

THE TAR HEEL.

THE OFFICIAL ORGAN OF THE UNIVERSITY ATHLETIC ASSOCIATION.

Vol. 9,

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, N. C., April 8, 1901.

NO. 23

Dr. Alexander's Lecture.

On Thursday evening Dr. Alexander lectured in Gerrard Hall. His subject was "Some Old Teachers" and his talk was one of the most interesting of those so far delivered.

The speaker stated at the outset that the lecture was a pedagogical one and designed to interest and instruct only those who were going to teach.

Years ago there lived an old teacher from whom we all have to learn. He and his pupils may have created the science of education. Though a great teacher he wrote no books; though poor he charged no tuition; and strange to say he laid no claim to being a teacher, on the contrary he disliked to have the term applied to him. "I am no teacher," he would say, "I like company."

Though his lectures and talks were listened to by many he never taught in fine buildings, but in the grove or on the street or wherever he might be.

He was a simple, plain, earnest, extremely homely but an exemplary citizen.

His purpose was to draw out and develop the minds of his pupils by questions here and there; thus their minds were quickened.

His pupils were eager and anxious to learn, and each looked upon the schooling of the mind as one of the necessities of life.

In those days children went to school before breakfast and all went who were able. The methods were those used today. Reading, writing, and gymnastics were among the most important subjects taught. The pupils learned temperance, self-control, justice and a noble uprightness of life. They were to be noble in mind, body and character.

In his broad view of education few men have equalled him.

After about three score years of usefulness he incurred the displeasure of a few citizens. This dislike spread gradually and finally he was tried for charges which were absolutely false, but he was sentenced to death.

The good work begun was ably carried on by his pupil. The first wrote no books but the pupil wrote many.

The people with whom he had to deal were simple and quick to take up theories.

He taught that early in life the child should be told beautiful stories and kept from pain and sorrow so that he might see the bright side of life, and his nature be beautified. He thought that education proper should begin at seven, but regular study not until ten. Boys and girls should be trained alike for they differ only in degree.

The schools should have large play grounds, for much of the work of training was to be done out of doors, and education should be compulsory in the strictest sense of the word.

The soul, he said, had three parts

and it should be fed and nourished with noble things as music and sculpture.

His theory was that arithmetic should be taught as a method of stimulating thought. This should be followed by geometry. It could be best to teach astronomy as a branch of solid geometry. Philosophy should not be taught until the mind was more fully developed.

He believed in compulsory education but thought that religious sentiment and public opinion should influence it to a great extent.

His writings possess an universality that makes them valuable to all.

Among his pupils was one who was the forerunner of the science of today. He was a man of greater intellectual breadth than his teacher. His theory was that the highest object of man is to obtain perfect happiness, and this is only obtained by perfect virtue; and by virtue he meant a full development along every line.

His idea was that the purpose of an education is to fit a man for a good citizen and he taught with this end always in view.

The first thing to be attended to was the body—a sound body is essential to a sound mind—hence much stress was laid on gymnastics. He opposed the education of women on same lines as men.

A child's early life is extremely susceptible to the influences of its environments. Hence the greatest care should be exercised to surround the child with only the best and noblest influences. In families able to afford it competent servants were kept to train the minds of the children.

Reading, writing and gymnastics were taught. Music he would have taught, for its influence is ennobling, but it should not be taught in excess. In fact the motto of the times was "nothing to excess." Philosophy was important. Rhetoric, logic and natural science were included in the course of subjects he thought students should pursue.

The next teacher lived where laws were the guiding principal of life. Every citizen had to commit these to memory. In these days, if schools were not afforded at home, young people went abroad to study. In his time the ordinary course of learning included arithmetic, astronomy, geometry, etc.

After twenty years of teaching our teacher began to deliver lectures on oratory. He objected to corporal punishment of children and claimed that it bred evil traits. In teaching, much depended on memory. Minds differ much as soils, and, like soils, all may with proper care and attention, be made to yield something. He believed in paying strict attention to details, but always being plain, for the best method is always the plainest. A good teacher should try above all things to be as a parent and hence should be an exemplary character. He

should encourage his pupils to ask questions. Moderate lessons well learned were better than long lessons skimmed over. Study should at first be a pastime. Verses of the poets should early be committed to memory and the reading of the pupil should be under the direct supervision of the teacher. A strong foundation should be laid in reading, writing and grammar.

Socrates, Plato, Aristotle, and Quintilian lived long ago, but their theories and methods, enlarged and improved, have come down to us today.

