

Dr. Venable

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UNIVERSITY DAY.

Col. T. W. Mason, Speaker of the Day.

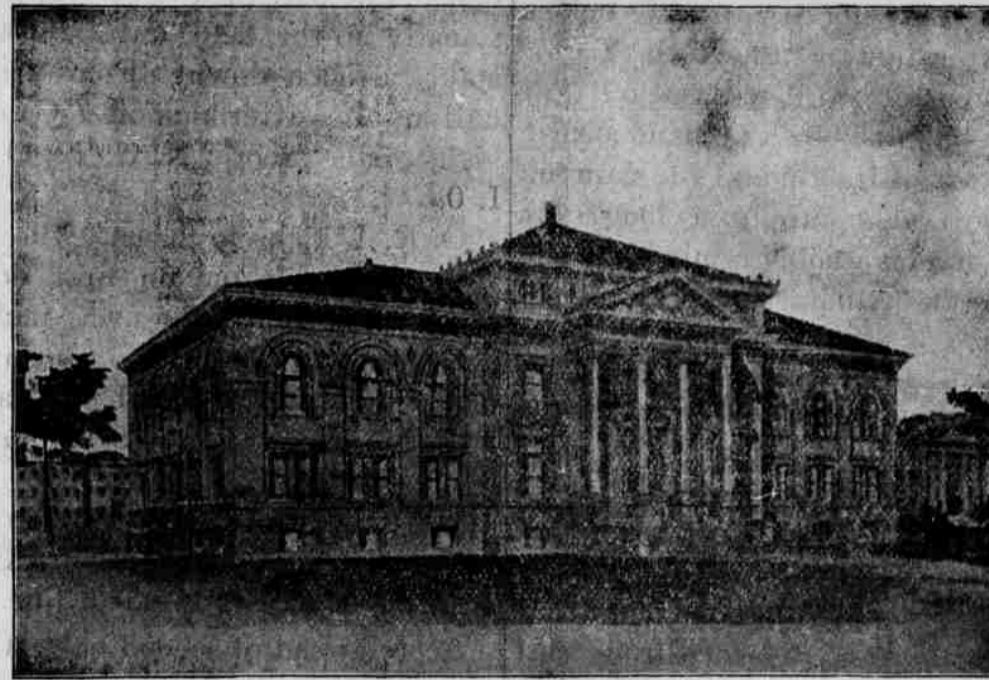
University Day exercises were held in the Chapel Saturday, Oct. 12th, at 11 a. m. Exercises were opened with prayer by Rev. Edloe Pendleton Jones, of Owensboro, Ky. Dr. Venable introduced the orator of the day, Col. Thomas W. Mason, of Northampton, a member of the class of 1858.

In his introduction Dr. Venable said: "One hundred and eight years ago, 1793, the corner stone of the first building of the University was laid in faith and hope by our strong fore fathers who builded better than they knew. In 1795 one man, one house and a few books comprised the University. We are assembled today to reap the fruits of the work of the grand pioneers, who founded this University. It is their achievements, not ours. It is well, then, to think of these noble men, to commemorate their deeds.

"We have with us today an 'old boy' of the class of 1858, and, who, when the country called him to battle, gladly and cheerfully consented to enter the strife. When the civil strife which almost rent our nation in twain was over, he rendered valuable assistance to the University by acting as a wise and valuable trustee. I have the pleasure ladies and gentlemen, to present to you the speaker of the day, Col. Thomas W. Mason, of Northampton.

Col. Mason said in part: "Mr. President and gentlemen of the University, ladies and gentlemen,— I wish that I could utter some thought at this hour worthy of you. When I received your invitation through the kind letter of President Venable, my first impulse was to decline this honorable office. And yet, it was a most welcome, pleasing message, for which I was very thankful. And while I distrusted myself, I seemed to hear the voice of dear old Chapel Hill calling me; and an intense longing took hold of me to come to you. I wanted to stand once more where I stood in the fifties. Halcyon days they were when heads now white shone with the glow of youth and when that old life of ours was abroad, now only a sweet memory, whose very breath was the inspiration of heroes. What a great part of that old life this University was! And so I came to you today, bringing only the tribute of a warm heart.

Mr. President, I know few things on earth that can equal in interest, an assemblage like this. We the people are not concerned with what Calculus or Grammar you teach, but we are concerned with what you are thinking about apart from your text books; what opinions and aspiration are being formed here. We have abundant confidence in the President and Faculty of this University, and we ask you to share



with us that confidence, and doubtless you do. Let me remind you, at once, that you belong to us or perhaps it is a little better to say that we belong to you, or better still that we belong to each other. You are a part of us, and a great part, you are as much a part of us as the cadet at West Point or Annapolis is a part of the army.

