

**BULLETINS**

**Desk Staff** — Meeting in DAILY TAR HEEL office, 2 p. m. today.

**American Association of University Professors** — Meet Tuesday at 8:30 p. m. in Episcopal parish house to discuss the honor system.

**Field Artillery Troop** — The regular scheduled class for officers of Chapel Hill and vicinity is postponed to February 20.

**Photography Staff** — DAILY TAR HEEL meeting at 12 o'clock noon today in office.

**Debate**

(Continued from first page)

Russell stated that all his side was asking for was that the Negro should have the chance to attend classes and use the equipment of the state universities.

Lane Timmons, Georgia speaker, was the first man to speak on the negative. Claiming that Negroes should go to the many splendid schools prepared for them, Timmons stated that he was a modern, progressive thinker, but that he believed Negroes would have more advantages in their own schools. There they would find emphasis placed on things concerning their own race.

**Curiosity**

"It is impossible to settle this problem in the same way it has been done in the north," he said. "Only three per cent of the population of New York is composed of Negroes. In Georgia more than one-third of the population is Negro. The Negro is a curiosity for Northerners and does not present the same problem as is found in the south where he is a racial problem."

In conclusion Timmons said, "Bi-racial education would only lead to bitterness in the south and would therefore defeat its aim."

Fairley, as second speaker on the affirmative, pointed out that the Negro has been given pitifully few opportunities in the south, therefore very few have been able to advance. His plea was that the Negroes be given the same opportunity to make use of their abilities as the whites."

**Statistician**

Morris Abram, second for the negative, in reference to the numerous figures quoted by Fairley, opened with the remark, "I was pleased to hear the words of wisdom of God's own statistician."

He admitted that the Negro must be educated, but raised the question, "Will the Negro receive an education in the state universities of the south?" Maintaining that a vertical line of social order from top to bottom has been established in the south in connection with the Negroes, he said, "Negro society has developed in its own lines, with own schools and this relation should be kept."

**Schools**

In his rebuttal Fairley stated that, "Negroes have very poor schools and it is too costly to equip schools for them equal to the white schools. You cannot separate the two races by a vertical line, they must work together. Negro intermingling will not be serious. We must grant them more opportunities than they have at present, but this cannot be done unless we let them come in with us."

In one respect a Washington bureau resembles the home guest room. It's a place where you put relatives.

No sane driver ever has to pull over to his side of the road when he is meeting another car.

**Why College?**

The following article was written by Dean Allen W. Hobbs of the school of arts and sciences especially for the Daily Tar Heel. In it Dean Hobbs gives his explanation of the question which is currently raised, often among contemporary undergraduates, which is: why do we go to college?—Editor's note.

"Why college?" is a perfectly good question which we all face many times during the years between 15 and 24 or 25. It has no answer to fit all cases since there are as many cases as individuals, but there are some general statements to be made about it.

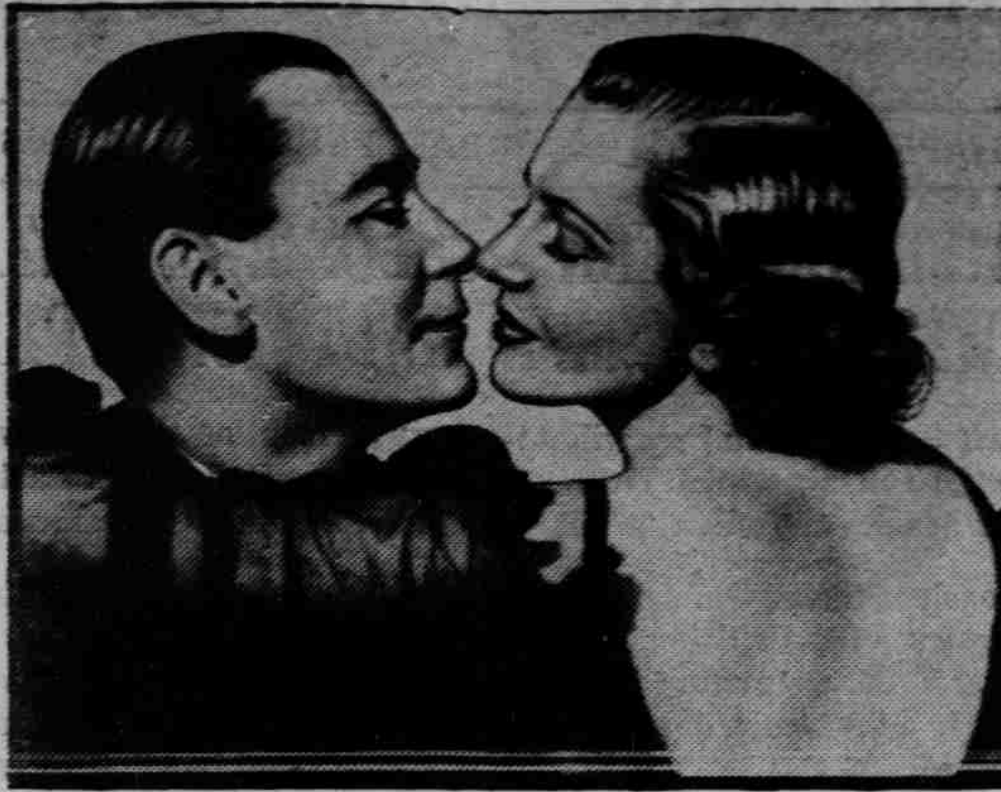
I suppose there are two worlds for man, the physical which is common to all animals, and the intellectual which seems to be confined to man alone, or practically so. Man can live almost like an animal but not exactly; he either lives lower or higher. He lives lower if he debases the natural instincts of animal life by the use of his brain, higher if he elevates these instincts by bringing them in line with the common good. The common good also includes the individual good in the long run.

