

The Daily Tar Heel

Entered as second class matter at the post office at Chapel Hill, N. C., under the act of March 3, 1879.

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DR. GRAHAM'S CHALLENGE

Those students and faculty members who jammed Memorial Hall yesterday to hear President Graham must agree with us that the hour's secession from classes was well worth it, and we feel sure they will join with us in thanking the Carolina Association of Scientists and student prexy Charlie Vance for arranging the program.

We sincerely hope that the thoughts presented by Dr. Graham will be carried into the dormitories, fraternities, and classrooms for group discussions. It is the responsibility of each and every student and faculty member to thoroughly grasp the meaning and implications of what was said and to conscientiously apply the conclusions of this broad-vista review of history in interpreting the world today and acting on these conclusions. Outside of its intrinsic value as a well-thought-out, beautifully phrased speech, the real value of the convocation lies in its usefulness as a guide to progressive action.

No two people carried away the identical ideas from Memorial Hall. The richness of future discussions of Dr. Graham's talk will lie in the re-integration of the various aspects and implications that the various people who listened carried away. Certain broad outlines and conclusions were not missed by the majority, however:

Dr. Graham traced the parallel development of the University and scientific mechanisms (the compass, steam engine, and atomic energy) from Ancient Rome to the present. He showed these two dynamic social forces as having revolutionized our world in hedge-hop fashion: each spurring the other in cumulative fashion, giving birth to each other in gigantic quantitative and qualitative leaps. The spirit of free thought, free inquiry, intellectual curiosity in the University gave rise, for instance, to the scientific revolution, which in turn brought on the industrial revolution, which in turn revolutionized the University, confronting it with new economic, social, and political problems with which it had to grapple, or die.

The modern industrial machine presents the University with staggering problems, not the least being the problem of discovering the economic, social, and political systems with which mankind can channel the overwhelming power of atomic energy into avenues productive and beneficent to all mankind.

The rise of fascism, the growing intensity and destructiveness of war, and the ever-sharpening and deepening economic crisis through which we periodically pass are evidence that our thinking has not kept pace with the material aspects of society, and clearly shows the possibility of mankind being defeated by the very society he has created. We may be hopeful because we have progressed for thousands of years and we did meet the test when Hitlerism threatened to stop this forward evolution.

Dr. Graham's talk lifted us temporarily high above the campus, freeing our minds to see our University in the perspective of thousand-year forward movements, so that we may objectively assess ourselves and chart the course of the University for the coming years in terms of the needs of society. Revised curriculum, new departments, teacher salaries, university budget, facilities, educational and class-room practices, and more, must be subjected to the closest scrutiny with an eye to change.

Chancellor House expressed our thoughts correctly when he introduced the speaker as a man who could express our common ideals and aspirations. We will not forget, nor will we fail to live up to the challenge.

PRICE OF EDUCATION

At one time or another the greater majority of Carolina students have suffered the painful evils of Freshman English. Without regard to the educational value enough can be said about its financial requirements. Freshman English students must buy books that have appeared in several editions through the recent years. These editions do not vary greatly either in content or makeup. One book, in particular, has ninety per cent of its original material retained from the previous edition. The required reading out of this volume, which has well over a hundred stories, includes only three essays, two of which can be found in the old edition. The third, naturally, appears only in the new edition. Why is it necessary to change content? Who teaches us about the lasting value of literature?

The English department does not stand alone; it serves as an excellent scapegoat.

A school is an educational institution and not a commercial clearing house. If the professors who believe in education and write books to further its cause would consider how much cheaper books become in their resale; perhaps, they would think twice before making changes. The cost of books figures importantly in a student's budget. It should be granted that most professors know more than money can measure. One should not begrudge them the chance to make their knowledge pay. However, may they be reminded that knowledge is the issue in education and money, the problem.

