

## The Daily Tar Heel

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Wednesday, May 25, 1932

### Temperate Radicalism

The permanent solution to the present economic breakdown which has afflicted the nation and the western world in general for the past three years should be obvious and self-evident. The desirability or rather the necessity of industrial stabilization, and of a planned economic order in which the destructive factors of unorganized competition and unhampered production would be eliminated, has been distinctly pointed out by eminent economists, by experienced capitalists, and by more than one distinguished public man. Justice Brandeis of the United States Supreme Court has only recently stressed this need in clear and emphatic language.

The sturdy individualism of an earlier era, the dominance of industrial giants engaged in fierce conflict with one another, must go, it is agreed, to be replaced by an integrated system of industry wherein chaos will give way to coordination, and competition to concentration of authority. The mere imposition of rules and restrictions by the government no longer suffices; the powerful and uncontrolled forces of trade and industry need to be openly and definitely harnessed and directed by a superior force, whether that force be the government or some other.

The governmental forms of Russia and Italy clearly manifest the recognition of this all-important fact in Europe, although it is hardly necessary that governmental control assume such forms as Fascism or Communism, in which are implicit censorship of the press and death to political liberty.

While the basic requisite for modern economic order is apparent, serious problems are involved of which the solutions can not be as easily indicated. The forms which industrial planning may assume remains problematical; there are offered the various possibilities of some form of state socialism, of military dictatorship, and of an avowed feudal capitalism, any of which could prove satisfactory from the purely economic viewpoint. The economic life of this nation, furthermore, is so entangled with and complicated by foreign trade and industry that it is doubtful

whether an economic planning confined in scope to the United States or to any one nation would be effective.

The process by which the desired end may be obtained is difficult to determine, and can scarcely be expected to be a smooth and gentle one. Whether any decisive, far-reaching transformation will ever be secured or not, finally, remains to be seen—hampered as it will be, by inertia and reluctance to change on the one hand and wild and impractical forms of radicalism on the other—K.P.Y.

### The Year in Retrospect

During the past year many improvements have been made in the student government at the University of North Carolina. Under President Albright's efficient administration, the student council has done excellent work. Perhaps the most constructive innovation was the establishing of an Audit Board to inspect the accounts of all student funds. No longer will it be possible for students to suspect that their money paid in through the business office is being dissipated in "graft."

Many other constructive changes have also been made. Regulation and control of student dances has been taken from the German Club and given to a more representative Student Dance Committee. The Australian ballot has been adopted for campus elections. More or less definite party organization has been worked out in campus politics, and some effort has been made to transfer that interest in practical politics to the coming state and national elections. Many of the more prominent campus organizations, such as the Golden Fleece, have abolished hazing.

Nevertheless, much can still be done to improve our campus government. The dance control question is not yet finally settled, for it remains to be seen whether the new committee will exercise efficient control over the dances and whether it will really transfer any power to the non-German Club group. There are still a great many useless organizations on the campus, and a great deal of foolish horse-play in their initiations—particularly those of the sophomore societies. The ballot in the spring election is still cluttered up with numberless offices such as secretary of the sophomore class and vice-president of the junior class which serve no real purpose. The useless freshman class elections will probably be held again next winter. The various efforts to secure fuller student participation in student affairs, such as the Union Forum, have had little success. And, finally, the great question of the honor system remains yet unsolved.

THE DAILY TAR HEEL is proud to feel that it may have played some small part in bringing about some of the reforms that have been accomplished this year. For next year, it wishes President Weeks and the Student Council all success in facing the problems that must come before them and pledges itself to continue to support a policy of the elimination of useless offices and societies and the attainment of a more democratic and representative student government.—D.M.L.

### Finding a Happy Medium

The subject of grades and grading has been one of continual perplexity since the devisement of some method of recording the ability of a student in a certain field. The distressing feature of the entire matter is that it is impossible to use the same standards of judgment on one student as can be used on another. In this way somebody

has to suffer.

After a workable system of grading has been devised, it is very difficult for the person who does the grading to know exactly the worth of the various categories the grading system calls for. For instance: What ability should a student exhibit in order to obtain a "C" on a course? This question and others of a similar type have always perplexed those in whose hands the grading is placed and probably always will.

