

## The Daily Tar Heel

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### For This Issue

News: Newton Craig. Sports: Will G. Arey, Jr.

### • It's Never Too Late

TWO WEEKS from tomorrow it will all be over; which is to say most of us will have finished taking examinations.

Blue books are sold two for a nickel; the larger ones cost a dime for three. The scribbling we make in these pamphlets determines to a large extent the nature of the symbols the registrar will check against our names.

Dean Hobbs prefers to call this matter recited from memory the "recapitulation" theory rather than the more graphic "regurgitation."

Anyway if we are sufficiently akin to a dictaphone we can make our families proud of us. We may get that new set of reference books for Christmas.

If you are one of the students who haven't studied at all during the quarter, don't worry. You can learn enough about University courses in two weeks to get by. Most students do.—S. W. R.

### • Quoting Aristotle

"INDIVIDUAL treatment is preferable to mass treatment no less in education than in medicine. While it is generally true, for instance, that repose and fasting are good for a man with a fever, they are not always so in a particular case. Nor presumably, does a boxing instructor recommend the same style of fighting to all his pupils. Thus it appears that a more exact education is provided under a system of instruction adapted to individuals, since each will then be more likely to get what suits his particular case."

And that was twenty hundred years ago.

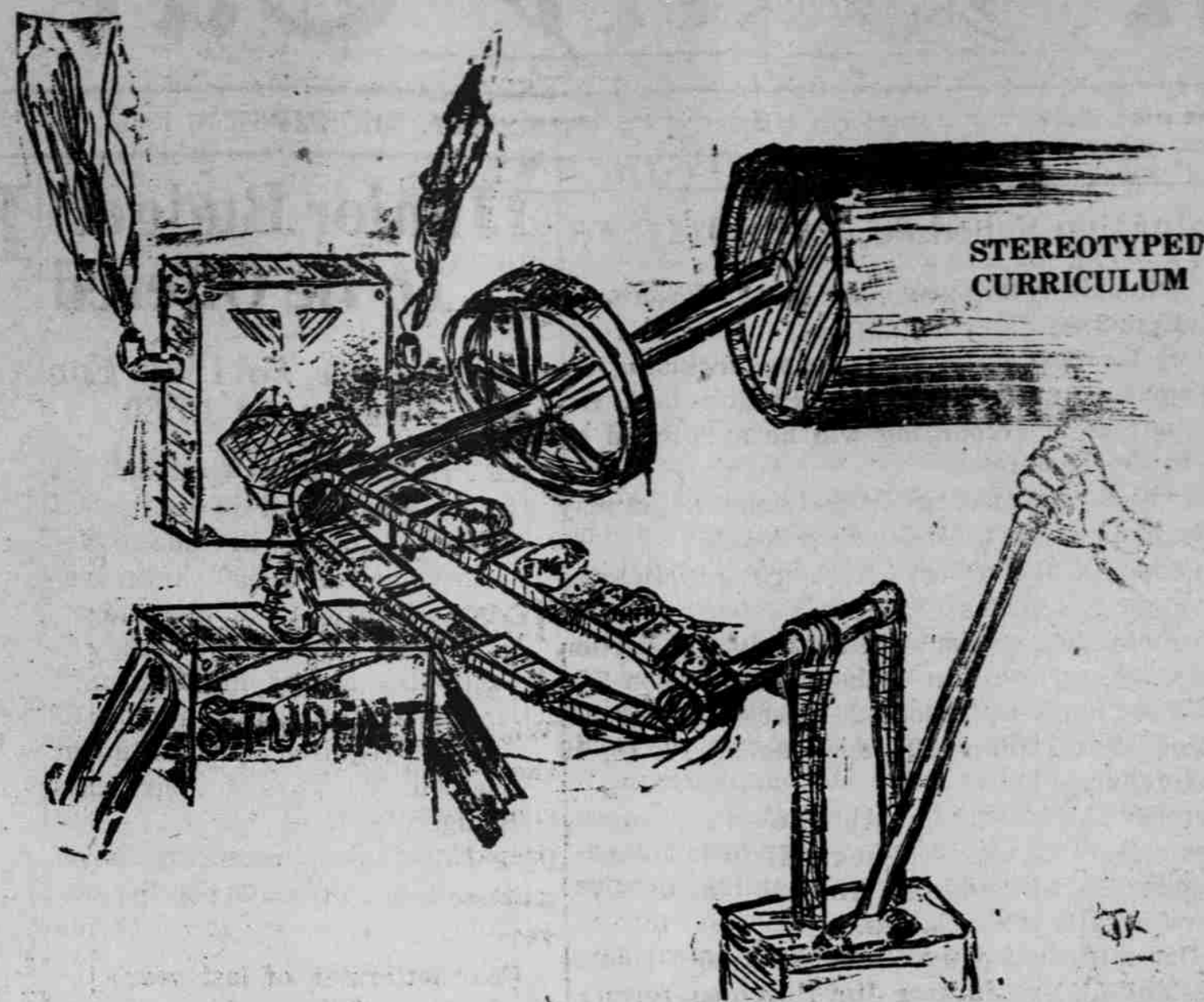
### • What's The Use?

EDITORIALS, letters and trips to the dean's office, and a wholesale display of campus opinion of education this fall quarter will result in "absolutely nothing . . ."

So say no few friends of progress, despairing. Convention and precedent won't be moved; liberalities with students are impractical; the University directors will hear the slight flutter of enthusiasm, credit it to fantasia of the few, and, after it has fluttered out, settle back down to continuing the present process . . .

