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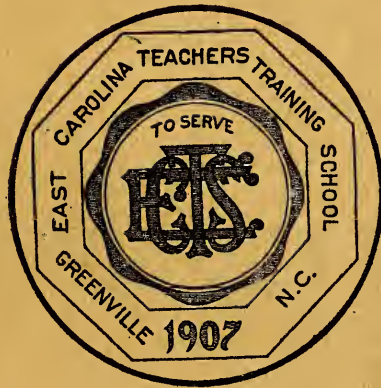
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The Training School

Quarterly




April, May, June

1916

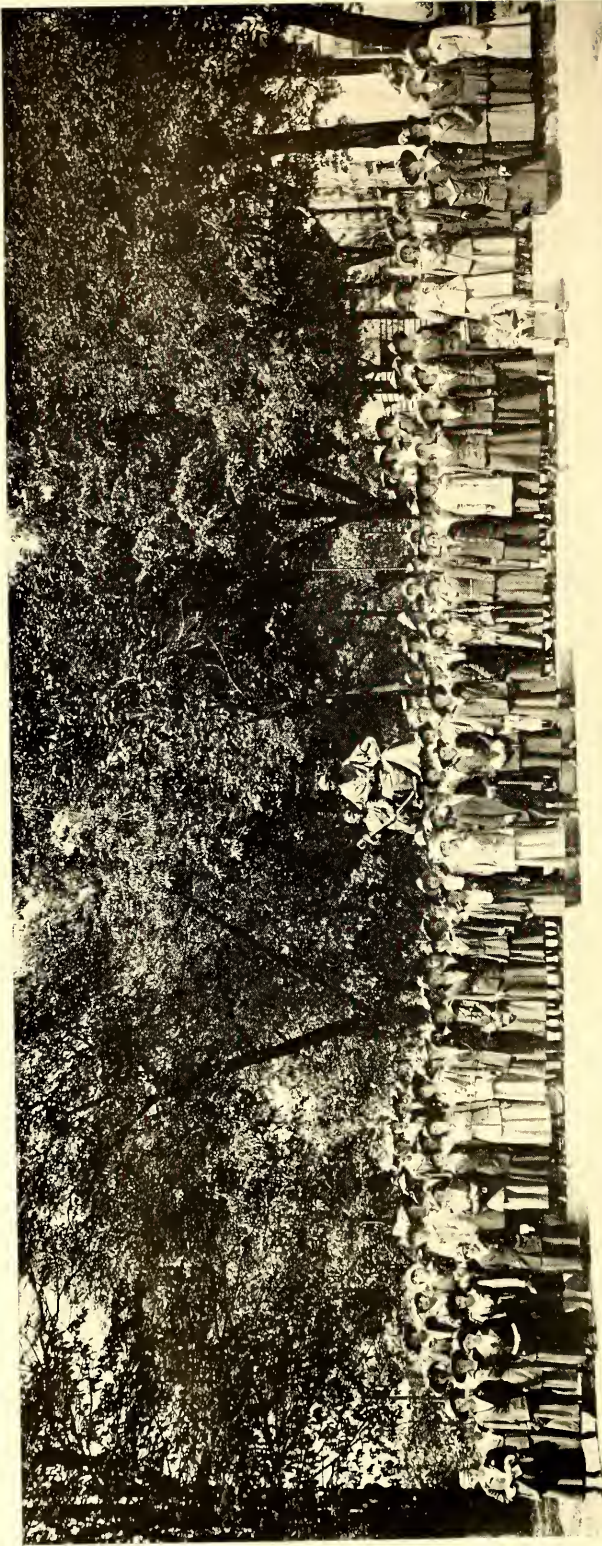
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A GROUP OF STUDENTS OF THE TRAINING SCHOOL ON CAPITOL SQUARE, RALEIGH.

The Training School Quarterly

VOL. III.

APRIL, MAY, JUNE, 1916.

No. 1

Methods in Teaching Agriculture

DR. KARY C. DAVIS,

Knapp School of Country Life, George Peabody College for Teachers, Nashville, Tenn.

T cannot be said that there is any real school organized solely for the teaching of methods in agricultural education. Subject matter in agriculture itself is offered at the agricultural and mechanical colleges in each State, but this instruction is not intended primarily for teachers. The various State normal schools also offer instruction in agriculture. As a rule this is far more elementary than that offered at the colleges, and has little, if any, so-called "methods" in it.

There is one school, however, which offers regular courses intended for teachers in "methods of teaching agriculture." This is the Knapp School of Country Life at George Peabody College for Teachers. Of course this school also gives instruction in pure agriculture, and, indeed, offers as many courses along this line as any of the agricultural colleges, and more than a majority of them. When once teachers are well grounded in subject matter there is still need in a line so new as modern agriculture to have special instruction showing how to use their subject matter, how to organize the instruction for the students of various ages—primary, intermediate, grammar, and high school. Teachers must know when and how it is best to use laboratory methods, practicums, home exercises, field trips and farm practices. They must know better than anyone else how to correlate agriculture with mathematics, language, reading, and history, for herein lies much of the value in the teaching of agriculture.

This subject must be made more and more a culture-subject. It must have its definite aims and still maintain its practical aspects. The teacher of agriculture in the modern school system should be a stronger master of methods than anyone else in the whole corps of teachers. If not, he is more subject to criticism by his coworkers. In the hands of a loose or careless teacher, the subject itself is open to criticism, and those in charge of the school system, such as principals, superintendents, and boards of education, are often inclined to discredit the work done in agriculture. In many cases, students are not allowed any credit for work done in this subject, and if they carry agricultural courses they must do it of their own volition, and as extra work.

The viewpoint of the old line principal and school superintendent

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where we find them discrediting agricultural teaching is largely that of the man who is unacquainted with good modern agricultural teaching. A better acquaintance with such teaching has usually resulted in a change of attitude in this matter.

There are a few teachers of the old line subjects who have a sort of abhorrence of anything new in the school curriculum. They are often inclined to sneer at such courses because they are not along the lines which they have been teaching, or which they themselves have taken in high school or college courses.

Students following the classical, literary, or Latin scientific courses are often inclined to look with disfavor upon the courses which may include agriculture, manual training and home economics. They show their disfavor and make fun of the students who pursue such courses. Students taking agriculture are given opprobrious epithets, being called "hayseeds," "farmers," "greenhorns," and even more obnoxious names. They sometimes make fun of students taking these courses, calling them "snap courses," accusing them of taking such work because it is easy.

Perhaps such students are not to be blamed, for they see country life only from their own limited experience and most of the agriculture with which they are familiar is, perhaps, the old line agriculture which does not appeal to them in any way. They, of course, fail to realize that in the South eighty per cent of the people are agriculturists, and that farming is the fundamental occupation of the whole country and the whole world.

On the other hand, in many places we find the agricultural courses are thorough and yet popular. Students find much value in them and pursue them partly because others are doing so, but chiefly because of the real value and interest found in them.

University and College Authorities. When faculties vote against crediting agriculture for entrance to college or for advance credit in college, or when they make laws for counting up units of credit earned by high school students, and actually throw away any units earned in the pursuit of manual training, agriculture and home economics, we must try to look upon their acts with compassion and remember that they know not what they do. Christ said of his persecutors, "Father, forgive them, for they know not what they do." Indeed, it is often the case that University authorities have seen only a few instances where agriculture has been taught in high school. They have drawn conclusions from a few cases only. They are often well justified in their conclusions from the premises in hand, but the fault lies in having too limited information. Many high schools now offer courses in agriculture. These should be visited and actual facts obtained regarding (1) the cultural value of the courses; (2) the actual study compared with other high school subjects; (3) the training of the instructors; and (4) the equipment with which the instruction is given. Too often the agricultural

teaching has been, to say the least, not uniform in its character. One school will be emphasizing one line of the work while another school emphasizes a different line. The text-books adopted have often been poor and indefinite in their subject matter. The instructors in agriculture have sometimes given a false impression regarding their work because they themselves are not as fully cultured as they should be along the lines of good English, good methods of presentation and system in their work. They manage to entertain their students well and, perhaps, their actual instruction in the subject-matter itself is entirely sound. To properly get credit for their work, they should have true culture not only along agricultural lines, but along all lines. The teacher of agriculture in the high school must be as well trained and express himself as well as the teacher of English. He must have his mathematics at his finger tips as accurately as the teacher of that branch. He should be as neat in his person and as well dressed as any member of the high school faculty. When such qualities are found in agricultural teachers the courses themselves will be found to appeal more readily to the college authorities.

A great danger exists in this wide breach between colleges and high schools. The people nearest the high schools are clamoring for more of the modern instruction in them. The work is coming on rapidly and even more rapidly than we are able to prepare good teachers for the work. Some universities, and, indeed, most of the old-line colleges, are falling far behind in this movement. They still insist that all the units for entrance and advance credit be along the old lines. What is to be the result? We can see it coming everywhere. The high school will be the finishing school. Many high schools will add one or two more years and credit the students with the work they have taken in the first four years. Junior colleges are springing up and taking the high school graduates where they find them, and crediting them with the work they have actually done along any good lines. In many cases high school students apply for admission to colleges and find they are "conditioned" because of not having enough of the old-line work. They enter with these "conditions" and a large per cent drop out at the end of one or two years.

The breach is being mended by a number of liberal colleges and universities, and, perhaps, others will fall into line in this regard. Entrance requirements are interpreted liberally and credit is given either on the actual time basis for crediting of high school work, or a certain definite multiple for the vocational courses is fixed by the University.

Viewpoint of Agricultural Instructors. Have you ever visited a high school where agriculture is taught and found the instructor in doubt regarding the creditability of his own work? Well, such an attitude of modesty may be commendable, but modesty should only go so far as the personal factor is involved, and should not extend to the subject-matter

itself. If the instructor in agriculture is not positive that his subject-matter has true cultural value, and that it should be credited towards graduation and towards admission to college, then why should we expect others to step in and offer such credit? We must have first a body of agricultural instructors throughout the country who have faith in the subject, who know its culture and can prove that its value, in this regard at least, equal any other high school subjects. They must have faith in the soundness of its teachings. Yea, they should be even enthusiastic in these regards. Proper enthusiasm, well backed by sound and thorough teaching will help wonderfully in securing proper credit for agricultural courses.

Wherein the Culture Lies. Let us see along what lines agriculture offers true culture to students pursuing it as a high school study.

1. Interest is maintained. There is real culture in true interest, and because of true interest in a subject the student gains more of all elements in that subject when pursuing it. If culture is one of the elements, then he gains more culture because of more interest. The reason that agriculture is an interesting subject is found along several lines. Its newness appeals to some. The fact that it deals with live things—animals, plants and things familiar to us—makes the students like it better. Its practical value in teaching things that we want to know and its economic relation to earning a livelihood help to keep up an interest in the minds of many.

2. "Agriculture is the livest subject in the educational world today." A really dead subject cannot offer much culture. At least such culture is not the kind for which we are striving.

3. Real art and applied art are closely associated with agricultural studies. All will admit the cultural value of painting, drawing and the study of the fine arts. In landscape gardening and floriculture, we find these arts not only deeply studied, but actually applied to the soil. The plants, including trees, shrubs, vines and flowers, and the proper placing of these carefully, form the very best cultural training. To put a daub of paint in the right place requires no more culture than to put a tree or a shrub in the right place. Relationships with surroundings are as deeply studied and as well or better wrought. True expression of cultural value is found in a number of agricultural subjects. When a boy studies the harmonious blending of lines of a typical animal, or in selecting and culling a flock of laying hens, studies the forms and lines in their relationship to each other, he is applying the training about which the student of art merely theorizes.

4. Mental action is called for more in the pursuit of this subject than in mathematics, language, history, or even in literature itself. Hundreds of lessons require the student to exercise mental activity of his own in addition to following the mental channels of instructors, authors, and predecessors even of former times. Isn't there as much mental

action in laying out an orchard by the three methods—quadrangle, quincunx, and hexagonal—as in giving the principal parts of a Latin verb and showing their uses? Isn't there as much training in calculating the cost of a drainage project as in learning how to demonstrate the binomial theorem?

5. Agriculture trains the memory as well as other high school subjects. The student of agriculture needs many facts at his tongue's end. He has so many of these facts which he must apply and he almost unconsciously remembers the facts because of the need for remembering them. In calculating the yields of certain fields, he uses certain tables which the student of mathematics learns merely as a culture in themselves. He makes use of the classification of insects when he is trying to combat them. The student of biology considers the classification an end in itself, while the student of agriculture does not stop here, but finds an application for the knowledge and is a long step ahead of the biology student. In applying remedies for insects and plant diseases he is another long step ahead of the student of chemistry, for he has the knowledge of the chemist and is making use of it. Even in simpler lines of agriculture study the memory is used in establishing rotation courses, planning field practices, formulating schedules of farm operations, and in numerous other lessons.

6. Probably in no other subject is reasoning from cause to effect more highly developed than in such a practical subject as agriculture. The logician deals with simple abstract premises, and reasons by rules laid down for him, reaching conclusions which follow those rules. Is such training of more cultural value than to reason why a dust mulch holds moisture when it applies the principles and properties of capillarity, porosity, film movement, evaporation, and percolation? True agricultural teaching requires the student to give reasons for things. Rote teaching or rule teaching is not good teaching in such a subject as this. Always the application of sciences to practice requires great mental activity and the soundest reasoning. Ask a high school student in agriculture how a glass over the hot-bed aids in the heating of the bed, and you will usually get a far better answer than from the student of physics, but if the latter student has the principle as well learned he cannot always apply it. Here, again, we find the agricultural student has the principles as well as the student of another subject, and, in addition, finds an application for the principle. Take the case of producing a balanced ration for dairy cows. The student is dealing with organic chemistry. He knows what elements in the feed cause certain results in the animals' production. He knows their physiological effects on the animal. Here he is a long step ahead of the mere student of chemistry and physiology because he has their knowledge, and also the application of the knowledge.

7. Application of Knowledge is of Cultural Value. The student is a

better botanist because he can apply the knowledge of plants instead of attempting to hold that knowledge in an abstract form. The average high school student in botany may study something of the legume family of plants, for example, but our student goes far beyond this and knows the feeding values of those plants, their agricultural benefits as a whole, and their effect upon the world-wide problem of soil maintenance and food production. He sees how this family of plants is used to maintain the soil to solve the starvation problem of animals and man, to save expenditure of millions of dollars for commercial fertilizers, the supplies of which are rapidly being exhausted. In like manner we might go into details regarding the application of the lessons in zoölogy to the farm practices themselves. Bacteriology finds its application in dairy practice; the control of plant and animal diseases and in the sanitation of the farm home. Chemistry is studied by the agricultural student so that he may be able to apply it to spraying, fertilizing, feeding, treatment of animal diseases and in other ways. He studies the principles of physics and mechanics so that he can better manage his machinery, better drain his fields, solve his water supply problems and install irrigation projects.

8. The student of agriculture is often a better student of history than other high school students. He learns the history of the ancients in their management of grains, alfalfa, and soil management, and applies the lessons gained from that knowledge to present-day practices. Such history has a tangible side and is more easily remembered than abstract facts which have little relation to our lives of today.

9. The student of mathematics never gets so far as to apply his mathematics to land drainage, irrigation, water supply for the farmstead, calculating ingredients for home-made mixtures of fertilizers, the calculation of balanced rations, different lines of feed supply for a year's feeding of a number of farm stock. We see here that the agricultural student goes a step further than the mathematical student in each of these lines.

In going over these concrete examples, no effort has been made by the writer to make them complete or to cover the whole field of agriculture. There are hundreds of illustrations that are just as valuable as the ones here selected.

We are compelled to admit that many have been called upon to teach agriculture because they knew something about farm practices, but they had taken no course leading to the teaching of the subject. We must not then be too severe upon the critics who have received their impressions from the work of such instructors. Some few of these have been more or less successful, but many of them have been terrible failures when viewed from the standpoint of creditable work.

If this matter is viewed from the standpoint of entrance committees of the colleges, we can hardly blame them for discrediting work done in

agriculture by high school students. A great change in this regard is bound to come, as teachers become better trained in methods of handling the subject. We may soon hail the day when colleges will give credit for the work done in agriculture in high schools where the instructor has had special training in both method and subject-matter.

The literature of the subject has developed rapidly in the last decade. A number of books have appeared which aid teachers in properly presenting the subject to their students, but there is yet far too little which shows just how to correlate the practical side of practice and laboratory method with the rest of the subject. Too much is still given in the form of lectures and class-room cramming. We must learn to give proper training and cultural work through the more tangible forms of instruction.

Grasshopper Schoolteachers

One fundamental difficulty limits the value of these and all other good things in common school education in North Carolina: the plague of school teachers who swarm into and out of the school districts of every county every year, very much like a plague of Kansas grasshoppers.

Recently we found one county in which two-thirds of the country schools are being taught by brand new teachers, and another in which three-fourths of the country schools have changed teachers since last year.

This kaleidoscopic change of teachers is a chronic affliction in every State of the Union. It reduces to a minimum the value of every dollar spent in public education. How can country schools of permanent and increasing influence grow out of a condition like this? Such wholesale changes would bankrupt a cotton mill anywhere in a season or two, or any other business whatsoever. And it spells bankruptcy for our dreams and plans of public education in this and every other State. It is a practical problem that ought to be solved, and solved speedily.—*The University News Letter*.

Educating for Farm Life

CLARENCE POE,

Editor *The Progressive Farmer*, Raleigh, N. C.

I.

I AM glad to know that the TRAINING SCHOOL QUARTERLY is preparing to give especial attention to teaching agriculture and country-life subjects in country schools. I still remember how, in the little country school I attended, a desk-mate came to me one day and said that he was not going to school any more, and when I asked him why, answered that it "wasn't any use, because he was going to be a farmer." And there was a tragedy for you—a boy who had come to the school with the hope that it would give meaning and richness and color to his life, going back to his work hopeless of the help that should have been his, going back to work which ignorance was to make a drudgery, but which science and practical education should have glorified into a joyous art.

Multiply this case not by thousands, but by millions and you have some conception of the seriousness of the problem that confronts us.

II.

Our whole educational system has been made by city people for city people, and the country school finds it second-hand, ill-fitting, and unattractive, a half-lifeless parasite. The school has not taken hold of farm life. Plants, soils, animals, insects, flowers, the weather, the forests and the sky—from all these things it has stood apart, while it has babbled of subjects unfamiliar and uninteresting to the country-bred child. All rural education has been hacked and hewed to fit the Procrustean bed of the city model.

Several years ago I heard Dr. John Graham Brooks, of Massachusetts, speaking at the Southern Educational Conference in Winston-Salem, declare of the average public school:

"Its arithmetic, its geography, its penmanship, its bookkeeping, and its reading-book appeal to the imagination of the farmer's child are still dominated by clerk and trading point of view. As one listens to the teaching, it is as if the one object were to create discontent with the country life, to make every bright child hate his surroundings. The instructions seems to assume the failure of the farm life. The inexhaustible charm and resource of the country have no part in this teaching."

And this indictment is hardly too severe. Our text-books have not suggested to the farmer's child the possibilities of science and training in agricultural work. On the contrary, the natural and logical inference

from our general scheme of rural instruction has been that education is not indispensable to the farmer, but is intended chiefly for the commercial and professional classes. In your spelling book, for instance, it has been easy to find commercial and city words—dividends, stocks, interest, accounts, percentages, balance, etc., etc., but where have you found such fundamental agricultural terms as nitrogen, potash, protein, or even such common farm words as clevis, single-tree, mattock, etc.? In your arithmetic, moreover, you will find all about foreign exchange and commissions and bank discount and British money, and latitude and longitude and the metric system of weights and measures, but until quite recently never a word about how to calculate a feeding ration for cows, or a fertilizer formula from certain quantities of potash, phosphoric acid, and nitrogen, and even now such problems appear only in a “supplement,” I believe. Is it not high time to say that we will, if necessary, let the farm boy learn less about far-away Australia and Kamchatka, but anyhow let him learn more about the soil that he walks over and plows in every day of his life? The farmer girl, too, must learn of food values, of the chemistry of cooking, of hygiene, and of sanitation. Domestic science for the girls must go side by side with agriculture for the boys.

III.

Not only would I plead for a new viewpoint in our text-books and in our whole curriculum of the schools, but I believe also in teaching the elements of agricultural science in the rural schools.

There is no reason either for saying that the child will not be benefited or that the average teacher cannot teach the book. As has been well said, the average teacher, if she has studied the text-book properly, probably knows a great deal more of the “knowable, teachable things” about agriculture than of the “knowable, teachable things” about history, geography or physiology—subjects which she regards herself as thoroughly competent to handle.

The assumption that a woman cannot teach the elements of agriculture—not farming, mind you, but simply the scientific truths that have practical application in farming—unless she has been a field hand is absurd. You don't need to be a centenarian and a soldier in order to teach history; it is not required that a teacher travel around the world before teaching geography; she need not have written a book before teaching grammar; she need not have robbed graves and dissected corpses before teaching physiology. Why argue, then, that she must have broken steers and stemmed tobacco before teaching the scientific truths about soil chemistry and plant physiology that have practical application in the business of farming? You don't have to know how to hitch a mule to a plow in order to teach why it doesn't pay to plow deep and cut the corn roots in two at laying-by time; you need not know how to run a guano distributor in order to teach the effects of potash, phosphoric acid,

and nitrogen in plant growth; you need not know how to cure cowpea hay to teach how nitrogen gathered by the cowpeas will enrich the land; you need not know how to shuck corn to teach which type of ear has been found to be best for corn production; you need not even have milked cows in order to teach that the Babcock test will show which dairy cows are paying and which are not; nor need you have butchered steers in order to tell that with a Jersey cow and a Polled Angus, the Jersey is better for the dairy and the Angus for beef.

IV.

The great need now is to develop a system of education that will carry inspiration and richness and color into the daily tasks of the great masses of our people. Nor need we be disturbed by those who say that in training for work and for efficiency, the schools will become less useful in building character or in developing genuine culture. There is just as much culture and character-training in learning how to calculate a fertilizer formula as there is in learning how to calculate latitude and longitude, just as much culture in learning the food values of the various vegetables as there is in learning to parse French sentences, just as much culture in learning how to fight the bacterial invaders of one's own body as in learning how some Roman emperor repelled martial invaders two thousand years ago. The idea that character and culture cannot be found in anything that has to do with sweat and horny hands, with the hiss of steam, the smoke of factories, and the smell of plowed ground—this is an inheritance from the dudes, fops and perfumed dandies of royal courts that we have no more use for in North Carolina than we have for powdered queues, gold snuffboxes and velvet knee-breeches.

The trouble is, as Dr. Henry F. Cope says, that our public schools have been organized to get all the children ready for college, whereas "less than one per cent of the pupils reach college and less than three per cent the high school." Many a town, if it should examine the teaching in its higher grades, would discover, as did Newton, Mass., last year, that of every dollar expended, one-third went for foreign languages:

For Latin	15 cents
French	11 cents
German	6 cents
Greek	1 cent—

33 cents in every dollar for foreign languages, while a half cent in each dollar went for shopwork and mechanical drawing—the only thing of an industrial character for boys—and less than half a cent for domestic science for girls. And all this, despite the fact pointed out by Dr. Cope that the so-called language students "only get language-drill from the classics; they do not get the classics; they get tedious mental gymnastics." And this opinion is abundantly reinforced by that eminent scholar and

student, Viscount Bryce, who, in his new volume, "University and Historical Addresses," refers to this excessive emphasis on languages and says:

"More than a half of the boys in schools and under-graduates in colleges who may be taught Latin, and five-sixths of those who may be taught Greek, will not get far enough to enjoy the literature and give it a permanent hold on their minds."

We must make over our whole educational system. Education, according to a fine definition I once had from Governor Mann, of Virginia, is "training for the mastery of environment." We must make our schools train for work, therefore—for constructive, productive, creative enterprise, without which we cannot build up a great Commonwealth or a great civilization; we must train for industrial mastery, and we must give an acquaintance with Nature and with poets and sages and dreamers so that one may find joy in one's physical and intellectual environment.

V.

And this last sentence reminds me to say that a few days after Secretary of Agriculture Houston went into office, I called on him, and in discussing the needs of our rural people, he used one sentence I have never forgotten: "*The farmer has a right to a joyous existence.*"

Here was struck what was virtually a new note among agricultural officials of the country. Plenty of leaders have said that the farmer should have a more profitable industry, a more efficient business, a more dominant political influence; but the idea of going further and giving the farmer a zest and passion for country things and for the beauties of country life—this has not been stressed as it should be. And the responsibility must rest in great measure upon our educators, upon those who shape the teaching in our country schools.

Sometimes, when we plead for more emphasis on agriculture and domestic science in the schools, someone answers: "Oh, you are interested only in seeing people make more money. You are commercial. You would sacrifice culture for cash!" But that is not our spirit at all. We are anxious not only to see these practical studies in every country school, but we are interested in developing a genuine rural culture—not a parasitic urban culture acquired for purposes of ostentation, but a genuine culture which will open the eyes of the rural population to the beauty and glory that surround them, and which will enrich life and grow in strength and vitality with the passing years. Said a friend of mine one day:

"I was out in the woods this morning and saw a beautifully colored bird, one that I had seen one or two times before during my period of memory. I did not know what its name was; do not know yet, although I am going to try to find out. To find it out I shall have to go to my bird books. I know no one about here who knows more about birds than I do, and my ignorance is a constant source of shame to myself.

"I find lots of flowers, too, and some trees, that I cannot place. I have spent a lot of time with handbooks trying to place some interesting new plant, and then found out later that I had placed it wrong. Most country people are just as ignorant of these things as I am."

How much better, he went on to say, would it have been if the country school he attended had taught him these things instead of teaching him the capital of Afghanistan, the chief rivers of New Zealand, or the French system of weights and measures.

And here an experience of my own comes to mind. When I was a boy in the country, I came across a battered old astronomy, part of the leaves and all of the maps missing. Nevertheless, with the aid of the descriptive pictures I located constellation after constellation, fixed star after star, while the story of the wonders of God Almighty's universe, its planets and suns and systems, filled my imagination, broadened my vision, and stimulated my thinking as no mechanical language-drill could ever have done. And while I have wholly forgotten the little I learned of Latin and Greek, it is still a pleasure when I go out at night to find myself under the light of friendly stars, and to recognize the same ancient guardians of the sky that looked down on Job when the Lord answered him from the whirlwind: "Canst thou bind the sweet influences of the Pleiades or loose the bands of Orion? Canst thou bring forth Mazzaroth in his season, or canst thou guide Arcturus with his sons?" When Vega, with her twin attendants, glitters above me in the summer evenings, or in winter red Aldebaran glows like a ruby in "the rainy Hyades," my soul lifts with a knowledge of their sublimity and of the illimitableness of the universe of which I am a part.

Let us see to it, then, that agriculture is taught in the schools, and let us see to it also that unlike Markham's "Man with the Hoe," the countryman of the future is no longer indifferent to the beauties of nature—"the swing of Pleiades, the rift of dawn, the reddening of the rose."

Rather may the time soon come when with agriculture ennobled as a science, enriched as a business, and beautified as a life, the typical farmer of the South may have indeed "a joyous existence," and echo the beautiful sentiment of John Burroughs:

"I have loved to feel the grass under my feet and the running streams by my side. The hum of the wind in the tree tops has always been music to me, and the face of the fields has often comforted me more than the faces of men. I am in love with this world because by my constitution I have nestled lovingly in it. It has been home. It has been my point of lookout into the universe. I have not bruised myself against it, nor tried to use it ignobly. I have tilled the soil; I have gathered its harvests. I have waited upon its seasons, and have always reaped what I have sown. While I delved I did not lose sight of the sky overhead. While I gathered bread and meat for my body, I did not neglect to gather its bread and meat for my soul. I have climbed its mountains, roamed its forests, felt the sting of its frosts, the oppression of its heats, the drench of its rains, the fury of its winds, and always have beauty and joy waited upon my goings and comings."



THE STUDENTS' GARDENS AT EAST CAROLINA TEACHERS' TRAINING SCHOOL.

Agriculture in the Cary Farm Life School

J. S. HOWARD.

TWO years ago there were added to the Cary Public High School the departments of Agriculture and Home Economics. These two departments constitute the Cary Farm-Life School. It is the purpose of the school to train boys and girls to be more efficient farmers and home builders, to make of them better citizens and to create within them a love for and an understanding of the wonders of nature.

In the past our schools have been molded to fit the ten per cent who intend entering the professions while the ninety per cent who remain in the country to dig their living from the soil have been disregarded. The average farmer boy knows very little about soil, plants, and animals; the three great sources of wealth. As he goes around the farm he sees nothing but unreasoning work day after day. There is no wonder that so many of our boys leave the country when they have not been taught to know anything about the things that they have to work with. There must be something wrong with any educational system that does not provide for the training of country boys and girls for their life work. Our rural communities need and have a right to demand a good, practical, scientific training in agriculture. The country boy needs and has a right to demand as good training for his life work as his brother who enters one of the professions. It was to meet this obvious need that farm-life schools have been established in the various counties of the State.

In the farm-life schools the agricultural subjects are not taught to the exclusion of the literary subjects. The student in agriculture is not deprived of the literary training that is so essential to the making of a well-rounded man and that which will add so much to his happiness in after life. The only change that has been made in the old system is the substitution of the agricultural subjects for Latin.

Briefly stated, the Cary Farm-Life School offers the following course in agriculture, along with the regular literary work:

The work in the classroom for the first year is devoted largely to the study of the general principles of agriculture which serves as a foundation for the three following years. The laboratory work of this year is given over to manual training. In the shop the students are taught the use of tools and are required to construct such things as are needed around the farm and farm home.

In the second year the students take up the study of field crops, fruit growing and vegetable gardening. In the subject of field crops the student learns the different soils, fertilizers, systems of cultivation and rotation that are best adapted to various crops and the varieties of these

crops that are best suited to different soils and climates. He also receives practical training in seed selection and seed testing. In fruit growing the student is taught the best location for orchards, how to set trees properly, budding and grafting, the proper methods of pruning and the best spray materials to use for the various insects and diseases. Instruction is also given in the grading, packing and marketing of fruit. The school has a young orchard on the school farm containing a number of varieties of peaches, apples, pears, plums, cherries and grapes. This orchard was set by the students and it is a part of their class work to prune and spray the trees. In vegetable gardening the students construct hotbed frames and sash for the starting of early plants for the farm garden. They begin planting seeds in the hotbed in January and thereby are able to start their garden six to eight weeks earlier than they could in the open. Each student has his individual garden on the school farm and is required to plan, plant, and cultivate it for himself. Here he becomes familiar with all the vegetables that should be grown on the farm.

The third year is devoted to the study of live stock. Here the student learns the different types and breeds of farm animals and their characteristics. He also receives practical training in the feeding of farm animals, livestock judging, dairying, breeding, and poultry raising.

The fourth year is given to the study of soils, farm management and rural economics. Under the subject of soils the student learns the various soil types and their treatment, the proper laying of terraces and the best methods of drainage. In farm management the students are taught to apply business methods to farming. Rural economics is devoted largely to the study of how to save what is made on the farm. Coöperation and the problems of marketing find a prominent place in this course.

In addition to the work done at the school, the teachers of agriculture and home economics hold demonstrations on Friday afternoons out in the rural communities. The work for the past year has been devoted to the home orchard and home garden. It has been our aim to induce the farmers to grow more fruit and vegetables of a superior quality and to show them how to care for their orchards and gardens more intelligently.

The Cary Farm Life School is doing a great service for the boys of Wake County by placing within their reach a scientific and practical training in agriculture. The school is not satisfied to train men to produce more grain to the acre, or more pounds of meat from a balanced ration, but the students are being shown how to become leaders in their communities; how they may make agriculture a fine progressive art which in the future shall provide a more stable and satisfactory basis for thrifty, intelligent, refined and happy rural communities.

Approaching Agriculture Through the Small Garden

HERBERT E. AUSTIN.

T was the sweetest sound I ever heard!" "I never realized what rain meant before!" "I now know how father feels when he says, 'The sound of that rain was like music!'"

These were some remarks overheard in the Agriculture class one morning in late May after a period of drought. The pupils' gardens had been carefully prepared. A deep personal interest in each garden had developed. The drought had become a personal matter. "My plants" were in danger. The pupils were seeing things and feeling things from father's viewpoint.

To thus be brought into sympathetic and intelligent relationship with the problems and life of home is no small matter. It is one of the values resulting from the *right* teaching of agriculture in our elementary and high schools. To connect the boys and girls up with the community interests, bring them into sympathy with them, make them intelligent with reference to the problems to be solved in the every-day occupations, make them conscious of the laws and force of Nature which are theirs to use and obey if they are to succeed, is the function of elementary agriculture.

Before there is a will to do, or to question how, there must be a desire. Before there is the desire, there must arise in consciousness the feeling of personal value to the individual. The situation must always be real and personal. There can be no other method of successful approach in the teaching of agriculture in our elementary schools. Right here is found the secret of the worthwhileness of the corn clubs, tomato clubs, poultry clubs and pig clubs in our State. The boy and girl are working with realities. Elementary agriculture approached from any other point of view or method will be a failure; it will be bookish, dead, and tends to develop a lack of sympathy and appreciation for the country and farm.

Because of our short school term and other unfavorable conditions existing about most of our public schools, the school garden is not practicable. The elements of failure and disaster are present in too great a degree.

The spirit of "What's the use?" must not be permitted to even suggest itself. For these reasons, and to take the greatest possible advantage of the "my" factor, the elementary agriculture work should grow out of and be centered about some home project that is being carried out at the time by each member of the class at home.

We make the mistake of trying to cover the whole field of general agriculture in one term or one year. In trying to teach everything we usually succeed in teaching nothing. A few things well learned and put into practice are worth more than a whole book full not learned or half learned and not carried into practice. So it will be much better to have the work center about plants one year and animals the following year.

This year a small home vegetable garden could be made to furnish the interest and problems with reference to plant growing. Next year poultry could be made the center of interest and work and through them the pupil made familiar with the essential principles of animal husbandry.

This year at the Training School we are getting our problems in Agriculture from the home vegetable garden. The senior students work in groups of two. Small gardens ten feet by twenty feet have been laid out and planted by them, as shown in the pictures. The vegetables selected for our first planting this year and occupying the rows, beginning with the left, are one row Crimson Giant and White Icicle radishes, two rows Fordhook Fancy Mustard, one row May King and Early Curled Simpson lettuce, one row Purple Top Strop-leaved Turnips, one row Extra Early Purple Top Milan Turnips, one row Dark Stinson Beets, one row Improved Blood Beet, one row Kohl Rabi, one row onion sets, two rows Burpee's Stringless Green Pod Beans, one row Chalk's Early Jewel Tomatoes, and one row Ruby King Sweet Peppers.

As these mature they will be replaced by other kinds and varieties best adapted to the later season, and an effort made to keep this garden producing something every day in the year.

With the exception of the disking, plowing and harrowing of the ground before it is handed over to the students, all the work of laying off the gardens, preparing the soil, planting the seeds, and caring for the plants is done by the pupils themselves. They are held responsible for results. The "what" to be done is carefully explained to them.

Their practice and rules are based upon and illustrate Knapp's Fundamental Principles of Agriculture for Southern Farmers. As each question arises, the science fact and the laws of nature which explain the "why" of the thing to be done or not done is introduced and made realities through simple experiments, and their vital relation to the problem carefully shown.

Agriculture is nothing more than conscious and intelligent coöperation with nature and her forces.

My Blue and Gold Garden

JAQUES BUSGEE.

THE spring garden is now uppermost in the thoughts of all who have even a square yard of earth to spade. Perhaps an account of how I planted a small garden only thirty feet square will be of interest, as I realize a greater display of flowers for house decoration throughout the season than my neighbors do with four times that garden space.

Three points were considered: first, what colors were most harmonious in the house; second, what should be the arrangement and color scheme of the garden itself; and last, but by no means least, what would grow best and bloom through our long hot summer.

My house, in general effect, is Mission, with a color scheme of cream walls, orange buff window shades, brown woodwork and solid green rugs. In each room there is just one accent of vivid blue; in the hall a blue Venetian glass vase; in the library an Audubon print of bluejays; in the dining-room a painting of blue surf and sea, and so on.

First of all I find that red and pink flowers are simply atrocious in the house, except on the dining table under artificial light. Therefore, only one corner of the garden is given over to red and pink roses, the rest of the space is filled with yellows and blues. Nearly half the garden is planted in the yellow composites—Gaillardias, Heleniums, Helianthus, Rudbeckia, Chrysanthemums, and Coreopsis. Also, I have Escholschia, Snapdragon, Hemerocallis, Yellow Zinnias and Marigolds and yellow Spanish Iris and Narcissus. This gives a succession of yellow flowers from earliest spring until long after frost. Narcissus bloom here in March, followed by Escholscias, Coreopsis, Gaillardias, Rudbeckia Fulgida, Heleniums, Helianthus (perennial sunflowers), Marigolds, and Zinnias, the Chrysanthemums prolonging the season far into November.

All of these yellow, bronze yellow and copper yellow flowers are exquisite with the various backgrounds the house affords, repeating and accenting the color scheme of the rooms.

On the other hand, the blue half of the garden represents a collection of blue flowers collected after years of trying out the plants advertised by florists as "Blue." Flower catalogs list as "Blue" flowers in every conceivable shade of purple and even colors that any milliner would call magenta. True blue is the scarcest color in all nature. Yet I have over a dozen varieties of flowers that are very close to pure cobalt blue, and these flowers, when placed indoors, lend a wonderful color contrast to the warm soft tones of the house.