Many institutions favor the numerical grade, but this calls for a more scientific and mathematical accuracy in grading papers. In the case of mathematics and the various sciences, it is quite possible to erect a rigid numerical grading system, but when it is applied to literature and language, the standard will be found sadly lacking.

The most apparently successful notation of grades is the one used in the University Graduate School. This consists of three grades: "H," "P," and "F"; indicating high, pass, and fail respectively. This system has proved quite successful in the graduate school, but would not prove so in the undergraduate for the simple reason that the graduate is not bothered with making honorary fraternities in which the slightest variation of the grade must be considered, as is the undergraduate. The "H" of the graduate school is loosely comparative to the "A" or "B" (90-100) in the undergraduate schools. The "P" in the graduate school is equal to the "C" or "D" (70-90) in the undergraduate school, while the "F" is equivalent to the "E" or "F" (50-70) in the undergraduate school.

The final system that will prove the most successful will be a combination of the numerical system and the present system used in the graduate school, and since the remedy has been suggested, all that is necessary now is for someone to combine these two systems into a more perfectly working one than we have at present.—E.J.

### SPEAKING the CAMPUS MIND

The views expressed in this column are not necessarily those of the editorial board of this publication nor of the campus at large. Contributions on both sides of controversial questions are solicited by THE DAILY TAR HEEL. All letters must be typewritten, double spaced, and not more than four hundred words in length.

Slap-Dash

This is to call attention to the fine flower of The Slap-Dash School of Dramatic Criticism that appeared in your columns of May 21st.

Your anonymous critic, churning on *The Butter and Egg Man*, has the following to say:

Paragraph 1: The play was "almost fool-proof." But in paragraph 3: "It has been said that this play was fool-proof, that anyone could put it over. That is not strictly true. . . . It was not an easy play to produce with any assurance of sympathy from the audience. The dialogue was swift, and being laden with theatrical jargon and allusions, was not calculated to register with a completely uninitiated audience." Subtract paragraph 3 from paragraph 1, and what do you get? Nothing.

We start again. Says he, paragraph 2: "Completely inexplicable in this performance was the tone of amateurishness that crept into the whole of the show." Formerly the Playmakers were bad in a "professional way, due to some *esprit de corps*, some bond of kinship, or some pride of organization." (Sorry I can't elucidate this something in *The Playmakers* that lurks beneath attributes hitherto considered virtues—just some force inside themselves that makes for unrighteousness). But now these Playmakers "are mediocre in an amateurish way. Here all who failed were excruciatingly like the little theatre." (Which, incidentally, *The Playmakers* proudly is).

Put this paragraph of praise down beside the one of censure that precedes it. Would you have bought a ticket? If you hadn't you'd have missed worse than a scream; it was a scream. Too good to laugh at. But how were you to know? Nothing in the review to show that despite reservations, the show paid for the time. Contradictions without conclusions don't help the average citizen.

Furthermore, how about the record? The press is history as well as the main stimulus of the theatre. No democracy's stage is better than its press.

JOHN M. BOOKER.

## With Contemporaries

### What Can They Think?

"If I were in the position of some of the millions of unemployed men in this country I would be inclined to do something desperate."

These are not the words of a communist, an agitator, an irresponsible radical. They represent the studied opinion of a member of the law faculty of Duke University, Professor Malcolm McDermott, who does not hesitate to say that in his humble judgment America may be on the brink of revolution.

We hear that suggestion frequently from responsible sources. We hear, also, that the United States needs a Mussolini. We hear the extremes of vast wealth and abject poverty, of hoarded money and unemployment, of extravagant surpluses and dire want condemned in terms that indict our whole economic system. Change, change, change! That is the motivation of all the confused philosophy which contemplates a way out of our dilemma.

In this situation, what can be the reaction of substantial, hard-working American men, deprived of their homes through no fault of their own? What can be the reaction of these men who have embraced the ideal of honesty, thrift, sobriety, home investments, planning for their children a better opportunity than they enjoyed, when they read that a group of the financially powerful and a few of their satellites, by manipulation of the Stock Exchange and the exploitation of trusting investors, cleaned up five cool millions in a week on an output of \$12,000,000 of capital never in any real danger?

