

The Daily Tar Heel

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For This Issue
News: Charles W. Gilmore. Sports: John Eddleman

• Cram, Exam, Scram . . .

FALLING down the back steps of South building, you hurt your arm! When the doctor examines your injury and discovers your bones are broken, he does not declare a holiday and close office doors to shoot golf. After examining you and finding out what's the matter, he spends most of his time trying to help you get rid of your hampering deficiency.

On final examinations students make mistakes and display weaknesses. That, says Dean House, is the purpose of giving exams: to discover, like the doctor, where the students' deficiencies lie. But after the examination, the administration declares a holiday and everybody goes home. Unlike the work of the physician, there is no mending process after the examination.

Unless students ask to see them, examination papers are not even returned.

And no attempt at all is made to help a student fill out the gaps in his knowledge, to get rid of the weaknesses brought out in the final.

Last week many University officials offered to return examination papers to students. This, as a beginning, is fine. But unless something is done to help students mend the broken bones they reveal on examinations, quiz-takers will continue to say that the only purpose of finals is to assist the professor in making out grades.

• Chasing Shadows

THE GRAHAM plan is dead. Born of idealism, nurtured in suspicion, it died in a burst of re-creation.

Dr. Graham gave liberally of his time and effort that athletics in the Southern conference might be pure. But because, like prohibition, the plan sometimes inconvenienced the majority, who wanted to violate it, it has been killed.

The most regrettable feature of the incident lies in the fact that Dr. Graham, who is responsible for things far more important than athletics, has squandered much of his time and effort in behalf of an empty shibboleth. To suggest how administrative officials should use their time is not our business. But we do feel that these men are public servants; that their definite responsibility is to provide for their students the best brand of education possible. This responsibility cannot be fulfilled by chasing the will-o'-the-wisp of athletic regimentation.—S. W. R.

• Old Soc Again

PROFESSOR Beale's reply to the "Old Soc" editorial (which criticized present methods of "rating" teachers according to their research) was certainly necessary for a clearer understanding of the situation.

Obviously no one would advocate a faculty of good fellows who know nothing of their subjects. The real import of the editorial was this: promotions in the teaching ranks today generally come under pressure of the instructor's being offered positions elsewhere—which offers can only have come from other schools who base their rating of the man on the research he has published.

Mr. Beale holds that research is generally accompanied by ability to teach; which tenet is optimistic and comforting. But it is very likely that teaching ability (not just good fellowship, either) and research capacity are two independent functions. The amount a man has published is no direct indication of his power to stimulate.

Ranking and paying him for publication—omnipotently allowing him to turn out sorry, ill-prepared undergraduate lectures with no effect at all on his standing as a "teacher"—is an unfortunate inconsistency. Placing all value on research and praying for the "teacher" to come next is a weak, inefficient approach.

Dr. Beale's statement that, "the great scholar who is a poor teacher at least does no harm" is hardly true. Such poor teachers force the uninitiated student to abandon potential fields of interest and to assume an unfortunately warped attitude toward scholarship . . .

"Let us use for teaching purposes only the (1) productive scholars who have (2) personality and (3) an interest in teaching," says Mr. Beale in conclusion. Excellent! let's do! And quit blindly putting all the evaluation of such teachers on production . . . —J. M. S.



SAND AND SALVE

By Stuart Rabb

THE OLD WARD HEELER WRITES A COLUMN

"Son, when you get as old as me, you'll know that it don't pay to say much. The only two elections the party ever lost in the sixth ward could have been won if some punk hadn't shot his mouth off."

"Clyde Hoey like to talked himself right out of the governor's mansion and would have if he hadn't had a clever campaign manager."

"That's just what I want to get across to you students—especially you, Son. The less you say, the more people will think you know—which will help you no end with most professors."

"Right now I would give as much of the party's money as I could swipe to the man who could take back some of the things I have said."

"So take it easy, Son."

"And Merry Christmas!"

WITH THE CHURCHES

Baptist

10 a. m. — Sunday School for University men, led by Dr. Plyler. Class for coeds, led by Mrs. Binkley.

11 a. m. — Sermon, "Moved with Compassion," by Dr. Binkley.

7 p. m. — Student forum, led by Harry Comer.

Presbyterian

10 a. m. — Student class, "How We Got Our Bible," led by Rev. Stewart.

11 a. m. — Sermon by Dr. Frederick Taylor.

7-7:30 p. m. — Vespers.

United

10 a. m. — Bible class led by Dr. Raymond Adams.

11 a. m. — Sermon, "The Spirit of Christmas," by Dr. W. J. McKee.

7:30 p. m. — Student forum, "Valuable Observations of Christmas," led by George Zink.

Lutheran

5 p. m. — Sermon by Rev. Schroder of Durham, in parlor of Methodist church.

Methodist

11 a. m. — Sermon, "Star of Bethlehem," Allen P. Brantley.

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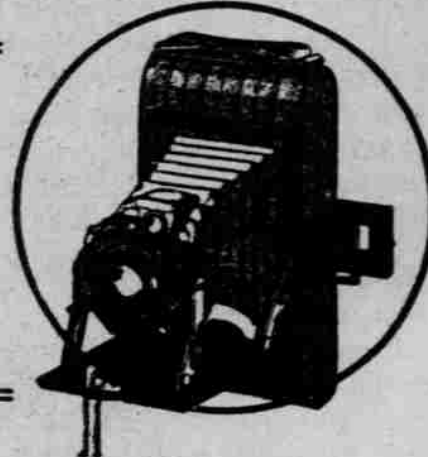
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