Unfortunately our climate prevents the growing of Delphiniums, the most splendid of all hardy blue flowers. But I have corn flowers, four

varieties of blue salvia (Farinacea, Patens, Pitcheri, Uliginosum), Linum, Plumbago, Anchusa, Chicoree, Ipomœa Coerulea, Clitoria (the most wonderful blue of them all), and when it comes to "blue" flowers that are violet and purple, the list suddenly swells to a goodly number—Platycodon, Campanula, Veronica, shrubby Clematis, Agapanthus (hardy with us), the beautiful perennial Scabiosa, the Rocky Mountain Aquilegia, and any number of various species of Iris, ranging in color from the almost true blue of some of the Japanese Iris and the pale blue of the Pallida Dalmatica to the blue purples and deep royal purples of the Siberian Iris.

Flowers which luxuriate in the moist cool Northern summer, I have sighed over longingly, but have wasted no time planting. Delphiniums are to me the unattainable. So is Lupine Polyphyllus and some of the Campanulas. But available species in the colors wanted are numerous enough to more than fill my small garden and I smile with content when some visitor praises unconsciously my success by saying, "Coarse, common flowers like Zinnias and Sunflowers look so different in your house. You arrange them so well."





DR. C. O'H. LAUGHINGHOUSE.

Charles O'Hagan Laughinghouse

[President Medical Society of North Carolina]

MAMIE E. JENKINS.

THE highest honor the physicians of the State can bestow upon a fellow-physician is to make him the official head of the organization that binds them together in one body. The man the Medical Society of North Carolina chose to be their leader in the year 1916 is Charles O'Hagan Laughinghouse, a Greenville man, bred and born in the town and one of its foremost citizens. His ideal of a physician is not the professional man who works apart from others, isolating himself and his work, practicing only for the sake of making a reputation for himself, but it is the physician who uses his profession as a means by which he can help build up his community, by bettering conditions in education and sanitation, by developing a higher type of man, by standing for higher ideals of citizenship. As a man's ideals so is the man, therefore, Dr. Laughinghouse is a citizen before he is a professional man.

He has been interested, and actively interested, in most of the public-spirited enterprises undertaken in his community during the past twenty years, whether they have been for the physical, the educational, or the industrial betterment of the town and county.

He is one of the busiest men in the State. His regular day begins at seven o'clock in the morning and runs to one o'clock the next morning; how long his irregular working day continues no one dares to guess.

Genial, popular, big in body and heart, he moves swiftly from case to case, or from problem to problem, with an easy, unhurried air that gives an impression of reserve force. He is a man one would pick in a crowd because of his fine physique.

He has a record that is already worthy to be placed by that of his illustrious grandfather, Dr. Charles O'Hagan. The mantle of the grandfather has truly fallen on the grandson. Dr. O'Hagan was once president of the Medical Society of North Carolina. For half a century he was identified with practically every enterprise in the town. It is easy to see where Dr. Laughinghouse got his ideal of a physician, for the grandfather was the living embodiment of that ideal.

Dr. Laughinghouse returned to his home town in 1893, with his diploma in medicine, after having spent three years at the University of Pennsylvania, and entered into partnership with his grandfather, in the meantime having stood the State examination and having received his license to practice medicine. There was no period of starvation, no waiting for the first patient, and no time had to be spent in gaining the confidence of the people. It was sufficient for the public to know that

Dr. O'Hagan considered his young grandson worthy of sharing his work. Seven years of partnership with an experienced physician was excellent apprenticeship for the young physician. Professionally he used the time to good advantage, not depending on the grandfather's reputation to carry him through. He realized that the time would come when he would have to carry on the practice alone. When the older man passed out, the work went on.

For a few years Dr. Laughinghouse was in partnership with Dr. Moye, but the failing health of Dr. Moye required him to give up his practice, so the partnership was dissolved. Since then Dr. Laughinghouse has practiced alone.

Dr. Laughinghouse has held many offices, and they have been not empty offices of honor, but those that have required work and special intellectual qualifications. In 1895, only two years after he was admitted to the profession in North Carolina, he was made essayist of the Medical Society. In 1896 he was made chairman of the section on surgery and anatomy in the same organization. In 1902, less than ten years after he began practicing medicine, he was made a member of the State Board of examiners. He served on this board for six years, and was president for the last two years of this time.

He has been a member of the State Board of Health since 1910. In 1902 he delivered an address before the Medical Society on "One of the State's Immediate Needs—Shown by Legislative History." This was printed and circulated throughout the State. Reprints of this were made later and copies are still in circulation. This set forth the needs for increased appropriations for the Department of Health. It was one of the important factors that aroused the legislators to a realization of the importance of this department. The appropriations have been greatly increased from time to time until this department has grown to be one of the most extensive and efficient departments in the State. At the time Dr. Laughinghouse wrote this article he was chairman of the section on "Medical Jurisprudence and State Legislation."

He delivered the address at the laying of the cornerstone of Caswell Training School, the school for the feeble-minded, setting forth the purpose, the prospects, and the future of the institution. It was printed and scattered throughout the State; later reprints were sent out into other States, and dozens of invitations have come to him to address Legislatures, and various bodies which were interested, or which zealous advocates wished to interest, in the cause of the feeble-minded.

On the grave-stone of one of the Laughinghouse forefathers at Bath is the inscription, "A revolutionary soldier who carried to his grave scars received while fighting for the independence of our country. He lived and died an honest man." This explains where Dr. Laughinghouse got his fighting qualities. He has been in many interesting fights. Perhaps he has achieved more fame because of his part in the campaign against

tuberculosis than he has in any other cause. He wrote an article, "Diagnosis of Incipient Tuberculosis from the General Practitioner's Standpoint," which has been widely circulated. This is considered one of the most valuable contributions made to the cause by a general practitioner.

Some years ago smallpox was raging everywhere in this section of the State. People were still doubting the efficacy of vaccination. One family in Pitt County had six cases of the disease, but this was the first outbreak of it in the county. Dr. Laughinghouse, determined to keep ahead of the disease, started out on a vaccinating campaign; for six weeks he went day and night, vaccinating throughout the county as he went. The smallpox excitement in Pitt County ended where it began, with those first six cases, and the surrounding counties had appalling records.

He was instrumental in getting a bill passed by the State Legislature allowing towns and counties to build community hospitals. He made a survey of the poorhouses of the first congressional district, which convinced him that there was great waste in having a separate poorhouse for each county. He succeeded in convincing the Legislature of the same thing, and they passed a bill permitting the first district to have a community poorhouse, to take care of all the paupers of all the counties in the district. This has not, however, been built.

Dr. Laughinghouse has been the official school physician of East Carolina Teachers Training School ever since its opening. The health record of the school has been well nigh marvelous. In the seven years there has never been a single death among students or faculty. There has never been an epidemic of any kind. All sorts and kinds of diseases have crept in, one at the time, but they have a way of coming at the end of vacations or week-end trips, souvenirs the students bring back from other places. Among these have been all the simple contagious diseases that everyone seems destined to have—measles, mumps, scarlet fever, whooping cough, chicken pox, and, in addition, smallpox (just one very light case)—yet not a single one of these has gone any further than the case with which it began. The infirmary at the Training School, with its excellent contagious ward, makes it possible to isolate completely any suspected cases.

The preventive measures Dr. Laughinghouse has taken against diseases, and the corrective treatment for chronic troubles have been of untold value to the school. Many individual girls have been saved from future trouble.

The first year of the school, soon after the opening, Dr. Stiles visited the school and gave the tests for hook-worm. New students have always been carefully watched for this disease.

In November, 1913, Dr. Von Erzdorf, the great specialist in malaria, visited the school and gave the tests which proved satisfactorily and convincingly that there was much less malaria in the eastern part of the

State than was usually believed. Dr. Laughinghouse thought that the school was the best place in which to make a systematic study of conditions because the students came from practically every county in the eastern section of the State, and the time that was best for the test was soon after they came from their homes in the fall. Every fall tests are given all of the students that have symptoms that indicate malaria and treatment follows when necessary. The result is that there is approximately no malaria in the school.

Each year, whenever there are rumors of smallpox in the air, there is a wholesale vaccination of all the new students that have not been vaccinated in some time. While this is not compulsory the question is simply laid before the students and there is rarely ever a student that does not wish to be vaccinated.

For two years, in the early fall, the problem of typhoid fever prevention has been stated to the girls, and they are given the opportunity to take the treatment for prevention. Practically every student has taken advantage of this opportunity.

Whenever a student has trouble requiring the attention of a specialist she is advised to consult one. The students are thoroughly examined and are kept in remarkably good physical condition. The improvement caused by regular habits and close supervision over their health is plainly in evidence as the year goes by; even the casual observer notices the improved physical condition of the students taken as a whole.

Dr. Laughinghouse advocates the same preventive measures in regard to health in the community, both town and county, that he does in the school. He never loses an opportunity to inform the people along the lines of health. One evidence of this is that the people of Pitt County look on the typhoid treatment as a necessity.

He dreamed of the time when Pitt County should have a whole-time health officer. He served for years as health officer and gave such service as conditions would permit. This made him realize that conditions should be bettered, that there should be health inspection in the schools, and that all of the many things that should be done could be done only by a man who had all of his time to give to the work. In the winter of 1915 a peculiar combination of circumstances made him feel that the psychological moment had arrived for the matter to be pressed home. The board of county commissioners was appealed to and the result was that the State Board of Health was authorized to find a man qualified for the place. The interests of Dr. Laughinghouse reach out beyond his profession. As was said in the beginning, he is a citizen first of all. His fighting powers have been used for the educational development of the town. He was one of the first to advocate bonds for the purpose of building a graded school. He canvassed the county from one end to the other when the question of the bond issue for the East Carolina Teachers Training School was the paramount issue before the people.

He was also one of the first to agitate the bond issue for good roads. This was finally carried after an intensely interesting campaign. The industrial and commercial life of the town he has not only watched with great concern, but taken a hand and helped substantially many times. He was one of the original stockholders applying for a charter of the Greenville Knitting Mill, the Greenville Manufacturing Company, and the Greenville Building and Loan Association. He was one of the first to take stock in and help organize both the National Bank of Greenville and the Greenville Banking and Trust Company. He is now a director of the latter. Dr. Laughinghouse, with Higgs Brothers and D. W. Hardy, built the modern four-story office building in the heart of the town, known as the "National Bank Building."

The Public Library of Greenville has rooms in this building which the owners are furnishing free of rent for one year.

The name of Dr. Laughinghouse is among the charter members of the Carolina Club. He is now one of the directors of this club, and has been active in its development, helping to make it a real factor in the progress of the town.

This man whom the doctors of North Carolina have chosen to honor is, on one side, descended from the pure old English stock that settled this eastern section of North Carolina. His forefathers over two hundred years ago settled at Bath, the oldest town in North Carolina, and helped build the most famous church in North Carolina, which is still standing. Without a break his Laughinghouse grandfathers have been landowners, and were slaveholders. A generation or two ago this immediate branch of the family moved into another part of Beaufort County, in the Chocowinity Township. The father of Dr. Laughinghouse, J. J. Laughinghouse, has been a prominent citizen of Greenville for many years.

The mother of Dr. Laughinghouse was Miss Eliza O'Hagan, who was the daughter of Dr. Charles O'Hagan, for whom he was named. Dr. O'Hagan was born in Ireland, was educated in Belfast and lived there until after he was grown. He had a position in the Queen's survey and went throughout Ireland, Scotland, and England while in this work. He came to this country to teach, and because a college mate had told him that the South was a great place for school teachers he came South. He taught in Hookerton and Kinston before coming to Greenville, where he finally settled. After teaching a while he read medicine and began practicing. He came to Greenville in 1850 and died in 1900.

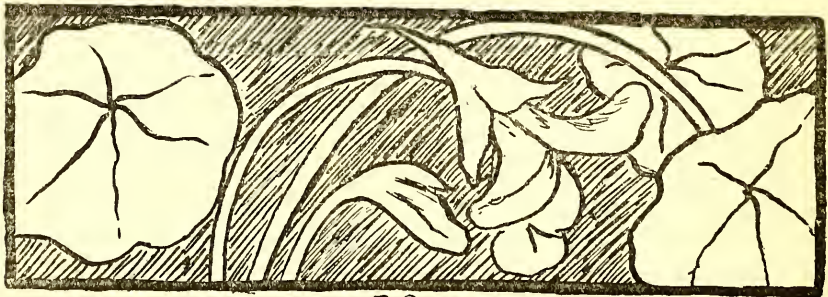
Dr. Laughinghouse was born in 1871. He attended Trinity High School, at Chocowinity, for some years, where he was under one of the most famous teachers of this section, Rev. Collin Hughes, D.D. He attended Horner School, at Oxford, for two years. He was a student in the University of North Carolina one year. The secondary schools then did not stop when a boy was prepared for college; therefore, when Dr. Laughinghouse entered the University he found his work scattered

from Freshman through the Junior class. One of the things for which the University has to thank him for is his part in the organization of the first glee club ever organized there. He and Messrs. Hunter Harris, George Butler, T. M. Lee, and Stephen Bragaw, were the first members. He left the University of North Carolina to attend the University of Pennsylvania. While there he was president of the John S. Ashurst Surgical Society. He received his medical degree in the year 1893. He took three months post graduate work at Johns Hopkins University in 1896.

He was married to Miss Carrie Dail, of Snow Hill, on the tenth of June, 1896. They have three children, Helen, who is now seventeen years old, and is a student at St. Mary's School, in Raleigh; Charles, sixteen years old, who is in the high school in Greenville, and Dail, fourteen years old, who is in the Greenville Graded School.

In politics Dr. Laughinghouse is a Democrat. He sometimes says that when it comes to local politics he must be a mugwump, for he always wants to see elected the man, regardless of the party to which he belongs, who will do most to better conditions in education and sanitation, the man who in every way will mean most to the community.

Thus one can readily see that the man who has achieved so much for his community in a lifetime of forty-five years has merited the confidence of his professional coworkers.



T. S.

Gathering Up the Fragments

[Address delivered during the Better Babies Week in Greenville.]

CHARLES O'HAGAN LAUGHINGHOUSE.

DID you ever stop to think that progress comes through men? That lawyers are men and that all laws are made by men? That all priests and preachers are men? That all religions were formulated by men? That all books were written by men? That all the justice we know is man's justice? That the justice and mercy of God himself is man's conception of that justice and mercy, and that it changes as man changes? All love is man's love? All sympathy man's sympathy? All service man's service? All progress man's progress? There is nothing greater, grander, finer or nobler in this world than man. He is king of the world. God has made him so. Babies and children are men and women in the bud. Realizing this, we have Better Babies Week to gather up the fragments of child life so that nothing be lost in the making of men and women.

In a material way we bend our energies to gathering up the fragments. For instance, in the past we made laws prohibiting the dumping of cotton seed into navigable streams. We are taking the seed, today, and using them to our profit. Hogs and cows do not grow on cotton stalks, nor do cotton blooms develop into olives. From cotton seed we get lard manufactured in Chicago, butter in Montana, and olive oil pressed in sunny Italy.

Petroleum, lately a waste product, gives us, today, everything from axle grease to gasoline. The Standard Oil Company is giving due attention to gathering up the fragments, and out of this they have gotten rich from the waste of a few years ago.

Armour has applied this principle of the whole hog or none, and sells at a profit everything from ham down to the extract of the suprarenal gland.

The modern saw mill uses its sawdust for fuel and modern invention is even converting sawdust into grain alcohol.

The slow and wasteful methods of by-gone days are considered impossible and foolish to the farmer who is using chemistry and modern machinery mixed with brains, to furnish food for the world.

The stagecoach is a memory. Railroads are everywhere, and the wastefulness of bad country roads is preached at every turn.

We are reclaiming waste lands by drainage, by irrigation we are forcing the deserts to blossom like the rose, and the telephone and telegraph has put the face of the earth on every man's desk.

In a social way we are gathering up the fragments. The State exists

for the individual, and the highest purpose of Better Babies Week is to fit the individual to exist and be fitted to exist for the State.

The State compels for the preservation of order and taxes for the public service. It fines and imprisons for crime, and for the sake of society it sometimes takes away all rights, even the right to live, when the individual so misuses his rights that his death, better than his life, preserves society.

As civilization advances we are denying and voting down the doctrine of individual rights. We have long since learned that social safety depends upon this denial.

We have come to know that the best government is that government which is determined by the question of the greatest good to the greatest number.

In fact, government today is an unconditional denial of individual rights to the extent, at least, of wiping out the duties to the individual except in so far as they appertain to the public good.

Compulsory vaccination, while primarily for the individual, would not be law today except that in this way, and in this way only, can the State be protected against smallpox.

A dairyman's cows are his own, but in civilized communities he is not permitted to sell infected milk to endanger the health and life of his neighbor's children.

A butcher's meat is his own, but in municipalities that are intelligently governed it cannot be placed on the market for human food if it is diseased, or unsafe or unfit to eat.

A manufacturer's money is his own, but in civilized countries he is not permitted to use it for the purchase of the cheaper labor of the undeveloped child, even though the child's parents are willing to sell.

A man's child is his own, but in civilized countries he cannot waste its growth and health and life in hazardous and unhealthful labors.

So it is that a man cannot waste his own child, or his neighbor's child, nor claim any right or power or property that hurts or hinders the aggregate development and safety of his community.

On every hand, out of the mouths of frauds, ignorance, and politicians we hear enough of the rights of man. Let's hear more of their duties.

To love our neighbor as ourself is but to see ourself in our neighbor, and to find our safety everlastingly involved in his welfare. From rights, then, to duties should be our slogan for Better Babies Week and for all time, for so leads the way to gathering up the fragments that bring permanent wealth and permanent happiness.

The fraternal orders, churches, and private citizens are furnishing and maintaining orphanages, not as mere charities or matters of sentiment only. These places make men and women. They make them, alas, far better than the average home. The deaf and dumb and blind are

being taught to become self-sustaining members of society. The insane and epileptic are, in many cases, being restored to useful and happy lives.

We are operating reformatories for young criminals, with the hope of educating criminal tendencies out of childhood.

North Carolina has taken the lead in the South by establishing a Training School for the Feeble-Minded right here at our doors.

We have come at last to the wonderful lighthouse of compulsory education.

Think for a moment of the stupendous waste in an untrained, uneducated child. We are gathering up the fragments and preventing this as best we can by our public and graded schools, our colleges and universities, our A. and M. College, our State Normal, and our East Carolina Teachers Training School.

The medical inspection of school children is here and our efficient whole-time health officer in Pitt County is today rendering a service that money cannot measure. He is the constant teacher of child sanitation and hygiene. He is the guardian of the public's physical good. He is the Apostle of the Gospel, the teachings of which prevent physical, mental, and moral decay. He urges all men, and shows them how, to fortify the citizenship of this great country against disease and death. He is pressing the country's medical profession to the use of means other than drugs and lance with which to fight disease, and he is bringing this profession so fully to the comprehension of its individual and collective duty to public health that, forgetting things that are behind, the members of this profession are pressing forward on the stepping stones of their better selves to a finer conscience and the fulfillment of higher things.

We would have you know that the world is growing better, but from wild grapes to grapes is a long, long journey. We may be on the Appian way, but we are not yet in Rome. With all our knowledge of men and things, with all our saving of waste through chemistry and business economy, with all our reclaiming of waste lands by drainage and irrigation we are failing, right here in Greenville, in giving the child its due in the material improvement and conservation that we are giving seed and hogs and land.

We are neglecting playgrounds for our children, large and small. We are not giving them the advantage of scientific light and ventilation in our schools. Open air schools are replacing the old-time badly lighted, badly ventilated school. Do we give any attention to these things? Is there any suggestion of it in our new High School?

The United States, the State of North Carolina, and the county of Pitt, through its whole-time health officer, have told you, through the public press, through mass meetings, through addresses to your city fathers, that the big ditch just south of your Graded School is infected

with malaria and is a menace not only to your school children but to your city's citizenship. Where have you placed your High School? This ditch just south of your Graded School is just east of your High School, and running through a large residential section of our city, is opening its sides every spring to the growth of mosquitoes, enough to make your body of school children rotten with malaria.

Your school superintendent will tell you that you lose more days by sickness from malaria among school children than from all things else combined. It is making a waste of your school money by making a sickly and an inefficient student body. Is it possible that you have eyes that see not and ears that hear not the things that have been told you by the United States Public Health Service, by the State Public Health Service, and by your local Public Health Service, and by the physicians of your town? If it was making your chickens and horses and cows sick you'd stop it.

You advocated one or two or three thousand dollars reward for the capture of Dave Evans, and thought it money well spent, and it was, perhaps. But that ditch, and the others in Greenville like it, will do more harm to Pitt County's citizenship in the year of our Lord 1916 than Dave Evans did or would have done, if he had killed two more men, I care not how good they are.

O, the waste of life in its prime! The slaughter of innocents in their mother's arms! The untimely tears of broken, hopeless health and anxious hearts! You can see the scars if you will visit your school and look upon your puny, pallid children. And you can count the scars if you will visit your cemetery which has made prematurely sad and sorrowful the beautiful face of Mother Earth.

I told you in the beginning that my purpose was to plead that you gather up the fragments of child hygiene not of the body alone, but of the mind, morals, and environment. This brings me to the asking of a question concerning which all thoughtful men would enquire, and that is, "Are we building character in our children?"

Are we bending our children to the making of men and women as our forefathers did in former days? If not, we are raising luscious fruit that will neither keep nor nourish the world through the cold seasons that are to come. Are we putting a deep and enduring respect for law into our children's hearts? Are we inculcating them with the old-time regard for higher things? Are we saturating them with a reverence for God and State? By permitting them constantly to assert their individual right are we not putting them in the way of the prodigal son who spent his substance in riotous living and finally filled himself with the husks which the swine did eat?

If my son have no respect for my authority and the authority of the State; if he reverence not God, and holy things; if he have not faith and hope and love, and the desire for service abiding in him; if he have not respect for others and respect for himself; if he have not character;

no wealth, or knowledge, or training of his can show me that he is not a dangerous derelict without anchor, and I shall know that he will bow or break his father. If there be a lacking in moral fiber, if there be political graft in high places and low, if there be decadence of any kind, know you that these things originate largely from one common source; the source that needs to gather up the fragments more than any other source, the source that is the most baneful example of the assertion of private rights with the negation of duties, the most appalling source of social waste. I refer to the increasing laxity of family government.

It used to be said that the parent controlled the child. Now it is commonly admitted that the child controls the parent. That the parent does not control is too grievously true. Parental authority in no sense depends upon the consent of the governed. It is inherent; it is the one great duty which the parent has no right to disregard, for in doing so he is a culprit to himself, to his child, to his State, and to his God.

The family is the indispensable social unit. Its purpose is the training of children to orderly life and citizenship, and more and more the family is failing in its purpose. I must train my child in the way he should go for the child's sake and for society's sake. It is not a work which I have a right to do or not to do. It is my inalienable duty. I may not relinquish my work any more than the Creator of all things may abdicate His throne, for only in this way can the doing of judgment and justice come among men. The Puritan may have been unduly austere, but the Puritans made men and women.

Patriot and demagogue rant about the rights of local self-government. Let them descant less upon the beauties of it to the multitude, but, as fathers and mothers, let them teach it to their children. Teach them obedience to constituted authority and obedience to self. For "He that ruleth his spirit is better than he who taketh a city." So may crime be lessened. So may juries look up to God and care well for the State. So will the company of insane grow less and the number of hysterical women and psychasthenic men become decreased.

In the building of character the right attitude of the soul of man is the work of early years. Nothing can take the place of the family. The schools are supplementary. And I pray you, O Schoolmaster, teach my child obedience and books, if you can—but if you can teach him no books, teach him obedience to you and control of himself. Teach him this form of local self-government, this most vital embryonic form of democracy.

Therefore, my friends, those heads of Greenville families, fathers and mothers, who shall resume their rightful sway in legislating for child welfare and health, who shall discharge to themselves, their children, their State and to their God their full duty as parents, will have gathered up the fragments of all fragments, and will have done their duty at the source. And they, above all others, will have gained the true, the full, the God-like meaning of Better Babies Week.

The Celebration of the Tercentenary of Shakespeare

Co-operation in School Dramatics

ALICE HERRING, '16.

THE Shakespeare tercentenary was celebrated at the Training School by a production of "A Midsummer Night's Dream," given by the Senior class.

The class, in considering during their Junior year what to give, decided that a Shakespearean play would be the most appropriate and desirable type to give as the tercentenary fell this year. As a result, "A Midsummer Night's Dream" was selected.

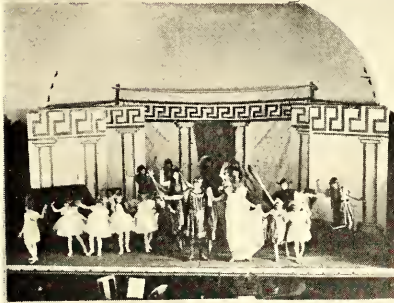
It was an undertaking which required much planning to find out and decide of what the play, as a whole, should consist. These things had to be decided before practices might be begun: what version of the play to use; what choruses, if any; the kind of dances and how they might be worked out; whether an out-door performance should be given; and where should the costumes come from.

When the time came for actual work on the play the problem of choosing the cast was of paramount importance. As it was impossible for every one to have an important part in the cast, and as there was much good material from which to choose, it was a problem which required both tact and good judgment. Finally the suggestion of having "try outs" met with the approval of all, and a week was immediately set aside, during which they were to be held. As an aid to the girls in deciding what part they would try for a committee appointed or suggested several girls to try out for each part; each girl, however, was perfectly free to try for any part she might wish. The teachers of English and Singing, with the class adviser, were judges, and they chose those whom they considered most capable and best suited in appearance for the various parts. In this manner the best material in the class was given an opportunity of making the play a success.

At first the practice was carried on in sections, the different scenes fitting into a schedule, thus interfering practically none with the regular work. In this manner the practices were carried on until within about two weeks of the date, when everything was put together and the full rehearsals begun. In the meantime the class adviser, who coached the play, gave individual attention to members of the cast as it was needed. And in all the characters there was a marked growth in understanding and interpretation as the rehearsals progressed and they studied their parts with this ideal ever before them: "Above all, be *natural*, but not *yourself*. In this play you are another person, *be* that person in thought, word, and action."



SCENES AND CHARACTERS FROM "A MIDSUMMER NIGHT'S DREAM."



SCENES FROM "A MIDSUMMER NIGHT'S DREAM."

Although every member of the class was not in the actual performance, every one had an important part, and felt the responsibility of making the play a success as partly hers. The realization of this responsibility enabled them to carry on the play successfully.

The fairy parts of the play were taken by children from the four grades of the Model School, as each successive group of student teachers feel that the Model School belongs to them. The dances were interpreted from written instructions and taught these children by seniors, with the later approval and polishing over by a specialist in such dances. This specialist concentrated most of her attention on the solo dances. Nevertheless, the actual work and the practical value of experience in the interpretation of the dances and the handling of young children came to the girls.

The time and effort taken from the regular classwork and given to the play is considered well spent and of great practical and educational value to all who had any part in the production. The students in the work on "A Midsummer Night's Dream" demonstrated the value of amateur dramatics in connection with the departments of school work. A work sufficient unto itself has little value in a Normal School where the professional course must be completed in two years.

The following departments were used to great advantage: Music, Domestic Art, Drawing, English, Mathematics, and History. Before the completion of the play, many opportunities were given the students for originality, perseverance, and exercise of creative powers.

To show just how vitally and to what extent these various departments were used in the planning and production of the play may be of value to others interested in amateur dramatics.

MUSIC.

The three forms of music taught here were utilized in rendering the music required by the play. Especially good training was given in the choral work and solo singing. Mendelssohn's music written for the play was used exclusively, with the exception of that for the tree-hearts' dance. And all the dances and incantations were adapted to this particular music.

DOMESTIC ARTS.

For weeks the sewing-room was in great demand from morning until night. There, with the invaluable help and suggestions of the sewing teacher, the costumes for all fairies, tree hearts, and for a few minor characters were planned and made. With these exceptions the costumes were rented from a professional costumer. Those working in this department had to depend and trust largely to their own capability and resourcefulness, for instance, when it was impossible to get the desired

color for a certain costume, material was bought and dyed. Similar instances of ingenuity were shown again and again.

DRAWING.

In this department every member of the class had valuable practical lessons in poster-making, which included enlarging by a scale, lettering, use of water-colors, and combination of colors. Under the supervision of the drawing teacher every girl was responsible for one poster. This responsibility was not imposed upon the girls, but was a unanimous decision, as the girls considered it the best way to get the desired number of posters. Being responsible for it did not necessarily mean that each individual had to make an entire poster alone, but that she was only held responsible for the production of one. There were combinations of services and talents; for instance, a girl very efficient in lettering might do that part on several posters while another equally talented in sketching or using the brush might spend her time in doing work of that kind; thereby gaining more satisfactory results.

The character of the posters aimed to bring out the characteristic fairy-like phase of the play. Among material used as foundation were sketches from the Ben Greet edition of "A Midsummer Night's Dream" and the beautiful paintings from the scenes of the play by Arthur Rackham.

For selling the tickets a diagram of the first floor had to be drawn. This afforded lessons in exactness and accuracy in drawing to a scale.

These posters were sent to nearby towns and distributed about Greenville as advertisements. Throughout all the advertising the merchants of Greenville were very accommodating, and especially was their kindness in allowing posters to be put in their windows appreciated. But for them the advertising might have proved much more difficult.

ENGLISH.

All advertising, wording of handbills and programs was accomplished under the supervision of this department. The girl who was the school reporter for the town daily paper was the chairman of this committee.

The play was kept continually before the eye of the public by articles appearing in the local paper. The notices were not long and were carefully placed in the paper. After a general introduction, only one feature of the play was entered each day, but by the time the play appeared the public had been informed of every feature and all credits had been given. One day a synopsis of the play was published to give people an opportunity to renew their acquaintance with the play without much effort. This was not only for the purpose of getting people to come, but to prepare those who were coming to look for certain features and enjoy the performance all the more. While much of this was

A MIDSUMMER NIGHT'S DREAM

SENIOR PLAY



APRIL 10
8:30 P.M.

ADMISSION
.75-1.00

EAST CAROLINA
TEACHERS TRAINING SCHOOL



A MIDSUMMER NIGHT'S DREAM SENIOR PLAY

APRIL 10 8:30 P.M. ADMISSION .75-1.00

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EAST CAROLINA
TEACHERS TRAINING SCHOOL

PEN SKETCHES OF POSTERS OF THE SENIOR PLAY.

considered advertising and consequently had to be paid for, the material was judiciously handled and the committee believed it obtained maximum results for minimum cost. The day after the performance a two-column write-up was sent by the school reporter at the request of the editors of the paper.

Handbills were valuable in advertising the play. They were mailed by students to friends, relatives and parents, and it was seen that all cross-roads stores^s and villages within a radius of thirty miles was supplied with plenty of handbills. The advertising committee was ever alert, and the handbills were used by them very advantageously. At the Eastern High School Meet held in Greenville these bills were generously distributed. Again, the business people of Greenville showed their interest in the Training School by keeping handbills in their stores and distributing them to their customers.

The Motion Picture Theater was also used as an aid in advertising. A group of girls took a special lesson from the manager of the theater in how to make advertising slides. These he allowed to be run every night for a week, free of charge; again, this showed the hearty support received from the citizens of the town. The girls made several slides, themselves, illustrating striking features of the play.

MATHEMATICS.

It took no little mathematical ability to finance the play economically. Committees were appointed who, with the help of one of the teachers of the department, faithfully schemed to use the money to the best advantage. Mathematics was especially needed in selling tickets both for general admission and reserved seats.

HISTORY.

This department proved to be very valuable to the girls in looking up the old Greek customs, manners, and methods of living. It also helped them in interpreting some scenes of the play and helped make them more real.

From the above one can readily see that dramatics may be made a vital and beneficial part of regular school work.

Plans for Planting the Campus

When the school was established the grounds were well plotted and paid for and definite beds were arranged and every plant to be planted in these beds was designated, most of which were better suited to a more severe climate.

One class planted two beds according to plans. The plants did not seem to thrive, so the beds were not especially successful. It was the dream of some to see the campus planted with Southern plants and shrubs which are adapted to this particular climate. There is a wealth of material and it seemed a pity to nurse scrubby firs when we could just as easily have magnificent magnolias.

In the meantime the classes and societies were gradually getting interested in the planting and the small flower-beds were evidences of this interest. This desultory planting served the purpose of further interesting the girls in beautifying the campus. Their interest continued to grow until it reached its climax this spring, when the societies assumed the entire financial responsibility for planting the front campus.

Mr. Busbee's talk on native plants and shrubs, more than two years ago, perhaps first aroused interest in this object. When the two societies began to look around for a man who would plan for Southern plants, the one man whom they thought qualified was Mr. Jaques Busbee of Raleigh.

Negotiations were begun with Mr. Busbee last spring. In the summer he drew plans which were presented to the societies after the school opened in the fall. Then the plans were referred to President Wright and were left in his hands until the Board should meet. At the January meeting the Board decided to substitute these for the original plans. Mr. Busbee heartily approved of the general plotting of the grounds and did not change the location of beds, but substituted plants which are suited to this climate.

At a joint meeting of the two societies on March 11, 1916, Mr. Busbee explained the plans and told exactly what he wished to do. At this time he spent two days in Greenville, and on March 13th met with the inter-Society Committee and placed a definite proposition before them. This was put before the two societies simultaneously and was accepted by each. Mr. Busbee ordered such plants as could be planted this spring. When they arrived he came and did the first planting.

In a few years the Training School will have a typical Southern garden which people will come from far and near to see.

LOLA T. BRINSON, *President Poe Society.*

EUNICE VAUSE, *President Lanier Society.*

The plans are printed below that all the world may see what the campus of East Carolina Training School will be in the years to come.

*Plans for Planting Grounds of East Carolina Teachers
Training School*

In presenting these plans for planting the grounds of the Training School, two ideals have been firmly adhered to: first of all, the color effect; and, secondly, selecting those varieties characteristic of Southern gardens and suited to the climate of Greenville.

The color effect of the buildings standing against a background of green, is startling! The walls and roofs are red with white and a touch of yellow. Therefore a prime necessity is to carry those colors out into the surrounding shrubbery and trees, so that the buildings may be tied down to their setting—forced to harmonize and blend with their environment.

I have approached this problem as an artist rather than as a landscape gardener or botanist. Unfortunately there are very few available shrubs and trees with red or scarlet flowers, though quite a number with pink or purple-red flowers; therefore, I have taken the few hardy shrubs with vermilion-red flowers and used them in mass, also, with a view to their flowering period.

The very first breath of spring will throw into bloom the red Japanese quince (*Cydonia*) hedge across the front and the other scattered groups of *Cydonia*, and at the same time the spireas and exochordas in white. About the same time the yellow Forsythia will add a touch of gold.

For a long period in April, May, and June the red pomegranate bushes will repeat the red of the buildings, and throughout the summer the red perennial salvia Greggii will keep up the color. In the fall, wild sumach and sourwood trees will give brilliant spots of red in their autumn foliage and through the winter the berries of holly, yepoon and deciduous holly will give some warmth to the groupings.

At the same period of flowering with the pomegranate, white crepe myrtle and Japanese privets will bloom. These are only the salient features. It is unnecessary to enumerate in detail.

I have entirely avoided all pink flowers except in the mass planting of *Camelia Japonica* across the front of the buildings. A large proportion of Camelias are red and white; however, I would strongly recommend these beautiful shrubs. They will grow well in shade, are highly ornamental through the winter with their dark glossy green foliage, and are always intimately associated with Southern gardens. A fine collection of these wonderful shrubs would be a decided asset for the school. They would attract widespread attention. Thousands of visitors go each spring to see the "Magnolia Gardens" near Charleston, where the collection of Indian Azaleas is a sight worth the trip.

Handsome varieties of *Camelia Japonica* are rather high-priced (about \$1 apiece), but the collection could be added to from year to year, say by gifts from graduating classes.

The buildings and driveways of the Training School are laid out in a formal, balanced manner. I have made the main approach extremely formal with magnolias and tall shaft-like cedars lining the walks. Out on either side of the main entrance is placed a specimen sycamore tree. This is done for two reasons: one, because the tree is a rapid and very symmetrical grower; and the other, because the color effect is particularly desirable—the yellow-green leaves in summer contrasting well with the dark cedars, and in winter the white bark of the limbs repeating in a beautiful way the pilasters and cornices of the buildings.

Out in front of the dormitory buildings which are low and spread out in contrast to the central building, are placed mimosa trees (and holly trees for contrast). The mimosa is a broad, spreading, flat-topped tree which will repeat the lines of the building it faces. It blooms through a long period, its deliciously scented blossoms particularly associated with the South where the tree has become naturalized.

One special consideration has been to keep up a display of flowers as constantly through the summer as possible, since the summer school makes this institution an all-the-year college.

In the large oval bed facing the entrance, groups of yucca have been indicated. This will give the bed permanent beauty and a subtropical touch. The tall white trusses of bloom in early summer will be a decoration for commencement; the stiff green foliage handsome and formal through the year. As a wide border to this central bed I have suggested *Iris* in the school colors—old gold and purple. *Iris Germanica Aurea* is real old gold, not yellow. Inside of this is a border of the tall purple *Iris Germanica Pallida Speciosa* which blooms at the same time. These *Iris* will bloom about the middle of April. There is nothing suitable to this bed which would bloom in the school colors at commencement time.

This suggested planting is not intended as the complete scheme. Some two years after this permanent planting of trees and shrubbery has been done, a good deal of color should be added in the way of hardy herbaceous perennials. A great many gaps and spaces should be filled in with such perennials as *Asclepias tuberosa*, *Aster grandiflorus*, *Erithrina Christi-Galli*, Oriental poppies, Perennial Phlox in white and orange and red, *Hemerocallis*, Mallows in red and white, various roses and perennial *Helianthus*.

