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and Elon College, N. C.

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LOCALS AND PERSONALS.

During the meeting just closed it was the grateful pleasure of the local church to have Rev. C. H. Rowland, of Franklin, Virginia, as speaker. His impression on the student body was profound. At once, pleasant, jovial, scholarly, date, spiritual, he found his way into the affections of all those who were associated with him here, there to occupy a place of permanent remembrance and respect.

Talking as he did every evening for the ten days he was here and four times on the intervening Sabbath 'twould seem the audience would tire. But, not so. His discourses were, plain, elegant, illustrative, practical, varied so that anyone who heard one desired to hear them all. He left for his home and regular field on Friday last taking with him the gratitude, thankfulness and appreciation of a much-helped people.

First game of Basket Ball in the new gymnasium Friday evening with Emory and Henry College. We can not say just by what margin we won as at this writing the game has not been played.

Misses Pitt, Clements and Barnes are spending the week-end at the home of the latter in Greensboro, N. C.

Prof. W. A. Flick, of Greensboro, N. C., spent a short while Sunday evening here with his friends, Messrs. Campbell and Heatwole,

Mr. Albert Palmer, at one time a student here but now a graduate of the Baltimore Law School, visited friends and acquaintances here Tuesday, last.

Messrs. Bradford, Newman, Johnson, Vaughan, H. W. Pritchette, Lowell, with Coach Doak, were the outfit which represented this institution at Chapel Hill and the University Wednesday evening.

Mr. P. D. Teague, of Liberty, N. C., visited his daughter, Miss Blanche, of the college, recently. He also called at the office to greet Mr. C. B. Riddle whom doubtless he had seen before.

Mr. R. M. McNallay who spends most of his time traveling was home for a short stay the past week.

Ralph McCauley, of Chapel Hill, N. C., called in town Sunday last. His sister, Miss Sudie, of Gibsonville, N. C., was here at the same time. Both were formerly students here and the friends of these two loyal ones welcome them back.

QUIPS AND CUTS ON COLLEGE CHARACTERS.

Why is Miss Burwell so fond of arguing over Latin verbs, when she knows she is always wrong.

Mr. Riddle—"I just came back from Coney Island."

Miss Teague—"How did you find the water?"

Mr. Riddle—"That was easy, it was all around me."

Mr. Campbell during Latin—"Miss Dalrymple, who succeeded Cæsar in his Gallic campaign?"

Miss Dalrymple—"His ancestors I sup-

pose."

Jimmy Joyner—Who was not familiar with the French pronunciation answered "Law Sallie" for La Salle.

Mr. Rainey—"Two girls proposed a date with me at the supper table."

Purcell—"Which one are you going to accept?"

Rainey—"Neither one."

Purcell—"Why?"

Rainey—"I think too much of them."

"Mr. Perry", said Prof Doak—"give me a sentence with delight in it."

Mr. Perry—"De wind blew in de window and blew out de light."

Miss Tuck—"I wonder why Mr. Malone likes a song with Nellie in it."

Miss Beale—"I suppose his best fellow is named Nellie."

Mr. A. A. Riddle—"I am an engineer."

Dameron—"Well I suppose the engine you run was made to run backwards."

Y. M. C. A. ADDRESSED BY REV. C. H. ROWLAND.

By request the Y. M. C. A. met in the chapel Sunday afternoon instead of in the Y. M. C. A. Hall. Rev. C. H. Rowland, of Franklin, Va., was the leader, using as his subject: "Giving the Fellows a New Chance." The service began with hymn No. 102, "I Love to Tell the Story," after which Rev. E. M. Carter led in a very appropriate and helpful prayer. We then sang No. 194 "Blest be the Tie that Binds," and speaker read selections of Scripture from Acts 13th and 15th chapters, also II Timothy 4:11.

After the reading of the Scripture Bro. Rowland spoke for about 30 minutes and held the rapt attention of those present. During this address many were moved to tears. At the close of the address six men held up their hands and by that act said, "pray for me."

At this time Prof. Lawrence led in a very touching tender prayer. The service was closed with songs, "Just as I am." After the address on going from the chapel several remarks were made in the highest complementary terms of Bro. Rowland and his spiritual power. The Y. M. C. A. will be very glad to have Bro. Rowland with us often.

B. J. Earp.

February 2, 1913.

FROM A READER.

