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Official Organ of the Athletic Association of the University of North Carolina  
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## DR. BATTLE

Few men have meant so much to the life of the University as Dr. Kemp Plummer Battle, to whom the Tar Heel dedicates this issue. He was a pioneer—hardy, stirring ever with pioneer honesty and fidelity to purpose to broaden the scope of the University whose destinies he guided for many years. He worked greatly; he blazed the way for his successors; to him we offer thanks for the University that has been given us.

Dr. Battle, to us, represents the pioneer spirit—the spirit of North Carolina.

## THE PRESIDENT'S REPORT

After accenting the active chairmanship of the faculty and the responsible leadership of the University, Dean Stacy was immediately at work on his conception of a great University. The "Report of the Chairman of the Faculty," which he had recently submitted to the trustees of the University, we are told, impressed that body of men as few such papers have done. The University policy which he so clearly outlined in this report, and his suggestions for the immediate future of courses in the University revealed Professor Stacy as "a progressive in whom the deep fervor of the idealist is controlled by the clear vision of the truth-seeker." Many of the state papers at the time remarked that the report so impressed the trustees that they accepted it as the immediate settlement of the University's predicament.

Every student who is interested in the University, its needs, aims and ideals, should secure a copy of this report that he may better understand his University and its relation to the state and nation. In the report proper, the work of the University in all of its various departments, for the past year, is clearly defined, and means are suggested by which the University would seek immediately to increase its usefulness. The work of the S. A. T. C. at Carolina this fall is explained by the Director, Prof. P. H. Daggett, together with his conclusions as to its effect upon the future work of the University. The aim of a state institution, the mission of this University—its aims and ideals—Professor Stacy interpreted as follows:

"Not only should the University maintain a high standard of instruction and investigation, but it should be keenly alive to the interests and welfare of the entire State. It is clearly the function of a state institution to initiate agencies for progress, and by intelligent foresight to study the development process of the commonwealth, and to assist them to full growth. If advance may be made in material resources, in commerce, in industry, in government, in education, in social service, or public health, the University would seek to contribute its part not with any purpose of self-advancement, but as an intelligent instrument of the people of the entire State. This conception of a University sets no limit to its usefulness, and permits the State to say what kind of University it desires. If educational institutions are regarded as subjects to be supported, their activity is circumscribed; if they are regarded as opportunities for investment, their service is as wide and full as the State asks.

"North Carolina faces a future of large possibilities. What shall be achieved depends upon the terms in which she thinks of herself. Consecrated to the task of war, she has learned some valuable lessons. The sympathies of her people have been made national and inter-national. Her sons have fought in a great cause and her citizens at home have dared to do the heroic and seemingly impossible. And they have gone over the top. Shall the same spirit still animate her people? Shall North Carolina in peace and reconstruction attempt large achievement? Already within her borders private organizations and institutions for great good are thinking in large and productive units. Shall the State institutions

have a vision less broad or a faith less confident?

"The answer of the University is clear and unmistakable. Reflecting the spirit of a democracy which has registered its approval of schools by 100,000 majority, it would join every other helpful agency in daring to render a larger service. It would ask nothing for herself at the expense of others. The work of education is large enough and important enough to command the highest skill of all the teachers of the State, and this greater effort must be in co-operation and not in competition. By increasing educational resources, by intensifying work already existing, the State may expect from her educational institutions, both public and private, an impetus hitherto unknown.

"\* \* \* The right of an educational institution to exist rests upon its ability to bring to the commonwealth something richer and finer than could be known without it. The University of North Carolina, physically located in a quiet grove, is yet a spirit, from which emanates something creative, something permanent. Its mission is to instruct and to inspire. The greatness of its work and the greatness of its achievements depend upon the consecration of its men and women to their task. I believe a larger day lies before us, for I believe the people of the State understand their University, and their University understands the people of the State. This mutual understanding promotes good will and promises to the University and to the State a freer and more abundant life."

