

# 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 at Chapel Hill, N. C., under act of March 3, 1879. Subscription price, \$3.00 for the college year.

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THIS ISSUE: NEWS, SPRINKLE; NIGHT, GILMORE

## OFFICIAL ANSWER?

Despite the urgency of taking action on the comprehensive examination question, there has been no expression of attitude on the part of the administration.

Opposition to the wasteful institution has been voiced by students in past years, and from time to time various faculty members have made known their feelings with regard to the matter. It is true that the opponents of any system are the first to broadcast their objection. In the face of objections, constructive criticism, and new recommendations, however, it is only meet and right that the administration make some official rebuttal or admission.

If there are no logical arguments for the continuance of the system, then immediate and definite action must be taken for its abolition. The lethargy contributing to the existence of such illogical practices must end.

We do not request a hurried and ill-considered action. But in view of the fact that since the beginning of the fall quarter editorial opposition has been voiced and no comment on the opposite side of the question has been made, demands for an immediate stand by the administration are imperative.

Why hasn't there been an official answer?

## NYE-KVALE BILL

The system of American education has tended more and more within recent years toward complete freedom in choice of the course of study. In only one respect has this progressive movement faced an imposing and insurmountable barrier: military training.

The system of compulsory R. O. T. C., established in land grant colleges during the World War period, has long outlived its immediate value: now that it has assumed a tyrannical position forcing students to contribute their energy to continue a vicious practice.

The proposal of Senator Nye and Representative Kvale to abolish the compulsory nature of the R. O. T. C. is a necessary and timely action. The efforts of the military to cloak their selfish motives behind the ostensible willingness of undergraduate bodies to co-operate with the training unit would not bear very thorough investigation.

Social affairs, co-ed sponsors, and unlimited facilities of propaganda contribute to the glow which surrounds the R. O. T. C. The constantly growing efforts of the leaders to increase the prestige of their organization is ample proof that voluntary interest on the part of students is falling off. That the training should be required in the face of growing opposition is deplorable and unbearable in the face of our fundamental American concepts of liberty.

The growing tide of pacifistic thought which has risen since the war finds a stumbling block in the R. O. T. C., against which it has no power to function. That united and complete anti-war sentiment is the only way of approaching the ideal of peace, is a logical and practical conclusion.

That peace is an end to be desired cannot be denied. How, then, can we break down the unintelligent opposition that does not allow the individual to choose what he may deem ethically and logically right? How can we stop the forces that have the power to demand that individuals give up this basic right of free choice?

We must remove that power at the source. Government gives the R. O. T. C. the ability to compel students to undergo military training. It is only through legislative governmental channels that this can be rescinded.

The Nye-Kvale bill is an attempt to accomplish this end. With its passage, R. O. T. C. would assume an optional nature so that moves to effect international peace will be able to function with freedom; students will be able to make a choice in keeping with their intelligent and moral conclusions; and one of the few remaining drawbacks to liberty in education will be non-existent.

## Diplomatic Digest

BY  
THE PROBERS

### Notes from The London Naval Conference

In the Locarno room of the British foreign office last Monday a pessimistic group of delegates saw their despondency justified when Nippon's Admiral Osami Nagano flatly refused to support an American proposal for a 20 percent reduction in all navies. The Japanese have made no secret of their intention to secure naval equality, whether it comes through the use of treaties or not. Admiral Nagano charged the delegates with attempting to dodge the naval ratio question by the use of a "reduction subterfuge." We will be ready, says the Japanese delegation, to talk reduction after the 5-5-3 ratio is abandoned.

And thus the success or failure of the conference depends upon the willingness of Caucasian powers to formally permit Japanese naval equality. If this year's conference goes on the rocks because of the white man's reluctant obstinacy in admitting that men of another race have equal international rights, it may mark the last naval pow-wow of any importance.

Furthermore, the European nations would have nothing to gain by offending Japan. If they refuse the equality plea, it will merely mean the withdrawal of Japan from further sessions, and a subsequent naval race that would lay new burdens on taxpayers.

However, if the nations of Europe and America grant the Nipponese equality, the roads will be open to drastic reductions by all powers. The Japanese have already declared themselves in favor of the abolition or drastic reduction of large ships, cruisers, and aircraft carriers.

American Ambassador Norman Davis pledged before the delegates that America would refrain "from taking the lead in any naval race." It remains as a conclusion, however, that the United States would not be slow to follow if such a race began. And if we attempt to keep the naval ratio at 5-5-3, it is not difficult to guess who the leader is going to be.

It's an extremely delicate poker game they're playing, those boys in the Locarno room. It's a game with no cards showing and the sky the limit. They are playing with ships for chips. But we will do well to keep both eyes on the deck, for when the game is over, we will have to pay the bill.

## Playmakers

(Continued from first page)  
tragi-comedy of Chapel Hill, by Joseph Lee Brown, directed by the author.

Frank Durham will manage the stage, assisted by George Starks, Lawrence Wismer, Herbert Abelman, and Sidney Schwartz. The public is cordially invited.

## Food Case

(Continued from first page)  
The court then ruled that the prosecution based on the low rating was unconstitutional, as the action usurped legislative powers by the local health board. The state's appeal to this decision will be heard today.

## OUR ERROR

In reporting the election of officers in the Di Senate Tuesday night the DAILY TAR HEEL made the error of leaving out the name of Senator Bill Cochrane who was elected critic for the winter quarter.

## REGARDING SOCIAL SCIENCE

Editor's note: The following letter by Prof. L. C. MacKinney, of the history department, who was appointed in the spring of 1934 by President Graham to head the social science committee of the new curriculum administration, is self-explanatory. It is reproduced in full to give the students the faculty answer to a recent editorial appearing in these columns.

