

THE TAR HEEL.

Vol. 10.

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, N. C., February 27, 1902.

THE OFFICIAL ORGAN OF THE UNIVERSITY ATHLETIC ASSOCIATION.

DECLARATION AGAINST ILLITERACY.

Address to the People of North Carolina, by Conference of Educators, Held in the Governor's Office in Raleigh, February 13th. The Names of the Signers.

Profoundly convinced of the prophetic wisdom of the declaration of the Fathers, made at Halifax in 1776, that "Religion, morality and knowledge being necessary to good government, schools and the means of education shall forever be encouraged"; and cognizant of the full meaning of that recent constitutional enactment which debars from the privilege of suffrage, after 1908, all persons who cannot read and write; and relying on the patriotism and foresight of North Carolinians to deal with a great question that vitally concerns the material and social welfare of themselves and their posterity, we, in an educational conference assembled in the city of Raleigh, this February 13, 1902, are moved to make the following declaration of educational facts and principles:

1. Today, more fully than at any other time in our past history, do North Carolinians recognize the overshadowing necessity of universal education in the solution of those problems which a free government must solve in perpetuating its existence.

2. No free government has ever found any adequate means of universal education except in free public schools, open to all, supported by the taxes of all its citizens, where every child regardless of condition in life or circumstance of fortune, may receive that opportunity for training into social service which the constitutions of this and other great States and the age demand.

3. We realize that our State has reached the constitutional limit of the taxation for the rural schools, that she has made extra appropriations to lengthen the term of these schools to 80 days in the year. We realize, that the four month's term now provided is inadequate, for the reason that more than 20,000,000 children of school age in the United States outside of North Carolina are now provided and average of 145 days of school out of every 365; that the teachers of these children are paid an average salary of \$48 per month, while the teachers of the children of North Carolina are paid hardly \$25 per month, thus securing for all the children of our sister States more efficient training for the duties of life. And we realize that, according to the latest census report and the report of the U. S. Commissioner of Education, for every man, woman and child of its population, the country at large is spending \$2.83 for the education of its children, while North Carolina

is spending barely 67 cents; that the country at large is spending on an average of \$20.29 for every pupil enrolled in its public schools, while North Carolina is spending only \$3 or \$4, the smallest amount expended by any State in the Union. And still further do we realize that the average amount spent for the education of every child of school age in the United States is approximately \$9.50, while North Carolina is spending \$1.78.

These facts should arouse our pride and our patriotism, and lead us to inquire whether the future will not hold this generation responsible for the perpetuation of conditions that have resulted in the multiplicity of small school districts, inferior school houses, poorly paid teachers, and necessarily poor teaching; that have resulted in twenty white illiterates out of every 100 white population over ten years of age; in generally poor and poorly paid supervision of the expenditure of our meagre school funds and of the teaching done in our schools; and, finally in that educational indifference which is the chief cause of the small average daily attendance of about 50 pupils out of every 100 enrolled in our public schools.

We believe the future will hold us responsible for the perpetuation of these unfavorable conditions, and therefore, we conceive it to be the patriotic, moral and religious duty of this generation of North Carolinians to set about in earnest to find the means by which all our children shall receive that education which will give them equal opportunities with the children of other sections of our country.

4. Viewing our educational problems and conditions in the light of educational history and experience, we declare it to be our firm conviction that the next step forward for North Carolina, in education, is to provide more money for her public schools, making possible the consolidation of small school districts, the professional teacher, and skilled supervision of the expenditure of all school funds and of the teaching done in the schools.

The history of the adoption of the principle of local self help by our 35 graded school towns and cities must surely be an inspiration and an example to every village and rural community in North Carolina. Those towns and cities have adopted the only means at hand for the adequate education of their children. In adopting this principle, local taxation, they secured: first, adequate school funds; second, competent supervision; third, skilled teachers. Lacking any one of this educational trinity no community has ever yet succeeded in establishing the means of complete education for its children.

Those 35 towns and cities in our borders have followed the lead of other sections of the United States in adopting first the means of education, local taxation. The fact

that 69 per cent of the total school fund of this Union is now raised by local taxation, while North Carolina raises only 14 per cent of her funds by that means, and lags behind all her sister States in every phase of public education, has both its lesson and its warning.

5. Remembering that in the last year nearly thirty communities in North Carolina, some of them distinctly rural, have adopted the principle of local taxation for schools, we think this time very auspicious to urge a general movement of all our educational forces in that direction, and, therefore, we appeal to all patriotic North Carolinians; men and women, who love their State, and especially that part of their State which is worth more than all its timber, lands, mines, and manufacturing plants, to band themselves together under the leadership of our "Educational Governor" and the State Superintendent of Public Instruction, aided by the Southern Education Board, to carry forward the work of local taxation and better schools, to the end that every child within our borders may have the opportunity to fit himself for the duties of citizenship and social service.

