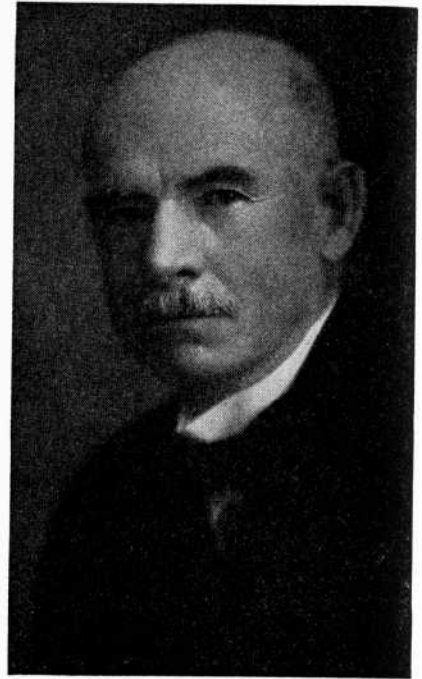


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The contrasting worlds of editor and professor

BY JEROME DOWD



THE most striking contrast between the life of the editor and that of the college professor is in the number and variety of people they come in contact with. An editor, especially of a weekly paper, come in contact with a very wide circle of people, and also with every class and type of people. In the process of gathering news and advertisements, and in interviewing people on current events and problems, an editor sees, in his office and out, people of every occupation and of every variety of character. As editor of the *Times*, Charlotte, North Carolina, I used to know personally and, in many cases intimately, prominent preachers, lawyers, doctors, and teachers, as well as prominent business men and farmers, and nearly all public officials, such as judges, solicitors, lawmakers, policemen, firemen, and the superintendents of hospitals, poor houses and prisons. I also knew the leaders of the literary, social and athletic organizations.

An editorial office is the nerve center of the community, through which all of the vital currents of life flow. An editor feels a keen consciousness of his being a part of the community life, and he derives a satisfaction, and receives an exhilaration, from the fact that he can, at any time, communicate his thoughts and feelings to others and get an immediate response.

On the contrary, the college professor moves in a restricted circle, and is more or less isolated from the great currents of contemporary life. His studious habits necessarily withdraw him from any frequent or intimate association with men of affairs. He has not the time, the disposition, nor the freedom, to take an active part in politics. His intimate associations

are mostly limited to people of his own profession. His largest contact is with young boys and girls, and his greatest interest is in the next generation. His chief business is to remain behind the curtain, training the young people for entrance upon the stage as the contemporary actors pass off.

Furthermore, the college professor lives largely in the world of the unreal. Great characters in history and in art largely take the place of acquaintance with living people, and ideal institutions largely take the place of familiarity with the present-day realities. If he is a great teacher his imaginative faculty is so linked with his receptive faculty that he is constantly visualizing and planning a better and higher life than we know.

In comparing my own life as a teacher with my former life as an editor, I often feel isolated from the real world, and have an itching to pick up again the editorial quill. I often feel lonely from lack of contact with the contemporary actors in the great human drama. What I now think or feel is no longer communicated directly to the masses. If my pupils are responsive, my influence may, through them, in the course of time extend to the public, but my pupils scatter and are largely lost sight of, and I do not often see when or where my influence reaches the life of the outside world. I have often felt a longing to get back into journalism merely that I might feel once more the fullness of participation in life which was so satisfying and joyous as I sat at my editorial desk.

An editor, by reason of his wide and varied personal contacts, learns to know human nature, and acquires the art of see-

ing through people and knowing what they feel and think. He therefore knows, better than any other professional class, how to deal with people, and he comes to possess in a high degree that quality in man which we call wisdom. I think that the editor equals, if he does not excel, every other class of men in his knowledge of what will go with the people, and how they will react to any situation. In other words, the editor has practical sense, and when anything is proposed affecting the public, such as a new law, or an innovation in the mores, he is the best judge as to whether, or to what extent, it will go.

There are, however, some advantages and joys in the life of the college professor that the editor misses.

If the professor's world is somewhat circumscribed, it nevertheless has its satisfactions, inspirations and special advantages, in the type of people who live in it.

The ordinary faculty of a college or university is made up of men and women chosen for their mental and moral worth from a great number of competitors. They are usually people who have made heroic sacrifices and worked strenuously for many years that they might become efficient. They are generally very democratic, very humanitarian in spirit, and lead a very simple life. Of course, there are black sheep among teachers as among editors, lawyers, and preachers, but, in my opinion, they are relatively few in the average college faculty.

Upon the whole, college professors are fine examples of manhood and womanhood. They are, moreover, agreeable people to get along with because they are open-minded, always eager to learn the

truth and to fellowship with others who seek it.

In the outside world, men who differ in opinion are generally dogmatic and intolerant, with minds open to light only on one side, and they divide into hostile camps, using against each other the weapons of intimidation, coercion and persecution. On the contrary, the men of a college or university community who differ in opinion seek each other out, fellowship together, look questions on both sides, and are more interested in finding the truth than in bolstering up a prejudice. Their attitude towards any vital question is much like that of a judge in a court, who makes no decision, nor permits the jury to make one, until the facts and arguments on both sides are fairly presented.

It is only by this impartial method of investigation that the truth or right of any question is likely to be discovered. And it is precisely because of this spirit of fellowship and judicial inquiry that so many valuable scientific and moral truths have emanated from the university. Copernicus, and Huss, and Wycliffe, and Luther, and Calvin, were all university professors, and their spirit, i. e. the willingness to suffer persecution for the sake of the truth, is characteristic of the present-day university.