There seems to be a strong tendency for evil in man, but we have developed a tendency for good also. The tendency for evil usually shows up in the abuse of the natural instincts and in selfishness. The tendency for good is represented by the striving for a better and better society, that is, a society which is good for the individual so long as it is good for the group. Just as soon as the good of the individual tramples on the good of the whole, then as a group we deny the good of the individual. So we have the two elements good and evil, and we have invented various methods for building up the good and nullifying the evil, such as law, religion, custom, etc. There is an everlasting fight to be waged for the good if we hope to survive as a race of beings living in the close relationships called society.

Society has become more and more complex as time has passed, due to natural causes, some of them due to the animal in us and some to the intellect. However, at birth we are no further along than we were in the days of the Greeks or Babylonians; it must all be added after birth. Men have always had a complicated society if they have had any at all but ours has become extremely complex, partly due to the progress of knowledge and partly to the defection from philosophy and the refusal of a democracy to let the best man lead.

If what I have said so far is a correct analysis of the human problem on this planet then we need to add a great deal after birth. Some few will add it by their own unaided efforts, but the number is small; most of us have to be regimented somewhat during our growing years to get us to pay any attention to the moral and intellectual side of the human problem. The states have decided that this is of sufficient importance to justify the expenditure of billions of dollars for the purpose of education of young people. The idea is that they should not be allowed, during the years when they are growing into something, to stand in their own light and efficiently block their own chances of development. This is a real thing, not a figment of the imagination. We are capable of tremendous attainments if we can get into the road and stay there. Thus we go to college as the result of the hope entertained for us by somebody that we may be able to develop our personalities and contribute to the stability of society, not a static society but an advancing one. The spirit which makes us look upward and strive

**ROMANTIC DOMESTICS**



Herbert Marshall and Jean Arthur in "If You Could Only Cook." Now playing at the Carolina theatre.

**Honor System Generally Upheld By Interviewed Faculty Members**

Daily Tar Heel Survey of Faculty Members Reveals Tendency to Favor Existing Honor System; J. C. Russell Recommends Students Reporting Suspicions to Instructor

By Bob Perkins

The majority of the faculty members, who were interviewed by the DAILY TAR HEEL concerning the honor system, made definite statements in favor of the code and the way in which it is enforced.

One man in the English department said, "When freshmen come here and have the Carolina honor system explained to them, it appeals to a great many and gives some a sense of integrity which they might not develop otherwise. On the other hand if the proctor system is used it is the same as giving some students a dare to cheat."

In connection with cribbing from another person's paper on quizzes, J. C. Russell of the history department says that there is not much of a problem in cheating on the long essay questions given by the history department. "There are two things by which you can usually spot this type of cheating—identical wording and copying of mistakes. If there is enough difference by cheating to effect the final grade these two things will show up in the student's paper."

Mr. Russell says he explains to his class that if they see anything that looks like cheating to report the case to him and if he finds that documentary evidence shows up in the paper he will take the "proper course." He does not believe in taking any action unless there is absolute documentary evidence, because many times it appears to another that some student is looking

at another's paper when in reality he is not doing so.

He believes that if a system similar to this is used, the knowledge that some student would report a suspicion of cheating and that the instructor would investigate would cause students to refrain from cheating.

"Whether or not students are willing to report cheating is one question with which the honor system is faced. If the students feel that they can report a case to the instructor, and that the instructor will take it merely as suspicious evidence until he has positive proof and then will take the matter up with the student council, I believe that this question will be overcome."

Most of the faculty believe in space between seats, not because of distrust in the students, but to give them more room, and only to prevent accidental interference.

The German department was the only group which seems to have an unfavorable attitude to the honor system. Their views might be taken as typical of the German outlook. A few of them are:

"Hated to impose any conditions on students, but when is honor system going to begin?" "Honor students do not object to being watched, it is only those that do cheat who object." "Do not trust human nature to that extent." "Not fair to the honest to put too much faith in the system." "Do not ask for pledge, if person would cheat, he would lie, too."