"How came this University here? Its genesis has been recited many times, but you will let me mention again some of its characteristics which have entered into its life, and which have made it forever, "bone of our bone and flesh of our flesh.

It does not owe its life to the brain of any one man or to the purse of any dozen men. Many fertile brains and many generous hands have helped it on its way, but it was conceived by the people of N. C., assembled in convention at Halifax in Nov. 1776, and born at Fayetteville by an act of the General Assembly on the 11th day of December, 1789.

This University is a "Tar Heel" of "Tar Heels." It was eternally fit that it should grow slowly and it did. But it did grow and it had staying qualities. Its growth was our growth, its poverty was ours. It is of us and by us and for us; and "it shall never perish from earth;" it will endure "for it was founded upon a rock."

"Why did it come into being? The constitution of 1776 answers: 'All useful learning shall be encouraged and promoted' here; the act of December 1789 further answers: 'that it is the indispensable duty here' to consult the happiness of a rising generation and endeavor to fit them for an honorable discharge of social duties of life.' Again our present constitution tells us, that religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged.

"What does useful learning mean? Let that be our theme on this University Day. What did our fathers mean by these words? Are we executing the trust imposed in us in good faith? They have construed these words to mean that learning conduces most to the happiness of mankind, to the honorable discharge of our social duties and to good gov-

ernment. How did they apply to the constitution and the act? They bought their text books, they employed their teachers, and they put the young men who came here for instruction to the study of Latin, Greek and Mathematics. Is the study of Latin, Greek and Mathematics conducive to the happiness of mankind, to the honorable discharge of our social duties? They seem to think so. Surely, through all these score years and ten the guardians of this University must have thought that they were consulting the happiness of the rising generation and fitting them for an honorable discharge of their social duties. And they had a right to. Class after class went forth from this stern curriculum, and, lo, they had stout limbs and bore their lances well. You will not ask me to review this long line of useful, I will not say illustrious workers. One of them years ago, then President of the United States, came back to bring, in person the tribute of his gratitude. In all of these states of the South theirs no ministry of labor in which they have not worn the badge of their honorable service. Did this high type of manhood come from the study of Greek and Latin and Mathematics? It may be safely said that without these studies, we lose that accuracy of thought and beauty of expression which give ease and grace in the discharge of our social duties, but let it be said that it is the only culture of true manhood? Surely not, the spirit and not the text book gave it to us. But what was this spirit of the old curriculum?

"Let us again enter these halls that we may discover and interpret this spirit. The soul of useful learning, we need not fear to enter. We shall find here many weaknesses and follies; but we shall find here, also, a confidence and a brotherhood, whose very warmth is a school of happiness. You will learn here, the noblest lesson ever learned in life, to minister to a weaker brother. You will have keen rivalries in your society, in your fraternities and in your class, but these will only increase knightly zeal for the colors you wear. From these you will learn also the lesson of unselfishness. It

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FIRST GAME OF BALL.

Carolina Makes 28 to Oak Ridge Institute's 0; Account of Game

Carolina's football season of 1901 was opened Saturday by a very interesting game between the teams of this institution and that of Oak Ridge Institute. The condition under which the first contest was held were very auspicious. The weather was very pleasant. The clouds hovered over the field during the afternoon, protecting the players from the rays of the sun, and making it very comfortable for the spectators. The size of the crowd at the game was gratifying, showing the increased interest of the student in Athletics. The enthusiasm of the students was as great as the onesidedness of the game warranted.

When Carolina appeared on the field there seemed to be a feeling of dejection at the absence of so many of the old players, but this was dispelled in the presence of the new men, who promise to be worthy of the reputation they inherit as members of the Varsity football team.

The O. R. I. men were outweighed and outclassed, but notwithstanding this they put up a plucky game till the finish and in the last part of the last half prevented Carolina from scoring a touch down in the usual time by stubborn resistance. The workmanship of tackling behind the line was especially good.

Carolina started out playing swift ball and for the first five minutes the work was flattering. After this though, the men began lagging and their movements were seriously slow. Victory is not always to the swift beginner but to the one who perseveres with vigor till the end, an old adage that might be recalled with profit here.

In regard to the general work of the Varsity the following points were prominent.

The line work was not aggressive. From guard to guard there were no openings and the runner was forced to plough his way through by main strength. The tackles were apt to make their openings too soon and as a result they were choked up before the runner reached them. Play was slow, due to the failure of the quarter back to give signals quickly. There was an absence of good clean tackling. The work of the men who played the three centre positions was especially disappointing, but the work of the men who played behind the line was promising and fairly fast. Foust was the only man on the field who assisted to any extent in the interference.

First Half.

North Carolina won toss and chose to defend east goal. Oak Ridge kicks ball to Carolina's 20 yard line, Graves secures it and advance 15 yards. First down: Foust carries ball 8 yards over tackle. Carr goes through line four yards;

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