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THE SCHOOL OF EDUCATION

This, the third of a series of editorials on the different divisions of the University, is composed of the findings of several students in the school of Education. Since we are not in that school we cannot vouch for all that is said, but we are relying on the sincerity of the contributors.

The Education Schools throughout the country, one of which we have here, are an outgrowth of the unsatisfiable need for more teachers and teachers who understand their subjects, their pupils, and the art of teaching. That, we should roughly call the primary and chief reason for their existence. The freshman class that winters at the University each year loudly proclaims the inefficiency of a large percentage of the state secondary schools. The schools lack efficient organization; they, in the majority of cases lack teachers with the training, ability, and personality to put their stuff across to the pupils; they lack the proper classification of pupils, brighter ones being held back by the dullards or by a dunderheaded teacher, and no allowance being made for sex, adolescence, or maturity.

A newer and more efficient educational system for the public schools is the goal of the School of Education. Psychology and sociology are beginning to have their influence upon the methods of teaching. The needs and makeup of the pupil, the family, the community, and the state are actually being considered. Pupils who cannot continue their education past the high school are being taught, wherever possible, subjects that should help them later on in life, socially and economically. Those who will doubtless go to college are given a curriculum which will prepare them more for college and less for life. Thus it is that individual needs bring their influence to bear upon the educational system.

Under the pressure of the chronic criticism of the School of Education, there seems to arise the question as to whether or not the School has been a success. Many people who think it a failure and who are familiar with the poor instruction given by some high school teachers are ready and willing to heap the blame for this inefficient instruction upon the School of Education. Yet these

same people never offer the least bit of constructive criticism, nor do they once consider the factors which have a large influence on the School of Education.

The question as to whether the School of Education has been a success must be answered in the affirmative when it is considered from the viewpoint of its faculty and its curriculum. A glance at the catalogue is enough to convince any person, if there is anything in a name, that most of the professors of the Educational School are as capable as can be secured. They are men who have had intensive training in the leading universities of America; they are men of personality and sympathy. They are men of experience and are able to give an interesting lecture without sticking too closely to the textbook.

One contributor said, "One can hardly get his degree, A. B., in Education on any less knowledge that he can get one from the Liberal Arts College or any one of several other Dean's prizes which dot the Hill. A possessor of the Education degree can be as well educated as a holder of the Liberal Arts degree, the only difference being that the former does not carry the "social" significance that the latter does. And about all either gives a man is something with which he can entertain himself after the six o'clock whistle blows.

"The faculty of the Education school is, when compared to those of the other schools, above par. Each professor is a specialist in his field. The majority have personality and ability. And, if one really intends to make teaching his profession, the courses are worth while; but one taking the course for craps, a degree, or to pass the time away will find the whole outfit to be getting.

"The two best courses in the school from an under-graduate point of view, which are Education 1 and 20, are ruined by their teacher. They are courses in psychology and contain real values for every college man. The professor uses high school methods, talks like he was telling bed time stories to a bunch of kindergarten tots, has no personality, and assigns lessons as though he thought his course was the first and only course a student was taking.

"But if I were making the curriculum of the School of Education I would radically change the abominable union to the God of Knowledge, known officially as Education 1 and Education 20. These courses in themselves are not so bad, but there is too much of them for the average undergraduate who takes any part in extra-curriculum activities to do in a quarter.

"If one came to the University to study alone; never taking any part in athletics of any kind, never debating or taking any part in the work of the various publications; Never having any outside or self-help work to do; then he might possibly do all the work "Doc" Jordan expects in those two conglomerations of nothing.

"But anyone who has ever had either or both of the courses will admit that it is a human impossibility to do every little bit of work that is assigned. Perhaps a few more than half of the many who register for the two courses (under compulsion) pass them. Still the chances are, if those students who passed the courses were active in anything except their courses, that they eased by and did only a small portion of the work assigned. That is so, because the assignments in outside reading and other work are made with the seeming idea that the particular education course is the only one the students are taking. Dr. Jordan never considers that his course is one of three or four that the students may be taking, and, just personally, I would not do as much work on all of my courses as he asks on one of his.

"At the other end of the ladder take Education 29, beloved of every graduate of the School of Education. That course in itself is not worth a tinker's damn in the subject matter included in it but the privilege of sitting under "Billy" Noble for twelve weeks is worth three years of sleeping on Education 1 or 20. I count that twelve weeks under Marcus Cicero Stevens Noble one of the rare privileges of my four years in the University."

Other courses over in Peabody occasionally have their values for the embryo teachers. Education 51, 52, 41, and some of the others give the future teachers a theory by which to go, which may benefit them much in spite of the necessity of changing the theory to meet the conditions in the separate schools they may go in to after graduation.