## THE MAGAZINE

The modern Falstaff, Romeo living in the New Dorms, and Juliet, who dwells back home in Mudville, the learned Aristotle wearing his Phi Beta Kappa key, and the mighty Cicero at whose ponderous voice the radiators in the Di Hall tremble with affright will appear this spring in Chapel Hill through the magic pages of the Magazine. Such jovial company may astound "the high-brows" with their familiarity and profane disrespect for dry and dull dissertations of Ph. D.'s, but nevertheless they are cheerers and humane friends of the normal college man. He could no more deprive himself of such delightful company than he could stop going for his mail or stop smiling over the contents of the wonderful pink envelopes that arrive each week. The Magazine, since it satisfies a deep craving of human nature for wholesome entertainment and for the poetic and beautiful side of life, is a necessary outgrowth of a full University life. To compare the Magazine by a simile well appreciated by all lusty Carolina men: it is like a delicious meal at home, of the whichness Swain Hall hath never glimpsed, a repast that is consonant to the taste of the philosopher, the social leader, the debater, and even that strange and fearfully wrought species of humanity, the Carolina "hard boy."

Such a book of life must have the whole-hearted support of every Carolina man. Each fellow here has a peculiar personality that has no duplicate in all the world. Hence each individual sees the varied life about him from a unique point of view, in some aspect, perhaps, from a finer point of view than any one else. To get these various personalities to work upon the materials of the rich life about them and translate it into literature is the purpose of the University Magazine.

## A DIFFERENT SPIRIT

It is already apparent that there will be a changed spirit in the colleges after the war, a point which is touched upon by Professor Robert N. Corwin, chairman of the committee on revision of courses at Yale, in a recent discussion of the reforms which are reasonably to be expected as the result of the war. He finds first of all that because the world is poorer, it will be necessary for all men to work harder, and that in this college men will not be able to escape their share. This brings us to the probability of longer terms and shorter vacations, with an implication in favor of the all-year school. But it means more than that; it also includes "less desultory study and random election of courses," and better direction of the work of the faculty and students. Elimination of lost motion gains time, as any mechanic knows.

A significant influence in bringing about the change which to make the college a place for serious work will be exercised by the students themselves. It is plain that young men who have been aged by a year and a half of war will not return to their classes in the same state of mind in which they left them. They will be many years older, measured by that which they have seen and done, than they were when they went away. The point that the years of youth are precious will have been impressed upon them. They will constitute the leaven of the whole lump. They will be there primarily for work and only incidentally for play. It is impossible to escape the conclusion that other young men will follow their example. It will no longer be unfashionable to be a "grind." The light-headed, the casual, and the student who selects his studies with the sole purpose of obtaining credits easily either will reform his plan or be left behind in the race.

It seems quite probable, too, that the faculties will need to look to their

laurels henceforth. We do not envy some of them their task of teaching experienced veterans where heretofore their classes have consisted only of boys. We do not allude to the relatively unimportant requirement that they shall be careful of their "facts," but to the need of interpretations which will appease the requirements of students who had had new practice in thinking for themselves. The teacher who formerly "got by" because of the plasticity of his pupils, is going to find it necessary to inspire them in some positive way, or his usefulness will be done. It is safe to predict a tremendous rattling of the dry bones.

The colleges will not be committed, regardless of circumstances, to the four-year course. The problem is individual; it is partly financial, and must be adapted to circumstances. But something like it is certain to come. It is improbable that the serious young man of the future will be content to potter for four years over work that he could do in three. The world is calling for him, and he is chafing over every delay. The spirit of the student is changing, and the college must be prepared to vibrate in harmony with the new note.—Yale Review.

## STUDENT FORUM

### AN ALL ROUND MAN

What do we mean when we say an all round college man? Do we mean the fellow who allows his books to take all of his time? Or do we describe him as the chap who has his mind more intensely concentrated on a free and go-lucky life?

No. The college man is more than any of these. He is the fellow who tastes of all the college activities, and who, finding them palatable, desires some of each. He is a well developed man who loves to work while he works and play while he plays. His books are not the usurpers of all his time, for he always finds time to mingle with his friends and hold a good old bull session. Neither is he a slacker in his duty toward his college duties and studies. As we understand an all round college man, he is not a one-sided creature who is interested in just one phase of our life here. But his interest is divided equally among the several fields.

Let us take this matter into the living of our lives on the Hill. We have a task of gigantic proportions before us. Two of our dearest and most cherished friends and leaders have passed from our midst. The spirit of their exemplary lives bid us to the performance of our duty. Shall we turn a deaf ear to their valuable advice of by-gone days? Their spirit tells us to be men. So as true Carolina men we will prepare for the future. Let us enter into every activity that holds an interest for us. If we want to make this a great year for Carolina and each one of us, every man must help every organization and publication by giving them his loyal support.

### CLASS ATHLETICS

"Hey there! Where are you going?"  
"Nowhere. Why?"  
"Well, how about taking a little exercise?"  
"What's there to do?"  
"That's right; there's nothing much."

