

The Daily Tar Heel

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For This Issue

News: Newton Craig, Sports: John Eddleman

In A Nut Shell

WHEN WE wrote Robert M. Hutchins, progressive president of the University of Chicago, to get an explanation of the educational organization there, we received this terse reply:

You have been misinformed about the program of the University of Chicago. All students beginning with the freshman year are freed from the requirement of attendance at classes, and they may proceed as rapidly as they can pass examinations.

Under such an educational set-up, each student, freed from lock-step to advance at his own rate, is given incentive to use his abilities to the fullest.

With graduation requirements stated in terms of educational attainments (measured by comprehensives) and not the mere accumulation of course-credits, emphasis is upon mastery of the student's field.

And made responsible for his own progress, the student is encouraged to develop an independence our traditional spoon-feeding academic systems don't usually foster.

It Just Means Voting . . .

MEMBERS OF the freshman class have been writing a great many letters about class politics. Some of these letters have been sardonically bitter. Many have criticized the alleged "party-run" politics. A few have served notice that they intend to "bust loose" with some organizing of their own.

Today calls a showdown. We'll see whether plans of freshman insurrectionists have been well-laid.

But we should not forget that the most important qualification to consider when voting is the man himself. The party is no better and no worse than its candidates.—S. W. R.

I'll Give Ya Two Bits

A TRAMP collector offers you 15 cents for your copy of *Iliad*; and with a disappointed shrug you toss him the little book. In like manner you give away three or four other volumes, momentarily useless to your hurried existence . . .

With the coming of the current student library awards contest, a word of "fellow spare that old book" might not be out of order. Second-hand quotations are ridiculously low; you'd almost be getting a higher price if you didn't sell your used pieces at all. Certainly their place in your library is worth something.

Peculiarly as important is the fact that students can buy second hand for almost the same ludicrous prices with which they are tempted to sell. First editions aren't pre-requisites in the awards contest. Nor should they be. An intelligently interesting, correlated collection of reprints is of infinitely more value to the owner's development than any richly bound set of unreadables . . .
—J. M. S.

U. N. C. Transfer Likes Chicago Plan

Class attendance at the University of Chicago is voluntary. Students do not work for course-credit but to master divisions of work which they elect to study. Educational attainment is tested in the senior year by four comprehensive examinations: successful passing of these general tests is the sole requirement for completion of the college work.

In the article below Ed Skinner, formerly a Carolina student (class of '37), tells what he thinks of the academic set-up at the University of Chicago, where he is now finishing his undergraduate work.—Ed. Note.

By ED SKINNER

The New Plan, as our present system is called, is to my mind an outstanding achievement in progressive education. In this plan Chicago University is not confined to tradition, but is open to new, original, and effective thought . . . There is absolutely no compulsion in the New Plan; and by the willingness of Chicago students to make education their own responsibility, they achieve an independence and clarity of thought, which to my mind, is unparalleled in any other school in the country . . .



ED SKINNER

The College here is a well rounded education in itself, and I wouldn't hesitate to place a student who had completed the two year college course here at the same level with a four year diploma from many of the schools of apparent high standing in the country. I consider the two years of college work, in which the Chicago student is given a taste of all knowledge and a well rounded education in all fields, is definitely something to be desired by all progressive schools. An individual in these two years has a chance to choose his future course with certainty and the last two years of college are made much more profitably by a definite sequence of courses; and above all, a continuity of thought is maintained by the fact that the courses are so arranged to give one a comprehensive view of the field of the major and minor and are closely interrelated . . .

Best System Anywhere

The advantages of a system such as the one now in use at Chicago are apparent to anyone who has made a study of the educational set-up throughout the country as a whole, and from my own experience I believe we are a step ahead, in the right direction; a better system does not exist anywhere as far as I am concerned. The main thing that appalls me most in the system in use at Carolina when I was there is the lack of coordination between the courses offered and the artificial stimulant forced on the student in order to make him study and attend classes. It seems to me that a school has utterly failed in its purpose—that of training young people to be independent thinkers—when they require students to attend courses which are poorly organized and meager in offering of intellectual stimulus.

