

The Daily Tar Heel

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Friday, April 20, 1934

Either . . . or . . .

The University through its alumni, undergraduates, and outside friends could prove the most powerful lobby in the state. Yet for the past several years we have allowed the people of North Carolina to elect many men to the legislature who apparently have little sympathy with the education of the coming generation nor any intention of appropriating anywhere near the proper amount to finance our educational system.

The University of North Carolina is everywhere recognized as one of the leading institutions of the country. At the same time, it is just as well known that the institution is run here on disgustingly low appropriations and that the educational system of North Carolina as a whole has been sadly neglected and allowed to slip from the high position it once held.

Our contemporaries are aware of the wonderful traditions we have, the prominent men we list among our faculty, and the liberal and constructive policies we foster. Yet the people of the state are seemingly unaware of our present standing and absolutely blind to the excellent possibilities we possess. The citizens of North Carolina refuse to exert the influence they have in forcing higher appropriations for the educational system of North Carolina in general and the University in particular.

The state's educational system is running solely on its reserve power and if the appropriations continue to be low, other institutions and state systems will redouble their efforts to snatch away our outstanding teachers. The result of our own blindness and narrow-mindedness seems perfectly evident. Under low appropriations what chance has a child just beginning his education to be able to stand up against children of other sections of the country which place the proper emphasis on education?

Everywhere we hear proposals for changes in curriculum for the University as well as the grammar and high school administrations. With our allotted funds we are helpless to acquire the men with the proper ability to handle the changes in the preparatory stages or to administer them here in the final stages.

The power of those interested in education in North Carolina can exert itself in the coming primary elections. Parents of children now in school, students themselves, and friends of education, can force the educational appropriation to be the main issue of the campaign. To wait until the men are elected and then flock to Raleigh and hope to influence their vote has proved to be futile. Now is the time to stage the fight for improved education in North Carolina. We must make it clear to those elected that their first and most important duty in the legislature is to raise the state educational system from the degradation into which it has fallen. If the candidates will not adhere to our wishes, there are others who will and who deserve our support.

Education in North Carolina cannot survive another fight like the one it underwent in 1932. The University would be stifled out of existence and the system as a whole would breed incompetent college material. If the friends of education will not rally together now for the coming primary elections the legislature might as well turn the University equipment, grounds, and all over to the Duke Endowment to be run as a preparatory department to Duke University.

To Do or Not to Do

At last the great spring carnival is over. The campus voice has sounded with unmistakable clarity, and all the offices are filled. Regardless of whether everybody's candidate "got in" or not, we must admit that these offices are in capable hands, and that the only sensible thing to be done now is to cooperate with the officers in such a way as to make their efforts count for the most.

However, lest the successful candidates should repeat the tactics which their predecessors have practiced, and forget that they ever had a platform, it is well to remind them that, though factors other than their proposed programs of action entered into their election, yet these platforms were not entirely without significance. The student body will expect them to be carried into effect, or at least will expect that a reasonable effort be made towards that end.

We do not say this in any belief that the incoming officers intend to shirk their obligations—far from that. But only to remind them that their predecessors have been too prone to let such matters slip from mind and so, as Hamlet would put it, "lose the name of action."—W.A.S.

Long Days

Dean Jackson, head of the 1934 summer school, has been giving a great deal of his time and energy toward the organization of a good session, beginning in June. He has something to show for it, too. The schedule has the appearance of being perhaps the best organized, the most integrated, and the most interesting of the summer schools that the University has offered since it was unfortunately crippled by diminished funds. Students will be glad to hear of such an excellent opportunity for making up work, getting in irregular work, and taking courses that the heavy winter schedule does not permit.

The 1934 summer school will be stronger than usual for several reasons. Dean Jackson has been fortunate not only in obtaining important University instructors to fill the faculty positions (men who have been teaching at other universities for past summers), but also instructors from other colleges in the United States who have outstanding records. The important personnel has been well divided between the three colleges under the Greater University, according to the branch of work the college is emphasizing. In order to broaden the student's scope further, the authorities will secure special conferences with other outstanding men to parallel the regular curriculum.

Summer school was not organized for teachers who teach in the winter. It is really just another quarter of the annual curriculum. It is sponsored for the purpose of giving the student extra hours in which to make up courses he has missed, courses in which his foundation for higher courses is weak, work that he has failed, and courses he wishes to take in addition to the required program. It provides a good chance for the individual who does not wish to waste the lazy days of summer, making the other three quarters less inconvenient for his parents and for himself.

Incidentally, summer school is reputed to be real fun; although, incidentally, it will offer far more interesting courses than Arboretum 42.—J.S.C.