When pergolas are built connecting the main building with the side buildings, the unity of the plan will be greatly enhanced. These pergolas should be covered with vines of yellow jessamine, Cherokee rose, woodbine (*Lonicera Sempervirens*), and orange trumpet vine. The trumpet vines (*Tecoma Radicans* and *Grandiflora*) will be especially fine as the flowers repeat the color of the buildings almost exactly, particularly the

Chinese variety, and they will bloom through a long period in June and July.

Throughout, an effort has been made to keep to unity of effect, unity in the disposition of masses, and, above all, unity in color harmony. No amount of planting of rare and expensive varieties can be effective unless the colors of blossoms are in mass and those masses harmonize with the buildings and surroundings.

As to native trees and shrubs: the effort to repeat the color of the buildings in the planting has been paramount to the use of native varieties. In every case where it has been possible, native trees and shrubs have been designated. A great many of the varieties used are common to all Southern gardens, and, in a sense, native. It seems to me more important to plant with an eye to color and what is distinctively Southern, than to sacrifice the entire effect of the grounds to a botanical sense. After the front of the grounds has been planted, there is ample space for planting groups of strictly native flowers and shrubs. Another point is this: the grounds in front of the buildings are dry fields in full sun. Many native plants will require special placing as to shade and moisture, and such plantings can be done where those special conditions exist in various other parts of the campus.

Broad-leaved evergreens are characteristically Southern, just as Spruce and fir are of the North. As far as possible, I have used broad-leaved evergreens, especially across the front of the buildings. Cape Jessamine, Camelia Japonica, Sweet Olive, single white Oleander, Lauristinus (*Virburnum Tinus*), Osmanthus—all these will grow well in the positions indicated. Many of these shrubs can be seen growing finely in various Greenville yards.

The winter months must be considered as well as the summer months, and with a planting that is not bare of leaves through cold weather, grounds are more cheerful and seem actually warmer than the thermometer will indicate.

The cost of this planting should be divided up into five periods of one year each. All of the trees and the larger groups of shrubbery should be planted first, to be followed yearly with additions of the smaller groups and plantings. Finally the herbaceous varieties can be put in last, as they will give a full return in one season.

This will spread the cost of planting over a sufficient period to keep the expense from falling too heavily at any one time and results will be just as satisfactory at the end of five years as they would be should the planting be done complete at once.

JACQUES BUSBEE.

A Sketch of Helen Keller

NELLE WHITE, '16.

On May 1, 1916, Helen Keller, perhaps the most celebrated woman of America, was at East Carolina Teachers Training School, and with her was her teacher, Mrs. Macy.

A large audience greeted them and during the whole time every one was breathlessly attentive, even the children.

Before Miss Keller made her talk Mrs. Macy gave a thrilling account of her work with Helen, telling of her early days and many incidents of her life, how she overcame difficulties, and how determined she was to go forward and to take a college course.

After Mrs. Macy's talk, Helen Keller was led to the rostrum amid applause from the audience. She is very young looking, has ash-blonde, wavy hair, fair complexion, and is of a good build—altogether a handsome, attractive young woman. She shows her wonderful health in every way. She is very light on her feet and often springs lightly on her toes.

She had been on the rostrum only a short time when she caught the odor of a lily and wanted to find it. Mrs. Macy led her to it. Helen smelled it and said: "Beautiful, beautiful." The spontaneity of the act captivated the audience at once.

Before she began her talk she repeated the twenty-third Psalm, because it was perfectly familiar to all, so as to accustom the audience to her voice.

Mrs. Macy said: "It has taken over twenty years for Helen to learn to speak as well as she does now, but there is much yet to be desired." Mrs. Macy talked to Helen a short while before she began, and Helen read her teacher's lips by putting her fingers on her lips and throat. The subject of her talk was "Happiness." She made those in the audience feel that having all their senses, they should do more to make those happy around them than they had done.

She said that people should be happy, and they could be so by making others happy. Below are some quotations from her talk:

"Happiness comes from within; love and happiness from achievement and gain."

"There is no darkness that the sun fails to find."

"He blocks progress who stands still."

"The secret of happiness is to do for others."

"We live for each other and by each other."

"It is more difficult to teach the ignorant to think than the blind to see."

After she finished the audience asked her questions, which were

repeated to her by Mrs. Macy. Her answers showed her ready wit and sound judgment. Here are a few of them:

"When did you become a Christian?" "When I was about nine."

"When did you learn about God?" "I had always known about Him, but had forgotten His name."

"What did you like best about college?" "Graduation. Then Philosophy, as it was so beautiful and helpful."

"What is your highest ambition?" "To help make men happy and good."

"Are you a Suffragist?" "Yes" (very emphatically).

"Why?" "Every up-to-date woman is."

"How do you stand on the subject of 'Preparedness'?" "Dead against it."

"Why?" "Because it ultimately means war. But I would be for it if only Kaisers, kings, and Congressmen were to do the fighting."

"You do believe in some kind of 'preparedness,' do you not?" "Yes; the preparedness that promotes intelligence and efficiency; that includes good roads, schools, clean cities, and better wages for working men."

"Do you think in words or sentences?" "I think in ideas."

"Have you any perception of color?" "I can perceive *green* when I talk to some people."

"What sense had you rather have restored, if you could have one?" "*Hearing*, for that cuts me off from the world more than blindness does."

"Do you swim and row?" "Yes, I do both."

Various other questions were asked and she showed her keen intelligence and wit in answering them. She told how she could feel the applause through her feet; she knew when the audience laughed by the "pleasant tremblings in the air," and she told how she heard music through her hands.

Every one took away in his heart the sweet message that Miss Keller gave them; each felt as if he had witnessed a miracle.

As Miss Keller and Mrs. Macy are making a tour of North Carolina, it seems that this is an opportune time to give a short sketch of her life. She was born in Tuscumbia, Alabama, in 1880, and is the daughter of Arthur H. Keller and Kate Adams Keller. She is related on one side to Governor Spottswood, and on the other to Edward Everett Hale.

She was a normal child until she was nineteen months old, when she was very ill, the nature of which illness has never been found out, and as a result she became deaf and blind and for the first few years dumb, also.

During the first nineteen months of her life she caught glimpses of broad, green fields, a luminous sky, trees and flowers, which were not wholly blotted out by the darkness that soon enveloped her. By signs she was able to make those around her understand what she wanted. When she wanted bread she made the motion of cutting and buttering it. Her mother and father understood her, and she could make a little negro girl named Martha Washington understand her.

After she had been using signs for some time the desire to express her wants and thoughts grew so rapidly that her parents decided to secure a teacher for her to see what could be done for her.

Through Dr. Howe, of Perkins Institute, Boston, who had done so much for Laura Bridgman, the first blind, deaf and dumb child who had been taught, Miss Anne Sullivan, now Mrs. Macy, was secured for Helen. Mrs. Macy arrived at Tuscumbia in March, 1887, and she became very much interested in Helen at once. She taught Helen her first lesson by means of a doll Laura Bridgman had dressed for her. When she gave her the doll she spelled the word *d-o-l-l* into her hand, and, although she did not understand, she imitated her and soon could spell it. She learned *cake* and other words in the same way, but she only thought it was a game she was playing. Full understanding did not dawn upon her until one day when she was taken to the pump and water was pumped over her hand. While the water was being pumped on one hand the teacher spelled *w-a-t-e-r* into the other hand. She stood still, but in a few minutes a light, the light of *intelligence* showed on her face, for she realized that everything has a name. She wanted to know the name of everything around her. She learned thirty new words in a few hours. From this time on she learned rapidly. She soon learned to read Braille type and could read stories for herself.

Still she was not satisfied for she wished to learn to speak like other people, so she was taken to Boston, and Mrs. Sara Fuller, who had worked in this line before, taught her the elements of speech. She was delighted when she could make sounds and was happy when she uttered her first sentence, which was: "I am not dumb now."

In 1904 she graduated at Radcliffe College, which had seemed impossible to many, but by perseverance and work she overcame all the difficulties she met. On almost all of her classes her teacher spelled into her hand what the instructors said.

"The Story of My Life" was written by her as themes while she was in college. She writes for some magazines sometimes, but is devoting her life in trying to make it so that the blind will have less difficulty in getting the books and other things that they need. She also does all she can to make people happy.

Helen Keller never likes to be idle, but wants to be doing something all the time. She wants to be like other people, and most of all to talk to them on topics of the day.

From her letters in "The Story of My Life" much is learned in regard to her personality. She is very sympathetic and tender-hearted, happy, contented with her lot, likes to do for others and wants to help in great movements for improvements.

Perhaps some will be interested to read her first letter, which was written three months after her teacher came, to her Cousin Anna (Mrs. Geo. T. Turner):

TUSCUMBIA, ALA., June 17, 1887.

helen write anna george will give helen apple simpson will shoot bird jack will give helen stick of candy doctor will give mildred medicine mother will make mildred new dress.

(no signature.)

She improved in her writing very rapidly. She does almost all of her work now on a typewriter. From this first baby letter to the leading articles in the best magazines is a far cry. But the wonderful thing in her life, the miracle, is developing speech from absolute dumbness to the point where she can address audiences in large halls so that she can be heard and understood. More wonderful still, she does not merely call words so that one can catch the miracle of speech from the dumb, but she delivers a message replete with sound philosophy, wholesome optimism, that within itself is an inspiration. Helen Keller is a miracle and a genius.



Reports on Special Trips

Miss Armstrong's Report on the Sand Hill Farm Life School

Miss Martha Armstrong, teacher of Household Economics in East Carolina Teachers Training School, spent three days this spring giving lectures and demonstrations in the Eureka, or Sand Hill, Farm-Life School in Moore County. This is the school in which Miss Mary Rankin, formerly of the Training School, is working. Miss Rankin told in the last issue of the *QUARTERLY* some of the interesting things they were doing. Miss Armstrong's report gives the point of view not of the mere visitor, but of the expert who would be keenly sensitive to all of the household affairs in this school community. It would be interesting to put the two accounts together. It is in the main the same story, but from a different angle. Miss Armstrong may tell the story of her visit herself:

"All of the work of this school is done by the boarding pupils, who are required to give a certain amount of time each day to the work; they are paid for excess time at the rate of 10 cents per hour. One group of girls gets breakfast, which is served at 6:45. After breakfast, while they are washing dishes, another group prepares lunch, leaving it on the back of the stove to cook slowly or ready to be finished quickly at noon. The girls who are not busy in the kitchen clean the house. Supper is cooked in the evening by the group that cleans the house in the morning. The boys make the fires, bring in wood, take off the garbage, and help with the heavier work of the house, in addition to doing their work on the farm.

"While I was there a protracted meeting was going on and the farm work was discontinued for the time being. There were two meetings a day. The girls were tired out from attending the meeting, so the teacher of agriculture and four boys volunteered to wash dishes one night and cook breakfast two mornings. They did this very creditably with Miss Rankin's assistance, much to the joy of the girls. One little ten-year-old fellow liked it so well that he wished to keep it up.

"Several girls are paying part of their expenses by serving tea and sandwiches to automobilists. As the school is on one of the pikes, they make a neat little sum. They also make candy, which is sold by one of the stores in Pinehurst. They cannot supply the demand.

"The school is indeed the real community center. At least one entertainment a month is given for the neighborhood. Church services are held in the school building. During the protracted meeting the girls served hot coffee at noon to the families who brought their lunch and stayed to both meetings.

"Winter tourists who come to Pinehurst and Southern Pines and the people of the neighboring towns manifest great interest in the school. Many books and magazines are given to the school. There is a constant stream of visitors.

"The women are now working for money to erect a new dormitory this summer as the school has outgrown the old one. At one time the people of Southern Pines gave a sale from which they realized \$1,100. One lady was

going to give a card party to raise money to buy a mule. By the end of the summer they will have established a model dairy. The school is fortunate in that it has such excellent financial support.

"A year ago the school was an ordinary country high school. The Woman's Auxiliary of the Sand Hill Board of Trade decided that their county must have a farm-life school. They chose the Eureka School for the place, and decided to build a new schoolhouse and a girls' dormitory just across the road from the old schoolhouse, which was made over into a dormitory for the boys. A small chemical laboratory and a barn were added to these buildings, making a group of buildings. A well with a force pump, a hot-air furnace, and electric lights were installed. The school has a farm of about sixty acres.

"The girls' dormitory is the center of the school social life. There is a big living-room with comfortable chairs, books, and a rack full of magazines. Here the students gather for a short time in the evenings and listen to some one's playing on the piano, or to the Victrola, which was given to the school by one of the winter tourists who did not wish to take the trouble of carrying it back home with him. The dining-room has a big open fireplace, which makes corn-popping and apple-roasting favorite amusements.

"The kitchen is fitted with all the inexpensive conveniences, the fireless cooker, rolling tray, sink, running water, a garbage chute, an oil stove, all of which the women of the neighborhood might have in their own homes. In the weekly cooking lessons given to the women of the community they are taught to use these conveniences.

"The school is the center of the canning clubs, and the county agent has given a canner to the school.

"The school is certainly doing a great many interesting things, and I am greatly interested in watching it."

Miss Armstrong gave three demonstrations to the women of the community. The first one was the cooking of meats. Meats were prepared in several different ways; for instance, roast meat, baked chicken, broiled pork, and beef stew. The second day the demonstration was on bread-making, particularly loaf bread and rolls. The stew, which did not have time to get done the day before, was served with the bread. The third day was devoted to a demonstration and talk on the arrangement of the kitchen, and home equipment. All of the high school boys and the principal attended this so that they could learn to make the things recommended for their own homes.

Miss Davis Visits Other Normal Schools

Miss Sallie Joyner Davis had a week's leave of absence during the spring for the purpose of visiting other normal schools. Instead of dissipating her time by trying to catch fleeting glimpses only of several schools she concentrated on two that she considered representative types of the schools that are doing somewhat the same work that this school is doing. The two schools that she chose were the Eastern Kentucky Normal at Richmond, Kentucky, and the State Normal and Industrial School at Harrisonburg, Virginia.

The Eastern Kentucky Normal is the successor to the campus of the old Central University, therefore, it has a campus much older than

the school. Miss Davis spoke enthusiastically of this beautiful campus, which has wonderful elms planted down the driveways. One of the features that impressed her was the success of co-education. Of the seven or eight hundred students, forty-five per cent were men and fifty-five per cent women. The spirit was rather like the western spirit than the southern in the attitude towards co-education.

A very efficient Model School is one of the most excellent departments of this normal school. Although this school is in the administration building one would never know it from the noise. The order and discipline that were maintained without the feeling of strained effort for it was noticeable.

Miss Davis was the guest of the school. She came away with very delightful impressions.

At Harrisonburg she was greatly impressed with the excellent extension work in Domestic Science. Twenty-two girls were teaching in fourteen schools, each girl teaching a class once a week. They went out on early morning trains to the schools in the surrounding towns, and in vehicles to the schools in the country; some of the trains left as early as five-thirty o'clock. The head of the department spent every morning visiting these schools, directing the work, and met her classes in the normal school in the afternoons.

Miss Davis enjoyed seeing the handsome new library this school has, and watching the efficient service in the library, but sighed for the time when we, too, could boast of ours. She found that the practice work of the student teachers of the grades was done in the schools of the town.

Some of the most delightful hours of her trip were those between trains at Staunton when she visited the Mary Baldwin School, the boarding school she attended. She says it is the last word said on the select boarding school for girls. From cellar to attic she inspected it. A quarter of a million dollars has been spent on the school recently.

The week-end before returning home Miss Davis stopped over in Washington, visiting the Congressional Library, Congress, Smithsonian Institution, the Bureau of Engraving, and other places. She says she went nowhere that she did not go for the special purpose of getting something specific for this school. The students thoroughly enjoyed getting her reports of her trip while they were fresh in her mind.

She brought back many excellent ideas. In some things she felt that we had much to give others and in other things she thought we could benefit from them.

5

**The Threshold*

BARBARA SEYMOUR

Life lies before me, but shut is the door
On all my childish days. No more, no more
Shall I in all my years again be free
And careless—happy as I used to be.
So be it, Lord! I know that is all right,
I would not alter it, or shirk the fight.
Shut then the door—but leave a little crack
That when I meet a child I may slip back.

Harper's Magazine, March, 1916.

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The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: 50 cents a year.

15 cents single copy.

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VOL. III.

APRIL, MAY, JUNE, 1916.

No. 1

It Is Mine Own

A child that has been allowed to have his own little patch of ground, to plant his own radishes, onions, beans, corn, and the particular vegetable that he likes best, never gets away from the love of the soil. Even a few seed in a few square feet of ground planted, watered, cultivated, watched day by day, can open the mind to all processes of nature that are essential. It is like Tennyson's "Flower in the crannied wall—Could I but understand you I would know God and the universe." The pictures of the gardens at the Training School show the students at work on their plots; the article by the teacher who watches their interest in these gardens gives the details.

Agriculture and Graduates

Agriculture and the "sweet girl graduate" may not seem at first sight to harmonize. Both are in this number of the QUARTERLY; if you stop and think about it there is no reason why they should not be, and many reasons why they should be. Why should not variety, in a magazine as well as out of it, be the spice of life? We have the doctrine that all should be well balanced preached to us from all platforms. We are advised to have our days well balanced, dividing up the work and the play; labor should be well balanced, having some mental and some manual; we talk of well-balanced meals, well-balanced minds; what does it all mean, if not the old proverb on variety?

The senior department, however, has far more value than merely giving variety. If it had no virtue within itself it would not be in the magazine. It gives an insight into the personality of forty-eight young

women who are going to be in forty-eight different school rooms next year. Let each one have only thirty pupils; and a simple operation in arithmetic will help you to see how far-reaching their personalities will be. Why should not these forty-eight young women be of interest to the public? A. H.

The Senior Department

In the Senior department of this number of the QUARTERLY the quotations that feature some characteristic of each girl were not picked up at random and indiscriminately attached to any girl. They are the result of careful search through the plays of Shakespeare; in this tercentenary year it seemed fitting to honor each girl with the line from the great master of human nature that seemed written just for her.

The forecasting of the future of each member of the class is not the mere play of fancy, flights of youthful and vivid imagination for the entertainment of the class, but is based on the fundamental principles of psychology. The facetious vein in which these principles are applied merely proves that these girls are normal, fun-loving creatures.

The chronicles left by each Senior class published in the QUARTERLY furnish a complete record of school events that center in the class activities that in the future will have historical value. This summary of events of the four years life of a class gives an insight into the life of the school.

Why not read this department and see what the girls say for themselves and each other? A. H.

The Training School Responds to Calls

One of the marked features of the Training School from the beginning has been the readiness with which those connected with the school have responded to all demands from the community and from beyond. It has been the policy of those in authority to keep the school as much a part of life as possible. A glance through the department of "School Notes" of any issue of the QUARTERLY will give some idea of the demands made on faculty and students, and will show what the school brings to the community. The president of the school attends all of the big educational meetings throughout the country whenever he thinks it probable that he can get anything of value for the school. The men of the faculty are in demand as commencement speakers. The members of the faculty have repeated calls for doing extension work. The amount of extension carried on through private correspondence cannot well be estimated. The people of the town find the teachers ready to respond to calls for aid in clubs, church work, and in school affairs, wherever they are needed to help.

The same spirit is encouraged in the students. During the year the members of the Senior class have been conducting story-telling at the

Greenville Public Library. The student-teachers have supplied for regular teachers in both the town and county schools when a teacher had to be absent from her work. While the opportunity to get experience is excellent for any girl, it would be easy for her to become so absorbed in the routine life of the school that she would feel that she could not break away from it. "Give all that thou hast" is the dominant feeling in faculty and students.

J. R.

History There have been a number of requests from far and
Then and wide for the last number of the QUARTERLY because of
Now the suggestions on the teaching of primary history. This was largely due to the fact, perhaps, that the *History Teachers' Magazine* referred to these suggestions. Whatever the cause, it is clear that teachers and superintendents are on the alert for ideas for vitalizing history.

Once the mere mention of history produced a weary feeling; endless lines of kings, wars that one could not keep straight, dates without facts attached to them, and isolated facts without dates, all crowded pellmell into the brain. One shudders yet at the memory of grilling he had to endure as a child, if the teacher were the conscientious type. Other teachers heard the lesson with the book open, keeping an eye on the dates, and excused the children for not remembering them. One of the "bromides" of conversation is, "I never could remember dates."

Now, how different! History is life. In the lower grades it is making playhouses, playing the home-life of the people the child knows, of the interesting little folks of other lands, Eskimos, Japanese, Dutch. It is the child's natural play turned to account. When the child gets this idea of history he never loses the realization that history is a record of life.

As It A young, prospective teacher, in looking around for
Should Be her first position, selected the county she wished to teach in, found the type of school in which she thought she would fit, and applied for the place. She was asked to meet the committeemen on the first Monday that she could get away from school. She met them, talked over the whole situation with them, and was offered the position. Before she left the community she visited the schoolhouse, got all the information she could about the school, learned what the teacher attempted to do this year, so that she could build her work next year on what had already been done, came in contact with the people, and found out what the chief problems of the school and the community were. All summer long this young teacher will have in mind the school she is going into next fall, and all she does and thinks will

center in this. She will go into the community in September eager to begin her work, ready for it; she knows what she is going to attempt to do and has her year's campaign mapped out.

Contrast with this the other type, the teacher who is going to teach solely for what she can get out of it, putting as little as possible into it. She goes to her work on the last train, and goes to the schoolhouse the first morning to get ready to begin to get ready. It will take her half the year to find out what the other girl knows before her school opens, if she ever does find out. Which one do you prefer?

**One Who
Knows**

Dr. Kary C. Davis, the writer of the leading article in this number of the QUARTERLY, has a vantage point that enables him to look over the whole field of agriculture, especially the teaching of agriculture, and get it in perspective. He sees the strong points, the defects, the causes of failure and success, and can suggest remedies where they are needed. Reference to "Who's Who" will disclose the fact that he is an authority second to none. It is interesting to note that he develops the cultural value of Agriculture, and stresses the need for teachers of agriculture who have background. The teacher of agriculture who cannot use clear, correct English, who cannot write well, and speak convincingly is seriously handicapped. Teachers of agriculture will not be accepted as leaders until men of personality and ability take up the work. They must have more than fact knowledge of the subject.

Suggestions

A 1916 Model Store in the Third Grade

"How am I to make children feel a need for working little problems in order to develop their reasoning power, after they have been drilled on the four fundamental processes of arithmetic?" This was the question that confronted the teacher of the third grade at the Model School.

A teacher who wishes to make arithmetic as attractive and practical as possible should provide some means by which the children will enjoy number combinations. After having read what other teachers have done to solve this problem, the teacher of the third grade decided that a store could be worked in this grade, and based her work more directly on the ideas brought out in Miss Helen Strong's article, "Using Number Combinations to Meet a Social Need," printed in last summer's *QUARTERLY*.

Almost every child, at some time, has a little money of his own, and is at liberty to go to the store and buy what he pleases. Many times his mother sends him on an errand for her. Thinking of the various helps connected with the store, the teacher asked the children if they would like to have a store in school, and, if so, where. A child suggested that one corner of the room be used. Chairs, with boards across them, were used for counters, as there were no boxes convenient.

"What shall we have in the store?" was then the question. The children suggested various things: cans that once held peas, beans, corn, soups, and fruits; empty cereal boxes, as Quaker Oats and Puffed Rice; cans of coffee, sugar, tea; and empty bottles. The children enjoyed bringing these from their homes from day to day.

For fresh fruit the children used the oranges, apples, bananas, pears, cherries, and lemons that they had cut from drawing paper and colored. This furnished busy work for one section while the others solved problems about the store. The month was February, therefore Valentines, hatchets, flags, and booklets for George Washington's birthday were made and sold in the store.

When the store was stocked with a sufficient amount of goods and the children had found out the prices, the arrangement and handling of goods was discussed. The unsanitary way in which candies and fruits are usually handled was emphasized.

Two of the children were then chosen to arrange the store and serve as clerks. A certain amount of money was distributed to each child, and several dollars in change given to the clerks. The money used was that ordered from Milton and Bradley, Springfield, Mass., at 25 cents a box. A box contains around 300 dollars in the different combinations.

If you can not get this, have the children cut discs the regular size of money from pasteboard or drawing paper, and mark the amounts on them.

Before going to the store each child would come to the front of the room, give the price of the object he was going to buy, and the amount of change he would receive. If the class said his calculations were right, he could then go to the store. If he wished to buy a list of things a memorandum was made. As this required spelling various words, it was a motive for good spelling lessons. Sometimes a bookkeeper was selected who kept books on the board by writing down the amount taken in. At the end of each lesson the class figured the amount made that day, and if a mistake was made they felt the need of being more accurate the following day.

On the last day the children imagined that their fruit was rapidly decaying and they had better have a special sale, reduce the prices, and sell out the entire stock. They wanted a big crowd at the sale, so after a spelling lesson on the names of fruits, each child made a poster, and the best ones were tacked on the door. A few minutes before the sale several children with posters tied on their backs marched through the fourth-grade room. Each child was given fifty cents for bargains. When the advertised hour, 10:30, came, the room was filled with children ready to buy. In a few minutes the entire stock was sold. The children learned what a special sale was for, how it was managed, and the importance of good advertising in order to have a big crowd.

From this we see the many values of the store in the school-room. It furnished motives for lessons in spelling, language, writing, drawing, history, hygiene and sanitation, and especially in number work in its most practical way.

ALLEN GARDNER, '16.

Freehand Cutting in the First Grade

Freehand cutting of the various early spring flowers, the geranium, hyacinth, crocus, jonquil, and tulip were used for independent seatwork, in the first grade at the Model School. Several cuttings of the flowers in different positions and colors were made, and placed before the children as models. The only directions given were just to call their attention to the shape and color of the leaves and flowers, then they were left free to cut them according to their own ideas. They cut each petal separately, then pasted them so that they would form the flower, on grey or white paper, which served as a background. For instance, in cutting the geranium the flower was formed by pasting little pieces of red paper, or the color wanted, to form the flower. While, on the other hand, in cutting the crocus the flower was cut from yellow paper as a whole, then the leaves and stem out of green, and pasted on the grey paper.

The children were highly delighted with them, and the student teachers delighted with their success. The best were selected and put up to

form a border around the room, and the children were pleased when visitors commented on the spring-like effect of the room.

JESSAMINE ASHLEY, '16.

[As the schools are all closed it was deemed best not to have as many suggestions as usual from the student teachers of the Model School. Only two are given. In place of others a piece of practical work, full of suggestion, done by one of the regular classes in the school is given.—
EDITOR.]

History Made Real by a Magazine

During the past year the National Geographic Magazine, a file of which we have almost unbroken since the beginning of 1910, has been an unflinching source of help and pleasure to the B group of students in their European history.

In the fall we found the magazine particularly helpful in our once-a-week current news class when we were trying to find out something more of the leading countries, now involved in war, than that they were places on the map and stood first, second, or last in the list of great naval or military powers. The one hundred illustrations that are to be found in one number about the people of France, made us understand more keenly the reasons why France was able to check the mighty raid of the Germans in the fall of 1914.

Our year's work in the text-book began with the formation of Charlemagne's great empire, and from the very beginning we were able to supplement the text-book with some number of the magazine that helped us to bridge over the gap between us and the past. Assignments were carefully given by our teacher and each girl was held responsible for an oral report fixed for a certain time. As the class time was limited the girls had to use much skill and judgment in the presentation of their topics.

A new world was opened to us by the magazine while we were studying about the Crusades, those wonderful expeditions of the people of western Europe to reclaim the Holy Lands. We read about the people of Jerusalem, how they lived, about the marriage customs, their hospitality and their kindness to the destitute, their quaint street restaurants, where they served roasted meat and flat loaves of bread. We saw the pictures of the trees that were so much admired by the Crusaders, who attempted to introduce them into Europe. Tracing the routes of the Crusades led us through the Balkan States. If the magazine had been arranged for our special benefit, it could not have succeeded better.

From the issue of April, 1915, we learned that Bulgaria was one of the most progressive of the Balkan States. We also formed some idea of the educational strides of the people and their economic conditions. The fact that the women carry water from springs in stone jars made us realize how they still cling to primitive customs. We were interested

in the different forms of social pleasures, one of which was a dance in the mountain village. We saw from the colored prints that the Bulgarian girls love bright colors and that their shawls and aprons were decorated with beautiful embroidery. The pictures revealed that the women work on the farm as much as the men do.

We learned that Servia had a liberal constitution, and that manufacturing and agriculture were their chief industries. Of course, we noticed the novel customs, such as the way they did their laundry, more than we did the vital questions. The women, scorning to be idle, do all the household drudgery for their families, but they never take any commercial positions, considering it a disgrace to work for money outside of the home. Isn't that like the women, anywhere, fifty years ago?

The picture of a wedding procession in Roumania naturally attracted the attention of a group of girls. The bride, with her bridesmaids riding in the plebian vehicle, the ox-cart, was interesting to us. To girls whose lives have been spent in North Carolina it gave a home-like touch to see the familiar sight of an ox-cart.

Before we used the Geographic Magazine the word Armenia had meant a vague territory somewhere in Asia Minor, in fact, it meant almost nothing to me. I have learned that Armenia extends from the Caspian Sea to the Mediterranean Sea, and covers an area of 500,000 square miles of fertile, rugged, and beautiful land; that the Armenians are not even an organized people, but have to submit to the most inhuman treatment by the Turkish government; that they have an eagerness for education and this has been encouraged largely by American missionaries.

It added to our interest that our teacher took a trip while we were doing this work, and, on her return, one of the many things that she told us was that she had been by the home of the Geographic Magazine. One of the girls said, "My, you felt as though you had met an old friend, didn't you?" This is the way we will feel when we take that trip and see the home of the Geographic Magazine.

BESS TILLITT, '18.

Reviews

The Readjustment of a Rural High School to the Needs of the Community, by H. A. Brown, Bulletin No. 492, United States Bureau of Education.

This is the story of the readjustment of Colebrook Academy, which is located in the extreme northern part of New Hampshire. The Academy was built in 1832 on a grant of land received from the State; later it was conducted as a private institution, then as a public high school supported by taxation. In 1910 it was decided to reorganize the school and instead of keeping the old college preparatory and English curricula, four courses of study were substituted: (1) college preparatory; (2) commercial; (3) agricultural, and (4) domestic arts. It was felt that the old course of study did not prepare the boys and girls for life in the way it should; it was educating them away from the farm. In making the change in the curriculum care was taken that such things should be offered as would educate the young people to the farm.

The old Academy building was remodelled and a new building and a greenhouse were built. All of these are thoroughly up-to-date. Some of the main features are: (1) The greenhouse; (2) the dairy laboratory, (3) the domestic arts department, and (4) the shop, including a carpenter shop and a blacksmith shop.

The faculty consists of a superintendent, a principal and five teachers; all have specialized in their line of work, and in this way are able to meet the approval of the State department of public instruction.

This is one of the rural schools that is solving the problem of the welfare of the country districts. It is believed that the training that the boys and girls get at such a school will create within them an interest in the farm and home problem and will check the trend toward the city. "The rural high school has a most important part to play in the tendency known as the 'country life movement.' * * * A great responsibility rests upon it and upon those who have its management in charge. It can not meet this great responsibility unless its program of studies is reconstructed along lines calculated to bring about readjustment to the real needs of the community."

J. R.

Efficiency and Preparation of Rural School Teachers, by Harold W. Foght, specialist in rural school practice, Bulletin No. 623, United States Bureau of Education.

In his letter of transmittal, Dr. Claxton says: "The most important factor in any school is the teacher. * * * True of all schools, this is especially true * * * in the open country village and small town."

In order to find out about the preparation of the teachers in the rural schools of the United States, the Bureau of Education sent inquiries to

6,000 teachers. About 50 per cent responded. The statistical reports given in this bulletin are based upon fifty-five typical counties in the United States. "Of the 2,941 teachers replying, 4 per cent have had less than eight years of elementary schooling; 45 per cent have completed four years of high school work; 32.3 per cent have had no professional preparation, and only 3.2 per cent are normal school graduates."

Since broader views of rural education have come into prominence, there is a demand for the reorganization of the old one-teacher schools, and that provision be made for rural high schools that are well equipped and in reach of every child. In order that these schools may perform their function of making good citizens, they must have professionally trained teachers, "imbued with correct vision and real power, who establish themselves in the rural district as permanent teachers and county builders."

Figures show that about two-thirds of the teachers reporting teach eight or more grades each. Of the 2,941 teachers reporting, 73 live in houses provided by the schools, 2,415 board in the community, and 526 board outside the district. "Public school teachers in the United States receive an average salary of \$486. * * * Artisans, domestics, and common laborers receive better wages than do these teachers.

"The change from amateur to professional teaching may be hastened in several ways: (1) Salaries should be increased; * * * (2) the entire school plant should be reconstructed to answer present needs and be attractive and sanitary; (3) the community should be obliged by legal enactment to erect a teachers' cottage; (4) teachers' colleges, normal schools, and other schools with teacher-training classes should be encouraged to organize district departments in rural life and rural teaching.

"The largest immediate supply of rural teachers come from the training department of the high schools in many States; next, in point of number, stands the normal school, schools of education in college and universities; finally come the agricultural colleges."

I. *Report of Boys' Club Work in North Carolina*; II. *Arithmetic Problems Based Upon Agricultural Club Work*, By T. E. Browne, the North Carolina Agricultural Extension Service, Circular No. 8, gives the purpose and the figures of the boys' clubs in North Carolina that have been sent in from the different clubs.

In the section devoted to the history of the club work, many interesting facts are given. The Boys' Corn Club was first organized in 1908, to work in connection with the rural schools. It was about this time that work was begun by the State Department of Agriculture and the Farmers' Coöperative Demonstration Work. Because the work of these organizations was so much alike, confusion arose. In order to prevent this all the corn club work was organized under one direction in 1912.

Poultry clubs and pig clubs were started in 1914, under the Animal

Industry Division of North Carolina Experiment Station, and the Bureau of Animal Industry at Washington. This caused more confusion among the clubs. So, at the beginning of the year 1915, "all the boys' club work was placed under the direction of an agent in charge, the work to be known as the 'Boys' Agricultural Clubs.'" Since this reorganization the work has been satisfactory, and all club work is more closely connected. Included in the Boys' Agricultural Clubs today are: the Boys' Corn Clubs, the Pig Clubs, the Poultry Clubs, the Crop Rotation Clubs, the Peanut Clubs, the Potato Clubs, the Cotton Clubs, and the Negro Boys' Farm Clubs.

Since the reorganization the membership has increased and there has been great improvement in the reports and written histories that the boys send in. In the report the names, with their counties, are given of twelve boys who raised one hundred or more bushels of corn on one acre, at a cost of less than twenty cents a bushel.

In order to reach as many boys and girls as possible, letters are sent in bulk to the county superintendents, and they are asked to distribute them among the teachers. The teachers are then supposed to interest the children in the movement, and to have all who wish to join the clubs fill out the enclosed blank and send back to the department. Once or twice a month circular letters, advising about the work to be done at that particular time, are sent to each member. Besides this, personal letters and bulletins and circulars of the Extension Service and the United States Department of Agriculture are mailed frequently. Whenever possible the agents visit the members and advise them about the work.

During the summer short schools of one or two days are held in many counties and the men of the club work teach the boys some of the fundamental principles of plant and animal growing. A short course lasting four days is held at the Agricultural and Mechanical College, and the boys have the privilege of hearing lectures delivered by members of the college faculty and of visiting the experiment station. Besides, there are illustrated lectures, and sight-seeing trips over the Capital. The Crop Rotation Club joined the other clubs in 1916, and it is too early to have a report from it.

During 1915 the department of the Negro Boys' Farm Clubs was added. Its work is to be done in coöperation with the Agricultural and Technical College for negroes at Greensboro, and the office of the Boys' Agricultural Clubs at West Raleigh.

Five thousand five hundred members are enrolled in all these clubs now—Corn Club: total number of boys enrolled in the State, 3,504; total number of bushels reported, 70,062.5; total cost, \$30,611.85; total profit, \$39,450.65; 95 of the 100 counties have members enrolled; 50 boys made 100 bushels and over. Pig Club: total enrollment, 768; average weight of pigs for market, 269.7 pounds; average initial cost

of pigs for meat, \$4.28. Poultry Club: total enrollment, 1,056; total number of chickens raised, 14,965; total value of chickens raised, \$11,237.50.

Fifty arithmetic problems based upon the agricultural club work have been prepared for supplementary work in the rural schools. They are suitable for sixth- and seventh-grade work, preferably the sixth. Any teacher will be supplied for the asking. These problems give not only excellent training in arithmetic, but, also, a great deal of valuable information. They show the children the relation between farm work and arithmetic. The problems on measuring an acre of land and running off the corn rows give good exercise in visualization and practical measurements. From the problems on fertilizers the children learn to read fertilizer formulæ and to find out what kind will bring the best results at the least cost. The problems that call for the cost of raising things give good training in bookkeeping, for accurate account is kept of the little things that a farmer seldom keeps on his book, such as the value of the child's time, pasturage and kitchen waste. It encourages the farmer to put all on a cost system.

J. R.

The American Schoolmaster, published by the Michigan State Normal College, at Ypsilanti, Michigan, is one of the best monthly magazines devoted to the professional aspects of teaching. It generally has three or more articles on live educational problems written by people who have worked on that line. The department, "From the Educational Field," gives short, concise expressions on vital questions. Some of these questions discussed in the March, 1916, number are: "Government Aids in Home Making," "Practice Cottages for Home Economics," and "Cottages for Teachers." The editorial comment is live and interesting, such subjects as the "Teacher's Purpose" and "The Recitation's Worth" are discussed. Many of the best new books are reviewed and commented upon by men and women whose opinion holds weight.

