

THE TAR HEEL

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THE STATE has three kinds of schools—the State schools, the church schools and the private schools. The last named class is of comparatively small importance, because they are so few in number. The private schools and academies at one time formed a much larger per cent of our schools than at present. That a few still remain and do good work, thus increasing the opportunities for education, everyone, we suppose, who is interested in the education of the youth of the State are thankful.

As to church education, it is being confined more and more to the colleges, which draw their support from their respective denominations and from the liberality of private individuals. The churches have found themselves unable to maintain high schools, in many instances, and are fast relinquishing the field of secondary education. They do not attempt the common school, except in isolated instances, where a school is established as a charitable or missionary agency. Plainly, the power of the churches for education lies in their higher institutions. Here their power is indeed great. Every North Carolinian should rejoice that the denominational colleges of the State have received big endowments, along with the loyal support of the churches, thus being enabled to do a great work in the education of young men and women.

The State's schools may be classified as a system. This system includes the public schools, the State high schools and the University—which consists of the State's three higher institutions of learning. From an impartial survey of the facts, it is evident that the larger part of the work of education must and does devolve upon the State. There is, or should be, no conflict between the State schools and the schools maintained by churches and private individuals. Are they not all working to the same end—the education of good citizens and as many of them as possible?

And yet, from the resolutions recently passed in the Baptist State Convention at Hendersonville, one would be led to believe that the prosperity of the State colleges would mean an undoubted injury to the denominational schools. How or why this would be true it is hard to say. But those resolutions, read over and over again, seem to mean just that and nothing more:

"Whereas, the denominational col-

leges, which are educating twice as many young men and women as the State colleges, are forced to increase their endowment, to meet the condition created by the present appropriations to the State colleges; and—

"Whereas, the large appropriations to these State institutions, made possible by a bond issue, would seriously cripple our denominational colleges; therefore, be it

"Resolved, that we, delegates to the Baptist State Convention, a body representing 224,000 Baptists, do most earnestly protest against any abnormally large appropriation, such as certainly would follow a bond issue."

If it is true that the denominational colleges now educate "twice as many" men and women as the State colleges, we are unable to see why the former institutions are forced to increase their endowment for the purpose of meeting the existing condition at the State colleges. Are the denominational schools under the necessity of educating three or four times as many, instead of "twice as many" as the State institutions? And must the State's appropriation for its schools be gauged in such a way as to bring that about? We shall not try to deal with the statement that a larger appropriation would "seriously cripple" the church schools. It is capable of but one interpretation.

The State institutions are entirely dependent on the State for their existence and support. They do not receive and do not want the immense gifts that are constantly being bestowed on the denominational colleges by wealthy individuals. Such support is inconsistent with the nature of the institutions. They belong to the people of North Carolina, and by the people alone should they be maintained.

We refuse to believe that these resolutions express the "sentiments" or the wishes of the 224,000 good Baptist people of North Carolina.

As to Class Basketball

Basketball seems to have come into its own at last. Recognized as a Varsity sport, enjoying the services of a competent coach, more challenges on hand than can be taken care of, being the topic of conversation at breakfast tables—and this is the real test of live athletics—it seems that the dreams of basketball's most enthusiastic supporters has come true. Now that we have taken up the game, why not carry it to the limit and make the most of it?

A freshman enquired a few days ago if there would be class basketball teams. While the promoters of the game probably have not given much attention to this phase of the sport, the suggestion of the freshman seems to be a good one. Why not have class games of basketball? Since only five men play on a team, and since class basketball would give twenty more men a chance to make a team, it seems to us that nothing could be done which would place the sport on a firmer basis at the University than the making it a phase of class athletics. Class football has prospered this session as it has not before in the past few years, and it is but natural to extend this spirit into basketball.

Of course the greatest difficulty would be the necessity for the election of managers and captains by the different classes to meet and elect their officials. Coach Cartmell might simply select five men from each class, appoint captains, select the days on which to play and let them go it. We venture to assert that there would be many interested spectators if the games were posted on the bulletin boards.

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