

He Felt Like 30

But Only for Moment: Horace Williams Enjoys Joke on Himself

Horace Williams, professor of philosophy, went into a local food emporium Tuesday morning in search of some steak for lunch. He asked for a piece of tenderloin second-cut. There wasn't any.

Mr. Williams signified that he might accept canned tongue. The clerk brought out a strip of tongue thirteen or fourteen inches long, stating that it had once been canned but had recently been taken out.

"Then, I won't have to pay for the can," observed Mr. Williams playfully. "How much is the tongue?"

"Eighty cents a pound." "How much would half of it be?" inquired the philosopher, eyeing an imaginary spot in the center of the strip of meat.

"Forty cents, Sir," he was told in the prompt, cheerful manner of food salesmen in this center of culture.

Chuckling over the joke on himself, Professor Williams left the store and wended his way to his classroom in the Alumni building.

High School Annual

Staff Completed With Rena Henry As Editor-in-Chief

Pupils at the Chapel Hill high school have already started working on their 1929-30 annual. If sufficient volume of advertising can be secured, the edition will be larger than last year's, covering the year's activities in the school as a whole, according to Claude Council, business manager of the publication.

The annual staff is complete, with advertising solicitors, assistants, artists and others. This year each class in the high school has one pupil representative on the staff, except the seniors, who have two representatives. Penelope Wilson and Harold Ernst are the senior representatives; Elsie Lawrence represents the juniors, Billy Weaver the sophomores and Lucille Bennett the freshman class.

Rena Henry is editor-in-chief, and Nathan Walker is assistant editor. Miss Susan Rose is faculty adviser for the staff of workers. The high school pupils are planning to stage an amateur circus soon to help raise money for the annual. The dramatic club will put on an entertainment and students will sell candy and otherwise attempt to supplement advertising revenue.

Don't Worry

Cornell University has applied for a patent for a new and inexpensive process of making milk sugar, a process discovered by Dr. Paul Sharp, professor of dairy chemistry at the University. The process is said to yield a milk sugar not formerly used on the market, which may be substituted for ordinary table sugar.

About the only thing that hasn't been invented in the past few years is a new way of making love. Many have tried to improve on this, but about the only thing that they have been able to do is to add many appliances; the method seems to remain the same.—The Plainsman.

Wellesley College Prohibits Flying

The popularity of flying has added a new prohibition to the list of "Thou shalt nots" in the Wellesley College Handbook. The dean's office issued the edict that "No student while under the jurisdiction of the college may ride in an aeroplane unless permission has been granted from the dean's office and the written consent of her parents secured."—The Critograph.

Sale To Give Reading

Author of "Tree Named John" at Parish House December 2

John B. Sale, author and interpreter of "The Tree Named John," which has been acclaimed as a permanent contribution to southern literature, will give a reading before the Community club at the Episcopal parish house the evening of December 2. The public is cordially invited.

With the Churches

BAPTIST

Eugene Olive, Pastor
9:45 a. m.—Sunday school.
11:00 a. m.—Morning services. Sermon: "Making Love Real," Mr. Olive.
7:00 p. m.—Young peoples' union.
8:00 p. m.—Evening services; sermon: "What God Will Do," Mr. Olive.

CHAPEL OF THE CROSS

A. S. Lawrence, Rector
8:00 a. m.—Holy Communion.
10:00 a. m.—Bible class, Dr. U. T. Holmes.
11:00 a. m.—Service and sermon.
7:15 p. m.—Y. P. S. L.
8:00 p. m.—Service and organ program; Mr. Kennedy will play; Prelude in A, by Hollins; Trumurei, by Shumann; Sortie in G Major, by Rogers.

LUTHERAN (Gerrard Hall)

G. A. Metz, Pastor
9:45 a. m.—Sunday school.
11:00 a. m.—Morning service.

METHODIST

C. E. Rozzelle, Pastor
9:45 a. m.—Sunday school; Bible classes for upperclassmen and freshmen.
11:00 a. m.—Morning services; sermon: "Life's Extras," Mr. Rozzelle.
7:00 p. m.—Epworth league.
8:00 p. m.—Evening services; sermon: "Two Questions," Mr. Rozzelle.