J. R.

The Normal Instructor and Primary Plans, Dansville, New York, the monthly magazine for teachers of all grades, offers a variety of most practical help in each issue. It is truly a teacher's friend.

It has much material that is so fully developed that the inexperienced teacher can readily use it. Whether the teacher wants devices full enough to follow exactly or mere suggestions from which she can make her own plans, she can get help here. In each issue there are articles on live topics of educational interest written by teachers and supervisors actually in the work.

Model lesson plans on language, nature study, and, in fact, all subjects are given with directions for carrying them out. Particularly valuable are the suggestions in every number for drawing lessons, sand-tables, and room decorations. Many of these have directions, illustrations, and pen pictures the right size to be transferred and used as they

are. Plans for teaching the great masterpieces of art are given, with whole pages of small-sized reproductions to be cut out and used by each child on class. The music and dances published are particularly attractive, with the actual music, and diagrams, and illustrations for the dances so they can be easily taught. Stories and story telling hold an important place. A department is given over to community work, and in each issue appropriate programs are given, so there is a variety to select from.

The material is concrete for the carrying out of principles, yet you rarely find statements of principles themselves, because it is taken for granted that the teacher has sound ideas. It is of particular help to the inexperienced teacher who has a good set of principles, but has had little experience in expressing them in connected form. This furnishes devices for the carrying out of her ideas.

The dream of one man, Mr. F. A. Owen, more than twenty-five years ago was of putting under one cover everything of a practical nature that could be used by all teachers of all grades in all schools. Mr. Owen had to work his way through school by hard work, chopping cord wood and doing other things of that nature. After he had left school he began publishing this magazine of his dreams in a one-room loft of a barn in Dansville, New York. It has grown from its small beginning and has been moved repeatedly into bigger quarters until it now occupies a great daylight factory in which hundreds of people are employed. Its presses are of the finest and most modern.

J. R.

One day, as I wandered about upon the face of the earth, I came upon the brink of a great chasm, a gorge thousands of feet deep, so many miles long that the eye lost itself upon the rims as it sought the one end or the other, and it was many miles wide. But its depth brought its sides close to each other and the eye was deceived into thinking the gorge narrow.

Seeing a trail leading down from the brink, I started down the cliffs. After many perils I found myself over 6,000 feet below the brink. Passing by me, roaring and surging like fury, ran a large river. The roar was that of a thousand storms and the fury. Casting my eyes to Heaven I beheld the sun, the moon, and the stars. Then it was that my finite mind grasped a speck of the infinite and from the deep my soul mounted upon the wings of the morning and I came into the presence of God.

Life is in the midst of a gorge with surging currents. There are cliffs upon cliffs, heights upon heights, steep upon steep for man to climb.

Mount upward, O man, and never falter. Climb higher and higher, leaving the sultry air of the gorge below and ever climb to brighter heights and purer air until you finally climb to the height He intended for you to reach. There you will find HIM.

R. H. WRIGHT.

Alumnae

Annie Mae Hudson, '13, is at the Methodist Orphanage, Winston-Salem. This home is supported by the Conference of Western North Carolina. There are 135 children in the home, ten of whom are too small to attend school. Annie Mae has the first, second, and third grades in the Orphanage school, and says she is kept "awfully busy," but has no daily, monthly, or annual reports to make out! And another thing about it, she does not have to worry her brain with a register, as others do. However, when a little "Bundle of Energy" catches measles or mumps, for instance, she has the nursing to do, and not of one child alone, but of every one under her care, for in a place of this kind when one child has a contagious disease, all try to have it. How would you like nursing your school children?

Mary Newby White, '13, attended Mr. Meadows' address at the closing exercises of the Sunbury School. Her little bunch of wrigglers and twisters at Tyner won the prize for improvement to school grounds and building, which amounted to a sum of twelve or more dollars, at the county commencement on March 31st. Three other prizes were also won by the Tynerites.

Bettie Spencer, '15, Grimesland, Kate Tillery, '15, Ayden, and Luella Lancaster, '14, also of Grimesland, attended "Midsummer Night's Dream," in Greenville, April 10th.

Sallie F. Jackson, '15, Pikeville, is principal of a two-teacher school eight miles from Pikeville. The school building is a very nice one, two rooms with folding doors between them. There is a good library; in addition to this maps, globes, charts, new desks for teachers and pupils, and several good chairs have been lately purchased. Before the Christmas holidays the children and the teachers gave an entertainment in honor of the parents. On New Year's eve a box party and play were given at the school. Canning Clubs, Pig Clubs, and Corn Clubs have been keenly active from the first.

Katie E. Sawyer, '15, is at Merritt, teaching first, second, and third grades. She lives in a teacher's cottage within thirty feet of her school-room. The principal and his family have the first floor, and Kate and the domestic science teacher occupy a suite of rooms upstairs and do light housekeeping. An effort is being made to locate a farm-life school here. The Betterment Association, of which Kate is president, has just

placed over one hundred new desks in the school. Recently a play was given to raise money to defray the expense and \$25 was realized. Kate says "We can and will" pay the remaining \$294 by the time school closes. That sounds like business. Go to it! She took a trip to New Bern, March 23d, to see the wonderful "Birth of a Nation."

Ethel Perry, '13, intermediate grades, Pikeville, attended Mabel Lucas's ('13) wedding to Mr. Herbert Swain, in Plymouth, April 24.

Grace Bishop Dew, '11, Wilson, 215 W. Nash St., spent Easter in Greenville, with relatives.

Millie Roebuck, '15, Stokes, principal of a two-teacher school at Mason, Pitt County, taught a successful Moonlight School. She also organized a literary society in her school, with the patrons as honorary members. Just before the holidays "Bird's Christmas Carol" was given for the benefit of the school. The community Sunday Schools and singing classes were heartily supported. Millie's school was out early, so she took a trip in April to Asheville, and from there to Hot Springs, Ark., to visit relatives.

Mattie H. Bright, '14, Tarboro, R. F. D. No. 4, is now teaching at Leggett in No. 5 Consolidated School of Edgecombe County. There are four teachers in the school, one of whom is the music teacher. What easy work Mattie is having—only four grades! Why can't she select a wider range of classes and get busy? But, then, athletics have been introduced into the school, and both boys and girls are very enthusiastic over the games, so perhaps they can keep her employed. The pupils go to school on wagons—some going a distance of five or six miles. They have heavy storm curtains for use in bad weather. The photographer took pictures of the building and wagons for exhibition not long ago.

Willie Ragsdale, '12, and Blanche Lancaster, '14, were guests of honor at a reception in Smithfield, Tuesday evening, April 18th, when Mrs. T. J. Lassiter entertained.

Margery Davis, '12, Tarboro, will change her address to Mrs. Carey Warren, Greenville, N. C., after June 1st.

Ella May White, '15, Middletown, Lake Landing Graded School, first and second grades, is assistant in high school, also drawing in nine grades. This was the first attempt made by the school to install this subject as a part of the regular school course. Such splendid results were attained that much of the work was used in teachers' meetings. Every effort

available has been employed to secure the coöperation of the patrons of the school. Every Friday afternoon a public entertainment is given at the school building, and every one is urged to attend. The material for these programs is taken from regular school work. The new piano in the school has nearly been paid for through proceeds received from parties and entertainments of various kinds. Already Ella has discovered the "all too sad fact that school teachers never, never get rich."

Carrie Manning, '14, of Parmele, who has been teaching in Granville County, says Mr. Wright's commencement address, March 30, was the best thing that took place in her school this year. The address was preceded by a picnic dinner, after which there was an entertainment, the big numbers on the program being three dramatizations: "Sleeping Beauty," by primary grades; "Diddie Dumps and Tot," by the intermediate grades, and "The Song of Hiawatha," by grammar grades. Carrie was in Greenville for "Midsummer Night's Dream."

Pearle Brown, '15, Farmville, is still working faithfully to improve and beautify the school grounds in connection with her agricultural work.

Gladys M. Fleming, '14, will not be able to attend commencement this year as George Peabody vacation does not begin until June 15th. Gladys's address is 1901 Adelcie St., Nashville, Tenn.

Georgia L. Scott, '12, Cockeyville, Md., is teaching first and second grades in the Cockeyville public school, Baltimore County. A good account of the splendid county school system was given not long since in the *Atlantic Educational Journal*. A primary supervisor and assistant visit the school at least once each month, oftener if needed. Especially is this helpful to the new teacher. The grammar grades also have supervisors and assistants. Four teachers' meetings or grade meetings are held each year. All the teachers of a certain grade meet one day, and carry with them samples of work, graphs made from tests given, lesson plans, and new ideas, all of which are discussed. This keeps the teacher up to date and enthusiastic about her work. This year Georgia, in company with a group of other second-grade teachers, visited the schools in Washington, D. C. The school law requires every teacher to attend teachers' institute two weeks every fall, or a course in summer school every three years. There is a truant officer for the county. The county commissioners meet the first Wednesday of every month to discuss school conditions, signing of checks for teachers, and other business. The work for the school year follows a course of study that is worked out by the supervisors. Monthly plans are worked out from this book, a copy of which is sent to each teacher in the county,

so all of the schools are teaching the same subjects for that month. Every summer the Cockeyville school takes part in the Chautauqua which is held there for several days. Georgia says the QUARTERLY is like an old friend to her, and she keeps in touch with the affairs of the school through it as a medium.

Mary E. Weeks, '13, Graham, has only enrolled 94 boys and girls in the first grade this year. Can you imagine just how much time she has had for play! This up-to-date school was the first in the State to undertake the medical inspection the State Board wants done. Fewer defects were found here than in any other school in the county. The Graham boys basketball team beat the Burlington boys, 13 to 5, in a match game not long ago. Two Graham High School students won the cup at Chapel Hill in the debate this year. The ninth and tenth grades gave an "at home" February 22d, in honor of the graded school teachers. The colonial idea was carried out in dress, amusements, and refreshments suggestive of Washington's birthday. Later the boys' literary society gave a party for the faculty. Mary spent Thanksgiving and Easter in Winston-Salem with her sister, Hattie. She made the trip each time through the country. Hattie missed a week or more from school on account of illness, and the school was afterwards closed for a week or more on account of scarlet fever.

Lillie Freeman Hope, '13, Washington, and Master R. V. Hope, Jr., motored to Greenville recently with friends.

Mrs. Hunter Fleming (Lillian Carr, '11), Kinston, and Mrs. Louis Gaylord (Mattie Moye King, '12), Plymouth, were in Greenville, April 28th, to attend a wedding.

Lula Fountain, '14, Bethel, gave the "Tom Thumb Wedding," using her children as principal characters, on February 21st. Later she superintended a party at which good things to eat were sold, and \$26 was realized. She is another of those lucky people who heard Farrar sing in Raleigh this winter.

Emma J. Brown, '15, Pleasant Hill, after completing her work in the public schools, taught several months private school in the home of one of the school committeemen, whom she says is "next best man to Mr. Wilson."

Ila Bullock, '11, Lewiston, has won distinction in having made the highest average on entrance examinations to the High School Department in Bertie County. A new piano, auditorium chairs, lights, and new patent desks have been added to the school equipment this year.

Bettie Pearl Fleming, '13, Dunn, had a pleasing exhibition of the work done by her grade in the Dunn graded school building when the room was open for public inspection on April 21st.

Bessie Doub, '14, Wendell, gave a very successful play festival Friday, April 28th.

Louie Dell Pittman, '12, Selma, recently spent the week end in Ayden with her sister, Mrs. Jake Frizzelle.

Emily W. Gayle, '14, spent the Easter holidays in Grifton with friends.

Nell Pender, '11, Greenville, is housekeeping for her father. She visited Essie Ellington Fleming, '11, in Rocky Mount, in March. But best thing can be said about her is that her address is still Nell Pender, Greenville.

Lillie Tucker, '11, Winterville, visited relatives in Greenville and attended the Helen Keller address May 3d.

Essie Ellington Fleming, '11, Rocky Mount, and Master Ernest I. Fleming, Jr., visited the latter's grandparents in Greenville during the first week of May.

Maude Anderson, '15, Goldsboro, is teaching fourth, fifth, and sixth grades in Falling Creek High School, one of the three rural State high schools in the county of Wayne. A "Current Events Club" has been organized and proved very helpful. There are three basketball teams in the school. The moonlight school was very successful, and the pupils proved to be very appreciative. Tomato, Corn, Pig, and Poultry clubs are in fine working order.

The annual meeting of the Alumnae Association will be held at East Carolina Teachers Training School at 10 a. m. on Tuesday, June 6th. The Alumnae Dinner will be held in Dining Hall of the school at 8 p. m. on June 6th.



T. S.

Officers

President	LOUISE SMAW
Vice-President	LELA DURHAM
Secretary	LIDA TAYLOR
Treasurer	ALMA SPIVEY
Critic	HATTIE TURNER
Historian	SALLIE LASSITER

Class Adviser: MISS DAISY BAILEY WAITT.

Motto: Loyal in everything.

Flower: Nasturtium.

Psychological Soundings of Seniors

The Class of 1916 is fortunate to exist in an age when it has been discovered that it is possible to look into and judge the future by present tendencies. Since we know that all classes are composed of psychophysical organisms, we have only to judge the members according to psychology, or pedagogy, and see what each will naturally follow if left to go the way of least resistance.

A complete psychological and pedagogical, not to say physiological, survey has been made of the Class of 1916 and the results are given below. The number of principles applied can be tabulated according to the numbers given.

1. Since after a habit is formed it is hard to break, when women are allowed to vote, Lucile O'Brien's habit of holding office at school will lead her to a place of prominence.

2. If a quiet manner on the part of the teacher means good discipline, the schools cannot afford to give up Louise Stalvey.

3. If Allen Gardner follows the line of least resistance, whenever two or three of any kind are gathered together, she will continue to form organizations and associations.

4. If all knowledge is dependent upon imagination, then Selma Edmonson has sufficient material to base a goodly store of knowledge on.

5. Viola Gaskins has set up for her aim "to help Mr. Wilson solve the Farm Problem." Since *he* has helped *her* to know "how to study" a problem, we feel assured that she can organize the factors that help toward its solution, and that her judgment will lead her to success.

6. Mary Secrest's realization that the teaching process involves both child and subject-matter, added to her great love and knowledge of both, makes it her work to do all in her power to bring them into their proper relationship.

7. With Myra Fleming's well developed altruistic instinct, we predict for her a work in which a great supply of friends instead of money will be needed.

8. The three types of the expressive instinct, drawing and visual and auditory language, are prominent in the class:

(a) Trilby Smith, by combining the teachings of the president of her school and her power to draw, will do well at designing more standard styles for women that would hold good for at least twelve years.

(b) Georgia Keene's visual language has been so thoroughly trained by reporting for newspapers she would not do herself justice if she failed to continue to report whatever she sees and hears in the future. We are glad she is a truthful member of the class, and that "accuracy always" is the motto of the aspiring young journalist.

(c) There are two distinct methods of developing the auditory language presented by two members:

(1) Alma Spivey, by much drill and by past experience, has speaking on the automatic basis and will find the lecture method of teaching best suited for her.

(2) On the other hand, this instinct has been so long suppressed by Ava Craver we feel sure it must come forth some day. We cannot create any image of the results as we cannot reach the mind to see what Ava is quietly collecting therein; nor does she give us any basis for imagining what stimuli will call forth the rich store.

9. Katherine Parker's ample proportions and rosy cheeks tell us that she has developed the feeding instinct upon a scientific basis, and we are thankful for her good nature that will necessitate her sharing this knowledge with others by teaching domestic science. We are glad to assure her that she needs no further advertisement than her own looks.

10. If idealistic imitation and deep interest are guides, Louise Smaw will follow the footsteps of her primary methods or geography teacher.

11. Martha Lancaster, her classmates say, has so many lines of non-resistance it is difficult to predict which she will follow. At present it seems as if the road leading to playground work and public school music is the most obvious way.

12. If nothing prevents, the hereditary tendencies of Eunice Vause will, in time, lead her to Ireland, especially if continually stimulated by the praise of those ancestors by her history teacher.

13. Is it the love of approbation that keeps Fannie Lee Patrick continually arranging her curly locks and keeping her dimples in place? If so, success must come from such a frequent repetition, and our question is, "Whose approval does she desire,"

14. Naomi Dail has, up to this time, been constructing ideas carefully and considerately in her quiet way. She has not even dropped a hint as to how she shall use them, and she thereby holds our interest by suspense.

15. Anna Whitehurst's recreation tells us what she wishes to become. Her enjoyment of her rhythmical and graceful dancing makes us hope that she'll teach others such valuable recreation.

16. The rhythmic and æsthetic instincts are too prominent and the appeal too great for Gladys Warren to refuse her place among musicians. This is portrayed by Gladys's warning word, "Listen," at every sound of music.

17. Marguerite Wallace's musical power and her general leadership fit her for the position of musical director.

18. If the experienced teacher is still in demand, Lalla Wynne has the advantage of valuable experience in the first grade. Jobs should be hers even before the asking.

19. Marjorie Pratt has practiced story-telling so much and so well that we hope she will turn this evil habit to good by adapting and using these stories where they will be of benefit to teachers and children.

20. We are glad to have one person in which the collecting instinct is prominent, and accompanied by the love of writing, and we would be glad to get a book entitled "Julia Rankin's collections."

21. For yet another we advise music—Janet Matthews' love for the beautiful and her skill in playing fit her for a music teacher. She proves that a person does not have to be large to bring big tones from a piano.

22. We advise Gertrude Boney, with her well developed morals and high standards of right, to set these standards constantly before the people, perhaps, as a Y. W. C. A. worker, or as a teacher.

23. While taking the part of a lion in "Midsummer Night's Dream," Bloomer Vaughan displayed such a gentle and conscientious nature that we advise her to do something better suited to her gentleness, and not continue telling stories with Marjorie Pratt. But a mighty good Brer Rabbit will be lost.

24. If it is possible for the study of a country to create a desire to visit that country, Sophia Mann will lead a group of the third grade from the model school to Japan. With her love for roaming we cannot say where her wanderings will finally end.

25. Lida Taylor's nature also was revealed during "Midsummer Night's Dream." She proved to us when playing "Puck" that she could never be pessimistic, but happy and joyous at all times. What better

traits could we desire to be taken into a community for developing the true community spirit? She expresses one play instinct.

26. The play instinct is developed along still another line. Ella Bonner shows tendencies toward combining work and play, thus having the ideal conditions for work. Whether her school be a one-teacher or college, it will stand out prominently because of its playground achievements.

27. A study of morals is portrayed in Dinabel Floyd's faithfulness to small things. We turn kindergartens over to her.

28. According to Elizabeth Southerland's expressed wish, her love for amusement and dance, and her pretended dislike for cares and seriousness, there could be but one life for her, the society life. However, according to our own acquaintance with Elizabeth, we know she would be far happier in helping others, perhaps in directing amusements and pastimes for others, coaching plays, for instance.

29. Hattie Turner's curiosity decides her course. It has kept her in the library at play time and work time, deafening her to the sounds of bells, but has ended by giving her a power in the library that will fit her for the work she'll like, a librarian. We hope she will awaken the public schools of North Carolina to see the true values of libraries.

30. With Mary Smith's desire to sing and be merry we could wish nothing better for her than that the public will appreciate her voice as much as her voice teacher does.

31. There seems but one course for Susie Morgan to pursue that will give her powers full play. Her own expressed desires to become a moving picture actress and writer of scenarios go hand in hand with her love for dramatics and quick movements.

32. Dramatics should guide Alice Herring to direct others along that line or to the further development of herself. But to Alice all roads seem open. She will be the well-rounded woman whatever she does.

33. Voluntary imitation is perhaps the cause of Lola Brinson's habitual neatness. Whatever the cause, we hope she will lead others to imitate her. There is a great work for her in teaching people to use such designs as Trilby is to provide.

34. Was it her course in home nursing here that aroused the sympathies of Katherine White and directed her thoughts toward becoming a trained nurse?

35. Jessie Daniel judges from her observation that there is a great need for better "Math" teaching, and has begun her work by coaching less fortunate classmates. With such a beginning, who can tell where it will end?

36. Annie Bishop, on the other hand, has felt this need for "Math" teaching, by past experience, and says it is vital enough to her to assure her aid in securing as great a power in the subject as her now more fortunate classmate.

37. With her great feeling for history, Sallie Lassiter cannot see it taught in the future as in the past, as a dead, lifeless subject. Her love for it, and her wit, will make the subject real and live to her pupils as together they connect the old with the new.

38. The pedagogy of Nelle White's interest must be either based on environment or the recapitulation theory, and since environment has more certain and unchangeable effects we know that it is the power at work here. Nelle delights in the sports that water can afford and wishes to teach others the pleasures of swimming and rowing.

39. Susie Barnes has numerous qualities that fit her for her preferred work of training orphan classes. Her warm heart, deep sympathy, cheerful, bright disposition, and desire to teach are all to her credit.

40. Nellie Dunn's individual notions are unnumbered. We hope that memory will continue to retain them all until she is ready to found her general notions. If so, her store cannot be surpassed by any of her classmates.

41. To see Jessamine Ashley cling to her broom and dustpan, and to know the energy and time she gives to making her room a pleasing perspective is proof enough that Jessamine wants to be a teacher of good housekeeping.

42. Does the natural way in which Ruth Brown has once acted the part as leader of revels mean that it will continue to be so natural?

43. Is it curiosity that leads Eva Pridgen to ponder the "Why" of facts? We learn that the psychological way to study is to get the meaning of statements instead of bare facts. Then why does this not mean that Eva Pridgen will get something that is really worth while from her loved subject, chemistry.

44. Pedagogy teaches us that all questions are valuable except the suggestive questions. We are inclined to think that Ruby Vann is soon going to attach an importance to that unpedagogical kind, the "yes" or "no" question.

From the above characterization one cannot help noticing the striking individuality of the girls. No two are alike. Each stands out individually, seeming to make a disunited class; but no. There is a tie that binds. One instinct is common to them all, and is developed as unitedly as in one individual. This is the social instinct. It creates that strong desire "to serve." It unites them all in a bond that is "Loyal in everything." It ties them to their school and to each other, and, though soon to be separated and follow their own individual paths, we see them often guided by their common instinct, back to one general path leading to their own Alma Mater.

MARTHA LANCASTER.

Senior Slips

L. T.: "Who wrote Dr. Strayer?"

S. M. (at drug store): "Please fill this *subscription*."

M. S.: "I have just had such a funny letter from my sister and she sent me some bobs" (meaning chewing gum).

N. W.: "Where do you wear them?"

Miss L.: "In drawing Japanese parasols, what principle do we stress?"

G. W.: "The *eclipse*."

L. T. (to merchant): "Have you any *variated* ties?"

E. S. (to R. B.): "Please lend me some *divisible* hairpins."

L. W. (in Science): "Has that soil got any '*humorous*' in it?"

Mr. M.: "What is a ditty?"

Miss S.: "Oh, its a herring."

A. S. made a poster to use in illustrating her reading lesson. Wishing the approval of the critic-teacher she said, "Miss M., how does my *postal* look?"

"Miss K., will you scan the first stanza?"

Miss K. began rattling off the lines by heart, and was later shocked when she found *scanning* and *memorizing* were not synonymous.

MARGUERITE WALLACE.

Pictures and Quotations.



LOUISE SMAW—"True she is, as she hath proved herself."
 LELA DURHAM—"Of good repute, carriage, bearing, and estimation."
 LIDA TAYLOR—"To me, fair friend, you never will grow old."
 ALMA SPIVEY—"I do profess to be no less than I seem."



SUSIE MORGAN—"All the world is a stage and the men and women merely players."
 MARY SMITH—"Ho,y, fair, and wise is she."
 JESSAMINE ASHLEY—"Ask me what you will, I will grant it."
 ANNIE BISHOP—"I of him will gather patience."



MARGUERITE WALLACE—"She excels each mortal thing upon this dull earth dwelling."
 LALLA WYNNE—"All that life can rate worth name of life, in thee hath estimate."
 DINABEL FLOYD—"The truth, sir, and she is pretty, and honest, and gentle; and one that is your friend."
 SOPHIA MANN—"Her voice was ever soft, gentle, and low; an excellent thing in a woman."



RUTH BROWN—"I had rather have a fool to make me merry than experience to make me sad."
 NELLE WHITE—"Thou hast the sweetest face I ever looked on."
 GEORGIA KEENE—"Your face . . . is a book where men may read strange matters."
 MYRA FLEMING—"How far that little candle throws its beams! So shines a good deed in a naughty world."



HATTIE TURNER—"I would rather hear my dog bark at a crow than a man swear he loves me."
 LOLA BRINSON—"The course of true love never did run smooth."
 LUCILLE O'BRIAN—"She is fair and fairer than that word, of wondrous virtue."
 FANNIE LEE PATRICK—"The worst fault you have is to be in love."



VIOLA GASKINS—"So turns she every man the wrong side out."
 EUNICE VAUSE—"He that is thy friend indeed, He will help thee in thy need."
 BLOOMER VAUGHN—"You are full of pretty answers."
 JESSIE DANIEL—"As I have ever found thee, honest—true."



ALICE HERRING—"Titled goddess and worth it with addition."
 MARY SECREST—"Thou hast a mind that suit with this, thy fair and outward character."
 AVA CRAVER—"I know not what the success will be, my lord, but the attempt I avow."
 ELIZABETH SOUTHERLAND—"She's a fair creature."



SALLIE LASSITER—"Beshrew my heart, but I pity the man."
 MARTHA LANCASTER—"Yes, I do know him well, and common speech gives him a worthy name."
 LOUISE STALVEY—"A kind overflow of kindness."
 EVA PRIDGEN—"She never knew harm doing."



NELL DUNN—"He jests at scars that never felt a wound."
 SELMA EDMUNDSON—"Loving goes by hopes; some cupid kills with arrows, some with tropes."
 GLADYS WARREN—"Beauty and honor in her are so mingled."
 TRILBY SMITH—"I count myself in nothing so happy, as in a soul remembering my good friends."



RUBY VANN—"Good words are better than bad strokes."

KATHERINE PARKER—"There is nothing I have done yet o' my conscience deserves a corner."

JULIA RANKIN—"The honor of a maid is her name, and no legacy is so rich as honesty."

KATHERINE WHITE—"Do you not know I am a woman? When I think I must speak."



ANNA WHITEHURST—"For she that had all the fair parts of woman, had, too, a woman's heart."

MARJORIE PRATT—"Whose nature is so far from doing harm that he suspects none."

NAOMI DALL—"I love not many words."

ALLEN GARDNER—"There you shall see a countryman of yours that has done worthy service."

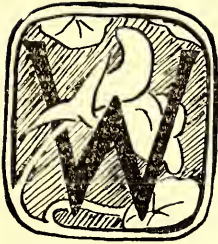


GERTRUDE BONEY—"The most virtuous gentlewoman that ever Nature had praise for creating."

SUSIE BARNES—"She is never sad but when she sleeps."

ELLA BONNER—"Young in limbs, in judgment old."

JANET MATTHEWS—"If music be the food of love, play on."

Chronicles of the Class of 1916

E, the Class of 1916, who are about to complete our school career at East Carolina Teachers Training School, feel that we should leave a complete record of all our deeds before going hence. The QUARTERLY is the treasure house for all the archives of the school; hence this seems the best place for filing these records.

Miss Waitt has been our faithful class adviser for all four years. Today, the class has forty-nine members standing together, with Louise Smaw as President; Lela Durham, Vice-President; Lida Taylor, Secretary; Alma Spivey, Treasurer; Hattie Turner, Critic, and Sallie Lassiter, Historian.

The Class of 1916 was organized November, 1912. We then had thirty-two members. At first we felt weak, as we were all young, and we were the smallest class here, but it was not long before we fell in line and went to work with determination to succeed in school activities. We did not accomplish very much in comparison with what the upper classes were doing. But we did organize our class and soon had a basketball team and tennis team. We enjoyed watching other classes that were older and more experienced than we, and taking lessons to put into practice later.

In the fall of 1913 we were ready for work. Our number was increased to forty-four, with Gladys Warren, President; Nellie Dunn, Vice-President; Martha Lancaster, Secretary; Clyde Reid, Treasurer, and Elsie Brantley, Council Member. We started to work. We played a match game of basketball with the Juniors on Thanksgiving. We were the first and only "B" class that has played in a match game of basketball in this school.

As we knew how to sympathize with the "A" class we decided to entertain them just before commencement, and welcome them to our place in the school as "B's." The entertainment was of a very informal nature. We first played games, such as Virginia Reel, Cross-Question, etc. Then a contest was held, the prize being a bottle of honey from the "Busy Bees." This was won by Hallie Jones, of the "A" class. Later refreshments were served.

When we returned in the fall of 1915 nearly every new girl we met said she was going to be in the Junior Class. We found we had ninety-six members, the largest class that has ever been in this school. Two large sections of Juniors, with Alice Herring, President; Eunice Vause, Vice-President; Jessie Daniels, Secretary; Nellie Dunn, Treasurer; Julia Rankin, Critic; Trilby Smith and Susie Morgan, Council Members.

As this was our first year as a member of one of the professional classes, we entered into our work with a great deal of interest and enthusiasm. We played in the basketball tournament and lost to the Seniors. Still we did not give up, and when the time came for the tennis tournament we won all three games. Two members of our class, Lucile O'Brian and Allen Gardner, were the champions in tennis. A member of our class, Lillian Page, was the champion walker of the school. As a result of all this we won the Athletic Loving Cup, which is given for the most points in all forms of athletics except basketball. As it is a custom for the Juniors to entertain the Seniors, we decided to give them a Japanese party out on the campus, but on account of the critical condition of Governor Jarvis we were delayed in our plans, and finally gave up the idea of doing this. We gave, instead, a reception indoors during the last week of school.

This year of our Lord 1916 has been a busy year with us, and this is the first chance we have had to glance back over the past and see what we really have done.

The first thing we did after we had settled down was to organize ourselves into a Story-Telling League. As many as four girls have told stories every Saturday afternoon to the children of Greenville, at the public library. At the head of this league there is a committee composed of Georgie Keene, Chairman; Alma Spivey, and Bloomer Vaughan.

On the day which had been proclaimed as "Moonlight School Day" by the Governor, a program was given by the following members of our class: Mary Secrest, Eunice Vause, Alma Spivey, and Sallie Lassiter. A playground demonstration was given by our class to the Pitt County schools. All the games played were suitable for primary and grammar grades. During a school year each class is supposed to conduct the Assembly exercises, so we decided to use Lincoln's birthday for our date. Nellie Dunn, Susie Barnes, Gladys Warren, Janet Matthews, Bloomer Vaughan, Alice Herring, and Georgie Keene took a prominent part in this program, with songs by the class appropriate for the date.

It has been the custom since 1913 for each Senior Class to plant some tree on the campus. This year, instead of just giving one or two trees, we decided to plant sixteen Lombardy poplar trees, which will always be a symbol of the class of 1916.

What we consider the greatest and most important thing we have ever done was to present to the public on April 10th "A Midsummer Night's Dream." This is given in detail under another head in this issue of the QUARTERLY.

On the night of April 14th we were given a reception by our President and his wife, Mr. Wright and Mrs. Wright. This reception is always one of the Seniors' most enjoyable events of the year. Another enjoyable event was a reception given by the Juniors on May 8th, in honor of the Seniors.

All the above events may seem small, but with these and our work and our practice teaching at the Model School we have spent a very busy four years.

Those who can read between the lines can understand the amount of work, the joy, the hopes and fears of all these years, and the triumphant feeling we have at the end that the authorities are ready to bestow upon us the concrete evidence of "Well done, good and faithful servants," diplomas duly signed and sealed.

SALLIE LASSITER, *Historian.*

Prospective vs. Actual Teachers

SCENE I.

Rising Action.

PLACE: Primary Methods Classroom, East Carolina Teachers Training School, Greenville, N. C.

DATE: October 1, 1915.

PERSONNEL: *Miss B*, Director of Practice Teaching at Model School. *Enthusiastic Seniors*, starting out on their brilliant career of teaching.

MISS B.: "Now, girls, as you all know, teaching is an eternal joy, a daily inspiration. You are starting out on your teaching career with a sufficient amount of past experience to enable you to carry out these suggestions:

"In your teaching follow these instructions in Pedagogy:

(1) "Aim, supplementing, organization, judging, comparison, getting and using of ideas.

(2) "Get the child's knowledge on a 'Habit Basis.'

(3) "Give children opportunities for free expression of their thoughts.

(4) "Show pupils that you have confidence in them and trust them.

"Then heed the advice in History, which is: The teacher's knowledge should always exceed that of the pupil's. Remember these helpful precepts in Geography:

(1) "Be sure your pupils always have a clear conception of ideas.

(2) "Train your pupils to say exactly what they mean.

"Don't forget the Grand Opera Training you got in singing, such as:

(1) "Teacher should always start the song right the first time.

(2) "Give songs that correspond with the time of the year.

(3) "Make your songs real.

"Last, but not least, follow these few suggestions which I have to offer:

(1) "Learn your children and their different instincts and notice particularly the dramatic instinct and use it whenever possible.

(2) "Notice the imitative instinct in regard to the English you use.

(3) "Throw in plenty of rest periods which are full of action.

(4) "Never, never fail to see where work can be correlated and where past experiences must be called up.

"We will now go to our respective grades and get down to hard work."

(Girls depart, talking and excited, all anxious to get to the Model School.)

SCENE II.

Action in Full Sway.

PLACE: Model School.

TIME: 9 a. m., two weeks later.

Air full of excitement. Shuffling of lesson plans from critic-teacher to pupil-teacher. Sweet and melodious music can be heard in different rooms furnished by the trembling knees of the pupil-teachers, which are playing "I Need Thee Every Hour." Strange sounds can be heard from the basement, which might be alarming if one didn't know it was nothing but different girls teaching their lessons to the four corners of the room.

Passing from room to room one can hear these remarks:

PUPIL-TEACHER (to pupils finishing Reading lesson): "Now, children, please put your books in your seat and your head in your desk." (Principle: train your pupils always to say exactly what they mean.)

P.-T.: "What is an ocean?"

WALTER: "A great big hole of water." (Principle: clear conception of ideas.)

P.-T. (who had taught maps for two weeks): "Children, what is our reading lesson about today?"

CHORUS: "Maps." (Principle: habit basis.)

P.-T. (day after circus): "Children, I want each of you to tell me something you saw at the circus. John, you may begin"—and John talked the entire period. (Principle: development of free expression.)

JACK (to pupil-teacher): "Miss ——, I'll always remember you."

P.-T.: "Why?"

JACK: "Because you look just like a Japan." (Teacher had just finished working out a Japanese pageant.) (Principle: association.)

P.-T. (after having written the words on the board): "Get out your spelling pads and I will trust you not to look at the board during this." (While teacher was talking she unconsciously rubbed the words off.) (Principle: trust your pupils.)

P.-T. (during a reading lesson): "What does *persuaded* mean?"

PUPIL: "Like the people did at the camp meeting this summer, when they sang "Almost Persuaded." (Principle: association.)

P.-T. (teaching geography): "William, did you visit the Insane Asylum when you were in Raleigh?"

WILLIAM: "Yes."

P.-T.: "Tell us what you saw."

WILLIAM: "A lot of women."

CHARLES (after Japanese pageant): "Miss ——, don't you think our pageant was good enough for Mr. Sam White to put on the picture screen?"

P.-T. (teaching Marquette): "Marquette was one of the first white men to come to this country."

PUPIL: "Didn't John Smith come before he did?"

TEACHER (turning red): "I don't know." (Principle: teacher's knowledge should exceed that of the pupil.)

SCENE III.

Falling Action.

PLACE: Same as Scene I.

TIME: 11:45, one week later.

Downcast Seniors, ready to end life, some gazing at the electric light bulbs, some at the blackboard, some looking at the scenery out the window, all avoiding the teacher's eye.

MISS B.: "Of course, girls, we all got on nicely with our work, but—"

Exclamations from girls: "Oh, Miss B., I've failed." "I'll never be able to teach!" "I don't love children." "I can't put into practice the things I learn up here." "I'm a perfect bone-head." "I believe teaching one large one is better than thirty-six small ones." "I can't teach singing without a 'pitch pipe.'"

MISS B.: "Never mind, we all make mistakes. Now let's talk over our mistakes and see where we can correct them, for you know our failures may be turned into successes."

GIRLS (greatly relieved): "Please give us another chance and we will do better."

MARGUERITE WALLACE.

LIDA TAYLOR.

SUSIE T. MORGAN.

Learning to Teach Music

Just as the girls did their practice teaching at the Model School, just so did the girls who were taking music do their practice teaching in music. Before a professional student is allowed to take music, she must have to her credit a certain amount of work in music, and is required to continue it until she completes the course in music. This makes music equal to the other subjects in the course.

Each student-teacher of music teaches one pupil for one term. A part of the teaching is done under the supervision of the critic-teacher, and the other part of the teaching the practice teachers are thrown on their own responsibility. One of the regular music lessons each week is devoted to a discussion of plans for teaching the lesson and the progress of the pupil. For the first two or three lessons the plans are submitted to the teacher's criticism. After that the practice teachers

not only make their own plans, but also criticize them. The other lesson in each week is devoted to the student-teacher's actual technical work in music.

Just as you have problems to face and solve in actual teaching, just so you have them in teaching music. One of the greatest problems that confronts a music teacher is how to induce a child to practice. Often the child comes to his lesson and announces the fact that his practice period has been only one-half hour since the previous lesson; and when this confession is not made the music lessons show that conditions are even *worse*. Then the perplexed teacher suddenly finds herself trying to answer the question, "How shall I motivate the practicing of this child?" The teacher gives the pupil suggestions as to the best hours for practice, and tries to lead the child to see the importance of practicing by hammering in him concrete illustrations. The student-teacher leads the child to see that even in the case of a baseball or basketball player, an unlimited amount of practice is necessary, in order that the player may accomplish anything. One student-teacher was half amused, half vexed, one day when her pupil told her that his only reason for practicing was to become "so skilled" that he could play in an orchestra the next summer. She readily saw that her ways of motivation had not been alive to the child.