Perhaps the disparaging prophets are right in their predictions. But it cannot be denied that faculty committeemen on instruction, designated pioneers in keeping Carolina up to the progressive front in education, have willingly heard the student inquiry and proposals. Suppose nothing immediately results? Such student zeal can not have been in vain. No progress in any field has ever come without someone's imagining . . . —J. M. S.

## Our Educational Process (?)



Dean Hobbs offers suggestions in the article below to counteract herd education.

## The Paper Dr. Hobbs Read Yesterday

The following is Dean A. W. Hobbs' paper on what the University may do to provide fuller educational opportunities for above-average students. Dean Hobbs read this article yesterday before the faculty committee on instruction meeting with a group of representative students.

This article was not written specifically for publication; but Dean Hobbs, who has been largely responsible for the recent gatherings of students with the faculty committee on instruction has been kind enough to permit the Daily Tar Heel to print it.—Ed. Note.

By DEAN A. W. HOBBS

I hope that interested students will not get their hopes too high about what can be done by changing methods of instruction, or changes in examination methods, or any other innovations. After all the student who wants to learn can do it in any system. . . .

We hear a great deal about the regurgitation theory of education. The fact is that what we are talking about is the recapitulation theory. This theory applied to the physical side of life states that each individual lives over the life history of that part of the animal kingdom which is in his line of evolution. Thus the human embryo has at different times gill slits, long hair, etc., and has the superficial look of several other animal embryos. This theory applied to mental development means, for example, that about 999,999 out of a million of us, if we want to learn mathematics, must go over the work of many other people, even though it be perfectly well known and that our work in it may seem to be regurgitation. It is quite possible that in the cases of some few individuals the recapitulation theory may be a bad one, and that it may block and annoy them at a time when they are capable of helping drive back the clouds of ignorance on the outskirts of human knowledge. However there are few of this type and when they do show up there is no system in the world which will not get-out of the way and let them go under their own steam. I actually have never seen one of these people though I have read about them.

### Above-Average Boys

Then what may we hope for in the direction of improvement of the opportunities for learning on the part of those who, while not in the class of the genius are still far above the average? We have plenty in this class and we all must admit that they are the ones who need to be encouraged provided they are well adjusted individuals, who deserve to be put into high places in our society. There is no use to spend

much thought and time upon them until they are adjusted, as the process of forging ahead simply aggravates their maladjustments. The effort in their cases should be directed towards adjustment, and that is not likely to be a classroom problem so much as a problem of human contacts and of a joyful acceptance of reality. This is a problem of human education but not the one we have under discussion. The normal individual who rejoices to run the race is the subject of our interest here, and we are all ready to help him if we can find out what to do for him. But even this student need not expect to avoid much of the recapitulation necessary for a successful attack upon the boundaries of knowledge. It is the impact of the knowledge already accepted upon his mind and the consequent new permutations in as many cases as possible, and the impact is worth while for the individual even if no new permutations arise. . . .

### Problems Not Solved

The problem of what to do for the student who is willing and able to learn is not a new problem but it has not been solved very well anywhere. Those who really want to read with understanding significant books find the time along with the required attendance at classes. The others would not do it under any system. . . . I am afraid that some students are looking for an overpowering light to knock them cold in education. It does not come this way often. St. Paul said that he had an experience of this kind while he was going along the road in search of Christians to persecute, but we know nothing about it except from his own account. Learning is an exciting thing if we do not expect too much all at once. It is a source of continuous enjoyment all through life. It is very likely that if the faculty could see enough genuine interest on the part of the students who want some special treatment by way of a free road to go ahead somewhat on their own a program of this could be put to work at once. However the interest would have to come from the students themselves and not vicariously through a TAR HEEL campaign. The TAR HEEL might acquaint them of the possibilities and give encouragement to the idea, but the faculty would want some more tangible evidence than articles in the TAR HEEL critical of the present procedure. It would seem to me that such a venture would have chance in the Divisions of the



### BIRDS OF A FEATHER

President Roosevelt discovered Tuesday that other chief executives also have trouble with their families.

As F. D. R. began his address in Buenos Aires, a raucous voice heckled from the gallery "Down with Imperialism." The heckler was none other than Liborio Justo, son of President Justo of the Argentine.

Young Justo is well known as a radical and is said to delight in embarrassing his parents. Those on the inside say that he is not without a constituency in his country.

No doubt Mr. Roosevelt felt a reminiscent twinge when the son of his fellow president jeered.

But this country will remain tolerant—at least until Mrs. Simpson comes back to America.

such a plan would work so well though it might very well be that some students could go along very much faster than they do now. I should think that in all cases the best students could do a great deal more than is required of the average and that they might very well waste a whole year or more and have nothing at all to show for it, whereas now they can waste the year but still accumulate a few credits. In the Division of the Natural Sciences it is doubtful if

(Continued on last page)



OCCASIONALLY a telephone wire must be run under a rug or carpet. The twisted wire formerly used made an unsightly ridge.

So Western Electric—manufacturing, distributing and purchasing unit of the Bell System—produces a flat cord only one-eighth inch thick, seven-eighths of an inch wide. (Like this ). Within this tiny space are four conductors of insulated wire. Under the rug or carpet this cord is not seen, not even felt with bare feet.

Even to the smallest detail, the Bell System is constantly on the lookout for the better way to make telephone service more satisfactory to the customer.



College men and women find after 7 P. M. a convenient time for making long distance calls. Moreover, most rates are lowest then.



BELL TELEPHONE SYSTEM