In the first place, to get away from generalities, I think it would be perhaps more logical for me to make a rough outline of the good and bad points as I see them in our system . . .

In Defense

- (1.) Individual thought is encouraged.
- (2.) The courses are well organized.
- (3.) Opportunity is given the more capable students to forge ahead and progress more rapidly.

(4.) No compulsion regarding class attendance or assignments.

(5.) Quizzes are given only to give the student an idea as to how he is progressing and are not held above the students' heads as things to worry about but rather to guide him in weeding out the weak points.

(6.) Final examinations are given at the end of the year or at the end of a sequence and are the only examinations that bear any weight. In other words a student has to know the courses as an organized whole instead of taking one course and after taking a quarterly examination in it promptly proceeding to forget it.

(7.) The reading periods which come in the middle of the quarters enable the student to get a clearer view of the work which he has done previous to the period and actually give the student time to weigh all points carefully and finally arrive at his own interpretation of the course and its contents.

(8.) Reading lists or bibliography in connection with the courses are carefully compiled in order to give the student all the views of the various authorities on a particular subject, and finally enable him to take a definite side as the result of individual work and thought on the subject under study.

(9.) A standard is maintained throughout the school and a person passes or flunks according to his own ability and effort . . .

(10.) The methods of grading examinations are worthy of consideration also. A certain standard is set and the papers are graded by the use of numbers instead of the student's name. This of course eliminates the chance of pushing someone through just because he is a good fellow or a star football player . . .

(11.) The College being divided from the Divisions enables the individual to get a broad outlook and a general cultural education before specializing in one particular field.

(12.) As a recapitulation our system is a system for students who come to college in order to learn something and who do not come for a spree or just because it's the thing to do. It is definitely a community of scholars and not a country club, to quote Mr. Hutchins. The atmosphere is one of intellect, and particularly intelligent type of person is in the most part attracted here . . .

In Opposition

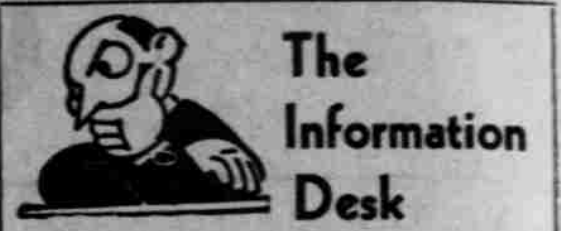
(1.) The student upon entering college is given the utmost freedom and this in itself is bad for those students who are weaker than the rest and tend to go astray.

(2.) The lack of stress and strain of class work which is characteristic of our system is liable to give the young student a false impression of the requirements at the end of the year's work, and in general may promote laziness in the less strong and more susceptible element of the class.

(3.) The reading periods and extensive reading list are apt to give the student too much time for one subject say, and not enough time for others which may not be as interesting as the first, and which should be mastered in order to complete the requirements for a degree.

(4.) The final examinations may in some cases afford opportunity to some individuals to get by without taking a course. But this could just as well be an advantage in the plan.

(5.) As a recapitulation the points for the plan far outweigh the points against the plan, and to my mind the negative aspect applies to the majority in all cases . . .



Robert "Congressman Bob" Summer, freshman from South Carolina, had the floor at a recent bull session. His comments on the coed question ran along these lines:

Tear down the bars that hold them out;

Give them an education. For they will soon assume a role As mothers of the nation.

Deprive them not another year! By "them" I mean the others Who do not have the chance to come

And study like their brothers. Just think of all the female minds

That could expand with knowledge,

If only this, our U. N. C., Were made a coed college.

Of you, the guardians of the binds

We ask that they be broken. We ask that you give heed to all The pleas that have been spoken.

You would, if you could see the crowds That cause so much congestion—

Thirty boys . . . a single girl, And she with indigestion.