The December 11 number of the DAILY TAR HEEL contained an editorial entitled "Unsocial Science" in which the new freshman survey course in social sciences was criticized. The ground of criticism was briefly the following: in spite of the fact that the course had come into being "largely through the efforts of the sociologists here," and for the purpose of building up a sympathetic socio-political-economic relationship, it was being taught "solely by political scientists and historians." In fairness (1) to your readers (2) to the instructional staff of the course in question, and (3) to the departments that have co-operated in planning it, I ask you to print the following sketch of the history of the formation of the course.

In the late spring of 1934, shortly after the faculty had voted to set up new curricula for freshmen and sophomores, President Graham appointed two committees, one from the social sciences and one from the natural sciences. Each was to do "spade work" in planning a survey course for freshmen. The social science committee consisted of two members from each of the following departments: education, economics, history, political science, and sociology. During the summer of 1934 this committee "spaded" vigorously in order to find out what the leading institutions of the nation were doing in this line. The findings and recommendations were submitted to a "steering" committee, appointed by the president, and consisting of the heads of the various social science departments (economics, history, political science, and sociology). This committee decided that our needs called for the type of social science course that is usually called "History of Civilization;" and is best exemplified by the "Contemporary Civilization" course at Columbia University.

Accordingly they selected four of the members of the original "spade" committee (one from each of the four social science departments) and set them up as a sort of "blue-print" committee, to work out plans for the course. After this group had worked for four months, the "steering" committee approved one of the skeleton outlines, and decided to get the course ready for the following fall. Meanwhile steps were taken to organize at least a nucleus of a teaching staff. Inasmuch as the course was to replace the former freshman history, several instructors in history were available for the new course. Three of them were added to the "blue print" committee, and these seven men henceforth comprised the group that actually constructed the present social science course. They worked out the syllabus in detail; they drew up lists of books for collateral reading, they worked out the idea of a separate social science reading room, and in general surveyed all the possible problems that might arise.

With the help of Prof. E. W. Knight of the department of education, a request was made to the General Education Board for a grant of money with which to set up adequate reading-room facilities, including books and magazines. During the summer of 1935 Professors Spruill of the economics department and Pegg of the history department were selected by the administration of the University as chairman and executive secretary of the instructional staff. Additional instructors were also selected. Inasmuch as the course was built on a framework of historical chronology, most of the new instructors were men who had been trained chiefly in history, secondarily in the other social sciences. The present staff comprises 10 men: six of them have received most of their training as teachers of history; one is a member of the department of political science; two, of the department of economics. As yet the department of sociology, though requested to release a member of its teaching force for the course, has been unable to spare anyone. All instructors have been selected on the basis of their preparation in history, political science, economics, and sociology, but more particularly because of their success in dealing with students.

Sincerely yours,

L. C. MacKinney.

## ENGLISH 61

Sam Selden requests that all applicants for English 61, a course in rehearsal and performance, see him before the end of the week. Only 12 students can take the course this quarter, since intensive and individual work will be necessary. The students will be selected by the Playmaker staff, and only those who have taken English 61 or who have done outstanding work in acting will be admitted.

## CREATIVE WRITERS

Professor Philipps Russell will be in his office, Murphey 210, from 2:30 to 3:30 today, tomorrow and Friday to confer with students who wish to register for English 53, creative writing.

The department calls special attention to the fact that no student may register in this course without Professor Russell's written permission, which is to be taken to Dean Hobbs.

## English 62 Applicants

All English 62 applicants must see Sam Selden before tomorrow since the class in advanced acting is limited to 12.

LOST — Rimless pair of glasses in black case sometime Saturday afternoon. Return to Blanche Bullock, 314 Spencer, and receive reward.

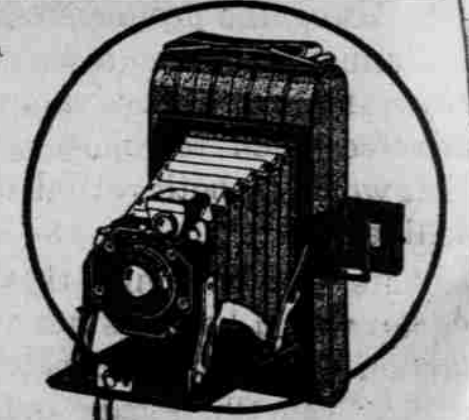
## TWO YEARS AGO TODAY

Compiled from the files of the DAILY TAR HEEL

Feminine invasion of the lower quadrangle is threatened by recommendation to President Graham that women studying education and taking nursing training should be allowed to room in Graham dormitory. . . A state newspaper predicts that disgruntled alumni who want to see Carolina on the gridiron map will follow up their dismissal of Coach Chuck Collins by trying to get rid of President Graham. . . Y. M. C. A. announces University will soon have CWA jobs for 200 self-help students. . . Lewis dorm pranksters scare two mischievous students into lugging back to Carrboro a speed-limit sign, eight-foot post and all, after the two had stolen it. Method: threatening to tell the Student Council. . . Regarding Collin's successor as football coach, Coach Bob Fetzer says, "All I know is what I read in the papers." Rumored candidates for Carolina's coaching job: Dana X. Bible, of Nebraska; Tommy Campbell, former Tar Heel star lineman; "Nemo" Coleman of Asheville boy's school, another ex-Tar Heel star; Bill Fetzer, former Carolina football coach; Walter Skidmore, Charlotte high school coach; Chick Meehan of Manhattan; Gus Tebell, formerly N. C. State coach. . .

LOST — Black Eversharp fountain pen, Tuesday morning in New West or Y. M. C. A. Valued as gift. Reward if returned to Sam Willard, A. T. O. house, or phone 7406.

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