

THE TAR HEEL

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Published twice a week by the General Athletic Association.

Entered as second-class matter October 26, 1909, at the post office at Chapel Hill, N. C. under the Act of March 3, 1879.

Printed by The University Press, Chapel Hill.

Subscription Price, \$1.50 Year
Payable in advance or during first term.
SINGLE COPIES, 5 CENTS.

FOR the first time the January examinations have come and gone. We do not know to what extent we are expressing the student opinion when we say, that to us the result has been a decided disappointment. The chief aim, as we understand it, in changing the examination period from December to January was to make the length of the two terms more nearly even. This much has probably been accomplished but we consider the evil results more than counterbalancing.

In the first place the great break in the fall term caused by the Christmas holidays causes a waste of two weeks as far as work is concerned. The last week before the vacation is entirely too full of expectation to permit any studying. Why study? It's only a question of dragging along until one can leave without taking too many "grats". "I'll come back after Christmas and catch up." Not at all. We come back after Christmas too full of fruit cake and the memories of the dance hall and reception room. The first week after Christmas is a dismal failure. We've wasted two whole weeks and with the weeks of the holidays counted in we may say that for one month we've let our studies take care of themselves. When we take into consideration the fact that this whole month comes just before examinations, at a time when if ever, we should give our undivided attention to study, then the question assumes its due importance. This break we see as a serious impediment in the way of good scholarship.

Besides this objection there is a further trouble. The examination is supposed to come as a review and a test of the work of the term. The student is supposed to get a view of his work as a whole so as to fix it firmly in his mind as a synthesized unit. The college year is undoubtedly very clearly cut in two by the Christmas holidays. The student will continue to consider these two terms as units we believe. Then if the time from September to Christmas is to be looked upon as clearly cut off from the spring term, an examination should summarize the work of this term. This leaves the student with a definite end in view. All his energies are to be turned toward passing these examinations at the end of the term. If the examinations come in the spring term the student is liable to dally along the whole fall. The examinations are away off yonder somewhere after the holidays. We'll not bother about them particularly

till after Christmas. But after Christmas it's too late.

The even length of the terms is an unquestionable advantage. So far as we know, however, the students have never considered the long spring term as such an awful hardship. As a general principle we do not advocate returning to the ways of our forefathers but in this specific instance we believe the past looks brighter than the future. It is interesting to glance over the head lines in the college papers of the past few weeks. Practically every college of any importance is fitting out a dramatic organization. At most of the institutions a great deal of expense is being incurred to make the efforts of the players as successful as possible. Here we have not the money to give the actors but the talent of the players and the interested cooperation of the students will do a great deal to take its place.

The dramatic activities in a university are quite as important as the athletic activities of the same. It is pleasing to note that they are at last gaining a foothold among the colleges and are receiving the acknowledgment they deserve. Our dramatic club here has been handicapped at every turn but the student body feels well pleased with their efforts. The play presented last fall was an improvement on any so far. We are to have another this spring and we look for a still greater improvement. That which will develop a love of the beautiful must sooner or later come into its own among a Southern people.

THERE have come forth, since our return to college, certain rumors that will not down and that are repeated more and more each day. These rumors are to the effect that there are a certain number of our professors to leave us. We've heard this thing happen time and again before. A good man comes here or we develop one here. For a time he stays here on a niggardly salary because of his loyalty to the institution. Then some other institution offers him the salary he is worth. The University of North Carolina has lost another good man; "Gone to a larger field" the papers say. We venture to say that nine out of ten of the men we've lost would have been glad to stay here if they could have gotten decent pay.

College professors do not customarily work themselves hollow-eyed merely for the sheer joy of the grind. Its a business proposition to them and when they receive an offer of a larger salary from another institution they owe it to themselves to put aside loyalty. We admire loyalty in any one but a college professor can't make a meal of it three a day. When we lose a good man because some other institution offers him a larger salary we've got ourselves to blame. We ought to pay him a larger salary. The poverty of the Southern educator is a rank disgrace to the South that permits it.

Some day we hope that the legislature of North Carolina will wake up to the fact that they are cutting their own throats by letting these men go when they could retain them by a small raise in salary. As it is now they gingerly shell out their annual pittance to the university and then beam and crow about the remarkable work "OUR" university is doing. How very remarkable it is they have no idea.

The university has been made here for the purpose of educating the youth of North Carolina and promoting the citizenship of the state. The reputation of the men who teach here does as much to draw students our way and to increase the general use-

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fulness of the university as does the reputation of the university itself. Also the teacher of a young man exerts a wonderful influence over his life. A man with a far reaching, good reputation is a torch to the ambitions of every young man he teaches. What we speak of as a "big" man both increases the attendance at a university and also adds an immense stimulus to the ambition of the student besides the good they can do teaching.

It is time North Carolina should stop developing great teachers only to let them spend their energies building up another state's youth. We need these men here and to keep them we've got to pay them enough to justify them in remaining. Its up to the legislature. The allowance permitted the university yearly is entirely too small. If we are to keep the university most efficient we've got to keep efficient professors here; we've got to have money to do it. The university yearly turns out young men in numbers whom she has equipped to increase the prosperity of the State. The state is yearly becoming more prosperous and university men are doing well their part to aid the movement. Why can't the state place a little of the proceeds in the investment which is aiding her so well? Why don't we receive some small inducement to turn out even more men who may become architects in the building up of North Carolina's resources? If all our best professors are to be allowed to leave, the backbone of the institution is to be taken out. A collapse will have to come.

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