Dear Dr. Harper:

I have just read an article of yours in the *Elon Weekly* on the new Paidology (I meant the first letter of the preceding word for a P, but perhaps R is just as good, since much of the present "educational" doctrine is to a large extent a raid on all that is best and really deserving of permanence in the educational theories of the past.) Please accept my thanks for your able article.

I sometimes try to account for the mass of "educational clap-trap" that occupies such a prominent place in our magazines and "educational" meetings to-day. I am almost tempted to believe that many

of our "would-be" educators are mentally incapable of appreciating the problem of education in its entirety and because of their narrowness pounce upon and magnify non-essentials, partly because of their inability to contribute anything of real value to the true realm of educational literature, partly because of the desire for sensationalism characteristic of the narrow, weak, unbalanced mind. I fear we have few Pestalozzis, Paynes, or Horace Manns in the present category of popular education. I can only hope that through the men of influence of your type, leaders in real, rational, permanent education, their pernicious activity may be checked and nullified before it work irreparable injury to our public schools and through them undermine the foundation of our Republic itself.

Yours in the interest of Education.

J. William Barney.

Defiance, Pa.

FEW TRAINED TEACHERS.

Not more than one in every five public school-teachers in the United States is professionally trained to the extent of being a graduate of a teachers' training course, according to a bulletin on rural school-teachers just issued by the United States Bureau of Education. In fact, A. C. Monahan and R. H. Wright, the authors of the bulletin, point out that this represents only the highest possible estimate; that the actual conditions are even less favorable.

It is in the rural schools that the problem of securing competent teachers has been most acute. The attention of educational leaders has in the past been occupied by the rapid growth of the urban systems and the rural schools have been neglected. The trained teachers, themselves often the product of the country, have been attracted to the cities and towns by higher salaries and better prospects. There was formerly little inclination to appraise rural teaching at its full value, either in pay or position, and the better teachers left the country schools as soon as they gained experience.

Raising the standard of rural teachers by dignifying rural school work as a special field of high importance is already attracting better trained teachers to the country. It is now generally demanded that the teacher for the country school have a special training for the work. "The rural teacher," says the bulletin, "needs the same course in education and the same general methods of teaching as the town or city teacher. He needs however, in place of the academic subjects of secondary or collegiate grade, additional courses in natural and physical science, particularly in their applications, and in nature study, elementary agriculture, domestic economy, sanitation, rural economics, and rural sociology."

Three main agencies are attempting to meet the demand for trained rural teachers; the normal school, the county training school, and the high school. The bulletin describes the work of each of these agencies and selects typical examples from different sections of the country for more detailed descriptions. State normal schools at Bellingham, Wash., Harrisonburg, Va., and Athens, Ga., are discussed as examples of normal schools that offer regular courses for rural school-teachers, based on the special needs of their respective localities.

In other State normals there are departments for rural education, as in those of Michigan; the Illinois State Normal School at Normal; the Kirksville Normal School at Kirksville, Mo.; and five Wisconsin normal schools. The rural education department of the Western State Normal School at Kalamazoo, Mich., is considered typical of this group. One-year courses for rural teachers are offered at Valley City, N. Dak., Lewiston, Idaho, and Greenville, N. C. Certain county normal schools are designed solely for the preparation of rural teachers, as in Wisconsin. So great has been the lack of trained teachers in rural education that the high schools have been pressed into service. Thirteen States have organized teacher-training courses in the public high schools or in close connection with them.

THE MAN WHO DRAWS THE PAY.

The man who does the work now-a-days
Is the man who draws the pay,
Despite the croaking of the bums
Who say 'tis not that way.
But in this busy world of ours,
Just suffice it to say
That the man who does the work now-a-days
Is the man who draws the pay.
The man who draws the pay now-a-days
Is the man who does the work
Who is always busy, on the job,
Nor doth his duty shirk.
Holiday, week-day, night and day.
Stick to it like a Turk,
For the man who draws the pay now-a-days is,
The one who does the work.

—David S. Mills, a bank president of Auburn, New York, has been sentenced to seven years in the federal prison at Atlanta for misapplying the funds of the bank.

—The income tax amendment to the United States Constitution has been ratified by three fourths of the States and is therefore in force. It is expected to add millions to the national treasury.

—A Guilford county educational meeting was held here last Saturday which voted in favor of a compulsory education law for Guilford if such a law is not passed for the entire State. There were more than 250 representative people in attendance.