At the present time teaching is more thorough than formerly but we should remember that thoroughness may be overdone.

At present when every other profession fails a man he begins to teach. Let us hope that ere long conditions will be changed and only those will teach who are capable.

Class Games.

So far in the contests between the classes for supremacy of the college only three games have been played.

Those three and their results were:

Fresh-Soph—Score 17-4, favor of Fresh.

Law-Med—Score 0-22, favor of Meds.

Soph-Med—Score 6-16, favor of Meds.

The game Saturday afternoon between Fresh-Law was necessarily postponed on account of rain.

The game between the Sophs and Meds was really a good exhibition of baseball for about five innings.

On account of lack of space the Tar Heel cannot publish a full synopsis of these class games but gives below the tabulated score of the Soph and Med game.

	Sophs.	A. R.	R.	IB.	P. O.	A.	E.	S. H.
Wilcox, c.	5	1	2	1	0	0	0	0
Gant, c. f.	4	0	1	3	0	2	1	
McAden, s. s.	3	1	2	0	4	0	1	
Ramsey, 2b.	4	1	1	2	1	4	0	
Whitehead, 1b.	4	0	0	15	0	1	1	
Morehead, p.	4	0	0	0	4	1	1	
Gordon, l. f.	4	1	1	2	0	3	0	
McMullen, 3b.	3	1	1	1	4	2	0	
Thorpe, r. f.	3	1	0	0	0	0	0	
Total,	34	6	8	24	13	13	4	

	Meds.	A. R.	R.	IB.	P. O.	A.	E.	S. H.
Linville, 3b.	6	4	2	3	2	5	0	
Council, c.	4	1	0	6	3	0	0	
Simpson, 2b.	5	1	1	5	4	3	1	
Abrens, l. f.	4	1	3	1	0	0	1	
McDonald, s. s.	4	1	2	1	3	1	0	
Patterson, p.	5	0	0	0	1	0	0	
Alston, 1b.	4	2	0	9	0	0	0	
Alexander, c. f.	5	1	4	1	0	0	0	
Justice, r. f.	5	1	0	1	0	0	0	
Total,	42	12	12	27	19	9	2	

Summary: 2 base hits, Alexander, Ramsey, Wilcox; stolen bases, 20; base-on-balls: off Morehead 1; off Patterson 2; hit by pitcher: Patterson 1; struck out, by Morehead 0, by Patterson 4.

Prof. Noble has gone to Wilmington to spend Easter. Mrs. Noble will probably accompany him back to the Hill.

Carolina 14; Clemson 0.

In a game of baseball that was altogether too one-sided for interest, the University of North Carolina defeated Clemson College, S. C., at Latta Park yesterday afternoon by a score of 14 to 0.

Owing to inadequate advertisement, the crowd was about one-third the size it should have been; but at 3 o'clock over 200 spectators were in the grand stand. Most of these were personally interested in one or the other team, and it was therefore expected that the contest would proceed through a multitude of comments and cheers. But the spectacle was too tame for enthusiasm. From the first inning the University men had everything their own way and their superiority was so manifest that it is questionable if their excellent game yesterday really indicated their best form. This means favorable criticism. The University team is strong, snappy and heady in all respects, and it is almost even betting that they will win the Southern pennant.

Where a victory is due to team work, it is hardly worth while to select individual players for complimentary notice. North Carolina's infield was superb; Carr at short, Smathers at third; Cocke at second and Holt at first all making brilliant use of their opportunities. Battle who pitched his first game this season yesterday, was all that he should have been. Graves, catcher, was in his usually good form, both behind the bat and in batting. The University's out-field is also to be commended for making the team consistently strong.

The star man on the Clemson team was Barksdale, the catcher, who accepted the 14 chances given him. The rest of the team played clean, fair ball, but suffer by comparative criticism.

The synopsis and official score will be published in next week's Tar Heel.

Important News to the University.

At a recent meeting of the Board of Trustees of the University held in Raleigh several important steps were taken looking to the improvement and advancement of the college. Authority was given the Committee to make arrangements and give out the contract for a central heating plant, which when completed will cost about \$28,000 and will heat all the college buildings. The committee is composed of Dr. R. H. Lewis, Mr. John A. Roebeling and Prof. Gore, and they will start to work at once.

Authority was also given to make certain additions to water works and sewerage system of the University.

The Trustees ordered the immediate repair of the roofs of Memorial Hall and Gerrard Hall. They created a Professorship of Physiology in the Department of Medicine and Assistant in Department of Pharmacy; the fees in the Departments justifying the additions.