

The Chapel Hill Weekly

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Europe	7.50

Something Forgotten about Repeal

The 18th Amendment, commonly known as the Prohibition Amendment, became a part of the Constitution of the United States in January 1920. The Volstead (Prohibition Enforcement) Act was passed by Congress in October 1919, was vetoed by President Wilson, was passed over his veto, and went into effect January 17, 1920.

There has been a vast volume of matter published about National Prohibition, and it is not intended to give here more than the briefest summary of this episode in our history. For the present purpose the following few words from the Columbia Encyclopedia will suffice:

"In spite of the strict Volstead act, law enforcement proved to be almost impossible. Smuggling on a large scale could not be prevented, and the illicit manufacture of liquor, mostly strong spirits, sprang up with such rapidity that authorities were unable to suppress it.

"There followed a period of unparalleled drinking (often of inferior and dangerous beverages) and lawbreaking."

A vigorous movement for the repeal of the 18th Amendment was launched in the 1920's. Franklin D. Roosevelt, Presidential candidate of 1932, endorsed repeal. The 21st Amendment, repealing the 18th, became law in December 1933.

When you consider what a vast change the population of the country has undergone in twenty-three years—the millions of people who have died, the millions now at or near voting age who were not born in 1933—and when you reflect how faulty the human memory is, it is probably not surprising that there seems to be little realization today of the character of the campaign for the repeal of National Prohibition.

The strength of that campaign, the force that gave it victory, was not primarily people's desire to get all the strong drink they wanted. It was the conviction that not only did prohibition bring bribery and other corruption but that it actually caused more instead of less drinking. Instead of being a movement for excess, as the prohibitionists called it, repeal was really a movement for moderation.

But as soon as repeal was achieved, as soon as it was safely on the law books, the people who had been chiefly instrumental in putting it there, the moderates, were shoved aside by the element that was interested only in financial profit. This was made up mainly, of course, of the liquor-makers and liquor-sellers. Nothing else could be expected of them except that they would try to sell all the liquor they could—that was their only reason for existence—but the country did have the right to expect that the press would not become associated with them in building up the taste for liquor, as it is doing, by its best arts of text and picture. The great stake that the newspapers and magazines hold in the manufacture and sale of liquor in this country today is a shameful situation.—L. G.

The Purpose of Education

(The Washington Post)

The meaning of education like the use of science may change with each generation. But the purpose is always the same. It is, in the words of the English historian, Herbert Butterfield, "to elicit and train the imaginative faculty, the creative qualities of the mind." Mr. Butterfield's fresh definition, given the other day at the annual meeting of the Harvard Alumni Association, was part of a call to the universities not to lose sight of the chief objective of education and not to oppress their students with the burden of too much knowledge. In

A Memorial on Harry Woodburn Chase

There is a lawyer in New York named George Whitney Martin. He was born in Rochester in 1887, attended Groton, and was graduated from Harvard in 1910. His law practice was interrupted twice by military service: he was commissioned a first lieutenant in the First World War and rose to lieutenant-colonel in command of a regiment, and in the Second World War he was a brigadier-general. He was decorated with the Silver Star.

Distinguished though he is in his profession and for his service in two wars, he is admired by his acquaintances in New York chiefly for the quality of the memorials that he writes as historian of the Century Club. There is a saying among the members that it is worth dying—well, almost—to have George Martin write your memorial.

This one that he wrote on Harry W. Chase, who was President of the University here for several years, has just been published in the 1956 Century Club Year Book:

"Harry Woodburn Chase was Eighth Chancellor of New York University. He graduated from Dartmouth in 1904 and took a Ph.D. from Clark University in 1910. From 1919 to 1930 he was President of the University of North Carolina, from 1930 to 1933 President of the University of Illinois, and from 1933 Chancellor of New York University until he retired in 1951.

"Thirty-two years is a long time to be a university president, and Chase was at the wheel during some stormy weather. He went to North Carolina during the First World War and steered the University through the astonishing and disturbing period of change in the 1920's. He left it the most progressive and vigorous institution of higher learning in the South.

"In New York, while he was Chancellor, there took place the organization and building of the great New York University-Bellevue Medical Centre and the consummated development of Washington Square as the Law Centre for the University. These remarkable accomplishments were achieved while the country was successively wallowing in a financial depression and involved in the Second World War.

