

BUECK GUEST SPEAKER AT ANDREWS MEET

Topic Concerns Prob- lems School Children Present to Parents

At a meeting held at Andrews, Mr. H. Bueck made a speech in keeping with National Education Week. The meeting was held in the Methodist Church. Following is his short speech:

The public is inclined to think of education in terms of teachers and buildings—the tax payer in terms of money—the politician in terms of patronage—We have given too little thought to the curriculum. Our high schools are a recent offspring of the college preparatory academy and they still bear a very close resemblance to the parent institution. The subjects are largely the same and the method of teaching has not changed a great deal. Yet there has been a decided change in the student body. When the present high school building was erected in Murphy about ten years ago there were seventy high school students. Today there are five hundred and fifty—an increase of seven

hundred and eighty-five percent. This growth is unusual but not phenomenal. In Salisbury there were thirty-three in the graduating class of 1916. Last year there were over two hundred and fifty. Our high schools are rapidly being filled with students who are not looking for a college preparatory course, but for a course of study that will be an end within itself.

There are five major institutions of learning. The home, The church, The State, Business and the School. Taking the functions of these institutions in order; From the home we learn obedience to law and order. A large portion of the child's life consists of do's and don'ts from the unquestionable authority—the parent. As the parents lay the foundation stones of respect for law and order—so we build for good government and a peaceful state—as they fail our jails are filled. From the Church, we learn to develop the aesthetic sense. It is to the religious institutions that we owe the development of ART, MUSIC, and the DRAMA. Through this medium we develop the inner man—that thing we call the soul. You know as well as I how few of our children of high school age are being reached by the church today.

FROM THE STATE we learn JUSTICE and fair dealings with our fellow man. Our courts are referred to as temples of justice. Every man is

equal under the law and each can take his case before twelve of his peers and have a fair trial of his wrongs. The symbol of the blind goddess holding the balance pans, represent an institution built on the wisdom of all the ages for the conduct of man with his fellow man.

FROM BUSINESS we learn honesty. Our whole financial structure is built on trust and credit. It may be this hard school teaches us to be honest because that is the best policy nevertheless the training is invaluable.

TO THE SCHOOLS falls the task of coordinating the efforts of these four institutions. As the state has assumed the responsibility of the school we have leaned more and more heavily upon it as a panacea for our task of training.

There are four mediums of disseminating information to the people. The Press, The Motion Picture, The Radio and The School. The policies of the press are determined largely by the vested interests which buy the advertisement that support it. The headlines must cater to the appetites of the subscribers if the papers and magazines are to be sold. No editor really wants to give over the major portion of his publication to crime and sex. Commercially he must.

The Motion Pictures are ruled by the box office. They have to give the people what they want and not necessarily what is good for them. The appeal to the elemental in man has been found to be profitable and therefore exploited to the limit.

THE RADIO is clean, but no one will deny that it is operated solely for profit. The programs must please whether they instruct or not. The One Remaining Major Dispenser of Information is the public school. It is a non-profit institution, only slightly shackled by politics, but hide bound by tradition, superceded only by the courts in the difficult of breaking precedent.

The Responsibility of the public school is great, but no greater than it's opportunity. We must fit our curriculum to the students rather than try to fit all students to an arbitrary curriculum. A very small percent of our high school students are going nor should go to college. To that small group that are financially and mentally able to pursue an education beyond the secondary school we owe a thorough technical and classical training, but to those students whose formal education will end with high school graduation—and this number is in the vast majority today—we owe a type of training that will more nearly fit them for the problems they will have daily.

I have no quarrel with the study of Algebra, Latin, French, German, Geometry and Technical Science for those who have time to do that and more. But for the student who has a limited time in school these subjects are a waste of time compared to the wealth of practical and useful training that might be given. If a student has a choice of two opportunities—one to learn Latin and to learn to read a newspaper intelligently and a magazine for pleasure, in the name of common sense teach him that which he will do the rest of his life. The number of people who actually use Algebra and Geometry is indefinitely small compared to those who do not. Yet we subject the majority of our secondary students to these subjects to the neglect of training in the intelligent use of leisure time. I spent

hours in high school and college learning Latin, French and German—not once since graduation have I actually needed these subjects nor had an opportunity to use them. I was not taught to keep simple personal accounts, I was not taught to appreciate the fine things in music and art nor the simple amenities of social contact. Yet these things I need and use daily.

To conclude, our schools have been and are largely planned today to instruct the chosen few. Now the masses have come asking for instructions. It is high time we throw off a few shackles of tradition and overhaul our instruction to meet the demand of the times and the hour.

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Timely Farm Questions

QUESTION: How can I keep skip-pers and other meat insects out of my cured meat?

ANSWER: Protect the meat from flies and there will be no trouble with meat insects. If the smokehouse is not screened, each piece should be wrapped separately in heavy wrapping paper, dropped in a thin cloth bag tied securely to prevent flies from coming in contact with the meat, and hung in a cool, well ventilated smokehouse or cellar. However, if the smokehouse is screened with No. 16 copper wire the meat may be allowed to hang there until used. If the meat is wrapped be sure that this is done as soon as it is smoked to taste and before the flies come in contact with the meat.



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