

THE TAR HEEL

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The junior class has abolished the Prom. It has decreed with pious solemnity that never shall its fair name be desecrated with so unrepresentative, so undemocratic a thing as a dance. Not because a dance is repugnant to the refined moral sensibilities of the class, nor in any other way wrong, but because every member of the two classes does not dance and therefore cannot go to the Prom, the eternal principle of equal pie to all and special pleasures to none declares the Prom must pass. This is the alleged principle behind the opposition to the Prom. But it is not the real principle—no more so than is the real principle behind half the opposition to secret orders that of the individual against the organization. The real principle at the bottom of all the fuss, the real motive power behind all the opposition is simply that this enlightened seat of learning is still in that primal stage of culture at which the ability to shuffle one's feet across a ball-room floor is a mark of class distinction and social elevation.

What more proof is needed to show this than the action of the leaders of the opposition at the two meetings of the class? At the first meeting the bright and shining principle of full and equal representation reigned supreme. The opposition was based, according to the words of the leaders, solely on the ground that a dance is unrepresentative. If all can go to the dance, well and good; all cannot go, therefore destroy the dance. At the second meeting the dance itself, and the dance alone as a form of social enjoyment, was the thing against which eloquence volleyed and thundered—not because a dance is unrepresentative, not because a dance is immoral, but because a dance is a dance—else why the flat and obstinate refusal to allow the class to take part in a dance after the proposed reception? else why the earnest proposition to order the manager of the reception to lock the doors and chase everybody out at 11:00 o'clock?

There is just enough truth in the contention of the opponents of the Prom to give it plausibility. Every one cannot dance, but the Prom is not for that reason essentially unrepresentative. The Prom is not restrictive. Any upper classman who dances may

go to it if he wishes to do so. The fact that every one does not go to the Prom is not the fault of the Prom but of the man who has never learned to dance.

The Prom was established with the purpose of making it the most representative social function on the Hill,—the one dance of all others to which everybody might go regardless of membership in the German Club, fraternities, or whatnot, the one dance at which all the many threads of University life might be drawn together on an equality by the ties of friendship and fellowship. If the Prom has been unrepresentative, the fault has been with the students who did not go, not with the Prom itself.

The Prom, as a matter of fact, has been the climax of the social life of the University, has even since its establishment been the most representative social function on the Hill. It has not reached an ideal stage of perfection—what has? But of all things else it has been the nearest approach to equality in the enjoyment of social privileges here by the two divisions of the student body. Not every one who defends it is of the pure in heart, but certain it is, that those who condemned it did so from absolutely selfish motives. Mayhap the juniors have found a better plan. It is to be hoped that they have.

And what was it all about? Just a dance, that's all. To Prom or not to Prom, that was the question debated with all the heat of feeling and superfluous abundance of eloquence that would have done credit to some mighty matter of state, some awful problem of time and eternity. Ten years from now will any one of us remember the deadly struggle? Perhaps he will—and at the same time Puck's immortal words.

During the past week or two there has been a great revival, or rather attempted revival, of interest in the *Magazine*. Both last year and this year the *Magazine*, to speak mildly, has been poor. The serious essays have been well written, have been on standard classic topics, have probably made fairly good literature,—but have not been read. The stories have been scarce and sorry. And the poetry has been one long scream. The *Magazine* has been truly, despite the frantic efforts of editors, sad, very sad.

This fact has dawned on the English Department. The department has come to the conclusion that the *Magazine* does not represent the talent and ability of the University. The department has also reached the conclusion that interest in *Magazine* among the students is dead. And so we have had a revival. The classes in English 3 and 10, English 14 and 16, have been exhorted and encouraged, coaxed and tempted to contribute to the *Magazine*. For the members of the English Department, who have no personal connection with the much-discussed periodical, and are in no way responsible for its success or failure, to take this lively interest in its welfare is a fine thing. The *Magazine* Board is indebted to them.

There are, however, other ways than by talking and pleading to stir up interest in a thing. The simplest way to do it is to make the thing worth while. At present there is no reason why a student should write for the *Magazine* or any other publication here except the satisfaction which he gets in writing something. What's

the use in a student writing for the *Magazine*? He may rise to the exalted position of editor-in-chief. Well—if he does let us pity him. About all the editor of a student publication gets out of his job at this University is the pleasure of answering a number of questions on why his special publication is no better than it is and when it is going to come out. The Recording Angel may take note of his labors, but the Recording Angel doesn't stand much show in this institution.

Why not make the thing worth while? Why not give an hour or two hours credit on a bachelor of arts course to the editor of a student publication? Other colleges do it, why can't it be done here?

The latest newspaper to make its debut before the college world is the *University Daily Kansan*. Although young, the paper seems to be well able to take care of itself. In fact, it appears to be a very live and snappy college paper full of enthusiasm for Kansas and of hope for its own success. It is a six column, four page sheet. One feature of the paper will be a department of high school news sent in by correspondents from high schools all over the State. The TAR HEEL wishes the paper the greatest abundance of success.

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The University of Washington will expend next year \$1,000,000 on its campus. Half a million dollars will go to erect a new administration building, and the remaining \$500,000 will be used in re-establishing the boulevard grades, building new paths, and in landscape gardening proper.

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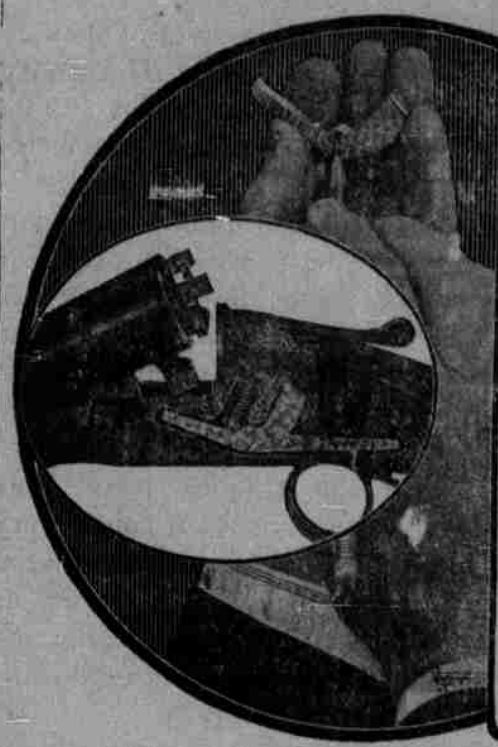
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