"Chase was an exceedingly skillful administrator. He not only knew exactly what he wanted to do and how to go about it, but he captured and held the loyalty of his faculty and the confidence of his trustees to an extraordinary degree. The fact is he minded his own business and got through it in good order, and he expected everyone else to do likewise; and they usually did. This system saved him so much time that he gave an impression of being leisurely and unhurried.

"He was a tall, handsome man, with a ruddy color extending over his bald head. His eyeballs protruded and were ever alert, not only in their natural orbit, but also at an angle of 45 degrees, right and left, without the turn of his head. His clothes fitted him; he talked with a certain preciseness; he bore himself with a natural dignity; and he was good fun withal, could be counted on to contribute his share of provocative remarks, and knew very well what he was talking about.

"To be a good administrator is to deliver one's fellow-workers from the gratuitous frustrations of faulty organization and the exasperations of vacillating leadership; to the four thousand members of his faculty Harry Chase brought freedom from the ills that flow from sloth and complacency in high places."

I am indebted to Robert M. Lester, member of the Century Club and resident of Chapel Hill, for a copy of this Memorial.—L. G.

the modern world, a vast amount of knowledge is necessary before there is understanding—a knowledge of history, of science and of human personality. Yet the mere accumulation of facts can easily degenerate into a memory test.

"We sometimes too easily forget," Mr. Butterfield said, "that we are living in a world in which imagination, originality and flexibility of mind are at least as important as knowledge itself. One ounce of originality is worth a ton of mere learning." But how can the universities fulfill their obligation in this respect? It is a problem that has plagued every thoughtful educator since Plato. John Dewey caused a revolution in educational method when he asked the question and proposed the answer. Now there is a movement away from the Dewey methods back toward more conventional teaching. Mr. Butterfield

quite rightly said that in order to fulfill its function a university "has to be a place where creative work is actually carried on and original things are happening."

There, indeed, is the test of a great university and what sets it apart from an undistinguished one. The imaginative teacher and researcher inspires the same quality in his students by clothing facts with meaning and ideas with power. There should be a direct and conscious effort "to feed and cultivate the more imaginative side of human beings—the source of true originality." Mr. Butterfield said that at

Cambridge University stress is laid on arts and on religion. Perhaps there also should be a course in the problems of human personality or, if you will, philosophy, for the guidance of students in the application of knowledge to life. Many educators have tried to devise such courses, which obviously are the most difficult of all to construct. They are more than a course on ethics or morals or philosophy. The successful ones in this field embrace the mind in all its activities and help the student to meet the problems of life not only with imagination and thoughtfulness but with grace and sanity.

Chapel Hill Chaff

(Continued from page 1)

by—harbor five beautifully behaved children. Starting at the west and going clockwise, these girls are Mary Carter Burns, Kim Kyser, Carroll Kyser, Amanda Kay Kyser, and Gay Warren. The Burns family has lived across Battle Lane from us for three years, the Kysers and the Warrens have lived beside us much longer.

We have special reason now to reflect upon how nice this company is because it is more than half absent. The Kysers are in California. We can look forward to their coming home in September, but then Mary Carter Burns will be gone for good because her father, commanding officer of the Naval ROTC, is being transferred this month to Camp Lejeune. However, there are shreds of consolation on the Burns front. Colonel and Mrs. Burns say they expect to come to Chapel Hill on visits, of course bringing Mary Carter with them, and they hope that when retirement time comes they will build a home here.

We're glad that one of our young next-door neighbors, "Peachy" Warren—that's what her family and friends call Gay—is booked for Chapel Hill all summer except for one week when she will be at the beach.

The wildlife in the garden, secluded from the street by a rock wall, is our home's chief attraction for the children. They see chipmunks running in and out of the wall and through the bushes, and sometimes this is an infrequent treat—a terrapin emerges from a border and makes its slow

solemn way across the garden's brick-paved, grass-chequered floor. Because it was nighttime the children missed the possum that came and squatted on our window sill not long ago.