About This I Know Most—Politics

Thoughts On The Origin Of Beliefs

By Douglass Hunt

One day last summer I was having a chat with a friend of mine. We were talking about "sticks, and stones, and sealing wax", when I startled him by asking him why he held the particular set of political beliefs to which he adheres. He said he didn't know what I meant, so I asked him again just what basic assumptions he made about things in general which would lead him to that viewpoint. After some beating around the bush, he confessed that he hadn't thought much about the assumptions, but was merely acting on conclusions that stemmed from causes he couldn't put his finger on.

I hadn't thought too much about that conversation until the other day when two incidents occurred which set me wondering. The first was a remark which the winner of a pretty heated argument made to his defeated adversary. He said, "The difference between us and you is that we're just more fascist than you are." The second was in a very friendly conversation I had with a guy I ran into on the campus. We'd been talking about some of the bills now before Congress and about some national political personalities when he quite bluntly asserted that he didn't like roundabout ways of doing things and added that he thought a little fascism under the right sort of leadership would be a "good thing."

What made one guy say he was more fascist than another? What made another guy decide that a little fascism under the right kind of leadership would be good?

I've thought a lot about those things recently—not about what caused those guys to feel that

A Year Ago On The Hill

Coach Carl Snavely, newly appointed Carolina mentor is slated to arrive in Chapel Hill tomorrow. He will present awards to the most outstanding athletes at Carolina at a banquet. "Mathes, the maker of men" is the term applied to Coach Al Mathes as he coaches the "B" basketball outfit in preparation for varsity. . . . Outstanding swimmers: Ben Ward, Billy Kelly, Jack Davies, Jack Zimmerman, Bill Prichard, Prince Nufer, Dick Twining.

Eight French journalists visit the campus, the first representatives of the newly freed French press. Graduation exercises abbreviated into a one day wartime program scheduled for Saturday, February 24. The University Band under the direction of Earl Slocum will present its first concert of the year Sunday afternoon in Hill Hall. The French house will operate this summer. The project is under the direction of professor Hugo Giduz.

Samuel Selden announces try-outs for the third major production of the Carolina Playmakers, a new musical review, as yet untitled. Douglas Hume will direct the show.

"Is Henry Stowers really an avidly interested student of biology?" The Pi Phi wonder. . . . The PiKA terrier named Darnit who had as his favorite codd a certain "charming ADPi."

Comment, editorially speaking, on the Carolina Mag. . . . said the author: "The material was not of a perishable nature, thank goodness."

And that's that for yester-6th of February in Chapel Hill.

way—though I did spend some time on that too—but mostly about why I feel the way I do and act the way I do in most situations. I came to some pretty definite conclusions about what I really believe.

I believe that all men are of equal worth. This doesn't mean that they all have the same abilities or are exactly alike; it simply means that one is not worth more than another.

I believe in something more than justice; I believe in mercy. I do not believe in demanding justice or mercy for myself; but I believe in demanding it at whatever cost for other people.

I do not believe in gain for myself; I believe the only worthwhile gains can be made in service for other people. In short, I believe in the individual dignity and worth of every human being—regardless of his religion, his race, or his class. There are beliefs which I despise and abominate; but I believe that persons are not to be confused with their beliefs in my mind. I try to order my emotions to that belief.

I believe that when a man sees what he believes to be a right course of action he is failing in his responsibility to whatever he holds to be right and good if he fails to follow that course through whatever dangers it may lead him.

I believe that the word "sin" has definite meaning for our time; and I do not believe in

easy condoning of wrongs done. But I believe that the way to deal with those who commit sins is to temper justice with mercy, which causes me to believe more strongly in rehabilitation than in punishment.

At the same time, I believe that law is the best weapon men have devised to administer an imperfect justice; I do not believe that the law is infallible, but I believe that it should be enforced until it is changed. At the same time, I would have to admit that there are some laws which I cannot in conscience support and which, when all opportunity for peaceful change was lost, I would subvert and disobey as the people of the thirteen states subverted and disobeyed the laws of England when they could no longer conscientiously carry them out.

I believe in God; and I know that I don't know all the answers about Him. I believe that I should try to discover as many of them as a short life will permit.

I'm convinced that the same thing is true of every human being: what he believes is important in determining what he does. I commend to you the experimental process of finding out what you really believe. You may want to change it—which might mean you'd change the way you act.