In trying to get a good hand position on the piano, the pupil's fingers can be compared with "little soldiers." A music teacher must remember that she should use little devices to illustrate to the pupil what she wants him to get; these should appeal to the nature and age of the child; whether her pupil is a boy or a girl determines the nature of the devices used.

If there is one single thing to be stressed in teaching music, especially with a beginner, it is to make music mean something to the child. So many music teachers think that the technical side of music should be the foremost thought in teaching it. Not so, for unless a child really gets some thought or meaning from his music (as in reading or any subject) he will never reach the point of real appreciation of music. From observation, student-teachers have learned that even the youngest pupil has some power of interpretation. One of the student-teachers asked her pupil what he thought was meant by the piece "Merry Bobolink." The pupil said it was written about the bird, bobolink, and he even selected the measures that to him said "spink, spank, spink." This shows that music can be made to mean something to the child, even in the case of an easy composition.

The teacher found that she should, in the beginning, try to train the pupil's ear to distinguish between harsh and mellow tones. By striking one or two notes with a difference in their tones, she let the pupil detect the mellow tones; especially did she stress this in scale work. One of

the pupils suggested one day that "good tones sounded like they were struck by clean-kept fingers."

One other thing this student-teacher discovered was that recitals furnish good motives for children to put forth effort in their music; generally they think it great to take part in a program, and will double their efforts if given such an opportunity.

Memory work in music is an important phase of the work, and should be heartily encouraged by the teacher. One child motivated memory work herself when she told the following incident to her teacher. She was asked to play for her mother's guest one day, and didn't have her music with her, so she played one piece from memory. When she had finished telling her teacher about it, she said, "Now, see if I hadn't known that piece by heart, I couldn't have played for those folks." After a child has memorized a piece it means so much more to him, and his music becomes a pleasure instead of a burden.

It is hoped that the above experiences and discoveries of the student-teachers may serve as a sympathetic word to the young teacher who has similar problems to solve.

JANET MATTHEWS.

GLADYS WARREN.

Senior Luncheon

The climax of the year's work in the cooking class comes in the last term when the Seniors give a series of luncheons, which are a test of what they have assimilated during the year.

The class, which this year numbers forty-eight, is divided into groups of three, making sixteen groups. Each group is required to plan, prepare, and serve a full meal for six people at a cost of \$1.25. The planning of the meal gives an opportunity to each student for judging food values, cost of articles, and time for preparation. The students keep a market price list and are required to work out the cost of each recipe. When they begin adding it up, to their surprise it always amounts to more than the allowance. It is positively painful to some girls when they have to reject attractive recipes and select less expensive ones. These menus, with calculations of time for preparation and cost, are presented to the teacher, she approves or disapproves and gives the allowance of money. They take this and go to the local stores to purchase their materials at retail price, just as any housekeeper does. The clerks often smile when they ask for 2 cents worth of nuts, 5 cents worth of tomatoes and 5 cents worth of potatoes, and so on.

In order to give the students practice in preparing and serving meals before they give their meals to guests, the class cooks and serves three type meals—breakfast, luncheon, and dinner. In this work the class is divided into three groups, and one group cooks the meal, another group sets the table and serves, while the other group is acting as the guests.

This is rotated during the three type meals. In this way each member gets practice in every phase of the work.

There is much rivalry between the groups as to the attractiveness of their meals. Some of them search in the woods for various kinds of flowers, as dogwood, yellow jessamine, honeysuckle and woodbine, while others use the flowers on the campus—sweet peas, roses, tulips, nasturtiums, buttercups, and others. Each group tries to get something different. Many of the place cards are made to harmonize with the flowers used in the center of table. Some of them are conventional designs, and others the natural form of the flower painted on the cards.

After everything has been prepared and the guests have arrived, one of the girls presides at the table, another serves, while the third one remains in the kitchen to dish up the food and have it ready. In the meantime the hostess is striving to keep up a live and interesting conversation. Her chief ambition is to be natural, and her greatest fear is that things will appear stiff, but the guests always enjoy these meals. The guests are members of the faculty, friends in town and members from some other classes.

In this work the girls learn many principles of housekeeping. Food values, best methods of marketing, preparation of foods, table requirements, details of serving and general care of kitchen and dining-room are topics which receive special attention.

The Senior Class this year served their luncheons in the hall of the Domestic Science laboratory. They have been served heretofore in the Cabin, but while the Cabin is picturesque and has been the scene of many attractive luncheons, the Domestic Science room is much more convenient in every respect.

Given below are some typical menus:

BREAKFAST.

Post Toasties		Strawberries
Chicken	Gravy	Rice
	Sally Lunn Muffins	
	Coffee	

LUNCHEON.

Asparagus Soup		Crackers
Baked Fish		Cornbread
Boiled Cabbage		Rice
Tomatoes		Mayonnaise
Ice Tea		Lemon
Cream		Strawberries
	Wafers	

DINNER.

Baked Chicken		Gravy
Creamed Potatoes		Parker House Rolls
Fruit Salad	Butter	Saltines
Vanilla Ice-cream		Sponge Cake

KATHERINE PARKER.

Senior Play

On the evening of April 10th the Senior Class presented "A Midsummer Night's Dream." Miss Daisy Bailey Waitt, adviser of the class, was director of the play, and not only did all the coaching, but was at the head of all the other work.

Miss Louise Smaw, as president of the class, was an *ex officio* member of all committees, and helped to keep everything working harmoniously.

Mendelssohn's "Midsummer Night's Dream" music was used throughout the play. Miss Sherman played all the incidental music, the music for the dances, and "The Scherzo." Miss Fahnstock played the "Overture," "The Nocturne," "The Wedding March," and "Intermezzo." Three members of the Hagedorn orchestra, of Raleigh, helped with the music. Mr. Royster played the cello, Mr. Smith the violin, and Mr. Weatherall the flute. Miss Muffy directed the choruses. The interpretative dances added greatly to the beauty of the play. These were the faun dance, the fairy dances and the tree-heart dance. The clown dance was one of the best things in the play. The clown dance was directed by Miss Muffy. Miss Ruth Lee, of Raleigh, trained the others.

The scenery used was that which was presented to the school by the Class of 1914, a Greek interior and a wood scene, which were ideal for the play. This was supplemented by vines, trees and bowers artistically arranged. The staging committee was: Eunice Vause, chairman; Louise Stalvey, Alma Spivey, Katherine White. Misses Graham, Strong, and Morris of the faculty worked with this committee and rendered valuable service to the class through their helpful advice.

Costumes for the principals were rented from a professional costumer. Most of the costumes were designed and made under the direction of Miss Martha Armstrong, teacher of Domestic Science. Members of the class on the Costume Committee were: Dinabel Floyd, chairman; Anna Whitehurst, Myra Fleming. Miss Annie McCowen rendered valuable service to this committee in helping to make the costumes.

Each member of the class made an attractive poster under the direction of Miss Kate Lewis, teacher of drawing. The poster committee was: Lalla Wynne, chairman, Trilby Smith, Hattie Turner. The posters were turned over to the advertising committee, which had charge of all printing and publicity work. The members of this committee were: Georgia Keene, chairman; Jessie Daniel, Lela Durham. They worked under the direction of Miss Jenkins, of the English department.

The marshals for the play were: Julia Rankin, chief; Trilby Smith, Nell Dunn, Louise Stalvey, Ella Bonner, Lucile O'Brian, Nelle White, Sophia Mann.

Louise Smaw, president of the class, and Georgia Keene, chairman of advertising committee, sold tickets.

The satisfaction of the public and the favorable opinions expressed were very gratifying to the class.

The cast of characters was as follows:

Theseus, Duke of Athens.....	Martha Lancaster
Egeus, father to Hermia.....	Gertrude Boney
Lysander, betrothed to Hermia.....	Lola Brinson
Demetrius, once suitor to Helena, now in love with Hermia....	Susie Barnes
Philostrate, master of revels to Theseus.....	Ruth Brown
Hippolyta, Queen of the Amazons, betrothed to Theseus.....	Sallie Lassiter
Hermia, daughter to Egeus, betrothed to Lysander.....	Alice Herring
Helena, in love with Demetrius.....	Gladys Warren
Mechanics performing in the interlude:	
Quince, a carpenter.....	Katharine Parker
Bottom, a weaver.....	Susie Morgau
Flute, a bellows-mender.....	Allen Gardner
Snout, a tinker.....	Mary Smith
Snug, a joiner.....	Bloomer Vaughan
Starveling, a tailor.....	Jessie Daniel
Oberon, King of the Fairies.....	Marguerite Wallace
Titania, Queen of the Fairies.....	Elizabeth Southerland
Puck, or Robin Goodfellow.....	Lida Taylor
Attendant Fairies: Lucile O'Brian, Selma Edmundson; Tree hearts: Louise Smaw, Louise Stalvey, Nellie Dunn, Ella Bonner, Georgia Keene.	
Peaseblossom.....	Mary Moye Carper
Cobweb.....	Mary Wright
Mustardseed.....	Fannie Green Allen
Moth.....	Mary Lee Pittman
Other Fairies: Martha Moye, Elizabeth Austin, Jane Hadley, Mary Forbes, Frances Porter, Louise Phelps, Virginia Perkins, Hester Phelps, Effie May Winslow, Edna Davenport, Lela Davenport, Frances Norman, Huldah Albritton, Elizabeth Harrington, Mary Moye Savage, Florence Overton.	
Child stolen from Indian king.....	Fred Forbes
Attendants on Theseus and Hippolyta: Anna Whitehurst, Fannie Lee Patrick, Lela Durham, Ruby Vann, Lalla Wynne, Eunice Vause, Alma Spivey, Viola Gaskins, Eva Pridgen.	
Torch-bearers: Janet Matthews, Mary Secrest, Trilby Smith, Myra Fleming.	
Chorus: Members of the cast and Julia Rankin, Katherine White, Hattie Turner, Nelle White, Marjorie Pratt, Naomi Dail, Dinabel Floyd, Ava Craver. Jessamine Ashley, Fannie Bishop, Sophia Mann.	

GEORGIA KEENE.

Reception to Seniors

The reception of President and Mrs. R. H. Wright to the Senior Class of the Training School on the evening of April 17th from 9 to 11 o'clock was the most brilliant school social event of the year.

The parlor, dining room, library, study and hall were thrown into one and beautifully decorated in school colors, purple and gold, irises, violets and jonquils being the flowers used to carry out the color scheme.

In the receiving line were Mrs. Wright and President Wright, Mrs. Clara Davis, Miss Daisy Bailey Waitt, adviser for the Senior Class, Mrs. Beckwith, Lady Principal, and Mrs. Louis Wilson, of Chapel Hill, sister of President Wright.

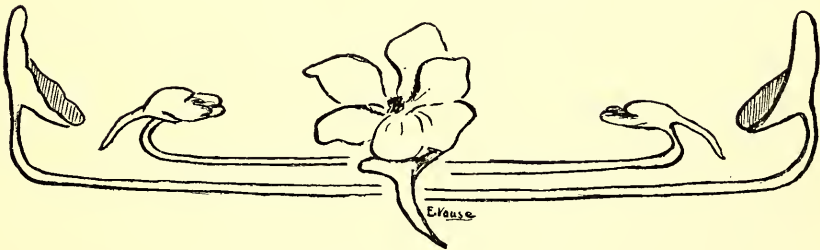
As the guests entered Master William Wright received the cards at the door; Misses Sallie Joyner Davis and Kate Lewis received the guests in the front hall; little Miss Mary Wright directed them to the dressing room; Miss Mamie E. Jenkins introduced them to the line; Miss Helen Strong directed them to the punch bowl in the rear of the hall, where Misses Maria Graham and Ola Ross presided at the punch bowl, which was artistically arranged in a setting of violets and smilax.

After the guests had all arrived they were seated at tables and the game of rook was the entertainment of the evening. Mrs. Nannie F. Jeter assisted with the twelve tables of rook. As the players progressed or went down there was much laughter and fun.

During the evening Miss Lillian Parker sang beautifully several solos, and Misses Sherman and Fahnestock played lovely duets. When the games were stopped delicious refreshments were served.

The guests were the forty-nine young ladies of the Senior Class, members of the faculty and all connected with the school, and a member of the Board of Trustees, Mr. F. C. Harding, and Mrs. Harding.

The annual reception given to the Senior Class by the President and his wife is always looked forward to as the crowning event of the social life in the Training School girl's life. The reception was one of the most enjoyable and one of the most beautiful in the series of receptions given by them to the graduating classes.—*Greenville Reflector*, April 18.



School Activities

Societies

PRESIDENTS OF SOCIETIES.

Edgar Allan Poe.
Nannie Mac. Brown.

Sidney Lanier.
Ophelia O'Brian.

COMMENCEMENT MARSHALS.

CHIEF: Juanita Weedon, *Edgar Allan Poe Society.*

ASSISTANTS.

Poe Society.
Jessie Bishop.
Nannie Mac. Brown.
Lucille Bullock.
Helen Gardner.

Lanier Society.
Effie Baugham.
Julia Elliott.
Christine Overman.
Virginia Sledge.

The societies have devoted their energies this spring to the question of planting the front campus. This is given in full in another part of this issue of the QUARTERLY.

Classes

The Junior Class of the Training School at assembly period on Wednesday and Thursday, April 19 and 20, gave an excellent two-part program as a celebration of the tercentenary of Shakespeare's death, which fell on Easter Sunday, April 23. The life and work of the greatest of all poets was reviewed. Two of the greatest and most familiar passages from his plays were read, songs from the plays and one of the period were sung and two of the dances were given. The audience insisted on having each of the dances repeated.

The program was as follows:

WEDNESDAY.

Introduction by Lizzie Stewart, president of class.

Poem—"The Pageant Passes".....Anna White
Piano Duet from "Midsummer Night's Dream."

Mabel Maultsby and Lou Ellen Dupree

Biography of Shakespeare.....Nannie Mac. Brown

Elizabethan Chorus—"Drink to Me Only with Thine Eyes".....Class

The Fame of Shakespeare, and Why We Should Study Him..Fannie Lee Spier

Elizabethan Dance—"Green Sleeve".....Twelve members of the class

THURSDAY.

The Works of Shakespeare.....Mary Cowell

Vocal Duet—"Tell Me Where is Fancy Bred"....Helen Bell and Gertrude Cook

Shakespeare's TheatreOphelia O'Brian

Elizabethan Chorus—"Hark, Hark, the Lark".....Class

Readings from Shakespeare—

(a) The Seven Ages of Man from "As You Like it."

(b) Portia's Speech on Mercy and Justice—"Merchant of Venice,"

Viola Kilpatrick

Elizabethan Dance—"Ribbon Dance".....Twelve members of class
Class Song.

The crowning class social affair of the school year was held May 8. Both Juniors as well as Seniors had awaited this big event with much anticipation. Further details of the Junior-Senior reception will be found in the next issue.

The second year Academic, or "B," Class of the Training School held their annual assembly exercises on Saturday morning, April 22. They presented an interesting Shakespearean program. Members of the class representing some of the women in Shakespeare's plays gave short scenes in which women alone appear. The class marched in singing an old English song, "There was an Old English Gentleman." Cellie Ferrell explained the program and introduced the characters.

Rosalind and Celia, Sophia Cooper and Bessie Lee Russell; Juliet and the nurse, Vivian Hudnell and Lizzie Smith; Ophelia, Ethel Smith; Hero and Ursula, Flora Barnes and Helen Crofton; Beatrice, Claudia Teel; Cordelia, Louise Croom; Cleopatra, Irene Wiggins; Bianca and Katherine, Ethel Stanfield and Roberta Floyd; Portia and Nerissa, Bernie Allen and Fannie Bishop. During the program, "It was a lover and his lass" from "As You Like It," and "Sigh no More, Ladies," from "Much Ado About Nothing," were sung by the class. As introductory to the scenes from "The Merchant of Venice" the record "Tell Me Where is Fancy Bred" was played on the Victrola. The class song, which is a rollicking parody on "Under the Greenwood Tree," was sung at the close.

Miss Camille Robinson, president of the class, conducted the devotional exercises.

On Saturday evening, April 15, after the regular business meeting of each class the "A," or first year Academic class, entertained its sister class, the Juniors, in the recreation hall. The hall was attractively decorated with pennants and the "A" Class colors, green and white. The guests were met at the door by Misses Thelma Smith and Rena Harrison. They were given pencils and paper and each drew a number from a box which aided them in securing a partner for an advertisement contest which followed. Pictures from advertisements were hung on the wall and the contestants were to guess what each advertised. A prize was given to the couple who guessed correctly the most advertisements.

Music and dancing were enjoyed throughout the evening. Ice-cream was served by members of the class. Everybody had a jolly good time.

Athletics

Volley Ball, which is a new sport in the school, has caused much excitement and friendly rivalry this spring. In the preliminary games the "A" and "F" classes were the winners. The tournament games were played during the second week of May. These games count towards the winning of the general athletic cup. The "A" Class won in the tournament.

The tennis games preliminary to the tournament were played during the first week of May. Tennis has more points to its credit than any other form of athletics; therefore, the victory was an extremely hard fought one. The final games were played during the second week of May. The Senior class won the championship from the Juniors.

Four classes came near the same average in cross-country walking. The competition in this sport was quite keen. The walks are required to be three miles long and they have been made especially delightful this spring by occasional picnic suppers. The walkers take lunches with them on these days, and instead of being back by the regular dinner hour, spend that time in the woods.

At first the group of walkers was not so large as to require more than one chaperon, but recently the crowd has become so large that several groups had to be formed.

The "B" Class won the championship in walking. The Senior Class won the general athletic cup as they had first place in tennis and second place in walking.

Y. W. C. A.

The officers and cabinet members for the year 1916-17 are as follows: Martha O'Neal, President; Juanita Weedon, Vice-President; Lillie Mae Whitehead, Secretary; Agnes Hunt, Treasurer; Mabel Maulsby, Chairman of Music Committee; Helen Gardner, Chairman of Social Committee; Viola Finch, Chairman of Mission Study Committee; Gertrude Cook, Chairman of Poster Committee; Ina McGlohon, Chairman of Room Committee; Hallie Jones, Chairman of Bible Study Committee; Ethel Stanfield, Chairman of Sunshine Committee; Fannie Lee Spier, Chairman Religious Committee.

The officers were elected at the regular business meeting on Saturday night, March 4. After the business meeting was over the "Whites" entertained the "Blues." At the first of the jubilee month the Y. W. C. A. girls were divided into two groups, namely, the "Whites" and "Blues." The object of each group was to get as many new members as possible and it was agreed then that the one getting the fewest number should entertain the more successful.

The Sunday evening service on March 5 was a song service. After the service, Miss Muffy played some new records on the Victrola and most of the girls stayed to hear them.

Miss Marguerite Higgs, a Greenville girl who took an active part in Y. W. C. A. work at Meredith, led in the services of the Y. W. C. A. on March 12. The lesson made a special appeal to the students because it was presented as from one school girl to another. She read the Scripture lesson from the first chapter of Romans. The main idea of the lesson was that with increased training of the mind comes increased responsibility to our fellowmen.

Rev. J. H. Griffith, rector of the Episcopal Church of Kinston, conducted the services at the Training School on Sunday evening, March 19. The young women were greatly impressed by the magnetism and charming personality of Mr. Griffith, and by his scholarly exposition of the lesson of the evening.

He read as his lesson the nineteenth chapter of Matthew, and took his text from the fifteenth chapter of St. John: "Lord, we know not whither thou goest, and how can we know the way?" The question was asked by the mathematician of the apostolic family, Thomas, and was a human question. All of us are constantly asking questions about life and the meaning; he quoted a letter he had received from some one asking help in solving the problems of life. "All human questions have divine answers," he declared. Christ's answer to Thomas is an answer for all, "I am the Way, the Truth, and the Life," simple words, but speaking volumes of information.

The Greeks, to whom we are greatly indebted, were always asking questions about life, what was the beginning, the end, and what the true way to live, and Mr. Griffith explained the Greek terms for these ideas and the significance of the answer. But the first real and complete answer was given in Hebrews, where the declaration is made that Christ is the Alpha and the Omega. He further explained the philosophy of the Greeks, making the statement that the world today is full of Epicureans; he said that the Stoics were wrong in that they believed life was all bad if any of it was bad. The Christian belief goes far beyond either of these and says that life is good. Christ is the satisfaction of the heart and the mind, and we need nothing but Christ.

At the close Mr. Griffith brought the lesson home to the young women by asking them what questions they were asking of life; what they most desired: a butterfly existence, gold, to be better dressed, or popularity? He reminded them that they came here to get light; not simply intellectual light, but light to help them to work out the problems of life, reaching forward into the future. He urged them to realize their gifts of mind, etc. He urged them not to be satisfied with little things; to remember that every soul has the divine spark in it; everybody has a work

of service to do; a woman can win by tenderness, forgiveness, sympathy and love. His personal appeal at the close left a strong impression upon the minds of the young women.

Mrs. J. J. Walker, of Greenville, led in the Sunday evening service on March 26. She read the Scripture lesson from Matthew 25, and then she gave a vivid description of the Y. W. C. A. in Chicago. At the close of the service Miss Edith Lee, one of Mrs. Walker's pupils in Expression, gave a reading.

The installation services of the new Y. W. C. A. officers which were held at the Training School on Sunday evening, April 9, were simple and impressive.

Allen Gardner, the retiring president, gave a review of her work; of what she had done and the pleasure she had taken in the Y. W. C. A. work.

Martha O'Neal, the new president, read the names of the girls she has chosen for her cabinet for the present year. She said that because of her inexperience she did not have a definite policy worked out, but that the association would strive to promote higher ideals, develop a genuine spirit of service and increase their knowledge of Christ.

Mr. Austin, representing the advisory committee of the association, read the Scripture lesson from Nehemiah 2. Then he took up the thought where the president left off and impressed upon the members the necessity of their loyal support to the Y. W. C. A. work.

Mr. F. C. Harding led the Sunday evening services April 2. It meant a great deal to the young women to hear a strong talk full of high ideals from a man from out in the world, one who is not a minister, but one who had a big message, and he presented a close study of certain phases of the life of St. Paul, from which great lessons were drawn. It was interesting to note the point of view of the lawyer; no one else would have seen the important part that Paul's adherence to the law played in the dissemination of the Gospel.

He took the stand that Julius Cæsar had as much a part in opening the door to the world as Paul himself did, because it was through his work in extending the Roman empire that it was possible for Paul to become a Roman citizen and the right to appeal to Rome, and thus become a missionary. The manhood of Paul rather than the spirituality of Paul appealed to Cæsar, yet God was speaking and working through him.

He brought out the idea that Napoleon was, in a sense, an inspired man. In the application he said that it may be that the United States now, through the Mexican expedition, may be helping to work out a divine plan; it may be by this means that a part of the world will be lifted up and improved.

In the direct application to the girls Mr. Harding urged the young women to remember that they would be forces in moulding public opinion, and impressed upon them the importance of remembering that they must have high ideals and help work out God's plans.

Mrs. Jeter led the services on Sunday evening, April 9. She gave Solomon's description of the all-round ideal woman as given in Proverbs. Mrs. Jeter's explanation of the chapter was excellent. She brought out various phases of woman's life.

The services of Sunday evening, April 16, were led by Miss Jenkins. She read the chapter in the Bible in which Christ explains why he uses the parable and gives several parables to illustrate his point. She then read three modern prose allegories from "Story Tell Lib," by Slosson, "The Shet-up Posy," "The Horse That Believed He'd Get There," and "All Sorts of Bundles."

Rev. H. N. Blanchard, pastor of the Memorial Baptist Church, conducted the Y. W. C. A. services on Sunday evening, April 23. The Scripture reading was Luke 6. His theme was "Devotional Bible Study and Prayer." His text was Mark 1:35.

In his opening remarks he spoke of how much the Y. M. C. A. and the Y. W. C. A. appealed to him, for it was the Y. M. C. A. at A. and M. College that led him to enter the ministry. He made his decision while at the Y. M. C. A. Conference at Asheville, to which he was sent as a delegate.

In developing his theme he emphasized the value of observing morning watch, first giving the meaning and then telling why we should do it. First, he said that Christ's life was a life of prayer, thus teaching us by His own example what He commanded us to do. Second, if He needed to pray, how much more do we need to pray. Third, it is impossible to live close to God all the time; therefore, in the beginning of the day, before we are tempted, we should put on the armor of prayer. Fourth, we should emphasize Bible study more in school life, in order to form habits of prayer, for good habits are as hard to break as bad habits.

He said that the woman who does the greatest things is not necessarily the most popular, or the most talented, but the one who "takes time to be Holy." "Too busy" is not an excuse for neglecting prayer, for it is only the "busy" who have time to do anything worth while."

In giving instances bearing on this point, he mentioned that the boys at the West Point Military Academy have only forty-five spare minutes each day; and yet it is said that over fifty per cent are observing the morning watch.

The students were very much impressed by the sincerity and intense earnestness of Mr. Blanchard.

The Y. W. C. A., on Sunday evening, April 29, was led by Superintendent Hoy Taylor, of the Greenville Graded Schools.

Mr. Taylor read a part of Matthew 5, the sermon on the mount. He put down one proposition and developed it logically, giving an example of straight thinking, one of the things he urged on his listeners. He presented the one big idea of "Be Ye Perfect Even as your Father in Heaven is Perfect." He developed this by a comparison of the material world, in which there is no such thing as lost energy or wasted matter, with the physical world. How far this goes over into the mental life he said he was not sure, but he believed it applied there too, but he was sure that there was a potentiality in every life. The spiritual life is so tied up with the others that it is hard to tell where they leave off and that begins.

In the development of his theme Mr. Taylor presented some very interesting points which he proved very logically and forcefully. He asked many pertinent questions about life which made the girls think seriously. He said there could be only one superlative, one best, in each life. He said the responsibility for the direction of each life rests with the individual, and therefore he would not give directions, but suggestions. These suggestions were good, sound common sense principles which harmonize with the great laws of the universe.

School Notes

Commencement Program

Sunday, June 4, commencement sermon by Dr. Thos. H. Lewis, of Westminster, Md., President of Western Maryland College.

Sunday evening, 8:30, sermon before the Young Women's Christian Association, Rev. W. B. Oliver, of Florence, South Carolina.

Monday, June 5, 6:30 p. m., Class Day exercises.

Tuesday, June 6, 10 a. m., meeting of the Board of Trustees; meeting of Alumnae Association; 8 p. m., Alumnae dinner.

Wednesday, June 7, 10:30 a. m., annual address before the graduating class, Hon. T. W. Bickett; 11:30 a. m., graduating exercises.

Helen Keller and Mrs. Macy

The *Greenville Reflector* had this to say: "A very large audience filled the Training School auditorium Monday night, May 1, to hear Miss Helen Keller, Greenville and the neighboring towns being well represented. All were anxious to see and hear the most remarkable woman in the world about whom they had read much. Blind, deaf and dumb from early childhood, these physical handicaps have been overcome, and few people are more highly educated or more entertaining than Miss Keller. Not only is she intelligent, she is brilliant, cheerful, witty, the very soul of happiness, and gets more enjoyment out of life than the majority of normal people. Miss Keller has learned to express herself in speech to a degree that it is remarkable, and can make herself be heard distinctly over a large auditorium.

"The entertainment of Monday evening began with an address by Mrs. Macy, who for twenty-five years has been Miss Keller's teacher, and to whom her wonderful development is largely due. Mrs. Macy started at the beginning of this blind and deaf girl's education and gave an outline of how she had first learned objects, next, that everything had a name and on step by step until she learned to articulate and to speak though she could not hear her own voice. Mrs. Macy's sketch of Miss Keller's life was truly interesting and prepared the audience for the wonderful revelation that followed when Miss Keller herself was led upon the stage. Smiling, bowing and with a countenance aglow with happiness, this young woman whose fame is world-wide stood before her audience.

"That the audience might first get accustomed to Miss Keller's enunciation and understand her more readily, there was some conversation between her teacher and herself. Miss Keller recited the 23d Psalm and then delivered her message of happiness. She showed that she was not denied the joys and beauties of life because of her physical defects, but

that true happiness is in the heart, and comes through making the most of one's surroundings and doing all possible for the happiness of others.

"After the address the audience was permitted to ask questions which Miss Keller would answer. With one hand resting upon the lips and throat of Mrs. Macy, who acted as interpreter, repeating the questions which Miss Keller answered promptly. In some of the answers the large degree of wit she possessed was displayed.

"Many times the audience applauded, which Miss Keller recognized and appreciated. Soon after coming on the stage she detected the presence of a lily by its odor. She found and caressed the flower and spoke of its beauty and fragrance.

"Greenville people certainly appreciated the Training School's getting Miss Keller to come here and give them the opportunity to hear her."

**Educational
Trip to
Raleigh**

When Col. Olds visited the school in the winter he suggested that the girls be given an opportunity to spend a day in Raleigh and he offered to act as host and guide. Miss Davis made inquiry among the girls and found a number who wished to take such a trip. Many of the students are from the extreme eastern part of the State and have not had the opportunity of visiting the Capital. Others who had been to Raleigh had never visited the various points of interest. The result is told in the *News and Observer* of May 6, as follows:

"Eighty-eight of the students of the East Carolina Teachers Training School at Greenville, under the chaperonage of two of the teachers, Miss Sallie Joyner Davis and Miss Lewis, spent nine and a half delightful hours in Raleigh yesterday without a dull moment in all that time.

"They were met at the Union Station by Col. Fred A. Olds and Prof. L. C. Brogden, of the State Department of Public Instruction, and were escorted to a local department store, the headquarters, where Mr. J. B. Pearce presented each with a bouquet of sweetpeas. They then retired to the LaFayette Cafe, where they were the guests of the Raleigh Merchants' Association.

"They next visited the Commercial National Bank, took a look at the city auditorium and the new Wake County courthouse. They were received later by Governor Locke Craig at the executive offices. Among the students were three cousins of Governor Craig, all from Gates County. All the others, Governor Craig claimed, were his cousins also. A photograph of the party was made with the Governor standing well in front. This occurred at the monument to the Women of the Confederacy. The Church of the Good Shepherd was later visited.

"The State Museum was the next objective point. There they were met by Curator Brimley and his assistant, T. W. Adickes, and were shown through the entire place, including the workshop. They were

here given souvenirs in the way of postcards. State Entomologist Franklin Sherman joined the party and remained with them for some time.

"A visit was made to the Governor's mansion, which the Governor had placed at the disposal of the party, telling them it was their house. From it they went to the establishment of a well known ice cream manufacturer where they were met by the owner, his wife and friends, who served the students with punch and ice cream and cake.

"The State School for the Blind was also visited. There the party was met by Superintendent John E. Ray and shown through the wonderful workshop in which the older girls, under the direction of Miss Davis, do all sorts of things. They took a special view of the boys' woodworking and sloyd shop, which astonished them. They saw the blind children at play and visited the library where the blind read with their finger tips.

"The next stunt of the day began at the Capitol Square after that building had been visited and well explained, and the important statues in the grounds pointed out. This was under the management of Mr. J. B. Pearce and consisted of a two-hour ride in four big motor trucks, each loaded to the limit. This tour included the beautiful grounds of the Central Hospital for the Insane, the Agricultural and Mechanical College.

"The students of the college cheered the girls who returned the compliment with their school yell. The Y. M. C. A. was also inspected, and then the route was taken for the Country Club, where President Charles E. Johnson, Jr., had provided lemonade galore. The beauty of the golf links was a delight to the girls, a number of whom had never been up-country and to whom the hills and the water falls were wonders.

"Arriving at the State Administration Building the visitors went to the Supreme Court room where they were met by Chief Justice Walter Clark and State Auditor Wood. Col. Olds introduced Chief Justice Clark, after he had placed Misses Davis and Lewis, the teachers, and three of the students in the chairs of the justices. Chief Justice Clark made a brief talk in which he said he expected soon to see women grace the bench. He was warmly applauded and was assured by the visitors that they were all suffragettes, to the last one. Auditor Wood was next presented and declared that Raleigh had not before been visited by a group of more charming young women and declared the State was proud of them and the school they represented. The veteran marshal of the court, Mr. Robert H. Bradley, was introduced. His thirty years of service was referred to by Colonel Olds.

"The party next went to the Hall of History, where in the portrait gallery Auditor Wood, himself a Confederate Veteran, presented to the North Carolina Historical Commission on behalf of Mrs. W. P. Roberts, an oil portrait of the late General W. P. Roberts, whom he characterized

as an officer of great ability and courage, the youngest of the Confederate brigadiers. The portrait was accepted by Colonel Olds, who referred to its position on the wall, next to the portrait of the two other Confederate cavalry generals, Rufus Barringer, of Charlotte, and James B. Gordon, of Wilkes, and to the fact that he had brought the latter portrait to Raleigh this week.

"This ended the day's events and at 9:30 the Norfolk Southern train pulled out of Union Station, Colonel Olds telling the splendid group of young women good night, and saying that next Friday evening he would be with them again in their own school auditorium where he will put on a fine concert by the full bands of the State School for the Blind.

"The teachers and all the students desired Colonel Olds to express to the people of Raleigh their unbounded gratitude for the greatest day of their lives, and to say that the whole school appreciates it, and their President, Robert H. Wright, sends his greetings to Raleigh, and his assurance that this visit of the teachers and students is to be made an annual event, one of the most important of the school year."

Tired, but happy, the sight-seers returned to the school at 1:15 a. m. the next day. At assembly the 88 marched on the rostrum so they could see how the auditorium appeared with 88 vacant seats, and so that those who remained at home could see how the Raleigh crowd appeared. Then the 88 told in song, to the tune of "Tenting Tonight," the events of the memorable day. The refrain was only "A. and M., A. and M.," etc. One of the group gave this report of the day:

The visit to the new State Building was the significant event—the capstone of the day. We reached it after it was lighted up for the evening, and never will we forget the impression of its brilliancy and simplicity. We went straight to the Hall of History, where we witnessed the presentation of the portrait of Brigadier General Roberts by one of his comrades, State Auditor Wood. In a few well chosen words, Colonel Olds accepted the portrait. This little ceremony was specially arranged for us, and it contributed not a little bit to our pleasure. From the Hall we went to the Supreme Court room and met Chief Justice Clark and Librarian Bradley. In his introduction of Judge Clark Colonel Olds spoke of him "as the State's leading champion of the cause of your sex." The brief but inspirational talk of the State's great jurist gave us the feeling that the cause which he champions must win in the end.

After this we followed Colonel Olds through the Hall of History and heard with glowing pride his story of that wonderful collection. Our day closed here. At nine-thirty a tired, but an enthusiastic, happy set of girls was on its way back to Greenville. One of them, when asked what she had enjoyed most, voiced the sentiment of every girl in her answer: "Colonel Olds. He has given me the greatest day I ever had." If "our day" is a fair sample of how he spends his days, he is in the highest sense of the word, a benefactor of his State.

**Banquet to
Hope Fire
Company**

On Saturday evening, April 1, a six o'clock dinner was given at the Training School in honor of the Hope Fire Company as an expression of the appreciation the authorities of the school feel for the excellent work the fire company did in saving the dining hall from total destruction just one year before.

All the members of the fire company and their wives, all of the people connected with the Training School who do not make their homes in the school, and Mr. E. H. Evans, and Mr. Allsbrook, who did such effective work in getting the building repaired for use, with their wives, were the invited guests of the school, making in all about fifty. Some of these could not accept the invitation, however.

After the guests had assembled the young ladies of the school dressed in white marched in by twos, singing as they filed in. The new dining room was beautiful in the soft lights. The tables were decorated with the school colors, purple and gold, violets being the chief flowers used. The place cards were jonquils in water colors. An elegant five-course dinner was served. The young ladies who were waiting on the table brought in the "pineapple pie," as it was called on the menu, and placed on each table to be cut at the table. There was much merriment when the pies were cut and pine sawdust and apple peelings poured out. This was the only touch that was a reminder of the fact that it was All Fools' Day.

Prof. H. E. Austin, chairman of the committee on arrangements, acted as toastmaster. He paid a high tribute to firemen in general, but to the members of the Hope Fire Company in particular. He assured them that the dinner was not for the purpose of recalling the unpleasant features of the night of the fire, but for the sole purpose of expressing the gratitude those connected with the school felt to the company for preventing it from being worse than it was. He called on Professor Wilson, who is secretary of the board of trustees, to say something. He quoted the famous story of the mayor, who, in trying to get the attention of the crowd who were assembled to hear Vice-President Marshall, said, "Listen! I am not going to make a speech; I am going to say something."

Professor Wilson thanked the company in behalf of the board for what they had done for the school. He made a witty speech, telling an apt story.

President Wright next spoke for the school. He told the guests that shortly after the fire the board of trustees directed the president to give a dinner to the fire company to show the great appreciation that the school felt for the prompt, brave, and efficient work the company did on the night of April 1, 1915. This dinner was to be given at some time when conditions were favorable. The illness and death of Governor Jarvis, and the fact that the dining hall and new kitchen were not completed until late in the year prevented the carrying out of the wishes of the board until so long after the fire that it was deemed best to wait until

the evening of the anniversary of the fire. He told of the great interest Governor Jarvis took in the planning of the new dining room; he planned practically every detail of the building as it now stands and it is well-nigh perfect. The board determined that his ideas should be carried out and bent every energy to that end. This, declared President Wright, was the last piece of work that Governor Jarvis planned for the school.