The pastime of which the children never tire is feeding the birds, and they like best of all the cardinals. These make themselves at home on the porch, in the apple tree and the holly and the bushes, on the millstone and the walls, everywhere, and after birdseed are spread out for them they come fluttering eagerly in response to the tinkling of bells.

are too close not to know. If the F.B.I. investigated about this as they do about loyalty to the nation, and if they came around to me to ask what I knew about my neighbors' success in cultivating good manners and developing good behavior in their children, these investigators would get double-A-plus bills of health for the Robert Burnses, the Kay Kysers, and the Joe Warrens.

Letter to Editor

The following letter is from a Chapel Hill teenager:

To the Editor:
 Here is a bit of information which I think you might be interested in. I entitle it: "To Those Who Smoke."

Smoking usually enters the minds of those between the ages of 13 and 17½ years. The question always comes up among these people, "How can I smoke without letting Mother and Daddy know?" The answer is, you can't! You always leave simple clues. Among them are tobacco particles left in a shirt or blouse, tobacco in a girl's pocketbook, and nicotine stains on your teeth.

I asked some of the Chapel Hill stores that sell cigarettes this question: "What percentage of those buying cigarettes are teen-agers?" The shocking average of the guesses I received was 29.63 per cent, although some of these buy them for their parents.

From 7 till 11:30 o'clock one night last week I sat out at the Prozen Kustard. Sixty-seven teen-agers, not counting those which I surmised to be

(Continued on Page 3)

REPORT OF CONDITION OF THE

University National Bank

of Chapel Hill in the state of North Carolina, at the Close of Business on June 30, 1956 published in response to call made by Comptroller of the Currency, under Section 5211, U. S. Revised Statutes.

ASSETS

Cash, balances with other banks, including reserve balance, and cash items in process of collection	\$ 359,713.07
United States Government obligations, direct and guaranteed	559,984.06
Obligations of States and political subdivisions	28,398.77
Corporate stocks (including \$4,500.00 stock of Federal Reserve bank)	4,500.00
Loans and discounts	701,196.46
Bank premises owned \$69,840.82, furniture and fixtures \$40,240.68	110,781.50
Other assets	7,646.51
Total Assets	\$1,772,220.37

LIABILITIES

Demand deposits of individuals, partnerships, and corporations	964,773.42
Time deposits of individuals, partnerships, and corporations	135,144.09
Deposits of United States Government (including postal savings)	11,768.56
Deposits of States and political subdivisions	336,236.08
Deposits of banks	10,523.99
Other deposits (certified and cashier's checks, etc.)	54,421.31
Total Deposits	\$1,572,867.45
Other liabilities	14,650.48
Total Liabilities	\$1,587,517.93

CAPITAL ACCOUNTS

Capital Stock:	
Common stock, total par \$100,000.00	100,000.00
Surplus	50,000.00
Undivided profits	34,702.44
Total Capital Accounts	184,702.44
Total Liabilities and Capital Accounts	\$1,772,220.37

MEMORANDA

Assets pledged or assigned to secure liabilities and for other purposes 588,382.83

I, O. G. Perry, Cashier of the above-named bank, do solemnly swear that the above statement is true to the best of my knowledge and belief.
 O. G. Perry, Cashier

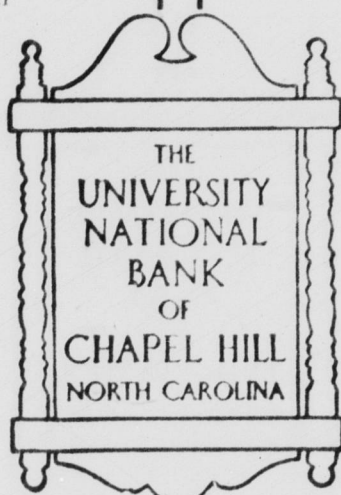
Correct Attest: Roy S. Lloyd
 Oliver K. Cornwell } Directors
 W. Vance Hogan }

State of North Carolina, County of Orange, ss:
 Sworn to and subscribed before me this 7th day of July, 1956, and I hereby certify that I am not an officer or director of this bank.

Anne H. Wright, Notary Public.
 My commission expires November 3, 1957

University National Bank

MEMBER FEDERAL RESERVE SYSTEM



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- O. GORDON PERRY
Vice President and Cashier
- BERNICE L. WARD
Vice President
- DAVID L. FONVILLE
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