PRESBYTERIAN

W. D. Moss, Pastor
9:45 a. m.—Sunday school.
11:00 a. m.—Morning services.
7:45 p. m.—Evening services.
8:45 u. m.—Young peoples' social hour.

UNITED CHURCH

B. J. Howard, Pastor
9:45 a. m.—Sunday school.
11:00 a. m.—Morning services.

Foister to Washington

R. W. Foister of the Foister Photo Co. is attending the Master Photo Finishers Convention of America, at Washington, D. C.

Mr. Foister is president of the North Carolina Photo Finishers, and has made this trip in the interest of the business.

Survey Of Development Of State Universities Made By H. W. Chase

(Continued from page one)

with the struggle over the charter of King's College in 1754."

In his review of this stage of transition, the speaker declared that all attempts, from the struggle involving King's College up until the climax reached in the Dartmouth College case, "failed, and their failure delayed for long periods of time or prevented altogether the foundation of state universities in the areas in which those older institutions were located. Of the colonial group only one (Rutgers) is now a state university by the standards of this association. Of the New England group, Vermont was the only state to provide in its early constitution for a single state university. In was, in short, by the creation of new institutions that the movement was destined to proceed...

"In two sections of the country the state university was to find its origins. In the South,

the colonial tradition had involved the migration of students who desired college education to the North or to Europe, and the field was therefore for the most part clear for the formation of institutions representing the newer public sentiment; in the middle west all was plastic, and as settlement took place, public concern with education naturally reflected itself in the development of state universities."

Georgia, with a university chartered in 1784, holds the oldest charter of any Original state university serving throughout its whole history as a state institution. Of the state constitutions adopted before 1800, several, most prominent among which are those of Pennsylvania and North Carolina, provided for universities.

As for the part played by the Southern state universities in the antebellum South, Dr. Chase indicated that the striking progress of higher education in the South up to 1860 has never been adequately portrayed. He offered figures, statistics, and quotations from writers of the period to illustrate his point, referring often to the Universities of South Carolina and Virginia.

Of the Virginia School he said in part:

"Founded by Jefferson as the capstone of a state system of education it reflected both his conviction that the only salvation of democracy was the illumination of the darkness of ignorance, and his faith in freedom, with its independent schools, its a student body reaching nearly elective system, its faculty government and its early developed honor system. With a strong faculty and a student body reaching nearly a thousand toward the end of its ante-bellum career, it held a place of power and influence in the South."

"The Civil War, of course, brought ruin to the Southern universities. Their student bodies and faculties were dispersed, their resources disappeared, their buildings were destroyed, used for hospitals, or abandoned during the conflict or during the troubled years which followed. There was a long, slow process of rebuilding due both to the poverty of their states and to the necessity of readjusting themselves to new conditions. In these latter years their development has again gone forward, in resources, in quality of work, in numbers, and in adjustment to the needs of the commonwealths they serve."

After a final summary of the factors involved and the progress made in the development of the institutions the speaker turned to a discussion of the obligations of the forty nine universities as they have been established in the past century and a quarter. He said in part that "there is a very real sense in which all universities, however founded or maintained, are simply universities. "They are, universities in spirit and tem-

per. But they are also universities with a peculiar obligation to the life of their commonwealths. Growing as they did out of the public concern in higher education, their traditions have inevitably been those of democracy and liberalism. This has been manifest in the point of view from which they have regarded their public duties."

"It is hoped etaoiin to arh m "It is to be hoped that these institutions will keep open permanently the door of opportunity."

In conclusion Dr. Crase turned to the future declaring that "Again, in the tradition of the modern state university is the conception of the direct responsibility to the state through extension work, service of its faculty on boards and commissions, the loan of its services for fact-finding, in other words, the conception of itself as not only a bulwark for the future, but a servant of the present.

"It seems fair to say that the state university of today still holds by those impulses of a democratic civilization that gave it birth. Here is both a satisfaction and a warning for the future. For I do not believe that, in the long run, there is anything that can replace in a state university that sense of obligation to its commonwealth as a whole on which it was founded. If the state university should lose that sense, then we may indeed expect to see once more repeated that struggle of a people to express its ideas in institutional form and the creation of other types of institutions adapted to the spirit of the age. The origin and development of state universities shows, if it shows anything at all, how any generation tends to create in some fashion the forms that it feels express its own necessities."

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