President Wright rehearsed the trying situation that had to be faced the night of the fire and spoke feelingly of the loyalty of the community in rallying to the emergency, when every home was opened to the students and faculty. He paid high tributes to the efficient work of the fire company that saved all but the roof of the building. He commended especially the contractors and workmen who left their regular work and came to the rescue of the school, getting the building in shape so quickly that only one week's time was lost from school work, doing the work in what even yet seems an incredibly short time.

After President Wright sat down Miss Lalla Wynne, of the Senior Class, proposed a toast to the "fire laddies" which was echoed by the entire school. Then all of the young ladies sang a song to the "fire laddies."

At the close of the dinner, Fire Chief Overton, in behalf of the firemen, expressed the keen pleasure they felt in having their work, which was only responding to the call of duty, so much appreciated. He gave a glimpse into the life of a volunteer fireman, merely touching on the dangers, and giving as the motive that urges him on to fight fire that it was the answer to the still small voice that whispers, "Go, help as you can." He said that in the whole twenty years that he had been a fire fighter this was the first time any such appreciation had been shown to the firemen, and on the other hand, their part was often kicks and knocks. He assured the school that whenever their services were needed the Hope Fire Company was ready and willing to respond to their call.

The occasion was altogether a most festive affair and unique in that it was a happy anniversary of what at the time seemed a disaster. As President Wright aptly said, "There is some good in every bad thing if you take it right."—*Greenville Reflector, April 3.*

"The Prince Chap"

Mr. Charles N. Newcomb gave an artistic and charming interpretation of "The Prince Chap" on the evening of March 20. He turned from the part of generous Peyton, "the Prince Chap," to that of the English butler, or "Puckers," the "King," or "Claudia," the little girl who furnishes the motive for the story, with ease and swiftness.

It is a difficult art to make characters stand before an audience as real personalities with their mannerisms and peculiarities of speech, when there is no stage setting, no costuming and when different people

take the parts, but when only one does it all as Mr. Newcomb did, this is art. The expressions of pathos, humor, tenderness and various other shades of feeling were expressed without exaggeration. His gestures were simple, only such as were needed to help give the right turn to the thought.

The audience was indebted to the Lanier Literary Society for having Mr. Newcomb. This is the fifth year this society has brought to the school some treat. Heretofore they have brought some speaker of literary reputation, but this year they decided to change and give another kind of literary entertainment. Each year the members of the Poe Society and the faculty are the special guests of the Laniers.

The Singing Class of the Oxford Orphanage gave their concert at the auditorium of the Training School to a large and appreciative audience one evening during April. The people of Greenville are always glad to have the class with them, and nothing can be done too good for them. The receipts were \$105.

Rev. J. Clyde Turner, of Greensboro, while conducting a revival service at the Memorial Baptist Church of Greenville, made a talk to the students of the Training School, at their morning assembly.

The theme of this talk was "Fidelity." He said that all fidelity could be summed up under fidelity to the Almighty God, and includes being faithful first of all to the convictions of one's soul. He believed whether one's place in the world be great or small all have ideals to which they should be faithful. He said a person, thus fulfilling his ideal, can look the whole world in the face and know that he has a right to demand respect from all; but he who does not strive towards this ideal loses respect for himself, respect for others and respect for God.

Several concrete illustrations from public figures familiar to all made this message very forceful, and Mr. Turner delivered the message with such directness and sincerity that it made a strong impression on the young women of the school.

Mr. E. L. Middleton, Sunday School Secretary for the Baptist Church, conducted exercises and made a talk at the morning assembly of the Training School, during the spring term. "Efficiency" was the subject of his discussion, for which he gave this definition: "Doing the thing in hand in the very best way to get the largest results."

It should be the aim of every person to make himself more efficient, declared Mr. Middleton. As he was talking to prospective teachers, he made the talk particularly vital by urging them to remember that efficiency means something more than the mere teaching of subjects; it means character building. While the teaching of religion is not allowed in the public schools, every teacher should be a religious teacher.

There are two kinds of material that go into the making of human life, he said, vices and virtues. It is the teacher's part to develop the intellectual powers and virtues that make for the highest truth.

Sewing Exhibit

The sewing done by the students during the winter term was placed on exhibit at the close of the term, and the public was invited to inspect the work. This was done under the direction of Miss Armstrong, the teacher of Home Economics.

The Junior Class is the only class that has lessons in sewing, but as this class numbered eighty-five, there was a large and creditable exhibit. Each member of the class was required to make a complete set of underwear, a white dress, and a practical, everyday dress. This made the number of garments on exhibit amount to over five hundred. The white dresses were of soft material, flaxon, lawn or similar material, trimmed with dainty laces. The other dresses were of gingham or heavy white material. All dresses were made somewhat on the same general lines, but there was individuality shown in the trimming and details.

The exhibit was arranged in the sewing room. The dresses were pinned to strips around the room or to burlap screens. The other garments were neatly folded on tables. The decorations were of flowers and sweet myrtle. Ushers, wearing the dresses made during the term, showed the visitors around. The exhibit was indeed a credit to the sewing department.

Junior Piano Recital

The piano students in the Junior Class gave a recital to the school at six-thirty on the evening of May 4. The program was as follows:

Minuet	Haydn
	Leona Tucker, Loretta Joyner
Scherzino	Wollenhaupt
	Mamie Mac. Brown
Serenade	Koelling
	Mary Wooten
At the Fountain.....	Vangoel
	Ophelia O'Brian
Sans Souci	Woods
	Blanche Satterwhite, Ola Carawan
Serenade Espagnole	Becker
	Loretta Joyner
Berceuse	I. Ginsky
	Eunice Hoover
Chanson	Engel
	Mabel Maultsby
Rustic Dance	Schytle
	Mary Wooten, Ruth Lowder
Bird Song	Jensen
Serenade in D	Moszkowski
	Lou Ellen Dupree

**"B" Piano
Recital**

A piano recital was given by the students of the second year academic or "B" class during the second week of

May. The program was as follows:

1. Second Valse Godard
First Piano, Louise Croom
Second Piano, Agnes Hunt
2. Gypsy Rondo Haydn
Agnes Hunt
3. Pixie's Good-night Song Brown
Octavia Dunn
4. The Chase Van Lear
Irene Wiggins
5. Barcarolle Burgmuller
On the Meadow Lichner
Cora Lancaster
6. Chanson Triste Tschaiowsky
Helen Lyon
7. Valsette Boranski
Hide and Seek Schytle
Ethel Smith
8. Toccata Caprice Benson
Bess Tillitt
9. By the Brookside Karzanoff
Louise Croom
10. Metzi Kätönen Behr
First Piano—Helen Lyon, Olive Lang
Second Piano—Cora Lancaster, Irene Wiggins

**Commence-
ment
Addresses**

The men of the faculty of the Training School have been in great demand as commencement speakers this spring. Their engagements were as follows:

President Wright, Enon School, Granville County, March 30; at Granville County Commencement, March 31; South Mills, Camden County, April 25; Garysburg, Northampton County, May 2; Bonlee High School, Chatham County, May 10; Biscoe High School, Moore County, June 1; and at Tarboro, Edgecombe County, June 2.

Mr. C. W. Wilson, Galloway's Cross Roads, Pitt County, March 10; Walstonburg, Pitt County, March 23; Beaufort County Commencement, March 31; Wenborn School, Greene County, April 12; Campbell's Creek School, Beaufort County, April 21; Franklin Graded School, Beaufort County, April 24; Swan Quarter High School, Hyde County, April 28; Falling Creek High School, Wayne County, May 2; and Leggett School, Edgecombe County, May 5.

Mr. H. E. Austin, Dixon School, Pitt County, April 14; Coward's School, Greene County, April 18; Arapahoe, Pamlico County, April 21; and Everett's School, Martin County, May 5.

Mr. L. R. Meadows, Tarboro School, Edgecombe County, March 18; Elks School, Pitt County, April 12; Sunbury High School, Gates County, April 25; and Fountain School, Pitt County, April 27.

President Robert H. Wright attended the meeting of the Southern Conference, which met in New Orleans, April 17-20, the week before Easter. After his return he gave the students a most interesting description of the city of New Orleans. They felt almost as if they, too, had taken a peep into the old French part of the city, and had walked up the levee to the river.

Miss Daisy Bailey Waitt attended the annual meeting of the North Carolina Federation of Women's Clubs, which met in High Point the first week in May. Miss Waitt is chairman of the Department of Education.

President Wright conducted a class in child study during the late winter and early spring. The class was composed of about forty of the women of Greenville, most of them mothers. The text used was Kilpatrick's "Fundamentals of Child Study." The members of the class were enthusiastic over the course and regretted that it could not continue longer.

All interested in the planting of the campus, and that is everybody connected with the school, rejoiced to see Mr. Busbee arrive on the morning of April 6 and begin the planting.

Miss Graham is building a residence on a lot adjoining the school grounds. She and two other members of the faculty will keep house together next year.

Miss Muffly and Mrs. Wright attended the Music Festival May 4-5.

The group that visited Raleigh are under many obligations to the Boylan-Pearce Company Department Store and to the George White Ice Cream Company for entertainment during their visit to Raleigh. The Merchants' Association entertained them at luncheon.

The Training School

Quarterly



July, August, September
1916

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THE SUMMER SCHOOL, 1916





The Training School Quarterly

VOL. III

JULY, AUGUST, SEPTEMBER, 1916.

No. 2

A Country Girl's Creed

JESSIE FIELD.

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I AM glad I live in the country. I love its beauty and its spirit. I rejoice in the things I can do as a country girl for my home and my neighborhood.

I believe I can share in the beauty around me—in the fragrance of the orchard in spring, in the bending wheat at harvest time, in the morning song of birds, and in the glow of the sunset on the far horizon. I want to express this beauty in my own life as naturally and happily as the wild rose blooms by the roadside.

I believe I can have a part in the courageous spirit of the country. This spirit has entered into the brook in our pasture. The stones placed in its way call forth its strength and add to its strength a song. It dwells in the tender plants as they burst the seed cases that imprison them and push through the dark earth to the light. It sounds in the nesting note of the meadow-lark. With this courageous spirit I, too, can face the hard things of life with gladness.

I believe there is much I can do in my country home. Through studying the best way to do my everyday work I can find joy in common tasks done well. Through loving comradeship I can help bring into my home the happiness and peace that are always so near us in God's out-of-door world. Through such a home I can help make real to all who pass that way their highest ideal of country life.

I believe my love and loyalty for my country home should reach out in service to that larger home that we call our neighborhood. I would join with the people who live there in true friendliness. I would wholeheartedly give my best to further all that is being done for a better community. I would have all that I think and say and do help to unite country people near and far in that great Kingdom of Love for Neighbors which the Master came to establish—the Master who knew and cared for country ways and country folks.

The Task Ahead

ROBERT H. WRIGHT.

IN North Carolina the people are spending many dollars each year for public education. There are many men and women giving the best thought of their lives to this work. Many parents are saving and stinting to send their children off to school. And yet I sometimes wonder if our people have any very clear idea of what all of this is about. Just what is it for? Do the teachers of our State have any very clear idea of the great task they are engaged in?

“As he thinketh in his heart, so is he.” The purpose in one’s life determines the kind of life he will live. The purpose in the minds and hearts of the people of North Carolina with reference to education will determine the kind of education the schools of the State will give our children.

“God is not the god of the dead, but of the living.” Religion is not so much a thing for the life after death as it is for life here in this busy, hustling world. Much of our education has been given for “future reference” when it should be for present use.

It is time for us to take stock, to see just what we are doing, to establish standards—certain goals in education toward which we will bend our energies.

But what is education? Is it the mastery of certain book facts, such as learning to read, write, do a definite amount of number work, get some knowledge of the facts of geography and a glimpse at the historical events of the world? If one’s idea of education is to complete any definite course of study, he has a false concept of the great task before the teacher. Education is not found in books, though it may be reached through books. The real work of education is the most practical thing given to man to do.

Here is organized human society, today the most complex organization the world has ever known. Here is a body of children; at first each one is totally ignorant of all the things around him. It is the function of education to take these children and to lead each to find his place in this human society and to fit him to make the most possible out of his life in his environment. For each child education is definite and specific and, of necessity, must be individual. Unless the things taught become active factors in the individual life, they fail to educate. In other words, only those things the child will use in life are of real educational value to him. This does not mean the elimination of the so-called cultural things in education, but it does mean teaching these things in such a way that you will have in the living man or woman a truly cultured being. It is the development of human life and not the teaching of texts. It is character

building, view it from any angle you may. The teacher who fails to be a character builder is a destructive and not a constructive agent; for knowledge without character is less to be desired than character without knowledge. The man who is honest through and through is always a good citizen. Today the world needs open-minded honesty as much as it needs any other one thing. We need to know that true culture consists in one's ability to put himself in the other man's place. This will lead men to differ in matters of religion, politics, business affairs, or social ideals and remain friends. It will help to bring our people closer together in every good enterprise for the community uplift. It will help us to realize that the public school is the community house.

True education will develop correct ideals in the minds of those taught. Not necessarily the same ideals in each but correct ideals in all. To do this there must be a more intimate relation betwixt teacher and the one taught. The greatest source of low ideals today in our public school is to be found in the vulgarity so common among the children, and the only way to eradicate this is by establishing a more intimate relation between teacher and pupils. So fill the minds of the young with good things that there will be no time and no place in school life for the evil. This means the teacher's playtime must be the children's playtime. Not teacher direction of children's play, but teacher and children playing together. It will not hurt the teacher's dignity, but it will help the life of the child, and it will do the teacher good. The dogmatic teacher must go and the cooperative leader must take her place in the school rooms of America; for school life is not preparation for life, it is living.

This is only a small part of the great work, but this is enough to convince any one that only a properly trained person should be allowed to teach the children of our State. There is more for the child in the personality of the teacher than there is in the books the child studies. Then one of the things our people should see, and see quickly, is that an efficient teacher at a high price is cheaper than an inefficient teacher for board and lodging. The real teachers of North Carolina know these things, and it is to be hoped that the next General Assembly will pass such laws as are necessary to help remedy the conditions that now exist.

Our motto is "To Serve," and may the true spirit of service soon find lodgment in the heart of every person in our State who attempts to teach the children of our State. "As he thinketh in his heart, so he is."

Community Work in Edgemont

CATHARINE BRYAN.

FOR the past two years the people of Edgemont have made their school a community center. Here they gather frequently to study means by which they may have a better community and school. As a result of their efforts many mutual benefits have been realized, and there are yet specific plans for the future.

The chief purpose of the regular monthly meetings is to bring together parents and teachers that they may discuss and understand the needs of the community and school, and knowing them, work together for the prosperity of both. At each assembly some form of entertainment, planned for the patrons, precedes the business conference. At times the program is devised to show the actual work performed in the school room, and again an able speaker talks on some fitting subject. Occasionally special exercises are presented by the boys and girls, for which a small admission fee is charged.

During the year a circulating library of two hundred and twenty-five volumes has been installed in the school. The name of the donor is recorded in each book. As we believe in boosting those who help us, this appealed primarily to the merchants and other business concerns, however, many private presentations were made.

At present there is a sum of three hundred dollars in the treasury, which will be expended in the purchase of equipment for the playground. This money was secured through the endeavors of the people of the community. By the end of the present scholastic year we hope to augment this fund, as a considerable amount is still needed.

A course in marching tactics, conducted on Tuesday evenings by the captain of the local military company, has been introduced as a means of physical training. This is an interesting feature for the boys of the higher grades. The effects which we purpose to obtain are—correction of such physical defects as spinal curvature and drooping head, poise of the body, and a worthy appearance.

A well equipped domestic science department and shop for manual training has been recently added, inasmuch as a large per cent of the pupils are of necessity withdrawn before they enter the high school, where they would receive similar training. The girls are gaining useful experience in preparing and serving food properly, and making the home more comfortable and beautiful. The boys are learning to do practical mechanical designing, and to be useful in their homes with the hammer and saw. Since in nearly every home of the community the mother has the entire care of the housekeeping, both boys and girls may lighten the burden by applying the knowledge and practice they have acquired.

A successful night school, with a present enrollment of one hundred and eighty pupils, has been in progress for two sessions. The expenses for the first term were borne by the various benevolent orders of the city and the manufacturing enterprises of the immediate vicinity. So favorable were the results that the Board of Education agreed to assume one-half of the expenses for the second year.

You, my reader, are perhaps saying, "Tell me of some concrete cases, tell me of a person to whom this has especially appealed, some person whose life has been enlarged by the books, some one that has been benefited by the marching, and another who has been enabled to help in the home because of work in domestic science or manual training." As a worker in the community, numbers of examples stand out in my mind, many observed, many related, some of which I believe you would be interested in knowing.

Few there are who have not read the story of the wide awake little Pollyanna, who understood the joy of humble service. This book was peculiarly adapted to the experiences of the pupils. It was among those distributed in the fifth grade. Each child read and enjoyed it. Admirable incidents, that occurred in the book, were constantly referred to and the influence was very perceptible. One boy related how his family hurried through the evening meal that mother and father, who could not read, might hear the story of the little girl who played the glad game.

A teacher had been unable to persuade a well built boy of twelve to carry himself correctly. Noticing that he had suddenly taken a pride in the way he sat and walked, she commended him for his efforts. His reply was, "The captain says you must keep your back straight all the time if you want to look like him when you get grown."

Several persons have received promotions in the mills as a direct result of knowledge gained in the night school. In many cases parents attending these classes have realized for the first time the necessity of parents and teacher working together for the welfare of the pupil. One father had caused much trouble by refusing to buy books for his child, and allowing her to miss much time unnecessarily. His experience in the night school laid before him the disadvantages of not having proper supplies and the loss suffered by poor attendance. Lately he has not only been more interested in his own child, but has discussed with others, who had failed to comprehend, the need of a coöperative spirit for successful school work.

As I went into a home, late one afternoon, I found the entire family admiring a delicious chocolate cake, made exclusively by the eldest sister, a school girl eleven years of age. As the first slice was cut for the teacher the proud father told of the breads his little girl could make, the savory dishes she prepared and the effect of domestic science in other homes.

Near the end of the session, when specimens of manual training work were called for to exhibit, it was learned that broom holders, towel racks, bookshelves, and most other articles had been put into immediate use.

A short time ago a boy with a beaming countenance ushered me into his back yard, where he had as a surprise a well constructed chicken coop. He explained that his instructor had helped him with the plans, but he had built it entirely alone.

Vacation is at hand; nevertheless, it is our purpose to resume in the fall the work we have just begun. At the final meeting of the parents' association officers were elected for the ensuing year, and a committee will be appointed to arrange programs for the monthly meetings. A public reading room is to be opened in the school building and the library sufficiently enlarged for the use of the community. Shower baths are to be added to the equipment of the ground floor. The night school has proved to be of such practical value that the city will bear the entire expense for the next sesison. The need of a day nursery has been projected, but no precise scheme has been devised.

The twofold purpose in all of our efforts has been to compare the community and school as found with what the community and school ought to be and solve the problem of bringing about the desired changes. Old folks and young folks have become interested, there is a more neighborly feeling, and the school is the pride of the locality.

The Fakir's Sermon

To us it has seemed both pathetic and funny,
When teachers are warned not to think about money,
When money is neded for room-rent and board,
Such shelter and comforts as she can afford;
For doctors' and dentists' and milliners' bills,
For church and for charity's long list of ills,
For books and for travel and lectures galore,
For lingerie, shoes, and for laundry some more:
For bonnets and linens, if she's to be married,
Or, if not for that, to be decently buried.
These items are sad; but the sermon is funny:
She has little to think of, who thinks of her money.

—C. R. SCROGGIE *in The Midland Schools.*



ON RALEIGH PLAYGROUNDS

Raleigh Playgrounds

CLARICE ELIAS.

Ye old-fashioned mothers, harken to me
And a new generation then you'll see—

Bright eyes, red cheeks, strong hands and arms,
Gained on the playground where the child belongs.

Let him run and jump, swing and play,
Be a man in time, but a child in his day.

It is pleasing to know that Raleigh is one of the first cities of the State to hear and heed this long-forgotten lesson.

The child in school is taught to read, write, calculate, and to study history, but is the teacher always mindful of the fact that while a child's mind is growing his body and morals should also develop?

"All work and no play makes Jack a dull boy," while all play and no work is more harmful. A well balanced equation of these factors is the goal of the Raleigh Playgrounds.

Mr. L. Edward Lashman accepted the position as supervisor of the Raleigh playgrounds two years ago, and it was under his able guidance that the first two grounds, the Centennial, and the Thompson, were established. The Centennial is directed by Miss Helen Adams and Mr. Russell Ferrell. The Thompson is under the supervision of Miss Clarice Elias and Mr. Miguel Elias. Over two hundred children attend these playgrounds daily and are taught to be happy and bright, as well as industrious. In the cool of the day active games of every description are indulged in, such as tennis, volley-ball, basket-ball, base-ball, and hand-ball, while during the warmer hours story-telling, basketry, weaving, sewing, and industrial work of various kinds are the popular occupations. Thus in the open air the child is taught to use his mind as well as his hands, but not at the expense of his body.

The Raleigh people realize the benefits already derived from her playgrounds, so a few months ago, when it was learned that the voice of the people called for more playgrounds and the money furnished by the city commissioners was insufficient to meet this demand, the recreation commissioners immediately started a campaign by which they hoped to raise \$5,000. Unfortunately, the date set for this movement conflicted with that of the Woman's Club campaign; nevertheless a total of over \$1,800 was subscribed.

Now things are running smoothly and it is a joy to see the happy faces of the hundreds of children who receive wholesome pleasure daily. One afflicted lad of sixteen summers, for the first time is enjoying the confi-

dences and joys of nature through the Thompson School playground. He is a paralytic, but smiles enwreath his face when he looks at the seesaw, swings, and other apparatus that he beautified with his paint and brush. He told his supervisor the other day that life now had a new meaning, and he was so happy to be with other children, and to be of some use. That he is fast becoming a favorite on the grounds, was proved when the boys elected him manager of their base-ball team.

A friendly rivalry exists between the different playgrounds, as they compete once a week for honors in track meets, ball games, and contests of all kinds.

It is interesting to know the many organizations formed through the playgrounds as a community center. Some of these are for adults and some for children. These are: "The Story-tellers League," "The Boy Scouts," "Campfire Girls," "The Raleigh Bird Club," "The Municipal Christmas Tree," "The Blue Birds," sewing clubs, crochet clubs, gymnasium nights (for working girls and boys), dancing clubs, and a "Junior Civic League."

The last named is a league in the Thompson School district. Each member is requested to sleep in a room with open windows, and to perform some good deed each week, thereby receiving a star as a reward. At the end of the year the boy or girl who possesses the most stars is the honor brother or sister.

It is perhaps not amiss to give the constitution and let it explain itself. It is as follows:

ARTICLE I. This League shall be called "The Junior Civic League of the Thompson School."

ARTICLE II. The purposes of this league are:

1. That the children of the neighborhood may come to know one another better, that they may have a richer social life, may work together for the betterment of themselves, their families and of the Thompson School.
2. That they may help make this neighborhood a center of progress, of neighborliness, and of sunshine, noted for pretty homes and yards, also for its beautiful home life.
3. That we may study economic problems and have better schools and playgrounds.
4. That we may help in our neighborhood any who are without as good advantages as others enjoy, and share our blessings with them.
5. That we may be "useful to all."

ARTICLE III. Any boy or girl who is interested in the above articles will be received as a member either upon his or her own application or that of some member of the league.

The constitution was written by the children themselves after careful discussion. The supervisor threw the responsibility on the children as much as possible. The officers feel that she is there ready to give advice, but she does not domineer.

This league is only one of the many means by which the children of Raleigh are being drawn into good, wholesome activities.

To the retiring supervisor, Mr. Lashman, the pioneer of this work in Raleigh, much credit belongs, and for his successor, Mr. H. C. MacDonald, Raleigh bespeaks a loyal support.

[The supervisor of playgrounds for the past two years, Mr. Edward Lashman, has recently resigned and Mr. MacDonald has taken charge of the work as his successor. The assistants in the work are: Centennial playground, Miss Helen Adams and Mr. Russell Ferrell; Thompson playground, Miss Clarice Elias and Mr. Miguel Elias.]

Annual Report of Supervisor Lashman

I feel that the recreation commission has accomplished a great deal during the past year, due to the active interest taken by the chairman and several other members of the commission. The experimental period for supervised playgrounds and recreation activities has passed for the city of Raleigh, and the coming years show considerable progress in the provision of proper recreational facilities for the adults, as well as for the children of the city.

Acting upon a motion of the commission at the last annual meeting that the supervisor conduct industrial work on the Centennial playground, materials were purchased for the purpose and actual instruction begun. Instruction was given in basketry, weaving, sewing, wood-working, etc. Two periods a day, one in the morning and one in the afternoon, were devoted to this work, which soon became the most valuable, as well as the most popular, activity on the playground. Adults, as well as children, took advantage of this instruction, the attendance increasing over 50 per day as a result of the introduction of this feature on the grounds. The articles made were all useful, rather than ornamental, although much of the work was elementary. Beginning today this work will again be conducted. At the conclusion of the summer it is planned to conduct a public exhibition of the handwork done upon the playgrounds. An additional sum, about \$50, should be devoted toward this work for the coming summer.

Last summer was the first summer for all day playground activities. The grounds were kept open each day from 9 o'clock until 7:30 o'clock at night. An average attendance of over 200 children was recorded daily. The playground furnished the following activities during the months of June, July and August: Base-ball and basket-ball for the boys; basket-ball and volleyball for the girls, quiet games and guessing games for the warm hours of the day, running jumping and the various contesting games for both boys and girls, quoits and horseshoes, tennis for children and adults, checkers and chess, puzzles for the smaller children, swings and hammocks for others, basketry, weaving, sewing for girls and boys, woodworking for boys, a sand bin with shovels and buckets for the very little children, indoor play space for rainy days, circulating library, story hour, hikes and tramps through the woods, Boy Scout activities, Camp Fire Girl activities, camping out overnight, two band concerts and several picnics.

In spite of the fact that the Centennial School is not centrally located, the average daily attendance of over 200 children indicated the popularity of the playground. Apart from the fact that these children were kept off the streets and kept occupied, the great value to these children lay in the participation in teams and group games, in the learning of useful occupations and in the formation of good moral characters under the influence of the play leaders.

Following the close of the summer activities the playground commission

became interested in adult recreation. The only available space was the Centennial School, although it was recognized that it was not in a densely populated section of the city. At first activities were begun for boys. The school was opened one night each week for boys who sought recreation. At the end of the third week the attendance was so large that the admission had to be restricted to boys over 12 years of age. Through the action of the recreation commission, the auditorium of the school was equipped with basket-ball goals. A long series of games was played throughout the winter months, attracting a large number of boys and a considerable number of adults. A large number of boys who ordinarily spent their evenings on the streets in questionable occupation were kept interested enough to attend regularly each week.

Following the opening of the school to boys, a night was designated as girls' night. Once each week and later twice each week the girls and ladies met for gymnastic instruction, basket-ball, volley-ball, etc. Later a number of young men and women begged that they be allowed to dance, giving the plea that they wanted to dance but objected to going to the public dance halls. This request was granted, and now one night each week is set aside for social dancing, always under supervision. Those attending taxed themselves 10 cents a night, with which they purchased a Victrola, which furnished them with dance music. The floor is in wretched condition, the space is limited, the lighting facilities are poor, and yet the attendance oftentimes totals 50. Certainly this phase of recreation is well worth the study of the commission.

All this additional evening work was personally supervised by the director and his assistant. This work should be conducted by some one who is not actively engaged throughout the day in supervising play activities, as these activities are too strenuous in themselves to allow the director to conduct additional activities at night. At small expense to the commission several paid directors should be engaged to conduct this work, which should not be neglected.

The need for funds other than that furnished annually by the city commissioners became so great that it was voted to conduct a financial campaign for \$5,000. Unfortunately the date conflicted with another campaign, the one conducted by the Woman's Club, so that the commission didn't attain the results hoped for. A total of over \$1,800 was subscribed, a large portion of which has already been paid. It is to be hoped that the balance due will soon be paid as the commission has urged the need for funds.

An additional year round playground was to be established at the Thompson School, but owing to the action of the school board in deciding to construct a new building, these plans were deferred and a temporary playground will be conducted during the summer at the Thompson School until such time as the building is completed, when permanent apparatus will be installed for an all the year playground.

As soon as the ground is available two additional playgrounds, one in Glenwood and one in West Raleigh will be opened. Whenever the funds will be available to maintain these four playgrounds all the year round the City of Raleigh shall have provided adequate recreation facilities for its children.

Throughout the coming year the recreation commission should interest itself in adult recreation. A beginning has been made, but more needs to be done. A committee has already been appointed to devise ways and means of censoring the moving pictures. This work should be continued. Places should be provided where the young men and women of the city may meet together under supervision and in wholesome surroundings. The committee appointed to investigate the feasibility of using the public market as a community centre should secure the coöperation of the various civic organizations in the city, for such a place would accomplish a great deal in elevating the moral tone of the young men and women of the city.

The commission should interest itself in the provision of band concerts for the summer evenings. No such provision is made in the city. The commission should take steps immediately for the provision of these concerts as this will not only furnish delightful recreation for the people of the city, but would elevate the moral tone of the city and would serve to add to the attractiveness of the city as a place of residence.

The clerks employed in the stores of the city have for a long time been appealing to their employers to grant a half-holiday on Wednesday afternoons during the months of July and August and also to close the stores at 6 o'clock in the evenings. This appeal should be heeded and this recreation commission should appoint a committee to appear before the merchants for the purpose of having this request granted. Practically all of the other progressive cities have established this custom and Raleigh should not be behind in this matter.

In view of the present size of the recreation commission, it would be a good plan to appoint an executive committee, who would approve the payment of bills, elect the supervisor and assistants, and attend to the strictly business affairs of the commission, which need not consume the time of the commission in their regular meetings. Such action should be taken immediately.

This report would not be complete without reference to the playground floats which appeared in the parade conducted by the Raleigh Rotary Club. The floats representing the activities of the Raleigh playgrounds attracted considerable attention. The commission should take advantage of every such opportunity to make public the work of the recreation commission.

The change of name from the playground commission to the recreation commission was a wise move, as it more completely described the scope of the work undertaken by the commission.

Reference must be made to the Story Tellers' League, through whose efforts the children were entertained by a series of stories told at different centers in the city. The league promised to cooperate again this summer with the different playgrounds, so that a story hour will be maintained one day each week on each of the grounds.

Through the kindness of the Woman's Society of the Edenton Street Methodist Church, a sewing class for girls has been conducted through the winter months. This class has been open to about twenty children, free of charge. The children are taught to sew, to make and cut out patterns, to use the sewing machine, etc. The thanks of the commission is due to the ladies who gave their time and funds to this work.

Through cooperation with Meredith College, a course for playground directors and play leader has been conducted during the past year. Meredith College also announces a full year's course for the following year. This is a valuable asset to the recreation commission as the commission will always be provided with trained leaders for its work.

Numerous other activities have been taken up by the recreation commission, but there is no place in this brief report for the enumeration of them all. Should the commission decide to publish this report, a more elaborate and detailed account could be made. Such a course would be desirable, as it would help very greatly in popularizing playground work throughout the city and the entire State.

In closing, I want to express my appreciation for the cooperation I have always met with on the part of every member of the commission. With the hope of a continuance of this cooperation, the supervisor looks forward to a year of pleasant work and to a year of much progress in the provision of wholesome recreation for the people of the city.

A Group Study of English

MRS. MELVILLE JEFFRIES,

Principal of North Durham Graded Schools.

BELIEVING English to be the ground work of all the other studies, and that teachers should strive to make this subject a source of pleasure, as well as profit, to the pupils, Mr. E. D. Pusey, superintendent of our city schools, has laid great stress on the teaching of English Literature throughout the school system.

In this he has been most ably assisted by Mrs. J. A. Robinson, primary supervisor, who, with a rich experience as a first grade teacher, has patiently and earnestly striven to help all of her teachers make the reading and English an inspiration to the little citizens entrusted to them.

Thus, all through our schools, there has been a strong impetus toward better and broader English teaching. The primary teachers through story telling, games and plays with the pupils, have inspired the teachers of the grammar grades to greater effort. They, in turn, have striven to lead the pupils, passed on to them, to a wider and more fruitful field of reading, by the same interesting and inspirational methods.

Naturally, the results have been most gratifying, and as always follows, successful work has produced greater enthusiasm. Primary teachers organized themselves in order to discuss plans, outlines and books, which would give variety and interest to the literature; and at the same time the grammar grade teachers and principals met with Mr. Pusey for the same purpose.

Finally, there followed a call from the High School. Mr. M. A. Briggs, at that time principal, in a meeting of his English teachers, heard the suggestion that there should be organized an English group of teachers, including the high school and grammar grade teachers, to discuss the courses of reading and the best methods of presenting English literature.

The main purpose of the organization was to have all the teachers see definitely to what they were leading their pupils in the English course. In this way all stories, poems, books and plays, could be made to pave the way, or introduce, as it were, the course for the next year's work.

Mr. Pusey and Mr. Briggs consented to act as heads of the organization, and to appoint leaders for the different meetings which it was decided should be held every Monday afternoon.

As a reading basis for the teachers, Mr. Pusey suggested Emma Miller Bolenius' book, *Teaching Literature in the Grammar Grades and High School*. This book is edited by Ellwood P. Cubberley, and is well worthy of the statement in his introduction that "the educational theory

underlying the book is remarkably sound, the scope of instruction outlined is most commendable, and the suggestions for more extensive study should prove very helpful."

There are a great many expressions used among teachers, which have become habits of speech. Chief among these we have observed that whenever a good book on pedagogy is suggested to an individual teacher, or to a group of teachers, this remark is heard, "I've read the book carefully, but I didn't find one thing in it that I could apply to my work."

Shall we not look forward optimistically, and apply our efforts helpfully to the time when teachers shall find pleasure in professional reading; when they shall read so broadly that they shall know how to compare and criticise; how to cull here and there from the rich fields of experience the things which they do need, and when they shall naturally *apply* without feeling it a task?

The leader of each meeting chose from the book any chapter or subject which he or she had used in developing a lesson with good results. The meetings, however, were not confined strictly to the book, the text in many cases merely having served as a basis for trial lessons, which were freely discussed at the meetings. The fundamental idea throughout, was to inspire teachers to present literature in such a way as to have the pupils look upon it as recreation rather than work. The second idea was to use such texts for the class room and for parallel reading as should lead naturally from one grade to the next. For instance, a pupil who has read on class, or has heard the teacher read, *Lamb's Tales From Shakespeare*, will go to the next year's work better prepared to enjoy one of Shakespeare's Plays, than if he had no knowledge of the story.

Following are some of the subjects and sub-topics discussed at the English meetings:

1. Ballads.
 - a. Rise of the ballad in various lands.
 - b. Qualities of the old ballad.
 - c. Modern ballads.
 - d. Class study of the best way to present *The Rime of the Ancient Mariner*.
2. The Metrical Tale.
 - a. What is a metrical tale?
 - b. Different elements developed in different tales.
 - c. Research in *Snow-bound*.
 - d. Suggestions for helpful readings and other suggestions for vitalizing class work.
3. The Short Story.
 - a. Comparison of the novel and short story.
 - b. The modern short story.
 - c. Class study of Stevenson, Kipling, and Poe as masters of the short story art.
 - d. Classics in story form.
 - (1) Steps in development of the story of the *Legend of Sleepy Hollow*.
 - (2) Dramatization of *The Legend*.

4. Pictures in English composition.
 - a. Training pupils to know good pictures.
 - b. Developing stories from pictures.
 - c. Creating a love of woodcraft by stressing nature pictures.
5. Correlation.
 - a. Correlation of Literature with Language.
 - b. Correlation of Literature with Geography.
 - c. Correlation of Literature with History.
 - d. Stories, poems, books used to develop this work.
 - e. What means have brought about the greatest improvement in oral reading?
6. Lesson Planning.
 - a. How a story was planned.
 - b. How a poem was taught by careful preparation.
 - c. Results obtained.
7. Model Lessons.
 - a. Pupils recited before teachers one or two of their favorite memory poems or selections.
 - b. Reading lesson given before teachers showing results of some live experimental method.
8. Open discussions of all methods employed to make good readers, and to stimulate in pupils a love for the best in literature.

Mr. Cubberley tells us in his introduction, also, the three most important things in a teacher's equipment :

1. Knowledge of the subject matter, in this case, literature.
2. Methods for imparting the subject-matter to a class.
3. Suggestions for humanizing the study of literature and for correlating it with the lives of boys and girls.

I am sure that on the whole, our study of the book and our meetings were productive of rich results. The teachers were enthusiastic, and next year we hope to take up our work better prepared than ever to make the teaching of English vital and cultural.

The New Era and Your Part In It

BION H. BUTLER.

[Digest of an address delivered at the School on the evening of July 3.]

THE war in Europe, whether you have suspected it, changes entirely the civilization and custom of the world. Things of yesterday are swept aside completely and a new order takes the place. New ideas, new practices, new methods of doing things, new schools of thought, *new* is the dominant note in all lines. War has revolutionized everything. The day the war closes we see everything in the shop thrown to the scrap-pile, and we start anew, with strictly modern equipment.

This country has been coming fast, but tomorrow from our world relations we enter the new class that comes from the war, and we enter it with all the world. We have not the remotest ideas of what the immediate future means for us, but it means the throwing down of the old idols, the expansion of the big influence and the absolute demand for efficiency.

It is a new and untried world we are entering, and it is you young men and women who are to be the pioneers. You are to be entrusted with the work of training the boys and girls to meet the requirements of the changed conditions. You have to lead the boys and girls on the new lines, and there is no path outlined that you can follow, for the path we start now is unknown to any one. So you must be students, you must be thinkers, you must be pioneers in the true sense. You must read the daily developments of history, and study carefully the significance of every move and be able to lead your boys and girls in the right direction to accept what they will find in the world and to make the most of themselves and their new opportunities.