But the great advantage of living in the educational world does not lie so much in the personnel of the students. The original university was merely an organization of students; the tutor or professor being a later development.

I am aware, of course, that many people judge college students by hearing them yell at a foot-ball game, and would think it ridiculous to suppose that they could be a source of inspiration to any serious-minded person. But the fact is that the students of the college community are a highly selected type, and, upon the whole, are far superior in intelligence and character to any group of people to be found outside. They generally come from parents who have made heroic sacrifices to keep them in school. About one-fourth of them work their way through without any parental help. They are, upon the whole, ambitious and earnest workers and lead a very simple and exemplary life. It is no exaggeration to say that among them are more heroic and ideal types than can be found in the same number of young people anywhere else in the world. I have lived in a college community for forty years, and I am impressed more and more with the large number of boys and girls I meet with who seem to embody every characteristic that goes to make up human excellence. It is a great inspiration to live among such people, and it is a great joy to remember those who have gone out to play their part in the world's work.

So it seems to be true, as Emerson says, that there are compensations in all things. If the life of the college professor lacks much that enriches the life of the editor,

it is not less true that the life of the editor misses much that enriches the life of the professor.

It is perhaps inevitable and proper that each shall live in a more or less distinct world, but I think that the two worlds should not be so far apart, and that both the editor and the professor would be greatly benefited by excursions into each other's world. The editor stands too close to life to see it in its proper perspective, while the professor stands too far away to see it in its stark reality.

Our schools of journalism are, I think, solving the problem by turning out men who unite the idealistic temperament of the professor with the practical temperament of the editor.



A DEFENSE OF AD LINDSEY

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Harvard and former All-American player there and a great many others.

After the 89th division eleven had walked off with the championship, an all-A. E. F. team was selected upon which Lindsey was named fullback in a backfield that included Gerhardt, Clark and Mahan, all three of them All-Americans. In fact, a whole slew of former All-Americans weren't good enough to make the all-A. E. F. team upon which Lindsey was chosen, among whom were Sousey of Harvard, Trumble of Harvard, Moriarity of Georgetown, Van Holt of Yale, Moore of Princeton, Fish of Harvard, "Red" Hastings of Pittsburg and others.

On that all-A. E. F. eleven were:

RE Lieut. R. A. Higgins (Penn State)	89th Div.
RT Lieut. John Beckett (Oregon)	St. Nav.
RG Pvt. H. H. Mahseet (Carlisle)	36th Div.
C Sgt. C. A. Frye (Alabama)	36th Div.
LG Capt. P. Withington (Harvard)	89th Div.
LT Sgt. Alfred Cobb (Syracuse)	Int. Sec.
LE Pvt. H. E. Laslett (Kansas)	89th Div.
Q Capt. C. H. Gerhardt (Army)	89th Div.
RH Lieut. Eddie Mahan (Harvard)	St. Nav.
LH Lieut. George Clark (Illinois)	89th Div.
FB Lieut. Adrian Lindsey (Kansas)	89th Div.

Of Lindsey's selection, the *Stars and Stripes*, official newspaper of the American Expeditionary forces, said:

Lindsey is given the preference at fullback because he not only can kick, but passes beautifully. He can hit the line and is a stalwart tackler and interference maker and breaker. He is heavy, about 180, and tall enough to pass over the heads of charging ends.

Although football was the sport in which Lindsey was most prominent and most interested, he was also captain of the 89th division tug-of-war team that won the A. E. F. championship and the regular second-baseman on the famous 342nd Field Artillery baseball team that won the A. E. F. championship.

With him on this greatest baseball team the Army has ever had were Grover Cleveland Alexander, hero of the World Series of 1927, who was then in his prime; Bruno Wetzels of the Kansas City Blues;

Clarence Mitchell, first-baseman with the Brooklyn Dodgers; "Chuck" Ward, short-stop with the Brooklyn Dodgers; "Poge" Lewis, a catcher with the St. Louis Federals; "Winn" Noyes, a pitcher for the Philadelphia Athletics; Lambeth, a pitcher with the Cleveland Indians; Wait, catcher with the Pittsburgh Pirates, and others.

All of which was written with a view toward showing University of Oklahoma students and alumni that their head football coach has been soundly schooled in the choicest football tactics from some of the greatest coaches and strategists the game has ever known, all of whom admire him greatly, both as a player and a gentleman. He was an All-American among All-Americans.

Lindsey was one of the greatest coaches ever developed in the strong Kansas conference. As coach of the University of Oklahoma the past five seasons he never had a poor season until this past year, when he got an unprecedented number of "bad breaks." Consequently we find a few students and alumni starting clamor for a new coach.

This article has been written with the hope it will move the student body to show a greater interest in the team. A loyal student body will cheer for and stand behind its team, win, lose, or draw. No team can play inspired football without the support of the student body for after all it's the esprit de corps of the student body that makes the team.

But here at Oklahoma we have a few students who want a new coach. They aren't satisfied with the old bicycle. They must have a new one. Like the small boy they are looking at the new red paint on the fenders and the silver sheen on the handle of the bars. They don't stop to think that soon the new bicycle will look like any other bicycle that a new coach, no matter how highly recommended he may come, would be bound to have a poor season occasionally.



EUROPEAN IMPRESSIONS

(CONTINUED FROM PAGE 141)

could be so obliging. No cigars and bowler hats for these men. And their manners matched their clothing. They talked of holding us for further inquiry; but I told them we were honeymooning—I'd have told them anything to get out of England!

We crossed on the same boat with Premier Laval and found him a most democratic and likeable man.

Needless to say these European countries we visited are very rich with tradition and historical places add much to their beauty. And the climate in the southern countries is delightful, especially at this time of the year.