discussing the new system of the University of Chicago. It is a mere eight months since the boyish president, Robert Maynard Hutchins, shrugged his shoulders at other colleges, and instituted what he chose to call "a new plan with new situations."

Under his system, freshmen enter a college where they need attend no lectures, where study requirements are optional, where only one comprehensive examination is given in the first two years of work. After finishing with the college, the student affiliates himself with a division of the university, where he may specialize to his heart's content in preparation for his degree.

After this trial, one can look at the University of Chicago in retrospect. . . That mystical substance, "scholastic aptitude," has risen 11%. Special group classes have been organized to aid those whose work in some courses have been found deficient. Faculty and students alike have done more than the normal amount of work—and have liked it.

A system such as Chicago's is designed primarily for the better-than-average student. Class assignments are not made, but rather the students complete the course of study in as long or as short a time as they need. Thus the genius is not held to the pace of the moron, nor is he turned from the same mold.

But this is highly unorthodox. Here at Cornell, the University builds its conservative system around the average student. The more capable scholars are bound by the sluggish majority, and unless care is taken, fall into the rut themselves. Educators say that the average student has no claim to a college education; he should be out earning a living. Whether this is true or not, the fact remains that primary consideration is due the man whose objective is real study, and not merely the proverbial sheep-skin.

Perhaps one year is not sufficient test for an innovation as drastic as this. Perhaps over a period of years, the results will not be as encouraging. From all present indications, however, Chicago is just about two jumps ahead of the rest of the pack, and intends to stay there.—Daily Cornell.

The Filipinos are trying to secure independence before we ask them for their half-billion treasury surplus.—Washington Post.

One trouble with the state control of liquor is the danger of state control by liquor.—Brunswick Post.

### NOTICE

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