Dean Walker is described as being a very able man and very interesting so long as he talks about something other than the text. His courses, while of value to teachers, had only a passing interest, and hardly did him justice. As a lecturer on a course which in itself contained a few elements of interest, as English or History, he would be a real find. It is rather bad, however, that his increas-

ing duties and responsibilities as Dean have compelled him to practically give up teaching. One writer says the Education School has never got completely divorced from the Department of Psychology. One room on the second floor of Peabody proudly bears the sign indicating that it contains the Library of the School of Education, but on entering, one sees that the Education School Library merely serves as an ante-chamber to the Psychology Library in the next room. The most that can be found there is some bound volumes of the High School Journal, Dr. Jordan's publication, and a few other magazines of educational interest.

It seems that the School has been built too closely after the Teachers College of Columbia University. Thorn-dyke, the patron-saint of all educators, is worshipped here as much as elsewhere. A selected group of text book writers, most of them from Columbia, furnish two-thirds of the material studied. For some courses, the text book which will serve as the basis of the course is given in the catalogue. In many cases, the instructor knows the page on which this selected group begins to write on a topic and he is able to give the assigned reading without referring to notes. The same texts, evidently, have been used for years without change. If Thorn-dyke, Watson, Colvin, Inglis, Rugg, Starch, and W. F. Book were excluded from the Education School, the instructors would be at a loss to know where to assign a lesson. The lectures, when given, are a digest and rehash of these writers.

One of the most commendable things that the Education School has ever done was to give the University two of her most capable presidents. The late Edward Kidder Graham and President Harry Woodburn Chase both taught courses in education at times in their careers.

The destructive influence of outside interference which knows little or nothing about what it is doing is nobly illustrated in the Education School. Some years ago the State Legislature, when it happened to be in a charitable frame of mind, passed a law providing that all students who promised to teach school in North Carolina for two years after graduation should be exempted from the payment of tuition. Ever since, the Education School has been handicapped each year by a large number of students who care nothing about education, but take a course or two to evade tuition payment. Probably about fifty per cent of the enrollment is of this variety. Students who so enroll are bored to death by everything said on class and continually avow that they are not going to study the stuff, but are merely taking the course to get credit for it (which has been so far comparatively easy). The instructors, who might otherwise be interesting, are forced to assume a war-like, prep-school attitude toward the classes on account of this element and the value of the courses is seriously impaired. It would be a great thing if every boy who comes here could be exempted from tuition; in fact, a tuition charge in a State institution is a questionable thing anyway. But since the prospects are not for total exemption, we see no reason on earth why boys studying education should be a favored class, and we doubt seriously whether people lured into a profession by such material reasons can ever reach their greatest proficiency in it.

In France and Germany teaching is a respected and well paid profession. Here, teachers are not given proper respect. They are also underpaid. The present tendency in this state appears to be toward better pay and a raising of the general public regard for teachers. In this the Educational schools of the colleges are playing a great part by sending out more capable teachers who have the ability to demand not only respect but also better pay.

Another advantage that the Education school offers is this: many students enter college undecided upon what they shall follow after graduation. The school gives them a good all-round education and offers them two years for teaching out their free tuition in which time they have an opportunity to "find" themselves.

The School of Education has not been as successful as it could possibly be. Until recently there was scarcely any equipment with which the school could work. The students went to class, listened to the lecture, did or perhaps did not pay any attention to the problems of teaching because they knew they could get a degree without it, took the required number of courses and graduated. When they began teaching, many of them found trouble because of having had all theory and no practice. But during the month of May, 1926, "The General Education Board of New York granted an appropriation of \$75,000 for a five-year period for the purpose of enabling the School of Education to improve its facilities for the training of high school teachers." The officials of the School of Education, cooperating with the Chap-

el Hill High School Board, have worked out a plan which provides an opportunity for the students in the School of Education to perform a certain amount of teaching under supervision. Beginning next year the regulation that all students enrolled in the School of Education must do the required amount of teaching under supervision will go into effect. This should go a long way towards raising the teaching efficiency of the students who graduate in the School of Education.

Another weakness of the Education School, and one which there has been but little attempt to strengthen, is the type of student in that school. Many who enter this school do not intend to teach more than the number of years required to obtain free tuition. Their interest is not for bettering the public schools of the state. Their attitude towards teaching is one of indifference, often aversive. They just float along in the School of Education hoping to graduate, after which they think they can manage to survive the scandal and hard labor of teaching for a period of two years. What does the School of Education need with such people? What can it do with them? It can attempt to give them the knowledge, attitude, ideas, and skill necessary for successful teaching, but it cannot make teachers of them unless their interest is in teaching.