What we ask, in the name of high Heaven, can be their reaction when they are told from high places that all this is done with the sanction of law, while the same law sends a starving man to jail for stealing food?—*News and Observer.*

### Former Speakers At Commencement Form Imposing List

(Continued from first page)  
1907 on the question, "Of What Use Is a College Education?" At the commencement of 1908, Judge Martin Augustus Knapp spoke on "Transportation."

For the graduation exercises of next June the University invited William Henry Welch, professor of pathology in Johns Hopkins University. Professor Welch commended the scholastic ability of Carolina medical students who had come to Johns Hopkins. He spoke on "Preventive Medicine in its Relation to Society." Dr. Charles Foster Smith in the commencement address of the next year offered advice to the out-going graduates, when he declared that students should study not only their text-books but other good books as well.

President Woodrow Wilson  
The commencement of 1911 was especially distinguished by having as its speaker Woodrow Wilson, at that time governor of New Jersey. President Venable introduced him by remarking that once before Princeton had sent her president, "a quiet scholar," into politics. Wilson's address was tinged with political thought. "The doctrine of the Republican party," he declared, "is that the government should be conducted by the men who are the material successes and have established the material prosperity of the country and of themselves." He further decried the system of office-holding by saying that governmental

powers had passed into "private hands instead of those of the state."

The period of years from 1912 to 1917 saw the advent of many men famous in the political history of the country as speakers at the annual commencement exercises. Among these were Thomas R. Marshall, one-time vice-president of the United States; chief justice of the District of Columbia's district court A. Mitchell Palmer, and William G. McAdoo. Secretary McAdoo gave a short address of eighteen minutes on "The Significance of a Pan-American Policy."

### Secretary Baker

After McAdoo came Secretary of War Newton D. Baker, who spoke at the commencement of 1917. Addressing a group of graduates who had, perhaps, participated in the military display so rife at the time on Emerson field, Secretary Baker urged the large audience before him to "do their bit." Sentiment against Germany was strong; his topic dwelt at length on the outrage of "the scrap of paper" and the holiness of Belgium neutrality.

The commencement speakers of the years immediately following gave addresses on subjects generally concerned with post-war problems and international relations. Speaking in 1919 on "An Adventure and Its Lesson," Secretary of the Interior Franklin K. Lane declared that America's was not a problem of reconstruction but one of "carrying on." Secretary of the Navy Josephus Daniels called upon the graduates of 1921 "to follow conscience and conviction regardless of convention and precedent." Declaring that it was America's opportunity "to put into effect the yearnings and aspirations of the centuries," George Gordon Battle, '85, gave an exposition of the newly-proposed World Court to the graduating class of 1923.

### Glenn Frank Prophecies

Two years later, Glenn Frank, president-elect of the University of Wisconsin, was the commencement speaker. In his talk he made the ringing statement

that "the world is today surfeited with a literature of despair." Dr. Frank, however, prophesied a new renaissance of spiritual awakening within twenty-five years.

After Douglas Freeman's commencement address in 1926, the University invited Arthur W. Page as the next speaker. Page was ill the following June, and President Harry Woodburn Chase spoke in his absence.

### British Ambassador

Sir Esme Howard, British ambassador to the United States, addressed the graduating class of 1929 on a subject which included the history of King Alfred and England in 900 A.D.

Dr. John Finley, associate editor of the *New York Times*, made his second trip to the University to speak before the graduating class of 1930. Dr. Finley urged college students to continue their intellectual life after graduation. He also stated that he would sing the epic of our modern life by changing Vergil's well-known opening verse into "*Virum, opusque cano.*" The commencement speaker of 1931 was Claude G. Bowers, who talked on southern renaissance.

