

## COLLEGE MEN NEEDED LATER

BY PRESIDENT CHARLES F. MESERVE

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I am glad to see that some college presidents who at the very beginning of the war, in their enthusiastic patriotism, advised their students to enter the service of their country, have changed their opinion concerning the duty of college students.

I felt when the war was declared that it would be a great misfortune for young men in college to enlist in any considerable numbers. When the war is over there will be tremendous problems for solution; in fact, I believe that the problems to be faced in the time of peace will tax to the utmost the best-trained minds.

I believe that members of college faculties and college students should be the very last to enter the service. I approve heartily of the position taken by the Hon. J. Y. Joyner, State Superintendent of Public Instruction of North Carolina, and also of President William Louis Potat of Wake Forest College, on this important subject.

Let all of us who have charge of the education of youth, no matter to what race they belong, do all we can to encourage them to re-enter next fall, and bring them others who are prepared, and advise them to remain as long as possible. There will be a great dearth of leaders when peace comes if the colleges close their doors, or if the attendance is materially lessened.

## TEACHERS' INSTITUTES?

"It is not well to have impression without expression" is a theory of pedagogy and I wish speakers at Teachers' Institutes would be careful of uttering startling phrases without thought of their future usefulness, instead of something less thrilling but actually true.

Our city has just had a very successful Institute week, and I am glad that the modern idea of such gatherings prevailed.

Years ago when we assembled in the cities for a week of instruction we were hardly repaid for tired limbs, headache, etc., caused by listening to so many different speakers—because we were eliminating all the time, eliminating the things we could not use in order to save a few important stimuli for our nervous systems which would actually function in our work.

We have been very fortunate in having many things worth keeping. Our language instructor not only gave us ideas of what should be done, but what was done and is done in her school—showing specimens of each suggested plan, e. g. a "First-Grade Letter," just as it came from the hand of the child, a "Second-Grade Composition," "Third-Grade Program," "Fourth-Grade Magazine," etc.

The noted lecturer on "Child Psychology" told us just what to eliminate in teaching arithmetic and why.

Our scientific friend not only showed us his charts, but set the standards which we must establish in our own schools.

In fact, the Modern Institute has shown its stages of evolution just as much as classroom teaching has done, and as long as it keeps up its line of progress just a trifle in advance of the general school movements, so long will it exist as a useful instrument for a community.

Also so long as it gives simple, usable ideas for the betterment of our schools and teachers, so long will it be worth while for the state to expend its money for the purpose of maintaining same.

May E. Hagenback.

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## THE CLASSICS AGAIN

BY C. K. BULTON

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I should like through your columns to call attention to the London Times for January 6, page 10, where will be found an interesting notice of a fine address by Lord Bryce on "The Worth of Ancient Literature for the Modern World." My own experience has led me more and more to the conviction that young men and women seeking positions other than those of a very technical nature are very much better equipped if they have had a sound classical training, and in the course of a few years the mental training so obtained becomes effective.

It is also worth noting, I think, that in a time like this when all men in England are directly or indirectly connected with the great war, one of the leaders in activity, Lord Bryce, finds time to uphold what he believes to be the essential training of an educated man. He said that the practical problem for the universities was to find means by which the study, while dropped for those who would never make much of it, might be retained for that percentage who would draw sufficient mental nourishment and stimulus from the study to make it an effective factor in their intellectual growth and an unceasing spring of enjoyment through the rest of life. For the schools the problem was how to discover among the boys and girls those who had the kind of gift which made it worth while to take them out of the mass. The problem must be solved if the whole community was not to lose the benefit of our system of graded schools.—In Boston Herald.

## NEW STANDARDS FOR EVALUATING EFFICIENCY IN PENMANSHIP

A set of eight standards, one for each of the eight elementary school grades, for measuring adequately the penmanship of pupils in position, movement, speed and form has been devised by A. N. Palmer, author of the Palmer Method of Business Writing.

The set contains facsimile reproductions of pupils' penmanship, grade by grade, which were selected from more than 5,000 specimens written by pupils under the observation of skilled instructors. These standards represent in their classification, consideration of the elements of posture, movement, speed and form, and exactness in their tabulation. To go with the penmanship evaluation standards, Mr. Palmer has designed a tabulating pad which reduces more than one-half the time usually taken to survey and grade a class in penmanship.

Superintendents, supervisors of penmanship, principals, and teachers of practical penmanship have long felt the need of a standard by which they could evaluate important basic things in practical penmanship. Thus the standards will meet this need, because they are so simplified that they are easily used and easily understood.

The standards are published by the A. N. Palmer Company, New York.

## ANNULS BERNSTORFF'S DEGREE

In 1909 the University of Wisconsin took great pride in conferring the degree of doctor of laws on Count von Bernstorff, former German Ambassador, but on December 5, 1917, the regents of the university took delight in rescinding the earlier action.—N. E. A. December Bulletin.