

## LETTERS TO THE GUILFORDIAN.

(The publication of letters does not necessarily mean that their sentiments are indorsed by the Board.)

## ONE TOO MANY.

I was pleased to read in a recent issue of the Guilfordian the account of the meeting in Raleigh of Guilford graduates who are teaching in the North Carolina schools. There was one sentiment, however, expressed there with which I do not agree and it certainly can do no harm for both sides in such matters to have a hearing. I refer to the proposed establishment at Guilford of a Department of Education.

Now if Guilford's graduates are to be teachers in kindergartens in all probability it is advisable to spend some time in the study of the theory of teaching, but I do not believe they are going to be satisfied to do very much of that kind of work. It is to be hoped that they will not, at any rate.

It is passing strange, but nevertheless true, that at the present time in this country, to be a teacher one does not need to know very much about Latin, English or Mathematics; all he needs is to know the theory of teaching these things.

It takes but very little foresight to see what the result of such a condition as this will be. The teachers themselves will have no adequate acquaintance with the fundamentals of the subjects taught, and consequently the students will have very little encouragement to attempt even a mild form of advanced work, and will settle back into the old ruts, thinking they know a good deal.

Teachers who know so little that they must use every available help and so-called Teachers' Edition in sight will parade before their classes with all the pomp of a Napoleon, but if you get them away from their thrones in their little puddles and see them in the classes again as students you cannot recognize them, they are so changed. Where real scholarship counts they are as meek as lambs ready to crawl under the bench.

I am not saying anything for any one else that I do not take to myself. What I claim is that to be a teacher worth anything one must be a scholar to a certain extent at least. To teach Latin it is necessary to have an interest in Latin. You can't dodge the subjunctive mode by talking about agriculture nor quadratic equations by rural betterment work. One of the greatest hindrances to advanced work is that the teachers in so many of the preparatory schools leave out just those things which have to do with the further development of the subject. It is out of the question to teach Geom-

etry without first being a Geometer, at least to a slight extent.

There is a fad at the present time, among Universities, to offer a great many courses in what they call Educational Psychology. Sounds great, doesn't it? But it is selling for a great deal more than it is worth. You may sit up in a big library and read big books and think out great schemes to make the road to learning easy, but in the end to do any teaching worth while you have to come back to earth and get down to spelling and complex fractions in the same old way and see that the students do the work. "The laws of the universe are not evolved from our inner consciousness."

As I see it, it would be utter folly to start somebody teaching "The Theory of Teaching" at Guilford. It would be to sacrifice real work to no purpose, detract from the other departments and help to perpetuate an already self-perpetuating fraud.

A. W. HOBBS.

## THE QUAKER.

The Senior and Junior classes seem to have started a plan that bids fair to enable Guilford to issue an annual every two years. Previous to this time an annual has been issued only when an exceptionally large, or strong, class was to be graduated, but this year the class of '16 and '17 have united in their efforts. This seems to be a feasible plan to enable each succeeding class to have a part in such a book.

Each class is sharing equal honor, as well as equal responsibility, and they are determined to put out an edition of The Quaker that will be a credit to them and the institution. But in order for them to do this they must have the support of the alumni, faculty, old students, and present student body. With this support there is no reason why this cannot be made a success. The following are those elected to the editorial staff: M. P. Mason, editor in chief, '16; J. P. Garner, editor in chief, '17; A. L. Riddick, business manager, '16; F. H. Mendenhall, business manager, '17; Laura Davis, assistant business manager, '16; J. H. Beeson, assistant business manager, '17; associate editors, C. R. Hinshaw, '16; Mary Ina Shamburger, '17; Floy Lassiter, '16; Hazel Armstrong, '17; C. T. Lambeth, '16; Aran Gray, '17; Caroline Yates, '16; Sallie Megehee, '17.

## PERSONALS.

Miss Catheryn Dorsette, '15, who is now teaching in Lexington, spent the week end with friends.

Miss Callie Lewis, who has been out of school for some time on account of an attack of appendicitis, is now recovered and is able to be at her home.

## Y. M. C. A. NOTES.

Our meeting this week was probably one of the most enjoyable as well as helpful meetings that we have had this year, and that is saying much. Dr. Meredith was the leader for the evening, and he was well prepared to talk to the boys. In his usual way he said many good things. We are unable to mention his splendid remarks in full but we will try to give in substance some of the things he said.

In commencing Dr. Meredith said that much of our every-day life is based upon a false philosophy. One that says: "Might makes right." The speaker spoke of the silly German activities to gain honor. But he added that we have ideas that would seem heathenish to the Germans. We should have consideration for those about us. It is not honorably, manly or Christ-like to annoy those whom we can. It is contrary to Christian doctrine for one to maltreat a fellow being in order to gratify a brutish desire. Is it not beneath the dignity of manhood to mistreat one just because we can? It does not matter what walk of life we are in we ought not to think that other people were created to be used as playthings for our own pleasure. We have no just right to pleasures at the expense of others.

The original offender deserves the blame. It is wrong to irritate one beyond endurance and then take one's actions as a just excuse for continuing our inhuman actions. Human beings like animals can be nagged until they will resist. Some parents tease a little child until it does something out of order then they knock it down. This is the highest folly and we all know it. Yet we see the same thing done almost daily about us.

Dr. Meredith made a great talk, which is worth while in applied Christianity. Let us think during the holidays and see if we can reconcile our actions toward our fellow man with the teaching of Christ.

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