## LEO RIESMAN IS CHOSEN TO PLAY AT FINAL DANCES

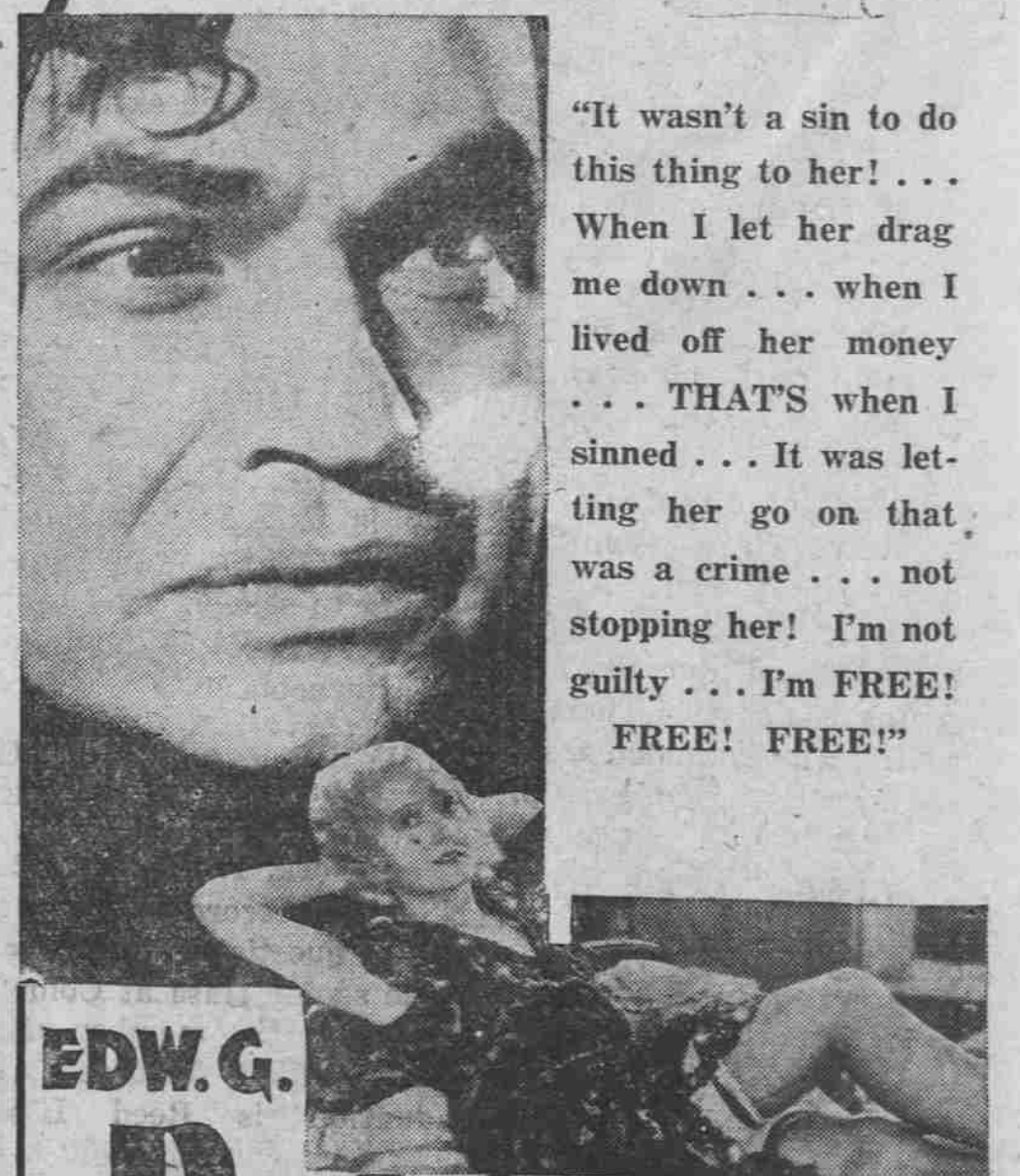
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Park also announced that the rates for paid up members of the German Club for the set of dances would be \$6.00. Rates for others are as follows: members not paid up, \$12.00; alumni members, \$10.00; visitors, \$10.00; senior non-members, \$12.00; freshman non-members, \$16.00; other non-members, \$20.00.

The dances this year will take place from Tuesday, June 7, until Thursday, June 9. There will be seven events in the set, including three evening dances, two morning dances, one tea dance, and one concert featuring Leo Riesman and his orchestra.

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