As a matter of fact, I see some things in this column I'd like to reconsider.

Latin Students, Unlike Americans, Take Big Part In National Politics

By Bernard Gicovate

To begin with, a Latin American votes earlier than an American. In Argentina, for instance, he votes when he is eighteen. At this age a boy here is finishing high school or starting college; in most of the "republics" a boy, at eighteen, has finished his secondary education, and does not enter a liberal arts college but a professional school in a university—medicine, law, dentistry, engineering. . . . If he is not mature enough to choose not only his major, but his profession, for good, well. . . . he is just about done for.

Here we have, as I see it, one of the fundamental causes of the difference between a college student in the U.S.A. and a university student in South America. The former is trying to get an education, discussing in abstractum the problems of the world and the country; the latter has decided his career; in the secondary school he has already got as much general education as he will ever get from a school. He is mentally on his own, for good or evil. This fact accounts for his psychological maturity. Now, as he is called to vote, he has to decide definitely on what side he is.

Furthermore, universities are located in the big cities, with the most important one in the capital of the country—which is always the biggest city, and the economical, cultural, and political center at the same time. The students do not lead a secluded life in the campus dormitories devoted to the preparation of their minds, but they live at home, attending classes in the university several hours a day, and spend the rest of their time breathing the nervous atmosphere of highly populated cities stirred by the thrill of frequent revolutions.

This minority of (for the gen-

eral standards of the country) better educated people assume naturally the leadership in political matters and are active members of political parties. We have to consider too that university students are almost the only people who get a secondary education since school is compulsory only for the six or seven years of primary education.

The Veterans' Corner

Betty Smith Will Address Veterans' Wives Tuesday

By Roy Clark

Betty Smith, the only woman who will swear that a tree once grew in Brooklyn, will be the speaker at the meeting of the Carolina Dames Club Tuesday night, February 12, at 8:00 p. m., in the recreation hall of the Methodist Church. All student wives, and especially the wives of the veterans, are invited to attend the meeting of their club.

Miss Smith, resident of Chapel Hill, will give a short talk on "The Adventure of Writing." After the talk, any would-be writers of best sellers may fire their questions at Miss Smith, who will not only answer questions, but will also give pointers to the aspirants.

Interviews: All those people who applied for the job of managing the Vets' Club will meet with the Board of Governors this afternoon at 3:00 p.m. for your interviews.

Notes from Monday Night: After hearing Dr. Frank speak to the Vets', after his extended absence from the campus, I felt that his serving in Washington hasn't changed him in any way from the fine person that the campus knew so well before the war. In speaking of the campus, Dr. Graham said that the administration was trying to live up to the job that the veterans deserv-

Innocent Ivan Troubled By Rainy Days

By Fred Jacobson

Any rainy day

Dear Mother,

This has been another red letter day. While I seem to have passed everything with flying colors so far, today the standard has been lowered to half-mast. I have a feeling that the Dean will pull in some more rope and jerk the standard down and me out of school.

They accuse me of cutting classes. It is really not my fault that I don't get there until the period is over. You see, you need amphibious training in order to navigate from one class to another successfully. There are numerous pools of various sizes and depths on the paths that you must avoid or drown. On the other hand you cannot detour via the grass because you would be committing an offense against nature and, supposedly, your conscience. Therefore one must snake his way along the narrow ridges that stay dry. Unfortunately, the one-way traffic on these ridges always seems to move in the opposite direction leaving one stranded on some island on the path. There just does not seem to be any way for me to get ahead around here.

You may ask if they have not heard of pavement, cement, gravel, or something? At Carolina we walk on tradition. Often it is ankledeep. It could appropriately be called a tradition that is all wet—at least when it rains. Science has meant nothing in the face of tradition; however, they might issue radar for night navigation and aspirins for the standards of health. Our rooms stay full of sand and the expensive carpets in several nice places deteriorate on account of it.

So, Mother, send me some cosack boots, please. If there are none available an army assault boat will do.

Traditionally yours,
Ivan

Tonight at 8:00 p.m.