War has forced men to swiftly recognize the undeveloped possibilities that are coming. In the shop men are more efficient by far today than two years ago. The big emergency keyed them up to new effort and to new investigation. We see now that what we were content to do two years ago is old-fashioned and feeble in the face of the needs of the present.

You are going out into a new world now of good roads, automobiles, gigantic capital, big water power, new health conditions, new home conditions, comforts and conveniences that your parents never dreamed of. The boys and girls coming to your schools are going to a world just as much bigger, and you must adapt them to that world. You must be thinkers and make of the children thinkers. You must go to your schools determined to end the one-teacher one-room school, for it is woefully out of date. You must lend your help in providing for the boy

and girl in the township as good a school as the boy and girl in the biggest town in the State can have. North Carolina is a rural State. Most of us are of the country, and therefore the country boy and girl must have a square deal. We can get it when we cipher out for ourselves just what is a square deal for us, and when we show the rest of the State what we are entitled to and how to get it.

I want every one of you to go back to your country communities enthusiastic in loyalty to your State and country, and the way to be loyal to your State is to be loyal to your township and your own community. Be loyal enough to insist that Quewhiffe Township shall have a fair advantage for the boys and girls of that township, and if the taxpayers say they can't pay the bill, tell them to go out and earn more money, for the boys and girls are the one thing we can not afford to slight. Don't let the men of North Carolina hide behind the shameful excuse that they can't pay the bill to educate their children. I will not let anybody tell me that of this State and get away with it, for it is not so. Education in the public schools costs so little that this State, with all its enormous resources and all its vast favors from the hand of the Creator, can pay the bill. Don't ever argue that point with anybody, for any opposition to that fact is absurd. If I didn't know that North Carolina could easily afford to pay its school bills I would not stay in the State over night.

Get in touch with the educators of the State with the idea in view of making your school the best possible, and then struggle to make of the boys and girls students and thinkers. Thinkers come from the remote villages as well as from the more conspicuous places. The prominent names that have been written in North Carolina history came from the cross-roads and the coves. Your task will be with the country boys and girls mainly, because our State is mainly country boys and girls. Make them thinkers, and efficient workers, broad enough to fit in with the world that has opened anew with the war, for the new world wants big men and big women, who will work the wonders that are just ahead of you. You have a wonderful task, and I want you to go home to it with determination to work it out right.

Woman's Mission---Love

DR. THOMAS H. LEWIS.

(Commencement Sermon.)

"Who is she that looketh forth as the morning,
Fair as the moon, clear as the sun,
And terrible as an army with banners?"

Song of Solomon, vi, 10.

NOT long ago I asked a company of young people of both sexes ranging in age from sixteen to twenty-five and about three dozen in number this question: "In making a classification of all the feelings, where would you place love?" More than one-third of them made no attempt to answer, and not half of them answered correctly. One said it was a religious feeling, another that it was æsthetic, another called it a sympathetic feeling; another said it was an emotion, that is to say, a feeling; another said it was a feeling we had when we perceived a relation between one thing and another; and more than one put it down as a logical feeling! Think of the state of a young man's mind who would identify love with logic! I mention this incident to illustrate the vagueness of our idea with respect to the master-passion of the human heart. And I say *our* ideas; for I have no doubt it would be just as difficult for this audience separately to formulate a definition of love or to agree upon any single definition that might be proposed.

If this is a fair sample of the general indefiniteness of view of this important subject, can we with propriety undertake to give any help from the pulpit? Surely help should be welcomed wherever it may come from; but I think there is good reason to expect help from the pulpit. The Bible deserves to be called the Book of Books for no reason more forcibly than because it is an epitome of all that other books contain. Here in the midst of serious history and solemn prophecy and profound legislation is found a treatise on love. I should weary you were I to undertake even to name all the efforts at interpreting this book, called in our Bible, "The Song of Solomon." Comparatively few people read it and infinitely fewer understand it. The theory supported by the headings to the chapters, which represents what is called the traditional view, is that the whole poem sets forth, under the figure of the courtship and marriage of Solomon and his bride, the tender and endearing relation existing between Christ and His Church. It is not necessary to enter into the controversy as to whether such application is intended. For we may learn all we need for our present purpose from the basis of fact in which all agree. This poem is without doubt a poem of love. On one side is a beautiful, lovely

maiden; and on the other appear to be two rivals for the hand of this fair daughter in marriage. One is a royal personage, and he lays the splendors and honors of his kingdom at the feet of the maiden. Here interpretation divides again; some seeing the conclusion of this wooing in a royal wedding; while others, with apparently greater reason, behold the obscure shepherd lad, from whom the girl has been taken by royal decree, finally triumph because the heart of his beloved turned ever to him unmoved by all the blandishments of the court and the appeals of the king. And so at last the king, honoring her constancy, sends her back to her mountain home to rejoin him whom she finds "chiefest among ten thousand." Thus true love is made blissful, constancy is rewarded; and the heart of a woman is shown to be higher than the throne, mightier than the sceptre of the greatest of monarchs.

The verse that I have selected for a text occurs in the midst of the king's passionate, but unsuccessful wooing. It is his confession of overthrow. She that is desired so much is unobtainable. And he who can command the mightiest armies of earth is confronted by a single defenseless maiden, who yet, panoplied in the simplicity and constancy of true love, is "terrible as an army with banners." There is no tribute in all literature higher or more expressive of the real glory of woman than this short verse. She who has beauty to commend her and charm to make her fascinating, has love for her defense. Nay, it is more than defense, for with it she goes forth conquering and to conquer.

You have observed, doubtless, that in the way I have phrased the theme of this sermon there is some ambiguity. To say that woman's mission is love may mean either to love or to be loved. I do not propose to relieve the ambiguity, for I mean both; since both are inextricably mingled. I believe that woman exhibits, as she was intended to exhibit, the highest example of loving. And I believe that by loving so she was designed to elicit and does elicit the noblest affection of which men are capable. She shows man how to love her and all other good by first loving him. I shall not be careful therefore in discriminating between what she gives and what she receives when I speak of her mission as love.

And now, if any apology is needed for introducing such a subject for serious discussion in the pulpit, I have only to say that love is not only the master passion of the human heart, and therefore most urgently demands our most serious study in the pulpit and elsewhere, if we would understand man and give any appreciable help to him in the development of his nature; but the part love plays in human happiness or misery, its influence on the greatest affairs of State, its domination of the whole social organism, its tremendous power in virtue and vice, make its study a fundamental necessity to all who would make any intelligent and effective contribution to human wel-

fare in whatever sphere they may choose to enter. Certainly the supreme issues we are called on to meet today in legislation for women and children will never be adequately dealt with until we abandon the silly witticisms and gallantries which have formed the staple of what we call our discussions on these topics, and approach them with serious and reverent mind. This I earnestly desire to do today, and I therefore approach my text with the same solemnity I would in preaching on the holiness of God, or the salvation of man through a divine mediator. The text is a figure, and to apply it to rational analysis or practical exhortation is a difficult task. All that can be expected is to get an outline with the lines not too deeply marked.

Woman, then, as a loving and lovable creature, is likened to the dawn, to the moon, to the sun and to a bannered host.

There is a peculiar beauty and a solemnity about the dawn. Both in what it banishes and in what it promises it is interesting. It tells of night and darkness gone and it is the prophecy of day and glad light. Its charm is indefinable, mysterious, and it fittingly describes the birth of love in the soul. It may seem harsh to say it, but I think we all pass through certain periods of life with no consciousness of love, not even love for our parents or relatives. We are absorbed in self and in receiving impressions. We are like the princess in her castle, asleep. Then the kiss of love touches us and we wake to a new life. We come for the first time to feel the thrill of a feeling that goes out from us. We are bewildered, intoxicated, in a mystery of gladness, seeing nothing perfectly and only sure we are facing brightness that must grow brighter, a dawn that must become day. When we blush and seek to hide this new joy we are following the law of nature. But we have no need to be ashamed of it, and no right to profane it by flippant behavior. It is the sacred moment of the soul's new birth. It is the first divine experience of humanity. Love is the soul's dawn, coming out of a night of selfishness and flushing with the first radiance of a new and better experience.

The next phase of love is like the moon, fair and stainless. I do not mean by this simply that we attribute to the object of our affection every charm and grace of chaste perfection, since we love only that which we see to be good. I mean rather that when love enters a soul it chastens and purifies that soul. It may be the heart of a maiden which has never harbored an evil thought. And still love will develop the radiance of that soul from the misty light of the dawn to the full-orbed splendor of the moon. Love opens new windows in the soul and brings in new dreams of goodness. And what miracles of purification does love work in the heart of man! Lives that have gone through the dust of conflict and selfish ambition; that have been dragged down to the pollution of coarse associations and instincts; that have fed on filthy books and licentious thought until it seemed only brutes could

be their fit companions—how have these been irradiated and cleansed at the touch of love! As though an angel voice spoke from the skies they have risen and shaken free from the pollutions that held them, to struggle towards the beauty and saintliness they beheld through the vision of love. Fair as the moon is love! And he who loves is made fair by loving.

The growing radiance of this experience is next suggested in the crowning glory of the day. She that looketh forth is as "clear as the sun."

This is the type of the ardor of life. It is this feature that redeems our life from stagnation and slavish labor. It is this that lifts activity into enthusiasm; and all the various incitements and impulses we know in life are at last but phases of this spirit of love. When we love study for the knowledge to be gained we have the enthusiasm of learning. When we love work for the wealth it brings we have the enthusiasm of industry. But these are but alloys of love. We love love for love's sake and then we have the enthusiasm of life.

All thoughts, all passions, all delights,
 Whatever stirs this mortal frame,
 All are but ministers of Love
 And feed His sacred flame.

Adam was made first, but he has no record of life until Eve was made. Paradise was given and he was placed in it and every tree that could delight the eye and feed the body was about him. All was good and abundant, but until love was born man was but a statue, a splendid isolation. And so it must be today. The life into which love does not enter is a maimed life, a sterile existence. The labors of Hercules are possible under the inspiration of love. "Jacob served seven years for Rachel; and they seemed unto him but a few days, for the love he had for her." As the sun turns the blankness of night into the significance of day, so love illuminates and transfigures our lot and our work.

We must now turn to what at first glance seems a violent wrench of the figure we have been pursuing. All has been heretofore the figure of calm and peace. What so silent, so peaceful as the early dawn, the calm majesty of the moon, the ardent but quiet rays of the sun? But suddenly we turn to an army with banners, where we expect confusion and tumult and desolation. From all the fair and lovely similes of heaven we are ushered into the presence of the most dreadful symbols of earth.

The turn is however natural and necessary. What we are called to contemplate is not the carnage of battle, but the awe-inspiring vision of an army with banners, and what excites awe are the dreadful possibilities embodied there. We have a most striking example of this in

our national history. Into the heat and clamor of political and partisan debate in our national Legislature a few years ago there was brought a simple and brief resolution providing that fifty millions of dollars be placed in the hands of the President for national defense. Instantly there fell a hush upon that august body. Without dissent, almost without a word the vote was taken and unanimously passed, while the nation that had been fevered and clamorous under recent events became silenced under a great awe. What did this mean? We realized the possibilities in that vote. Although not a single shot had been fired we were waiting with bated breath while great ships were being fitted out and great guns planted on our coasts, because we knew that the vote meant war.

It may seem strange to you to join such thoughts to a sermon on love. But I beg you, my dear young friends, to be deceived no longer. Love is bright and beautiful and invigorating. It is the secret of the ardor of life, the earnest of heaven, the apotheosis of blessedness. But believe me, love has, too, its terrible phase. The woman who knows this power and never feels awe in the contemplation of its possibilities is a silly fool playing on a slumbering volcano.

Who then are those who play with love, not recognizing it as an army with banners? First I would mention those who force it. There is nothing more beautiful in the world than a simple, natural, pure girl, "in maiden meditation, fancy free." But somehow in these days we are seldom blessed with this bright vision. We see for a few short days a child and then a creation which cannot be classified. Not wise enough nor mature enough for a woman and too old and too brave for a girl; a girl-woman—sometimes a woman-girl. Such persons have put their hearts in a sentimental hot-house and forced the growth of an insipid, weakly feeling they dignify by the name of love, which all their true friends lament as silliness.

Then there are those who make love the minister to their own vanity. They have no ideal beyond clothes and no conceptions of a man except as a creature that can smirk and ogle and talk dreary nonsense. God forbid that I should be harsh towards the feeble-minded; but I cannot help thinking such girls are responsible for most of the inexpressible abortions masquerading in our parlors under the similitude of men. If girls could and would love such creatures they might lift them to something worthy to be counted. But they don't love them. Such girls love only themselves and they are so infatuated with themselves that they are ready to buy at any price whatever or whoever will flatter or gratify their love of self.

There are those who debase love to serve the calculations of worldly prudence. Love to them has no sacredness. If a man is eighty or eighteen; if he is as pure as she is or a rake; if he is a genius or a flathead—it makes no difference. The great question is, can he give

me luxury, position, ease? Her world is a great auction shop, and she is not ashamed to step up on the block and be measured and examined and passed upon and finally sold to the highest bidder. How much for my spotless life; how much for my power to transfigure a house into a home; how much for my love that lifts a mortal to the skies? And one answers, "A pound of dirt"; and another says "ten pounds," and the auctioneering mother cries, "Gone to the highest bidder!" This is the travesty going on every day in the name of love.

And, lastly, I must mention those who play with love by inconstancy. I will not attempt to depict a flirt. Read Addison's dissection of a coquette's heart if you would see such a description. But it is not necessary to turn to the eighteenth century. We have multiplied the examples in our own century beyond all computation. We have advanced to the finished product of inconstancy in love, the married coquette. Men and women recognize no finality in the wedding ceremony; it is an experiment. Married for convenience, they are divorced whenever another marriage seems more convenient. This outrage against the sacredness of love in the name of a lawless love is loosening all the bonds of the family and society, and giving us over to all the terrible consequences of a licensed libertinism; and none are more responsible for it than the women who thus play with love.

Here we come to a pause in our discussion. We face another and a very different symbol of love, the symbol of the consequences attending what we have described as playing with love. When men and women pervert and make sport of the holiest passion of God has implanted in human hearts, it is necessary to find some more fitting figure than the dawn and the moon and the sun to set it forth. Love perverted, love outraged in its eternal sanctities, is "terrible as an army with banners." It is terrible in its revenges. The havoc made in our world by such crime against the holiest of our emotions is beyond our power to describe or conceive.

If we think of those who, deceived and betrayed by a false love, have gone down quick to death, hating all purity and mocking at all good; if we think of the men who have been transformed by this sinister power from loving adorers and helpers into demons whose only mission henceforth is to profane and ravage in the sanctuary of love, and of the women who have debauched their souls and then prostituted the temples of their souls, betraying for a vile price the Lord both of their soul and body; if we think of the desolated homes, the worse than orphaned children, the debauched sense of virtue and all good, the blasphemy of religion, and the blasting effect of all these upon our social and economic and religious life, we will not marvel at the repeated and severe denunciations of perverted love in the Bible, nor think it extravagant when it declares that, "her end is bitter as wormwood, sharp as a two-edged sword. Her feet go down to death; her steps take hold on hell." "Terrible as an army with banners!"

But I will not wrong you in the sweet innocence of your youth by the assumption that you meditate such things. I only warn you that such things can be and will be if you betray this holy spirit of love. And I will point out to you the obverse of this symbol, that if love outraged is a terrible scourge against all good, so is love obeyed a terrible scourge against all evil. God has made you the angels of a gracious and healing ministry. He has sent you to bear witness as the fittest type on earth to exemplify the love Christ bears to His church. And if in your sober moments you shudder at the thought of profaning this power to minister to lust and to work such terrible consequences of sorrow and ruin, you will also kneel before the Lord your Maker, with devout thankfulness as you realize that you have been given a power which, terrible if perverted, and full of disastrous consequences to yourself and your generation, is also like an army with banners when arrayed against the institutions of evil. The love of a pure woman is itself a kind of redemption that "never faileth." The evil tongue and the black heart are paralyzed when love lifts its banner against them. Evil institutions that debauch public opinion and defy public law expose their hideous and baleful realities when touched by love's transforming spear. Man did not awake to the enormity of the ruin and sin of the liquor traffic until those women in Ohio fell on their knees before the saloons and cried to God to avenge their love; and thus inaugurated the Women's Christian Temperance Union. Men were not shaken with horror at the awful white slave traffic until Florence Crittenden gave up her life in rescuing girls from the houses of hell. And today, in the midst of the ferment and protest and demands for new laws and new attitudes in the matter of woman's relations to the home and to the State and to the whole field of human activity I clearly perceive that the impulse and directing inspiration of it all, notwithstanding its vagaries and excesses, is love; and I am confident that out of it all will come a better, higher, broader and nobler civilization, when men and women will unite their aims and their labors and their rewards; and march on in victorious strength "terrible as an army with banners."

For love is invincible. "The greatest of these is love." That is God's word and He has chosen love as the instrument of His final triumph. He came to Sinai in thunders and lightnings and earthquakes to startle and awe the children of men into obedience to law. He came to Zion in the stately ceremonial and the streaming altars to teach men the awful cost of sin and the need of redemption. But when He came to Calvary, it was the still, small voice, the whisper of love, the final revelation of God; the supreme persuasion that "never faileth." God's power to love is His power to save. He will bring back his fallen sons and daughters from bondage and despair; and purify them unto a new inheritance by the sweet insistence of love. He will

regenerate this world and make it a new and vaster Eden through the men and women who are faithful to love. "Instead of the thorn shall come up the fir tree, and instead of the brier shall come up the myrtle tree." "The wilderness and the solitary place shall be made glad for them; and the desert shall rejoice, and blossom as the rose." "No lion shall be there, nor any ravenous beast." "But the redeemed of the Lord shall walk there."

Blessed through love is God—through love
His bliss to ourselves is given.
Heavenlier through love is the Heaven above,
And love makes the earth a heaven.

Six Rules for Success

Dr. Bruce R. Payne, president of Peabody College, Nashville, Tenn., of which institution the Seaman A. Knapp School of Country Life is a part, is the author of a stimulating "Success Talk for Boys." Here are the six vital matters as Dr. Payne sees them:

1. *Open-mindedness*.—Keep your mind open for new ideas; be willing to give them many patient trials. Do not hastily refuse the suggestions of others when given orally or upon the printed page. Test all things, and then hold fast that which is good. Openmindedness to new thought, with a few profound convictions regarding that which has been tried and found sure, are elements of success.

2. *Earnestness*.—Wake up and keep awake. Whatever your hands find to do, do it with your might. Be sure your hands find the right thing to do. Then don't be half-hearted in the doing. In good work there is no such thing as temperance. Be as intemperate as you please in accomplishing the right, the useful, and the good.

3. *Health*.—Keep your mind and your body clean, healthy and whole. The victory is to the strong. The lame, the halt and the blind carry no loads. You owe it to God and man to be as strong and as well as you can. A living dog is better than a dead lion, provided the dog can do something.

4. *Concentration*.—Begin to learn to do some important work and stay with it until you excel in it. Prolonged and unremitting concentration of mind and body upon some one undertaking useful both to humanity and to yourself is a prime requisite of success. The world is in some strange but certain way organized so that he who sets himself doggedly to produce such contribution for his fellows can in no wise fail in this world, and therefore not in the next.

5. *Obedience to Laws*.—Try to discover as many of the laws of nature, the laws of man, and the laws of God as you can. Then forever regulate your action and adjust your life to these laws. God alone makes laws. It is man's business to discover them and obey them.

6. *Friends*.—Half your success will come from your friends. Make friends. Do something for as many people as you can. It pays, though you will never make it pay if you do it for pay. Lay up for yourself treasure in this heaven of friendship and no man may steal it from you. Invest something in other people. It is profitable, if not always in the way you desire, then in a better way. It will be paid in God's own time and manner.

An Example and Its Application

H. E. COOPER.

No doubt you have driven John, the typical livery horse. When you started he seemed terribly stiff and tired. He moved very slowly and attempted to stop at every house, and whenever you met anyone in the road. You tried to induce him to go more rapidly and get you to your destination in time to keep your engagement, yet you pitied him and tried to be kind to him. You, however, felt constrained to rattle the whip in the socket, at which John pricked up his ears and feigned to make haste for an instant. His movements proved to be principally from side to side. Before long you took the whip, which was short, light, and really useless, into your hand and struck him a light tap. He jumped forward so suddenly and violently as almost to throw you out of the buggy backwards. Your neck could scarcely hold your head on your shoulders. After the jump and half a dozen steps John settled down to his former snail pace. You applied the whip repeatedly with diminishing returns, both in the violence of the jump and jerk and in the number of accelerated steps.

You decided after some study of John's case that he was neither stiff nor tired, but lazy and tricky. You immediately stopped at a store, and bought a whip of good length and weight, and proved your decision to be correct. By lubricating John's joints with this whip and holding it in readiness for further application, you arrived in time to keep your engagement.

That over, you start to drive John homeward. How differently he performs! He sails along with tail and mane floating in the breeze. You even have to hold him in to prevent his dashing the buggy to pieces. You make the return trip in one-third of the time spent going, and do not even touch the whip with your hand, much less use it.

What wrought such a change in John? Nothing except the difference in incentives. When you started he knew nothing of the distance he was to take you. He knew nothing of the quality of the roads he was to traverse. He knew nothing of any rest, food, or shelter to reward him upon his arrival. Finally, he knew no reason why he should make that trip and took no interest in it.

On the return trip everything was changed. John knew well what kind of roads he was to traverse and the distance. He knew that rest, food, and shelter awaited his arrival. These were to him sufficient reason for his making the trip.

When John, the typical boy, comes to school, do we keep him on the first part of the journey in his studies without knowledge of the paths to be traversed or of the distance? Do we keep him ignorant of all re-

wards, and of any reason why he should make the journey? Do we drive him by means of punishments in the form of frowns, words of disapproval of his pace, taunts for backwardness, unfavorable comparisons with other children, or actual physical punishment? Or, on the other hand, do we allow him to proceed at once and constantly on the return trip with all the natural rewards of accomplishment? Do we drive him by the motive power that we ourselves administer, or do we let him move by his own motive force? Do we furnish him the incentives of the whip behind, or food, shelter, and rest before? Do we inspire by punishments to be avoided, or by rewards to be attained?

If you are a thinking teacher you are asking yourself how the foregoing harangue may help you to help John learn the multiplication tables. If John wants to play ball, familiarity with the tables will enable him to solve his problems in less time and give him that much additional time to play ball. If he has some pigs growing into hogs, he can figure expenses, profits, etc., more easily and accurately by means of that familiarity.

If John is interested in truck farming, he has a good incentive to study geography. If he is interested in school entertainments, he has a good incentive to learn to read. If he wants to answer some advertisement, he has an incentive to write well and also to learn to write good letters.

The quality of school work is in large measure determined by incentives. For incentives see *Specific Purposes* in the book entitled *How to Study*—McMurray, pages 15, 16, and 31-60.

Recompense

Where the green fir-tips meet the sapphire sky,
 A gull, cloud-white,
Careless of earth, floats insolently by
 In the warm light.

Still imperturbable, it holds a course
 To lands unknown,
And scornful of the south-winds gathering force
 It sails alone.

Seeing unmoved the noon's exultant glow,
 The evening's grief,
The wind-swept waves that crumble into snow
 Upon the reef.

The ships becalmed or scudding for the shore
 In wind and rain,
Alluring isles—all these it passes o'er
 In calm disdain.

Deep in the woods, the sea left far behind,
 I listen long,
Searching in ambush, yet in vain, to find
 Who sings that song.

I know those notes pure as the brooks that gush
 Down Alpine vale;
Enchantress of the woods, the hermit-thrush,
 Our nightingale.

Its world a forest bough; here in the shade
 It sings unseen
The magic song a yearning lover made
 To charm a queen.

The ocean-wandering gull from all his quest
 Can nothing bring.
You have the world within your throbbing breast
 For you can sing.

—EDWARD BLISS REED in *The Independent*. (By permission.)

Commencement

PROGRAM.

Sunday, June 4.—Commencement Sermon, DR. THOMAS H. LEWIS.

8:30 p. m.—Y. W. C. A. Sermon, REV. W. B. OLIVER.

Monday, June 5, 6:30 p. m.—Class Day.

Tuesday, June 6, 10:30 a. m.—Meeting of Board of Trustees.

Business meeting of Alumnae Association.

8:00 p. m.—Alumnae Dinner.

Wednesday, June 7, 10:30 a. m.—Commencement Address, HON. T.

W. BICKETT.

MARSHALS.

Chief.—Juanita Weedon, Poe Literary Society.

Assistants.—Helen Gardner, Jessie Bishop, Lucile Bullock, Nannie Mac Brown, Effie Baughan, Christine Overman, Julia Elliot, Virginia Sledge.

The reports below are taken from the *Greenville Reflector*.

Annual Commencement Sermon

Yesterday, the first of the exercises of the seventh annual commencement of East Carolina Teachers' Training School was held. The program was carried out in a most pleasing manner to both the school and the people of Greenville and surrounding country. The commencement sermon, delivered by Dr. Thomas H. Lewis, president of Western Maryland College, of Westminster, Md., was a masterly discourse that made a lasting impression upon his hearers. Each of the musical numbers were well rendered by the students of the school under the direction of Miss May R. B. Muffley.

The sermon by Dr. Lewis was a remarkable one, marked by depth, power, beauty and charm. He treated his themé, human love, in a masterful manner, giving a wholesome, sane interpretation of love and its place in life, and paying just, fine tributes to the worthy type of womanhood and condemning unworthy types. It was singularly free from sentimentalism or from unreasonable claims for woman. It was a most fitting sermon for a group of young women starting out in life.

The delivery of Dr. Lewis was easy, and direct, without any ostentation or mannerisms. Before Dr. Lewis was half through the listeners realized that they had come under the spell of a subtle magnetism that they were not conscious of at first.

(The sermon is printed in full elsewhere in the QUARTERLY.—Editor.)



GROUPS AT THE SCHOOL



GROUPS AT THE SCHOOL

Y. W. C. A. Sermon

Rev. W. B. Oliver, pastor of the Baptist Church of Florence, S. C., preached the sermon before the Young Women's Christian Association.

His text was Psalms 16:11—"Thou wilt show me the path of life." His theme was life's value. He interpreted the meaning of life, the relationships of life, its opportunities, investments, expenditures, and the returns. He read as the Scripture lesson a portion of the eighth chapter of Mark, the theme of which is "He that loseth himself for My sake shall find himself."

The sermon was clear, logical and carefully thought out, with finely turned, well-balanced thought and sentences, and was delivered in an earnest, sincere manner. The impression that the message was an expression of the life of the minister was strong.

He began by enumerating the things that various types of persons value and preserve as a child who cherishes her doll. Values are determined by our understanding.

Below are given some of the valuable thoughts from the sermon:

As life goes on what has been least becomes greatest.

"To know self in all the relations that make life worth while is man's greatest task. Life is right relationship, and this means success; the reverse means failure. An educated man is a gift to the world." According to the evidences of the action of men the business of life is to make a living, but if this were all, the life of man would be no better than that of the beasts. He asserted that life cannot always be measured by achievement. There should not be a miserly saving of self nor a careless squandering of life, but life should be carefully planned and invested so that peace, dignity, and glory will be the returns in the end. Each one should make the most of the opportunities of life. "God hath put into the soul what will gladden the world." Right living is living a life of usefulness and service. "Manhood is more than money and womanhood grander than all the forces of wealth." "Character is the coin of the soul."

Mr. Oliver stressed the great need there is for citizenship, making it clear that it was as much a duty for a man to attend to the affairs of citizenship as it is for him to bear arms in defense of his country. "A man has no right to neglect his civic duties." "No substitute can clear a man of dishonor if he neglect his duties." "Woman, too, has obligations to society, which she cannot delegate to others; she has no right to live on and not for a community. Many people will die for a home who will not live for it. When a man merely provides for his family he does no more than he does for his horse and dog. "The man or woman who withholds self from the community is a traitor."

"A life is unreal, artificial until it has first gripped self." "Self must be conquered before it can be used."

"Today we think in terms of doing, but it is a day of big enterprises, a day of coöperation." The one who lives truly today is the one who serves his home, society, the State and the world.

"You will be just as large as your service." The old arbitrary lines shutting the Christian off from contact with the world are obliterated. Applied Christianity is the only Christianity that counts to-day. "By their fruits ye shall know them." The "sacred desk" is no longer the pulpit alone; it is the desk of the judge, of the merchant, of the teacher, of the mother, of any one who is pursuing a calling that involves service.

At the close Mr. Oliver told a story of the child waiting to give its father the best it had, and applied it to the Heavenly Father, who will accept the gift of the best from every life.

Rev. A. G. Harris led in prayer. The school sang the hymns, "Praise Ye the Lord" and "Draw Thou My Soul."

Misses Paschall and Wallace sang a duet: "God That Madest Heaven and Earth."

Class Day Exercises

PROGRAM.

I.

1. The Hopeful A's.
2. 1919 Class Song.

II.

1. The Busy B's.
2. 1918 Class Song.

III.

1. The Confident C's.
2. 1917 Class Song.
3. F. Class Song.

IV.

1. The Last Meeting of the Dignified D's.
2. 1916 Class Song.
3. Reminiscences of the Senior Play.

The Class day exercises of the graduating class of East Carolina Teachers Training School were exceedingly attractive and entertaining, as well as unique.

The whole school marched by classes, each class led by its president bearing the class banner, and each girl wearing a tie of her class colors. The exercises were on the hillside. Almost three hundred girls in white, seated under the trees, and a large audience gathered around them made a beautiful picture in the twilight.

The first bit of action on the program was when a group of seven seniors came skipping out and sang of their deeds when they were "hopeful A's." Then the A class sang their class song, which looks forward to the deeds they wish to perform.

The bustling around of the groups representing their year as "Busy B's" was perhaps the most catchy part of the historical program. First came girls with tape measure and pencils trying to solve problems in practical mathematics. These were interrupted by Latin students who insisted on showing their knowledge by singing the Latin song, "Gaudeamu's Digitur." Aspiring young scientists rushed in showing their tank of toads they were studying. Each group brought in clever sayings and hits that were generally appreciated by the other students.

The "B" class sang their song, "Under These Holly Trees," which is a parody on "Under the Greenwood Trees."

The seniors who represented the class when they were "confident C's" showed on posters many interesting statistics as "Class Registration, 97." The whole class rushed in and went through the motion of registering.

Then followed interesting facts and figures connected with their Junior year.

The C class, which is the largest class in school, sang with a vengeance their song.

Then the "F" or one-year professional class, sang their song.

The next section on the program was a formal class meeting, in which parliamentary law was strictly followed. The secretary in the minutes reported all of the activities in which the seniors had taken the lead during the year. They have many things to their credit. First they gave a Hallowe'en party to the school. Then followed an account of their "Moonlight School" program, the planting of sixteen trees on the campus, their Lincoln assembly program, the bringing of the University Glee Club to the school, and the senior play.

The president, Miss Louise Smaw, asked for reports from the different committees. The first to report was Miss Georgia Keene, who was chairman of a committee to draw up the last will and testament. The bequests to the different members of the faculty and to the classes brought forth shrieks of laughter from the appreciative students.

Then followed a report on a psychological survey made of the class. Miss Martha Lancaster read a letter purporting to be from learned psychologists who had made the tests and reported on what the tendency in each student would lead to in her future. This was cleverly done and called forth much merriment when some particularly apt forecast was made.

After each report there were discussions, amendments and voting.

The class voted to leave some special gift to the school and called President Wright forward and presented to him a check for \$200 for the loan fund. Then they announced to him that they wished to present to the school a portion of the Parthenon frieze which was to be placed in the entrance hall of the Administration building, and extend

across the front. They expressed the hope that each class hereafter would leave some work of art to beautify the buildings.

President Wright accepted the gifts in a gracious manner, expressing his appreciation of the gifts themselves and of the fine spirit of the class.

Reminiscences of the play, "A Midsummer Night's Dream," formed the charming finale to the program.

Puck and a fairy came springing from the woods as if they were true spirits of nature. The dance by Puck was beautiful and the symbolism of the character seemed to stand out more clearly because of the setting in the woods.

The mechanics strolled in and gave a portion of their part in the play. The clown dance was greatly enjoyed by the audience.

Puck mockingly danced in the background.

The tree hearts seemed to have walked out of the trees literally, their costumes of soft green and brown melted into shades of the woods so completely, and their rhythmic movements as they glided seemed like the gentle swaying of the trees. In the soft twilight these dances from "A Midsummer Night's Dream" were alluring and marvelously beautiful. When Puck came forth and spoke the epilogue bidding all good-night the audience came back from fairy land with sighs.

The attractive programs were printed in gold and tied with gold cord, the class colors.

To Miss Daisy Bailey Waitt is due much of the credit for the excellent program. As class advisor the class has looked to her for direction and guidance in their activities throughout the four years they have been in the training school.

The officers of the class are as follows: President, Louise Augusta Smaw; vice president, Lela Reid Durham; secretary, Lida Harrison Taylor; critic, Hattie Thomas Turner; historian, Sallie Cook Lassiter; treasurer, Alma Spivey.

The class flower, which was very much in evidence during the evening, is the nasturtium. The class motto is: "Loyalty in Everything."

Meeting of Board of Trustees

The Board of Trustees met at 10 o'clock Tuesday morning. Most of the members were present. Some found it necessary to leave, but several stayed over to attend some of the exercises of commencement.

A report of the Alumnae business meeting will be found in the Alumnae Department.

Alumnae Dinner

The Alumnae dinner, which was given in the dining hall of the Training School at 8 o'clock Tuesday evening was a brilliant affair. The tables were beautifully decorated with nasturtiums, the flower of the

class of 1916, and ferns were arranged around the room in a rectangle, with a long table in the middle, at which sat the officers of the Alumnæ and those who responded to toasts.

The Training School girls were the first to greet and pay deference to "Our New Governor" and the first to get a message from him. When President Wright proposed a toast all rose and responded enthusiastically. The Alumnæ were all delighted that they had the opportunity of entertaining him. When called upon to speak he arose and said that he was like the old woman that was asked to go to the theatre and 'lowed she'd go, but didn't aim to be a part. He said the machinery would not go off until Wednesday morning. He expressed his pleasure at being present, however, saying that it was refreshing to join in such festivities after the strenuous campaign.

Several members of the Board of Trustees were here for the dinner: Messrs. Harding, Brinson, Lee, and R. B. White.

An orchestra from Washington played during the evening. Miss Edna Campbell acted as toastmaster, and welcomed the new members into the Association. She recalled the occasion five years ago when the small band of thirty-five, the classes of 1911 and 1912, gathered in the same place for the first Alumnæ dinner; she gave the number added each year. This year the forty-seven new members, the class of 1916, carries the Alumnæ roll to one hundred and ninety-five, a remarkably good showing for history only six years long.

Miss Lalla Wynne responded to the welcome for the class of 1916. She caused a great deal of amusement when she assured her listeners that the class would stand by the school "to a man."

Miss Luella Lancaster toasted the anniversary of the first dinner, "Our Wooden Wedding," reminding her fellow alumnæ that they could never be old maid school teachers if they had celebrated their wooden wedding.

Miss Mary Moore responded to the call for "Preparedness," the one big thing the school stands for.

Mrs. Grace Bishop Dew spoke for and to "The Deserted," those who have taught the two years and have changed name and transferred interests.

Miss Pattie Dowell, Alumnæ editor of the school magazine, explained briefly the nature of THE QUARTERLY, and gave a brief sketch of it, telling how its fame had spread over the country in spots and impressing upon the alumnæ that it was their part to fill in the spots and extend its influences. She showed that it was the policy of the magazine to express the spirit and work of the school as nearly as it is possible. At the close she proposed in jingle a toast to THE QUARTERLY.

"Odds and Ends" was the toast to which Miss Pearl Brown responded, emphasizing what lingered longest in the minds of those who go out from school—the little things that are out of the rut.

Miss May Barrett proposed a toast "To Our Girls From the Faculty," graciously reminding the alumnae that they were always "our girls" to the school and faculty, no matter where they go or how long they stay away.

President Wright, called upon to give anything from a smile to reminiscences of Frazier's mule, greatly delighted the alumnae with a few remarks.

After the toasts the young ladies sang several songs at the request of the guests.

Graduation Day

ORDER OF EXERCISES

Prayer—REV. J. M. DANIEL.

Chorus—Sanctus, St. Cecilia's Mass.....Gounod

BarcarolleLock

GLADYS WARREN.

Chorus—Oh, Italia, BelovedDonizetti

Address—HON. T. W. BICKETT.

Glee Club—The Lass with the Delicate Air.....Arne

Presentations of Diplomas and Bibles.

Bridal Chorus, LohengrinWagner

Announcements.

"Star Spangled Banner"Chorus
Benediction.

The forty-seven young women in the graduating class, with the special chorus back of them, grouped on the stage the morning of the final exercises of the commencement of East Carolina Teachers Training School, made a charming picture. Singing was especially beautiful.

The speaker, present Attorney General and the next governor of North Carolina, the Honorable T. W. Bickett, did not show marks of the campaign he had just completed. His manner was genial, pleasing, and he spoke deliberately, with clear, distinct enunciation. The large audience was delighted with the address. President Wright, in presenting Mr. Bickett, said that the reason the people of North Carolina honored him was that they believed him a faithful servant to the best interests of the best people of the State. After this presentation the whole audience arose as one and saluted their future chief.