A seemingly good suggestion is for the School of Education to make an examination of its ranks and eject and refuse admission to students who do not wish to enter the profession of public school work with sincerity.

AS TO EASTER HOLIDAYS

Easter holidays though somewhat in the hazy future, are now being discussed by the members of the committee of Equalization of quarters. The discussion of the so-called evils of the calendar position of the holidays, which makes them come at a seemingly awkward time in the spring quarter has broken-out anew just prior to the meeting of the committee.

In the past, the week's holidays in the first few weeks, or at the middle of, the spring quarter given for Easter, has been blamed for the shortcomings in scholastic endeavor of the students. It so happens that the week of April 16-25 has been set aside for Easter, or spring, holidays for this year. This means that after the spring quarter has progressed four weeks, a break of seven days length will occur in the quarter's work. With this statement is set forth the arguments of those who favor a change in the time of the holidays.

Those who would change the holidays are in favor of giving a week's vacation immediately after the close of the winter quarter. In this case, the spring quarter would get underway after the week's vacation and would run to the end without further interruption.

The winter quarter is eleven weeks in length, and four weeks later Easter or spring vacation begins. This means that for 15 weeks the student must go without even a one-day holiday, then he receives a week, and returns, the spring term ending five and a half weeks later. It is obvious that the distribution of the period of rest is not balanced. On top of this, it is held that the holidays, coming four weeks after the beginning of the spring session, will break in too much on the spring's work. Mid-terms will either have to come the week before or right after-Easter. It is hard enough with the budding of the trees, the coming of the indigenous and indolent malady of spring to bear up when "a young man's fancy lightly turns . . .", and get off the quarter's work in an appreciable manner. With the week's hiatus to distract one, many a vacationist's fair aspect is blackened by the cold, cruel statement of his midterm report.

On the other hand those who favor having the holidays as they now come during Easter, feel that they had rather have the week while those students attending other institutions, which give Easter holidays, will be at home. N. C. C. W. is the only other institution in the state, so far as we know, that parallels Carolina with holidays at Easter - of any length. Moreover, the period of Lent, which occurs after the close of the winter quarter, may conflict with the dances of a spring vacation at the time. Some of the religious beliefs restrict such socials during Lent.

The Easter holidays for this year have been arranged for the week of April 16-25, as stated above, but it is understood that they can be changed if the student body favors such action. The committee will meet within the next two weeks and it desires

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to learn the opinions of the student body at large and of the members of the German Club and Episcopalians, especially.

The TAR HEEL extends an invitation to the students to express their opinions through its Open Forum column. Anyone who wishes to take the matter up with the members of the committee in person may do so by calling on Professors Hibbard, Chairman, Braune, Walker, Wilson T. J., and Patterson, who compose the committee.

Carroll Endorses Booster Movement

Of the North Carolinians Incorporated To Advertise State to the Nation.

In a letter to the chairman of the organization committee of the North Carolinians incorporated, Dr. D. D. Carroll, dean of the commerce school endorsed a program to advertise North Carolina's advantages throughout the nation. His endorsement of the program is well-timed with the announcement that a statewide meeting of the North Carolinians, Inc. will be held in Raleigh on November 22.

Dean Carroll's letter sets forth the necessity for unified planning and close consideration of the program. His letter in part:

"I wish to endorse most heartily the movement for sane scientific advertising of the opportunities which North Carolina affords for enterprising people. It is not necessary to put on high pressure, exaggerated statements in order to convince thoughtful people of the wisdom of locating or investing here. It is, however, very necessary that some organization should be developed for unifying the thinking and planning of the people in this connection. North Carolinians incorporated as I understand it has been set up for this purpose."

Dr. Carroll further states in his letter that he will attend the meeting of this organization in November, and that he will make a strong effort to assure good results from the move.

Theta Phi announces the pledging of Kermit Alspaugh of Taylorsville and William Mitchell, of Woodrow.

"When Frank first got married he used to fight continually with his wife. Wonder what cured him?"

"His wife."
-Ga. Tech Yellow Jacket.



JOSIAH H. PENNIMAN President Penniman, University of Pennsylvania, will deliver the principal address to the alumni.

Chapel Hill School Asks for \$5 Contributions

The music department of the High School has mailed out letters to one hundred people in Chapel Hill, asking for contributions of five dollars to a fund which will be used by the band and orchestra.

In accord with the class work which is now being done to teach groups of students the use of piano, clarinet, violin and cornet a larger number of instruments are needed as property of the school. Professor Sides, principal, says that some talented students who are unable to own instruments may contribute their part to the band and orchestra if the school owns part of the instruments.

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