**Stovepipe Gossip**

(Continued from page three)

the remaining games. He made an excellent job of filling Earl Ruth's oversized shoes when the latter was out earlier this year and had almost become an alternate regular. Potts seldom ran up a large total in the box score but his beautiful floor work aided the team in working the ball under the basket where others could roll it through the hoop. The loss of Potts will weaken the Phantom's reserve strength no end.

While we are feeling so terribly pessimistic, we can't help thinking about what Coach Carl Snavelly may do about next year. Coach Snavelly has not committed himself but it is well-known that he stands an excellent chance of receiving the invitation from Cornell to replace

for a better world is sometimes called God, and we defeat God when we choose the lower way of life.

A. W. Hobbs.

**WITH THE CHURCHES**

**BAPTIST**  
9:45 a. m. Sunday School. Class for University men taught by Mr. E. K. Plyler. Co-ed class taught by Mrs. Binkley.

11:00 a. m. Worship and sermon—Dr. O. T. Binkley.  
7:00 p. m. Student forum.

**CATHOLIC**  
214 Graham Memorial Mass every Sunday at 8:30 a. m. Rev. F. J. Morrissey, Chaplain.

**CHRISTIAN SCIENCE**  
11:00 a. m. Service in 209 Graham Memorial.

**EPISCOPAL**  
8:00 a. m. Holy Communion.  
11:00 a. m. Morning prayer and sermon.  
8:00 p. m. Prayers and organ recital.

**LUTHERAN**  
11:00 a. m. Service with Rev. Kinney in charge. 214 Graham Memorial.

**METHODIST**  
9:45 a. m. Sunday School—Dr. E. T. Brown, Superintendent.  
11:00 a. m. Worship and sermon—Rev. Allen P. Brantley. Topic: "A Vitalized Christianity."

7:00 p. m. Student forum.  
**PRESBYTERIAN**  
10:00 a. m. Student class taught by Rev. W. M. Cooper. Topic: "The Forgiveness of Sins."

11:00 a. m. Worship and sermon—Rev. Donald Stewart. Topic: "The Nature of Religious Authority."  
7:00 p. m. Student forum—Rev. W. M. Cooper. Topic: "The Future of Protestantism."

**UNITED (Christian-Congregational)**  
10:00 a. m. Student Bible class. Taught by Dr. Raymond Adams.  
11:00 a. m. Worship and sermon—Dr. W. J. McKee.  
7:15 p. m. Student forum.

**Co-eds To Try Skill In Candy-Making Art**

Y. W. C. A. to Operate Sweet Shop in Lobby of Carolina Theatre Today

Flash—The Y. W. C. A. girls will fulfill a long-felt campus need today when they satisfy all those suppressed desires for mother's cooking.

The co-eds will operate a Sweet Shop in the lobby of the Carolina theatre this afternoon and tonight where they will sell a variety of home-made candies at popular prices with cookies by courtesy of the Hill Bakery.

This is the first attempt of the newly-formed organization to raise funds with which projects may be carried on in the spring.

**SAND AND SALVE**

By STUART RABB

**COLD COALITION**

Republican Chieftain Fletcher answers a proposal for the admission of anti-New Deal Democrats into the G. O. P. fold with one of his best political "yes-and-no's." The talk of rewards for the insurgent Democrats was started by Senator Vandenberg whose rasping voice carried a stealthily-worded promise of political rewards for Democrats who would join a Republican "coalition."

Thus the "old line" Republicans turn a cold shoulder on the proposal for a "coalition" cabinet. Said Republican Senator Snell: "This is a two party system. If the Democrats win, let them run it. And if we win, we are going to run it."

This is not the sort of talk Franklin Roosevelt used to win the 1932 election. The Democrats welcomed all additions to their party, rewarded many with political jobs. Of course, in normal times, there are more Republicans than Democrats.

But these are not normal times. Many ex-Republicans are on relief rolls or working for the New Deal. Mr. Fletcher might spend a happier and more contented Christmas if he strikes the "no" from his "yes-and-no."

**INFIRMARY**

Forty-seven people were confined to the infirmary yesterday: Charles Hecht, P. E. Lucas, A. Graham, J. A. Joyce, Henry Silver, B. Petty, T. B. Gray, W. E. Bronson, J. B. Russell, Lawrence Pittman, Grey Kornegay, Tom Humphries, T. I. Insley, J. R. Taylor, M. Harris.

Robert Rosenthal, H. G. Webb, Scott Hunter, E. C. Richardson, Jane McDaniels, Dorothy Rethlingshafer, A. J. Leinwand, D. Abbott, A. W. Perry, C. P. Rosser, R. L. Cole, R. B. Lessem, J. T. Kirkpatrick, H. W. Hinkle. W. W. Holland, Marvin Allen, G. E. Gatewood, R. McManius, D. McKallagat, R. Baxley, E. Kirschner, C. W. Miller, Jerry Kisner, H. H. Walker, Eugene Motsinger, R. L. Stricker, J. H. Johnson, A. Engstrom, Jim Daniels, R. G. Davis, Ruth Green, W. C. Myers, I. J. Kellem.

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