And, finally, heartily believing in the Christlikeness of this work of bringing universal education to all the children of North Carolina, we confidently rely on the full co-operation of all the churches of the State, whose work is so near the hearts of all the people, and, therefore, appeal to the pulpit to inculcate the supreme duty of universal education.

Charles B. Aycock, Governor of North Carolina; T. F. Toon, Superintendent of Public Instruction; John Duckett; Charles D. McIver, President State Normal and Industrial College; F. P. Venable, President University of North Carolina; George T. Winston, President College of Agriculture and Mechanic Arts; Charles E. Taylor, President Wake Forest College; Edwin Mims, Trinity College, Henry Louis Smith, President Davidson College; Charles H. Mebane, President Catawba College; J. O. Atkinson, Elon College; T. D. Bratton, President St. Mary's College; R. T. Vann, President Baptist Female University; L. L. Hobbs, President Guilford College; C. G. Vardell, President Red Springs Seminary; J. D. Carlyle, Wake Forest College; J. L. Kesler, Baptist Female University; J. Y. Joyner, The State Normal and Industrial College; D. H. Hill, College of Agriculture and Mechanic Arts; L. W. Crawford, Jr., Rutherford College; J. I. Foust, The State Normal and Industrial College; M. C. S. Noble, University of North Carolina; Henry Jerome Stockard, Peace Institute; F. P. Hobgood, President of Oxford Seminary; Robert Bingham, Bingham School; J. A. Holt, Oak Ridge Institute; Hugh Morson, Raleigh Male Academy; D. Matt Thompson, Superintendent Statesville Public Schools; C. L. Coon, Superintendent Salisbury Public Schools; E. P. Moses, Superintendent Raleigh Public Schools; R. J. Tighe, Superintendent Asheville Public Schools; T. R. Foust, Superintendent Goldsboro Public Schools; E. P. Mangum, Superintendent Wilson Public Schools; E. C. Brooks, Superintendent Monroe Public Schools; Alexander Graham, Superintendent Charlotte Public Schools; Frank H. Curtis, Superintendent Burlington Public Schools; Harry Howell, Superintendent Washington Public Schools; W. D. Carmichael, Durham Public Schools; W. S. Long, County Superintendent of Alamance; J. A. Anthony, County Superintendent of Cleveland; J. A. Butler, County Superintendent of Iredell; E. Ray, Superintendent of the School for the Deaf, Dumb and Blind; E. McOccasions, Superintendent of the School for the Dumb.

Baseball at the Big Four Southern Colleges.

Our big games with Yale, Harvard and Princeton draw our attention to the probable strength of these three teams. By graduation or for other reasons, Yale has lost seven of last year's team, Harvard four and Princeton only one. From this it is evident that without considering new material, Princeton is strongest, Harvard second, and Yale third. The Princeton team is practically intact, and is said to have in Underhill and Green one of the strongest batteries that have ever been on a college team. Harvard, however, still has Kernan and Clarkson, and, with such a battery on the field, there is a strong probability of her holding her own.

A. Z. Galbraith, shortstop on the Harvard team of 1899, has been appointed head coach of the Harvard baseball team.

Ed. Ashenback, the well-known baseball player has been engaged to coach the baseball team of the University of North Carolina for the season of 1902.

The schedule of the baseball games to be played by the Princeton University team has been announced. William Clarke, catcher of the Baltimore team, has been engaged as coach. Twenty-eight games in all will be played, of which four will make up the Southern trip. The Southern schedule is as follows: March 28, Johns Hopkins at Baltimore; March 29, Georgetown; April 1, University of Virginia, at Charlottesville; April 2, University of Virginia, at Charlottesville.

Among other games to be played by the Cornell baseball team on their Southern trip, Manager J. A. Kinnoy announces the following: April 5, Clemson College, at Clemson, S. C.; April 4, Furman University, at Greenville, S. C.; April 5, University of North Carolina, at Chapel Hill; April 7, University of Virginia, at Charlottesville. As Virginia comes last on this list a comparison of scores will be interesting.

Blacksburg will make an extended Southern trip this Spring. They play V. M. I. (in Charleston, S. C.) Charleston Athletic Club, South Carolina College and Davidson within a few days prior to their game at this place.

The prospects for a good team as given out by them are fairly bright. Their pitcher of last year is now at Cornell, and the most promising twirler so far developed has left the school. The other positions on the team will be filled mainly by old men.

Lehigh University's baseball schedule for the coming season includes the following:

March 27 and 28, University of Virginia, Charlottesville; March 31 and April 1, University of North Carolina at Winston and S. N. C. F. R. Da. nectively; April neville, N. C.

*University Pears
Ivory x
Swift 21
Nabisco For
No. 19
Mullins 40
Gougeon x*