The Importance Of Languages

While the suggested changes in curriculum here at the University have many good points, the reduction of foreign language requirements to one language may be a bit drastic. The study of a language is generally thought of as learning merely to converse and read. This is true, but it does not cover the full meaning. The study of a foreign language is an instruction to a different sort of civilization, a new set of ideas, an insight of customs and conditions in another country.

It is the purpose of a university to teach those in pursuit of a degree, broad ideas, to dispense culture rather than the minimum amount of specific knowledge. A necessity of the next generation is an open mind, a scholarly attitude. An axiom of this same generation is: Do not limit yourself where you may be broadened.

If specific knowledge is desired, it would still be practical to learn at least two languages. French and German are needed in the study of the sciences, an historian needs many languages, and so it goes.

One suggestion has been made that thorough studies of foreign literature be substituted for the unnecessary study of rudimentary English in college. In such a course, the reading of an author's work would automatically carry with it the reading of his contemporaries. Thus an effort would be made to find the basic thoughts and ideas of the period and of the various writers. This study, if carried on carefully and accurately, would result normally in a broader cultural outlook and also would aid the student in rudiments of the language.

It has also been suggested that should the stu-

dent in college change from the language which he pursued in high school to another, the fundamental courses be made difficult enough to allow credit for them. This lack of credit has been one of the main criticisms of the present system used in the languages.

We may hope to alleviate depressing world conditions only by knowing contemporary life; and certainly one of the best media we have of learning of this life is through the study of the foreign languages.—R.L.B.

small talk

With apologies to Joe Sugarman, proprietor of "Non Campus Mentis," we'd like to call attention to a statement concerning the work of Professor Norlin, who is delivering this year's Weil lecture series. Twice this statement graced the account of Professor Norlin's accomplishments—and if true, the item should class the western teacher as a superman, or at least it should prove that spiritualism is straight stuff. For the DAILY TAR HEEL, that peer among papers, stated that Professor Norlin had translated into English the works of Socrates. Gosh, all hemlock!

Since the student entertainment committee has taken such a ride this year, and since the pile of suggestions concerning what type of show they should bring here has reached the proportions of a good-sized mountain, it seems to be fitting and proper to mention now something about what the committee is trying to do in the way of securing acts for next year's program, and to emphasize that the members have been attempting to get good programs for the subscribers.

The committee now believes it's about to see a little light—and the slight glow is illuminating a Gilbert and Sullivan show in the maybe-not-so-far-distance. The contract and other such details have not been brought up yet, and the transaction may not go through. But at least we can give the committee a hand for trying to get the show on a University stage.

In the wake of the campus elections, we'd also like to bring to public notice a little item that was placed on the desk of the editor sometime yesterday afternoon. Read it and—not weep, but hand a little praise to a candidate who made a good fight, and who, slightly over half a day from the time he learned of his defeat, could still be a sportsman and not allow his disappointment to halt the flow of his sense of humor.

The dispatch follows:

CARO-GRAPHICS by Fuller & Johnston

THE EDITORS OF CARO-GRAPHICS INVITE YOU TO SEND IN INTERESTING FACTS ABOUT YOUR COMMUNITY

"I should like to use your columns for the last time to express my extreme gratitude to those fellows and girls who worked for me during the past few weeks and those who cast their votes for me. "Also I wish the best of luck to my successful opponent and hope that he succeeds in his efforts as editor of the paper. As a sort of parting (flight) shot, one that I cannot resist and one that might be used by future chairmen of entertainment in DAILY TAR HEEL banquets—we now have a Dilly Tar Heel. Carl G. Thompson, Jr."

GIFTS

Make a Friend Happy with a Gift
 APRIL AND MAY ARE USUALLY GRADUATION MONTHS

We made a special buy for the occasion and you will find our stock complete with new gifts. "A long travel—but the day is near. A friend is expecting a gift."

Graduation Cards—Birthday Cards

Ledbetter-Pickard

Stationery—Gifts—School Supplies



When one hour's Math. seems like three . . .

CHECK UP ON

VITALITY

WHEN you miss the gist of lectures, and can't seem to concentrate; when even campus life seems blue—look to your health!

Your sluggishness may be due to common constipation—a condition which frequently causes loss of appetite and energy, headaches, sleeplessness. This ailment can usually be corrected by a delicious ready-to-eat cereal.

Tests show Kellogg's ALL-BRAN provides "bulk," vitamin B and iron. Two tablespoons daily will help promote regular habits. Ask that ALL-BRAN be served at your fraternity house, eating club or campus restaurant.