Bob Perkins of Everett dorm was waiting in the rain for a ride to Durham Saturday night. Along came a dark car with a driver of the same hue. Bob jumped in. Suddenly he realized what manner of conveyance it was—a hearse. He looked furtively over his shoulder and saw a black shape looming in the back of the car. As they went under a light he realized it was just the reflection of the driver on the glass partition. His fears were somewhat calmed by the driver who assured him there was no body in back. The hearse is used to make country trips by a Negro funeral home in Durham, and was of ancient vintage.

Janie Wilson, graduate student and the DAILY TAR HEEL'S own "Kate Smith," is now in rehearsal for her first amateur contest.



DING-DONG, CLINK-CLING

Franklin Roosevelt and Ethel DuPont are planning a quiet little wedding. That is, they hope it will be quiet. Just a few hundred of their closest friends will be there.

Newspapermen are hoping that Franklin-the-Younger won't go on any more of those camera-smashing sprees. Last year he flew into a violent temper when a newspaper cameraman snapped Ethel and Frank at a boxing match. Franklin called the photographer worse names than his papa called economic royalists—like the DuPonts.

It was a wise move to keep the royal wedding quiet until after the election. Republicans might have started Father-in-lawing the elder Mr. Roosevelt.

Young Franklin always had a flair for the sensational. At Harvard he had a cream-colored Duesenberg, with FRANKLIN DELANO ROOSEVELT, JR., embossed on the side.

We would wish Junior good luck in his wedding—but, as the Old Ward Heeler said: "When you're marrying that much money, what the difference does luck make?"

RADIO

By BUD KORNBELITE

WDNC—1500 KC.

- 7:00—News; Tom Doring's Orch.
- 7:15—Rubinoff.
- 7:30—Doris Kerr.
- 8:00—Around the Town.
- 8:30—E. Llewellyn, pianist.
- 9:00—Fred Waring's Show (CBS).
- 10:30—News; Mark Warnow's Orch. (CBS).
- 11:00—Dan Garber's Orch.
- 11:15—Hal Kemp's Orch. (CBS).
- 11:30—Geo. Olsen's Orch. (CBS).
- 12:00—Ozzie Nelson's Orch. (CBS).

WPPT—680 KC.

- 7:00—Dance Hour.
- 7:30—Harmonizers.
- 7:55—Radio Night Club.
- 8:00—Philip Morris Program (NBC).
- 8:30—United Press News.
- 8:45—South Sea Islanders (NBC).
- 9:00—Ben Bernie—Dick Stabile and Cab Calloway, guests (NBC).
- 9:30—Fred Astaire, Chas. Butterworth, J. Green's Orch. (NBC).
- 10:30—Portraits in Harmony (NBC).

MISC. PROGRAMS

- 8:30—WBT—Laugh with Ken Murray.
- WEAF—Wayne King's Orch.

The WHY And WHEREFORE

FOREIGN POLICY LEAGUE

The purpose of the Foreign Policy league is to develop and sustain student interest in international relations. Through general discussion under the direction of informed leaders this organization attempts to unravel the underlying currents of foreign affairs for the purpose of acquiring a broader and more accurate knowledge of the contemporary international scene. Whenever possible the league cooperates with other similar organizations throughout the nation.

Meetings are held every other Thursday night and are open to all who wish to attend.

George MacFarland.

Fletcher Ferguson, sports writer, and Jim Daniels, Carolina Magazine editor, acted as judges for a costumed baby show held in Graham Memorial recently.

Between Covers

This is the second of a series of special articles contributed by Miss Nora Beust's library science students in observance of National Book week, November 15-21. Books On Book Collecting

By MARY SLOAN

Have you ever wanted to start a book collection? Do you know how to begin such a collection? Do you know just how interesting and worth-while a hobby like this can be?

The answers to these and many other questions relating to book collecting are answered in the books in the book collection exhibit in the library. Of that group, three especially good ones, but by no means more important than the rest, are Barton Currie's "Fishers of Books;" A. Edward Newton's "End Papers," and Wintrich's "Primer of Book Collecting," a very good book for the beginner in book collecting.

"Fishers of Books" contains odd bits of book history, anecdotes about different authors, (Continued on last page)