

# THE TAR HEEL

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I know a man who got a liberal education while waiting for his wife to put on her hat.—Elbert Hubbard.

Studies serve for Delight, for Ornament, for Ability. Their chief use for Delight is in Privacy and Retiring; for Ornament, is in Discourse; and for Ability is in the Judgment and Disposition of Business.—Bacon.

This purifying of wit, this enriching of memory, this enabling of judgment, this enlarging of concept, which we commonly call learning.—Sir Philip Sidney.

The world is the thought of God made objective. When we study and analyze the world we trace the unfolding of this thought.—Everett.

## THE SINE QUA NON

Miracles will happen in the best-regulated universes. So this unheard-of came to pass: a college student once wondered, "What is an education?"

Of course he knew, as all good college students know, that it came from the Latin *e plus ducere*, meaning to lead out, which was quite plain to him, only he didn't exactly understand who was doing the leading, who was being led, how he was being led, and where out was. He looked up "education" in Webster's Dictionary. "It means," said Webster's, "to inform and enlighten the understanding of." This, however, "informed and enlightened the understanding of" him very little.

But our hero was as persevering as Archie the Architect of the Alger books. He asked one of his professors what an education was. "I must hurry," the professor answered, "as I have to lecture this hour and I fear my class will leave me."

Nothing daunted, our Inquisitive Student sought one of those "most potent, grave and reverend seniors that roam the campus." "An education," said the senior in reply, "an education is—is—why, an education is what we come to college for."

Judging from what the others could tell him our hero was about to conclude that education was nothing. Yet, he argued, it must be something; here are hundred of men spending good years and dollars looking for it; somebody on the campus must have found it. He decided to find out for himself what that mysterious something was. Adopting the Baconian method of experimentation and observation, he studied the representative college men. Naturally he came in contact with the three types of the college man—the athlete, the fraternity man, and the

Phi Beta Kappa man. He asked them questions about what they had studied in their courses,—and received no answer; he urged them to express an intelligent opinion on the war and the duty of the United States,—and he urged in vain; he watched the bungling way in which they met the situations and failed to solve the problems of every day life. He finally was forced to conclude that the athlete's head was almost as empty as his football; that the fraternity man's head was crammed,—but with social sawdust only, and that the Phi Beta Kappa man, having lost his note-book, knew nothing at all. What! was the popular belief then false? An education is not 'varsity sweater, a frat pin or a Phi Beta Kappa key? Only too true.

By the same process he discovered that an education is not an A. B. or an A. M. or a Ph. D.

But the discovery that astonished him most was that the minds of the college students were either dead or dormant. These men were fairly broad-minded. And they remembered a lot of facts about Physics and History. But they never thought of connecting them with life. They knew and cared little about national affairs; they didn't even solve their own daily problems intelligently. Their minds were dead to the world.

One day he suddenly discovered what an education is.

He met an educated man. It was on the train. The man was sufficiently insignificant-looking to have been a vice-president. He did not even have piercing black eyes. But he had a live brain.

Our hero suspected him of being either a genius or a drummer when the stranger elucidated to him the Eleusinian mysteries of the railroad time-table. He realized that he had met an extraordinary man. He asked him the hardest questions about the war and America's duty,—questions that he had blinded the professors with,—but the TimeTable Solomon answered them like a Sunday edition of the New York times. Our Student determined to blind him if he had to ride the train to the end of the line. He next quizzed the man on the English Renaissance. He was delighted to find out that he couldn't tell Lord Burghley from Sir Philip Sidney if he were to meet them both in the smoking car. "Anybody that knows nothing about the Renaissance must be a fool," said our hero overjoyed. But the man didn't seem to realize what a fool he was. He kept on shamelessly asking questions about the Renaissance until he knew as much about it as our hero could tell him. And he seemed so interested in it that our student lent him his parallel-reading book that he had brought along. When the gentleman brought the book back a few days later he tried to blind him again. But he got caught. The stranger had learned more about the Renaissance in three days than our hero had memorized in a year. He not only knew the history but he comprehended the spirit of the Elizabethan times; he compared it with that of the present and suggested Elizabethan method and viewpoints that we might adopt with profit at present.

"If he isn't an educated man now," thought the student, there isn't but one thing that can keep him from being so shortly,—and that is an early death."

And so it dawned upon our hero's foggy consciousness, the old, old commonplace that all know and few realize,—that the principal in-

redient, the living soul, the *sine qua non* of an education is not an A. B., or even the whole alphabet but a live mind.

## CAROLINA WILL PLAY HER PART

"The University of North Carolina has never failed its country in time of need," says the Charlotte Observer. "It would be farther away from such failure at this time than ever. There is not going to be any such call upon its patriotism and its resources as was the case when the Civil War alarm was sounded,—when professors and students abandoned college for the field and the University was closed,—but whatever part the University may be called upon to play, it will play it well and cheerfully and, we might add, thoroughly."

And of course the part that the University plays, amounts, in the final reckoning, to the part you and I play.

That Carolina men,—both alumni and students,—are eager to serve the nation well and thoroughly has recently been clearly shown. And it will be more clearly shown as time passes. Already a multitude of alumni, proffering their services have answered the cards sent out by Dr. Bullet, acting as an official of the Inter-collegiate Intelligence Bureau. Already between four and five hundred students, have voluntarily begun drilling.