If you'll just glance around you will find this to be the case. Out on the field you'll hear bats crack and in the gym at night you'll see the sparsely clad in pursuit of the basketball. But it is only a chosen and expert few who are able to participate. This year practically no provision has been made for the physical development of the majority of the students. In other words, the ordinary class player has hardly a chance to improve. The Greater Council seems to have as its object only a picture in the annual and a line in statistics.

Take, for instance, class basketball. It was up in old Commons Hall that such men as Lynch and Shep received their training before they became varsity material. Now (we are glad to say) Commons is no more. It is true that we have Memorial Hall standing gloomy and vacant in our midst, but it seems that it would be unheard of to make it suffer the indignity of benefiting any one. Then, there is the gym. Every afternoon from two until four its occupants are very few and undecided as to purpose. This would be an excellent time and place to start a class basketball league. Likewise, places may be found for other class sports and interest aroused in them.

One thing is certain—it is time the proper authorities took some action on the matter. Only when every one is given his chance to show his ability and when the raw material has ample opportunity to develop its qualities will the athletic condition of the University be on a firm and winning basis.

—WEBB DURHAM.

### WHY RUSH?

If a visitor should go to Chapel any morning he would either think us very anxious to go on class or very impolite. It takes us easily more than five minutes to get to Chapel, but the second the 10:45 bell rings everybody starts grabbing a hat or book or something. Is it a desire to get on class that prompts this? I am sure it is not, besides you still have five minutes to get there in. Consider the

speaker, he wouldn't be up there if he didn't have something to say that was worth while, something that concerned you and your relation to your State or school. He knows what that bell means as well as you do, and if you will only sit quietly just one minute longer, and give him a fair chance to finish, he will, and you will be on that class in plenty of time to answer "Here." Put yourself in the speaker's shoes, and imagine now you would feel. Think it over and see what you think about it.

—H. G. W.

### AMPLE OPPORTUNITY

The crack of the baseball bat out on Emerson Field where the varsity team is rapidly rounding into shape and the rush of Capt. Cuthbertson's basketball warriors across the gym floor is music to our ears. We who sit on the bleachers or stand in the gallery of the gym and yell our throats sore as our varsities fight to win laurels of victory for us are proud to see our teams developing so rapidly. But that crack of the bat and scramble on the basketball floor has stirred the blood in our veins and made us want to get into the fight ourselves.

If that is the case, why are we not out with the varsity, might be asked. The answer is that we are only the worshippers of the heroes of the diamond instead of being stars ourselves. We belong to that great majority of students who are highly interested in sports but who ourselves for various reasons cannot play on the varsity teams. In other words, we are the men with limited time, little athletic ability, but with great desires to spend part of our time in beneficial recreation.

At the present time out of a student body of eight hundred, there are about 20 men trying out for basketball and about thirty out for varsity baseball. Of the remaining 600 a very small percentage play tennis, a few go to gym but the great majority do nothing. But the reason this great majority does nothing in the way of regular, beneficial exercises is not because they do not desire it but because that something to do is lacking. Our athletic system is a failure in that respect.

It is our intention not alone to criticize but to suggest a remedy to this situation. Our plan is to start class athletics—baseball, basketball, soccer and spring football. Let those men who wish to, go out for these teams. In addition to this we suggest that the Athletic Association, even if the students must be assessed for additional funds, furnish baseballs and bats, footballs and other athletic equipment for the use of those men who wish to do no more than engage in back-lot type of baseball or boarding house competition. In other words, give every man a change by furnishing games suitable to the ability of the men. We would suggest that the Athletic Association take this thing under their charge.

The benefits to be derived from such a scheme as mentioned or from any scheme just as long as the whole student body will derive good from it can not be stated in print. To remember the great physical benefit regular army drill did for the students is sufficient argument for a system of class athletics. But in addition to physical recreation the student will receive the joy of the sport itself. A good spirit will be created and kicks made against football or soccer ball instead of other possible things. Let's kick a football instead of other things.

—NAT MOBLY.

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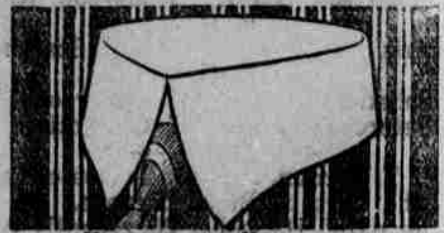
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