The one danger is that, as the novelty of the thing wears off, many of the students will lose interest and quit. However, the enthusiasm of the men, the efficient management of Mr. Campbell and the probable coming of a U. S. Army Officer to take charge of the training, all tend to render that danger negligible.

Every man here at Carolina should realize that in taking this military training he is not playing a little game to be enjoyed today and neglected and forgotten tomorrow, but that he is doing a work which is an honor to the Uni-

versity and a worthy service to the state and nation.

## Many Classes Planning Reunion This Year

The classes which will hold reunions at commencement are: 1857, 1867, 1887, 1892, 1897, 1902, 1907, 1912 and 1916. From these classes committees have been appointed which are at work on plans for making these reunions the biggest and most successful in the University's history.

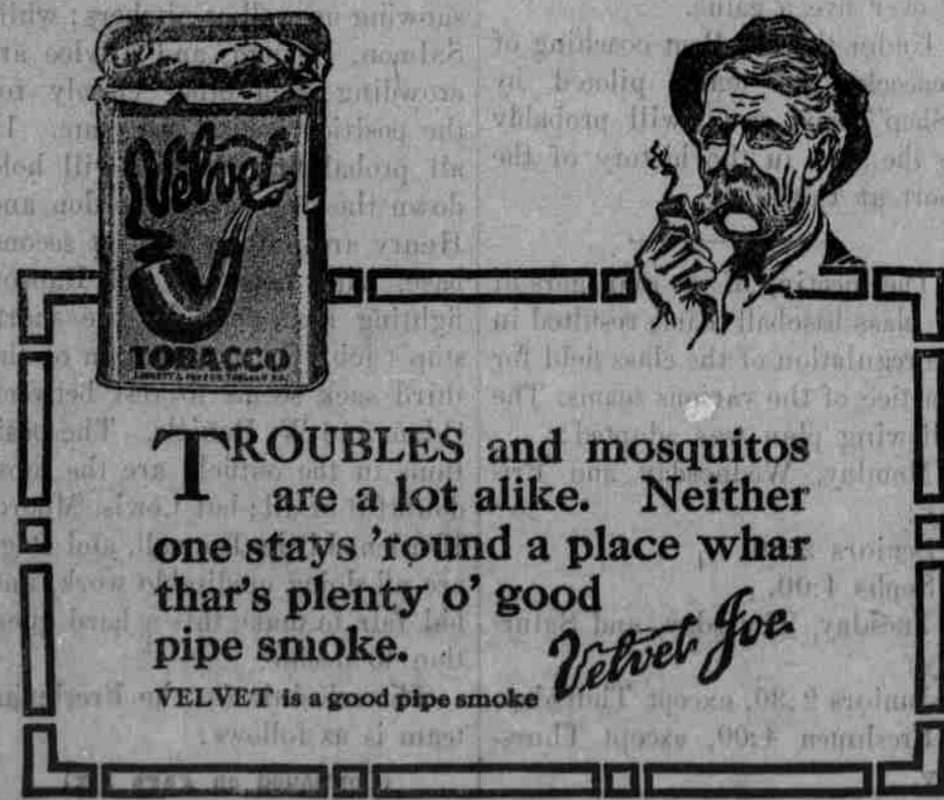
Within recent years various classes have set high standards in the matter of class reunions. The class of 1902 which perhaps holds the record of all University classes in the percentage of its members who are lawyers, has had two very successful reunions and, through a class bulletin issued regularly by R. A. Merritt, Secretary, has kept its members in touch with one another since graduation fifteen years ago. The class of 1909 at its five-year reunion in 1914 came back with spirit and took possession of the campus for several days and of the athletic field for the presentation of "stunts" on the afternoon of Alumni Day. The class of 1905 coming back in numbers to its ten-year reunion in 1915 brought to Alma Mater a gift of \$1,000 which made up the first gift to the Alumni Loyalty Fund, and was, in fact, the inspiration for the starting of this fund. The class of 1911 in the preparation for its five-year reunion held last commencement and in carrying through to a splendid conclusion a well-laid plan furnished the most striking instance in reunion history at Carolina. This class made provision early for securing a large attendance and for having a joyous time together on the "Hill." The result was a largely attended, altogether successful reunion which proved to be the chief feature of the Alumni Day celebration.

For the reunions of this commencement nine of the University's most loyal classes are at hand.

(Continued on Page Four)

## Mr. Henry Ford

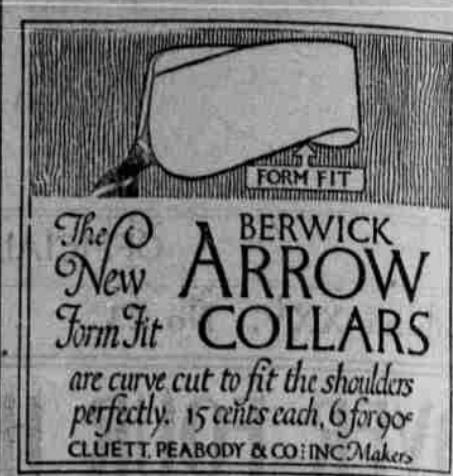
will employ ex-convicts but will not employ men who smoke cigarettes.



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