After the address, a digest of which appears below, and a song by the Glee Club, President Wright presented the Diplomas and Bibles to the forty-seven graduates, who are as follows:

Susie Barnes

Annie Laurie Bishop

Gertrude Lamb Boney

Ella Bonner

Lola Tabitha Brinson

Ruth Brown

Ava Viola Craver

Susie Toms Morgan

Lucile O'Brian

Katharine May Parker

Fannie Lee Patrick

Marjorie Lydia Pratt

Eva Annie Pridgen

Julia Rankin

Susan Naomi Dail	Mary Secrest
Jessie Brent Daniel	Janna Trilby Smith
Nellie Lucile Dunn	Mary Elizabeth Smith
Selma Raye Edmondson	Elizabeth Rose Southerland
Ethel Marie Everett	Sara Louise Stalvey
Anna Myra Fleming	Ruby May Vann
Adelia Dinabel Floyd	Mary Bloomer Vaughan
Blanche Allen Gardner	Eunice Yates Vause
Viola Gaskins	Marguerite Alma Wallace
Alice Harvey Herring	Gladys Virginia Warren
Georgie Spivey Keene	Mary Katharine White
Martha Annie Lancaster	Nell Virginia White
Janet Lee Mathews	Johanna Whitehurst
Lalla Bernice Wynne	

Mr. Bickett's Address

Mr. Bickett first referred to the establishment of the school. He was a member of the General Assembly of North Carolina and on the educational committee of the House when the question was settled and he took an active part in securing the passage of the bill. He said that his part in this gave him a new dignity, made him a sort of a grandpa, as it were; "A good grandfather is a better thing for North Carolina than a good governor."

He paid tribute to Governor Jarvis, saying that he felt that this institution was a monument to the great industrial governor of the State; he liked to think that, although he was denied children in the flesh, this school, was the child of his heart and the glorious legacy he left to all generations to come.

The subject that Mr. Bickett announced was "The Woman Beautiful."

He told a story of Max O'Rell, the famous French lecturer and writer, who, when invited to address a group at a Woman's College, was asked what he was going to talk about, and replied "Women," the woman who asked the question retorted, "Why did you come so far to tell us what every sixteen-year-old girl knows more about than you will ever dream of?" In spite of the rebuke, he talked on that subject. And Mr. Bickett announced that he, too, in spite of the rebuke, would talk on the same subject.

"An ugly woman is a mistake, a misfit, a false note," he said. "In the original plan she was intended to be the climax of creation." He quoted Burns and Milton to show that the poetic conception of woman was a creature of beauty, and the poets are the best witnesses. Some few have fallen from their high estate by thanking their stars that they are freed from pride in good looks; others meekly submit, laying the blame on Providence. "Ugliness," he declared, "is a preventable disease, and belongs in the same category as typhoid fever, tuberculosis and smallpox."

"Beauty is a master key that opens every door. The world never rates a woman at less than her face value.

"History shows that in the supreme crises of life sentiment triumphs over thought. The world pays more for its fancies than for its facts." These are some of the sentiments he used in his introduction.

He emphasized the importance to a woman of making herself attractive, and suggested the stages and causes that led to divorce. Often the woman needs a vacation and some new clothes.

He next proceeded to tell how the kingdom of beauty could be restored or acquired.

Three things the woman who would be beautiful must keep in mind, he said are: Be strong; be natural, and be holy.

He took as the basic principle of beauty and of service, good health, and urged the young women to take exercise, sleep enough, eat the proper food and learn to prepare food properly. "No one can associate beauty and dyspepsia," he said. "They are certainly not affinities. The triumphs of the parlor begin with the kitchen."

In urging young women to be natural, he said: "Affectation spoils more faces than smallpox. In this age of shams the truly beautiful stand out as the sincere, the genuine. Lack of self-consciousness is one of the marks of beauty. In this age of shams, ines and eens, as satine, velveteen, butterine, he feared there would finally be girlines who worship the God of things as they are."

He quoted from Bunyan, "At the end of the street called straight you come to the House Beautiful." He cited the example of St. Stephen to show how the soul, beauty of spirit, affected the appearance. He referred to the beautiful spirit and character of his old friend, John Charles McNeill. He would not ask young women to be sanctimonious, but he did insist that they live in an atmosphere of purity and truth.

He closed with an impassioned appeal to the young women who were listening to him to reach upward to the power and glory of womanhood, to reach the highest, the most beautiful, of which they were capable.

Announcements

Certificates for One-Year Course.—The school grants certificates to those who take the one-year course, but President Wright emphasized the fact that this was not the real teacher's course of the school. Twenty-eight young women received this certificate.

Gifts.—The Senior class gave the sum of \$200 to be used as a loan fund for worthy students. The class left a portion of the frieze of the Parthenon, which has been placed across the front hall of the Administration building. The class also presented sixteen Lombardy poplar trees which they planted on the campus. The Alumnae left the sum of \$250 to be used for a swimming pool.

Enrollment for the Year.—President Wright announced that the enrollment for this year was 295, exactly what it was last year. The reason that the school has not grown larger is that it has no room to grow.

During the last year 947 persons have been taught in the school. They are distributed as follows:

Summer term, 1915, 394; Model school, 1915 term, 112; the regular school year, 1915-16, 295; the Model school during the school year, 146.

The singing of "The Star Spangled Banner" by the audience and the benediction by Rev. J. M. Daniel brought to a close the seventh annual commencement of East Carolina Teachers Training School. With this the sixth graduating class goes forth to teach in the schools of North Carolina. This makes 195 who have received the diploma of the school.

The Annual Commencement Recital

PROGRAM

PART ONE.

Turkish March (Two Pianos)	Mozart
Eunice Hoover, Naomi Dail.	
When Your Dear Hands (Soprano)	La Forge
Alice Herring	
Impromptu in A flat	Schubert
Bess Tillett	
Invitation a la Valse	C. M. von Weber
Martha Lancaster, Lola Brinson	
When Thou Art Near (Soprano)	Gilbert
Ecstasy	Rummel
Mary Smith	
La Preima Ballerina	Boyle
Alice Herring	
Berceuse	Iljinsky
Eunice Hoover	
Argonaise	Massanet
Louise Croom	
Sing On (Soprano)	Denza
Lida Taylor	
Hark to the Mandoline	Parker
Lucille O'Brian, Martha Lancaster	

PART TWO.

Toreador Song from "Carmen" (Two Pianos)	Bizet
Louise Croom, Mary Wooten, Agnes Hunt, Ruth Lowder.	
Papillon	Grieg
Lou Ellen Dupree	
At Parting (Soprano)	Rogers
A May Morning	Denza
Marguerite Wallace	

Summer Night	Binet
Valse Noble	Schumann
	Janet Matthews
Nita Gitona (Soprano)	De Koven
	Helen Paschall
Lullaby from "Mid Summer Night's Dream".....	Mendelssohn
	Chorus
Lolita	Chaminade
	Gladys Warren
Valse—Caprice (Two Pianos)	Rubinstein
	Gladys Warren, Janet Matthews

5

The Seeing Eye

A curve in the road and a hillside
 Clear cut against the sky;
 A tall tree tossed by the autumn wind,
 And a white cloud riding high;
 Ten men went along that road;
 And all but one passed by.

He saw the hill and the tree and the cloud
 With an artist's mind and eye;
 And he put them down on canvas—
 For the other nine men to buy.

—MARGARET L. FARRAND in *The Independent*.
 (By permission.)

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: 50 cents a year.

15 cents single copy.

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POE LITERARY SOCIETY.

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SUMMER STUDENT EDITORS.

LUELLA LANCASTER.

VIOLA DIXON.

VOL. III

JULY, AUGUST, SEPTEMBER, 1916.

No. 2

Who's Who This Summer

Space is given in this issue for a roster of the summer school. The facts and figures printed here are usually kept in the office and are consulted only by superintendents who are searching for teachers. But the students themselves are interested in them; others may wish to know something of the personnel of the summer group at the Training School, where the students come from, what training they have had, and what kind of schools they have taught in.

Heretofore only the names and addresses of the summer students have been published, and that not until the next spring, in the annual catalogue, and alphabetically arranged with the regular students, so that only the people in the school can distinguish them.

Each student would like to know something of his fellow students whose elbows he has been rubbing all the summer, but he is too busy doing the work he came here to do, or does not like to appear inquisitive. This gives him a chance to see for himself without annoying any one. This information may be of practical value. One who has accepted a new school may find some one from that community here, and can get many points about the community; he may even find last year's teacher of that school. A number of students from the same school, but at different times, may find each other to form social groups for exchanging reminiscences. Some lonesome soul may find another

lonesome soul from the same county and the lonely feeling is gone when two share it. Geographical bonds are strong.

The list was closed the last of June. A number entered after that, but were too late for the roster.

Vacation and the Summer School "Vacation" to the teacher once meant months of long hours, day in and day out, with no thought of school past or to come. She locked the door of her mind when she locked the door of the school house the last day of school.

If she were ambitious and wished to study further, she had to wait until fall before she could find a school to enter, and then she often felt herself an alien among immature school girls; she had to take a full year from teaching, and would then have to wait another long summer before getting her expensive training to work; and in the meantime, her ideas grew dim and hazy, and her enthusiasm cooled.

She can now teach a full school year, go directly from her teaching while she is still conscious of her peculiar needs, can get courses that are planned especially for her, courses in child-study, pedagogy, sociology, school administration, psychology, in addition to the course on the subjects she is teaching, or that she wishes to pursue for her own pleasure.

She can look ahead and prepare herself for any special work she finds she is peculiarly fitted for, and at the same time continue to make her living. Years ago a change of work meant expense beyond the dream of many a girl who knew that she was a misfit, and knew she could do another kind of work well, but she had to keep plodding along at the distasteful tasks because she could not afford the change. "Many a mickle makes a muckle." The credits for a few summers put together make up a full course. Everywhere now full credit is given for creditable work. The world realizes the quality of work done in July is not inferior to that done in December. The old type of summer school that had only hot-air courses and was considered only a make-shift for the lazy teacher who wished to get something for nothing, is gone. The great numbers that flock to the summer schools prove that the teachers prefer six or eight weeks of mental work in the summer to mental rust.

This item in a local paper caused a laugh: "Mr. has gone to New York, where he will take the summer course at Columbia University." Imagine all the students in a big University taking one course!

**What are You
Going to Do
With Your
Real Vacation?**

What is the one thing that means the greatest rest to you, that re-creates you? Find out what it is and do it between now and the time school opens. Perhaps it is just lolling about reading for pure pleasure. If so, loll and read. If it is rolling on the grass looking up at the trees, roll and look. If it is visiting around being entertained, accept some of your invitations. It may be that you would enjoy uninterrupted hours at the sewing machine, or helping with house work or cooking. Whatever thy spirit craves to do, do it with all thy might, provided it does not interfere seriously with the rights of others. It may be that you can give only a part of each day to your favorite recreation, or it may be you can take only a few days for it, but give some time to doing what you please. Nothing rests one so much. There is no universal prescription for rest that is any more definite than this.

Business people get more out of their two weeks' vacation than the average teacher gets out of his long one because they plan it carefully, and jealously save every bit of it for pleasure, make it a true holiday.

Teachers, remember your playtime is here, and make it playtime.

Playgrounds Playgrounds have been written about and talked about so often that it seems that there should be none left to be convinced of their value, but the people of North Carolina are just beginning to prove their convictions by appropriating money and space for the cause. Raleigh was one of the first towns in the State to have a supervisor and to take up the work systematically. In this issue of *THE QUARTERLY* is an account of the work by one of the supervisors and the report by the man who has had charge of the work for the two years since it began. At the Centennial School the supervisors talk enthusiastically of the success of the various organizations which are run in connection with it.

Instead of groups of surly, cross children eyeing each other suspiciously, as little animals at bay, as they play on the streets, ready to pitch into each other on the slightest provocation, one sees the happy play groups on the playgrounds, playing games, and working together.

One group was seen building Raleigh in the sandbox. There was no mistaking the Capitol, the streets laid off in the square around it, the jagged skyline of Fayetteville street, and the skyscraper bank. There was some discussion as to the shape of the top of the Capitol, the sticklers for accuracy insisting that it must be made as it really is. A discussion as to which bank they should build checked the work for a few minutes. The little folks were happy and were incidentally getting some good lessons in geography.

The Thompson School playground has been opened since the close of school. The old building has been shoved back and the excavating begun for a new building, when the work was stopped even before it was begun. That left a hole of red mud right in the center of the grounds. The other parts of the grounds were sunken and not in any condition for a playground. The city hauled dirt for filling in. At first it seemed hopeless, but what seemed a handicap turned out to be a help. The boys of the neighborhood had something to do at once that was worthy of the best that was in them. They leveled the dirt, made the tennis and basketball courts themselves and got the grounds in good shape. It was theirs, because they had done the work. They helped put up the equipment, and did the painting themselves. There was at once a feeling of companionship and good-fellowship between the supervisors and the children because they had worked together.

“Tell me a story” has been the plea of children since stories were first told. It is the surest way to lead them to a love of literature, feed their imaginations, stir their better emotions, and train their ears to listen. What is more inspiring than a group of children gathered around a storyteller, listening to the escapades of Brer Rabbit, the adventures of Ulysses, the feats of Robin Hood, the wonders of the Arabian Night tales, or to the beautiful nature myths? They can follow the story unhampered by such troublesome details as words that have to be mastered by eye and then combined with other troublesome words before they will make sense. Their ears and minds are far in advance of their power to take in by the eye print language. By the time they have mastered the artificial the interest is killed. Everybody who will can reach children by heeding their cry, “Tell me a story.”

**Why Not
Have Weekly
Big Meetings?**

The “big meeting” is still a feature of country life in North Carolina, the annual series of meetings for arousing religious interest. Why not have a weekly big meeting, have one part of a day set aside for social communication, for play, for singing and for all of those things that make for brotherly love? Perhaps there would not be so many misunderstandings among neighbors to clear up, so much lukewarmness in church affairs to warm up, if the big meetings were not so far apart and if religion and every-day life were brought closer together.

Each graduating class has left as a gift to the school **Gifts That Bind** a sum of money to be used as a loan fund for worthy students. The passing on of advantages by one group of girls to another group gives a personal touch to the gift that makes it mean more both to the givers and to the receivers. It may be mere sentiment, but it cannot hurt the cause.

To give to others what you could not have for yourself but felt the need of, is a high type of philanthropy. This is what the Alumnae are doing when they give a swimming pool to the school. And this is only the beginning, they say, a nucleus around which a gymnasium will grow. None know so well what the girls wish for most longingly as the girls themselves, and the alumnae are just Training School girls, one or two, or more, years removed from residence.

A replica of a portion of the frieze of the Parthenon was placed in the entrance hall of the Administration building by the class of 1916. The gift of a work of art to the school speaks well for the spirit of the class.

Each class has left something planted on the campus, something growing as an emblem of the class. This year sixteen Lombardy poplar trees were planted.

All these gifts are tangible bonds that bind the givers to the school. The finest asset any school can have is a loyal Alumnae.

“The community sing” has come into favor in many places, everybody gathering for an hour of singing, a director teaching new songs, and leading. It is the old singing school in a new guise, that isn’t very new, after all. In one church everybody joins the singing, in another very few sing. It is not that one community has been blest with fine voices and another slighted, but that those in one place have used theirs and those in the others have not used theirs.

Suggestions and Reviews

Making Paper in the School Room

LUCILE DIRLAM,

Student, Bowling Green State Normal College.

A crude process of making paper can be illustrated easily by the teacher in the grade schools. In the process of the manufacture of paper the pupils will surely be interested, especially, if a brief history of writing materials is given them by their teacher.

In order to procure material and insure more interest from her pupils the teacher should ask each one to bring to school a piece of cloth wrapped in brown paper. Other materials, such as pine shavings and sawdust, may be used with the rags, and a finer, whiter grade of paper may be substituted for the coarse brown paper. The teacher should also have at hand three-fourths of a pound of caustic soda, and small quantities of starch, bluing and glue.

She will need a large pail, or tank; a wooden paddle with which to stir the mixture; a colander; a screen, or mold, a large piece of cheese-cloth; and a hand press, or vise. In the absence of a press, two large boards with bricks to pile on them will do as a substitute. Several of the children should be asked to bring meat grinders from their homes.

The children will delight in tearing the rags and brown paper into small bits. The teacher should dissolve the caustic soda in six quarts of water in one of the pails, being careful not to get any of the solution on her hands or clothes as caustic soda is very active. Equal parts of old rags and papers should then be placed in the solution so that a thin gruel-like substance results. This should be boiled for three or four hours. After the boiling, the pulp should be placed in the colander and rinsed thoroughly in several clean waters; then spread out to dry. If the weather is warm the pulp may be dried out-of-doors but if the weather is cold, the pulp may be spread on papers under the stove, or on top of the radiator. After a thorough drying, the pulp must be ground fine in the meat grinders, the children aiding in this operation. The ground, dried pulp should then be added to six quarts of water containing eight tablespoonfuls of starch, one tablespoonful of bluing, and ten tablespoonfuls of glue, and the whole stirred thoroughly. The starch gives body to the paper, the glue holds it together and the bluing bleaches it. While the pulp is in motion (the teacher will need aid from her pupils to keep the pulp suspended in the water) it should be lifted out on the screen or mold and turned onto a piece of the cheesecloth. Then a piece of cheesecloth should be placed over the pulp; this should be followed by another layer of pulp; then by one of cheesecloth, and so on, until

the desired number of sheets have been taken out. The whole pile should be placed in the press, or vise, which is at hand, and a pail, or can, set underneath to catch the water which will be pressed out. When the water has been run off, the sheets should be removed and dried where the air will reach them. A good place is in the schoolroom windows.

The paper will probably be a grayish-white color and of about the same quality as the pasteboard used on the back of tablets. It will not be of any practical use as a writing material, but it will help to teach the child an appreciation of what his ancestors have had to accomplish in their struggle to bring the art of paper making up to its present degree of perfection.—*Southern School Journal*.

The Cost of Paper

Teachers may naturally inquire into the causes leading to the advance in printers' materials. While we suffer from these causes, we are not sure that we are yet fully acquainted with all of them. All teachers know that the greater part of our paper is made from wood pulp; that forests are cut down, the trunks of trees are shredded or ground, and chemically treated until a smooth mass is obtained; and that into this smooth mass is put, also, a certain percentage of rags or cotton to give strength to the paper. Much of this wood pulp has been obtained from Canada, and a great part of it from our own northern woods. Naturally, the white woods are preferred in the manufacture of paper. White wood is used also, in the manufacture of certain gun powder. Therefore, Canada's white wood is going into the manufacture of explosives; and much of our own wood is going toward the same sort of factories in our own country. This creates a shortage in the supply which can be obtained for paper manufacturing. Another source of difficulty is in getting good rags. The paper factories complain that American rags are inferior because they have had the life washed out of them—a matter for congratulation, although at this time a little inconvenient, perhaps. The bales and bales of rags which have been coming to us from Europe cannot now be obtained; and it will take more and more of our washed-to-death rags to supply the strengthening fiber for the paper mills. Your newspapers are no longer white, but yellow—the war has cut off the supply of bleaching material. Personally, we prefer the ivory tints, and are somewhat glad that we shall not find it necessary to protest against white paper in our future shipments.—*Southern School Journal*.

Scrap-book Making

Few schools in country districts are supplied with any kind of reference books. A useful book can be compiled by teacher and pupils.

A scrap book can be bought for a small amount, or one made of cambric, with board covers, and the leaves filled with historical and geo-

graphical sketches, anecdotes, and biographies of eminent men, notes on travel and descriptions of natural curiosities.

A large class of advanced pupils become interested in gleaning from all classes of papers such extracts as were suitable. As the articles were brought they were placed in envelopes properly labeled, and were pasted in the book where quite a collection was on hand.

An index neatly written on first page aids in finding the subjects. All articles should be placed in their proper departments and blank pages left for future use, so that sketches and extracts brought in later can be put under their correct heads.

Pupils will take more interest in this book of their own manufacture, and refer to it more than they would to a whole set of Encyclopedia.—*American Journal of Education.*

Illustrate Your Books

You are all aware that there are coming from the presses all the time excellent pictures relating to everything under the sun, and especially to the scenes and characters of well-known books. The suggestion we would make is that you preserve such of these as may come in your way, and then use them to illustrate your own books. It will be easy, for instance, to secure portraits of the authors in whom you delight, and it often is not at all hard to find pictures of noted places referred to in the text of the book. Do not be in too great a hurry about pasting in what you find. It is wiser to keep an envelope—large enough to hold the pictures without bending them—and collect whatever comes right-fully to hand and is thought fit for the purpose. After you have a fair amount of material, you can sort out the best and prepare it for the book. Some grown-up people who give a great deal of time, thought, and money to this “extra-illustrating,” as it is called, are very finical about the work, and have the pictures so prepared as to seem made for the volume; but this would not be worth your trouble. It is to be hoped that you all have something better worth your time and effort. It will be best for you to mount your pictures on thin paper cut to the size of the book, and then fix these in their places with just a touch of paste.—*St. Nicholas.*

The Schoolhouse Pig

“The schoolhouse pig” is a new and popular phase of extension of pig production in Georgia. A patron of the school gives a shoat or pig to the pupils. The big boys build a pen under the shade of some trees on the schoolhouse grounds. The little boys go into the woods and collect pine needles and make the bed. Others build a shelter over the corner of the pen and construct a feed trough. The girls, for surely the girls are interested, collect all the scraps from the lunch baskets at noon and feed them to the pig. The pupils also bring to school, occasionally, an

ear of corn for their pet pig. On Saturdays and Sundays a boy living near the school does the feeding. Some of the schools barbecue the pig at the end of the year, others hold an auction, and with the money buy library books or something for the schoolroom.

Care must be exercised that the pig is not overfed. At one place in Georgia he was foundered twice in one week. At another school the patrons wondered what was wrong. The children came home at night hollow to their heels and toted away in their dinner baskets each morning enough good food to gorge a hungry harvest hand. In time they discovered that a pig in a pen on the schoolhouse grounds was rapidly growing as large one way as the other.—*Exchange*.

Parts of Common Things

Here is a language lesson that will stimulate a good degree of thinking and observing if rightly managed. It will also form a basis of pupil-study on the part of the teacher; it may surprise the teacher to discover how little some of the children know about matters which are usually regarded very simple and commonplace.

Let each pupil write a list of the parts of some of the objects named in this list and others, also the use or position of the various parts.

A wagon wheel	A desk	A window	A boat
A box	A coat	A carriage	A stove
A shoe	A plow	A book	A clock
A bicycle	A rake	A chair	A gun
A knife	A hat		

Selecting a Teacher

Specification of non-essentials is the rock upon which many a school-board splits. A committee comes to me and says: "We want a principal, both normal and college graduate; not less than 25 or more than 30 years old; rather tall, and weighing from 150 to 175 pounds; married, with an agreeable wife and two or three children; who has had experience in a school under the Regents, holds a State certificate by examination, and can show that in every school where he has taught he has increased the foreign attendance."

"And what will you pay?" I ask.

"Well, if he just suits us, we will give him seven hundred and fifty dollars."

One is reminded of the dignified but seedy individual who entered a cheap restaurant, took off his gloves, hung his hat and overcoat upon the hooks, dusted the chair, brushed the crumbs from the table-cloth, and then addressed the waiter as follows:

"If you have just the right kind of oysters in just the right condition, please take half a pint of small ones (not too small you know, and strain the juice off them carefully, leaving just a little juice on them; put them

in a pan which has been scoured and dried, and then add a little butter (good, pure butter) and a little milk (not New York milk, but real cow's milk), and then place the pan over a coal-fire, being careful to keep the pan in motion so as not to let the oysters or milk burn; add a little juice if you choose, and then watch the pan closely, so that the exact moment it comes to boil you can whip it off. At the same time have a deep dish warming near at hand, and when you see the first sign of boiling empty the pan into the dish. Do you think you can remember that?"

And the waiter who listened respectfully, called wearily down into the kitchen, "One stew!"

So the school board that goes so much into detail in prescribing qualifications will find in the end that it has secured one stick.

The worst of it is, trustees are often the most strenuous about the least important qualification. A committee says:

"We want an intermediate teacher, normal graduate; between 22 and 26 years old; rather imposing in height; dressing neatly but not showily, with four years' experience, the last half in graded schools; who can play the organ for marching, has read occasional papers at county associations, and attends the Free-Will Baptist Church. Salary seven dollars a week."

"And if you can't get all these things?"—*C. W. Bardeen, in School Bulletin.*

Schools to Celebrate Farm Life

So fundamental is the upbuilding of rural life, in the opinion of Dr. P. P. Claxton, United States Commissioner of Education, that the observance in the schools of one day each year as "Agriculture and Rural Life Day" should become a national custom, instead of being confined to a few States, as at present. "We can do without some of our anniversaries, if need be, says Dr. Claxton, "to have time for this, the most fundamental of all. The children in our schools should be given an opportunity to pause in their regular work and consider the significance of agriculture and rural life; the worth and worthiness of tillage of the soil; and the beauty and glory of simple and sane life in the open country."

Dr. Claxton points out that in several States "Agriculture and Rural Life Day" has already been introduced into the schools, at the suggestion of the Bureau of Education. In other States exercises appropriate to the purpose are held in connection with Arbor Day, Thanksgiving Day, or the Harvest Home celebration. In order to aid in the proper observance of the day, under whatever name it may be celebrated, the Bureau of Education has issued a bulletin containing material that can be used by teachers and others in arranging an interesting program.

Fittingly prefaced with the "Country Boy's Creed," the bulletin includes sections on man's struggle for food; the application of science to agriculture; men influential in improving agriculture—from George

Washington down through Luther Burbank, Liberty H. Bailey, and other present-day men; our domestic animals; and a study of forests.

How vegetables have been used as medicines among different peoples; breadmaking through the ages; the mysteries of mother earth; the origin of food plants; coöperation among farmers; wonders of a single acre—these and other topics treated with special reference to glorifying country life. Following each discussion there is a list of suitable poems and songs on farming and farm life.

“What we have tried to do,” said Dr. Claxton, “is to get together in convenient form, material that will help in the movement for appreciation of the true value and beauty of farm life among all classes of our population. The wider observance of Agriculture and Rural Life Day, both in city and country schools, will give the coming generation a clearer insight than the past has had into the fact that agriculture is the basis of national well-being, and that there is no more honorable work in life than that on the farm.”—*From U. S. Bureau of Education.*

A Valuable Circular to Teachers

A live county superintendent sent out a neatly printed and very sane circular to his teachers and school boards, in which is emphasized the value of school gardens, well kept grounds and ventilated rooms. He announced a number of prizes to be given by public spirited citizens as follows:

Neatest and best kept school grounds.

Best flower bed, grown by school, class or child.

Best school garden.

Best arrangement of plants, trees and outbuildings.

Best bed of ferns.

Best ventilated, heated, lighted and supplied schoolhouse.

Best ten ears of corn raised by a school child.

Here are some of the things he said to the teachers:

Is your schoolhouse one of those that has recently been painted, papered and made attractive?

Ask the board to repair the fence, porch and outbuildings before Arbor Day, and to make wood of that fallen tree and burn the limbs. Ask the children to assist you in making the yard and schoolhouse the neatest place in the district.

Do you read at least one good educational journal? How many books on education do you read in a year?

Have you had any public school entertainments?

—*American Journal of Education.*

The Alumnae

The annual business meeting of the Alumnae Association was held Tuesday morning, June 6, at 10:30 o'clock. It was well attended, each class having several representatives, which, with the class of new members, made an attendance of nearly one hundred. The association has now 195 members.

The meeting was presided over by the President, Edna Campbell. The minutes of the previous meeting were read by Mrs. Eula Proctor Greathouse, in the absence of the Secretary-Treasurer, Mary Newby White, and were approved. The committees made their reports, and all unfinished business from the meeting of last year was taken up.

The question, whether the Alumnae Association should continue to finance the Alumnae Dinner, as it has done heretofore, or should accept the offer of the Board of Trustees to finance it, was discussed. It was voted upon and passed that the Board of Trustees should become responsible for the Alumnae Dinner, thus doing away with the annual plate tax. This will make it a dinner in honor of the Alumnae, instead of one given by them.

The President made a report of the proceeds from the performance of "The Mikado," which was given last commencement. A discussion of what should be done with this money, \$239.00, resulted in the decision that the money should be turned over to the Board of Trustees to be used for a swimming pool to be built at the school.

Miss Lula Fountain, in behalf of the class of 1914, presented to the Association twenty-five dollars to be added to the Gymnasium Fund, this making a total of \$264.00.

The election of officers was held and resulted as follows:

President—Estelle Greene.

First Vice-president—Mary Newby White.

Second Vice-president—Vera Mae Waters.

Secretary-Treasurer—Eula Proctor Greathouse.

Corresponding Secretary—Annie Smaw.

Alumnae Editor—Bettie Spencer.

Committee to Write By-laws—Pattie Dowell, Grace Dew, Edna Campbell.

Finance Committee—Edna Campbell, Ernestine Forbes, Marguerite Wallace.

Committee on Circular Letter Writing—Ernestine Forbes, Luella Lancaster, Annie Smaw.

Committee on Stationery—Mary Moore, Emma Cobb, Rubelle Forbes.

Advisory Committee—Hilda Critcher, Lucile O'Brian, Nell Pender.

Plans as to the best way to obtain money for the year 1916-17 were taken up. The finance committee presented the following plan:

1. During the summer to have in connection with White's Theatre a short play, the Association to have a certain per cent of the receipts.
2. To present a play, or have some entertainment next commencement.

The following is a complete list of alumnae attending commencement:

1911.

Grace Bishop Dew.....Wilson, N. C.
Pattie S. Dowell.....Ayden, N. C.

1912.

Nannie Bowling.....Greenville, N. C.
Edna Campbell.....Greenville, N. C.
Sadie Exum.....Greenville, N. C.
Eula Proctor Greathouse.....Rocky Mount, N. C.
Hilda Critcher.....Greenville, N. C.
Estelle Greene.....Greenville, N. C.

1913.

Eloise Ellington.....Greenville, N. C.
Annie Mae Hudson.....Winston-Salem, N. C.
Mary Moore.....Greenville, N. C.
Lalla Pritchard.....Swansboro, N. C.

1914.

Corinne W. Bright.....Washington, N. C.
Mattie H. Bright.....Washington, N. C.
Emma Coble.....Pinetops, N. C.
Helen M. Daniel.....Henderson, N. C.
Mavis Evans.....Greenville, N. C.
Lula Fountain.....Tarboro, N. C.
Blanche Lancaster.....Battleboro, N. C.
Luella Lancaster.....Rocky Mount, N. C.
Carrie Manning.....Parmele, N. C.
Addie Mae Pearson.....Bailey, N. C.
Agnes Pegram.....Henderson, N. C.
Geneva Quinn.....Chinquapin, N. C.
Annie E. Smaw.....Henderson, N. C.
Grace Smith.....Greenville, N. C.
Bessie Doub.....Wendell, N. C.

1915.

Mildred Brooks.....Roxboro, N. C.
Connie Bishop.....Wilson, N. C.
Pearle Brown Tyson.....Gatesville, N. C.
Leona Cox.....Richlands, N. C.
Mabel Cuthrell.....Aurora, N. C.
Ethel Finch.....Bailey, N. C.
Rubelle Forbes.....Greenville, N. C.
Ernestine Forbes.....Greenville, N. C.
Clara Griffin.....Macclesfield, N. C.
Sallie Jackson.....Greenville, N. C.
Julia Jordan.....Sunbury, N. C.

Ruth Proctor.....	Rocky Mount, N. C.
Millie Roebuck.....	Robersonville, N. C.
Bettie Spencer.....	Washington, N. C.
Kate Tillery.....	Scotland Neck, N. C.
Christine Tyson.....	Greenville, N. C.
Vera Mae Walters.....	Pactolus, N. C.
Irene White.....	Scotland Neck, N. C.
Laura White Roebuck.....	House, N. C.
Ella White.....	Middleton, N. C.

Mr. and Mrs. Robert Virgil Hope and Robert, Jr., of Rocky Mount, spent part of June with Mrs. Hope's parents, Mr. and Mrs. Freeman, in Washington. The Training School girls remember Mrs. Hope as Lillie Freeman. "Bob" sends greetings to the QUARTERLY.

Estelle Greene, '12, of Greenville, recently visited Mrs. James Hackney, of Washington.

Florence Perry, '15, Macon, spent some time with friends in Washington.

Blanche Lancaster, '14, did splendid work in the Turlington School, Smithfield, this year. Her school won the Johnston County loving cup for athletics for the past year. Prof. Hagedorn, of Raleigh, visited her school and complimented the chorus work very highly. The presidents of the Junior and Senior Classes of the University this year are both graduates of this school.

Geneva Quinn, '14, Chinquapin, who taught in the Watha School last year, is very proud of her school. It is the banner school in Pender County, having won more points in athletics and in the literary exhibit.

Mary Chauncey, '14, Belhaven, passed through Washington on her way to attend the Summer School at Chapel Hill.

Irene White, '15, Scotland Neck, attended the Summer School at Chapel Hill this summer.

From the 195 who have joined the Alumnae Association, only a small per cent are members in good standing. See that your back dues are paid up so that you may become an active member.

Emma Harden taught primary work at Fountain last year. She is spending her vacation with her parents at the "Willows" at Ore Hill. She was initiated into the Eastern Star recently. During the three years since she left school she has influenced several girls to attend the Training School.

Emma Robinson, '15, taught the first and second grades at Battleboro School last year. Her school took the prize at the Edgecombe County commencement for the best thing in the pageant.

The Summer Term

The Visitors

On Tuesday, June 20, 1916, Dr. Forbush, platform manager of the Chautauqua, visited our school. **Dr. Forbush** He made a very interesting talk at the Chapel exercises. He told the story of a little boy, who, under the most adverse conditions, secured an education and attained success in life.

Mr. T. E. Browne, Director of the Boys' Corn Clubs, was another one of our visitors. **T.E.Browne** He told of the kinds of clubs, such as the Corn Club, the Pig Club, the Canning Club, and the Poultry Club. He told how these clubs may be organized by the teachers of the rural schools. Boys and girls are more interested in clubs at the adolescent age than at any other time, so the teacher has an opportunity to turn her attention to the organization of these clubs, by the means of which the children learn to improve their environment. Through the Boys' Corn Clubs, more and better crops of corn are being raised. Many of the boys raise more bushels of corn per acre than their fathers. At present there are no tobacco clubs, but in a few years we expect them to be organized also. These clubs are not only financial factors in their communities, but they are also strong socializing forces.

Mr. R. E. Parker, Secretary of the State Audubon Society, spoke to the students June 21, 1916. **R. E. Parker** He stated that the purpose of the Audubon Society is to care for and protect the birds of our State. In his talk he said that insects destroy about one-tenth of our crops, which amounted to nearly one billion dollars each year. Birds are the enemies of these insects and destroy them, therefore the birds should not be killed. He told of a number of reservations that had been made for the protection of the birds. The teacher can get material from the Audubon Society at Raleigh or Washington, D. C., and can organize a minor society in which children are taught to love and protect the birds.

Dr. A. S. Pendleton, of Raleigh, and Dr. C. O'H. Laughinghouse, of Greenville, visited the school June 29, 1916. **Dr. A. S. Pendleton** Dr. Laughinghouse, in his charming manner, introduced Dr. Pendleton, who made a very interesting and instructive talk on Mental Hygiene. In his talk he said that children differ greatly, and it is the duty of the teachers to study each child, so that the child may receive the greatest possible good from the school work.

"It is during the school age that the differences between the children

are strongest, so the teacher must try to direct the interests of the pupils in the right way, or the pupils may become mentally unbalanced.

"One of the principal things that a teacher should observe is that children should not be advanced too fast in their studies, especially the nervous children, who are usually the brightest. For this reason manual training should be in all schools; even the smallest rural school may have this work; such work will be of great value to the precocious child, who needs to be kept busy all the time."

Bion H. Butler On Monday evening, July 3, Mr. Bion H. Butler, of Southern Pines, made an address to the students of the Eastern Carolina Teacher Training School. That was Founder's Day for the school, so Mr. Butler's address was planned to celebrate it, and also to serve as one of the series of the lectures that have been planned for the summer. A digest of the address is published in the first part of the QUARTERLY.

Reception

On the evening of June 25, from 8:30 to 10:30 o'clock, was one of the most brilliant social occasions of the summer, when the school entertained in honor of the new students.

The West end of the campus was attractively decorated with Japanese lanterns and the school colors, purple and gold. Presiding at the punch bowl were Misses Jessamine Ashley and Ida Etheridge. The tables were artistically arranged in a setting of ferns and nasturtiums.

After the guests had all arrived pictures from advertisements were put on the screen by means of flash-lights, and the contestants guessed what each one advertised. Following this Mother Goose rhymes were dramatized, each being read as they were presented.

Songs and games were enjoyed throughout the evening. The annual social affair given to the Summer School students is always looked forward to as one of the most enjoyable events of the summer.

The Faculty

Mr. C. W. Wilson is director of the summer term. The other members of the regular faculty who will remain are as follows: Mr. H. E. Austin, Science; Mr. L. R. Meadows, English; Miss Sallie Joyner Davis, History; Miss Marie D. Graham, Mathematics; Miss May R. B. Muffley, Public School Music; Miss Daisy Bailey Waitt, Latin; Miss Martha Armstrong, Household Economics; Miss Mylitta Morris, Model School.

Miss Lida Hill, who has had a year's leave of absence, has charge of instrumental music again.

Mr. L. R. Matthews, Superintendent of Sampson County, has the work in School Management. He has been a member of the summer faculty before.

Miss McKinney, who has been a member of the summer term faculty

before, and who was for two years a member of the regular faculty, is here again this summer. Miss Alice V. Wilson, who has been in the summer faculty several times, has work in the science department again this summer.

There are nine new people in the faculty for the summer. Mr. H. E. Cooper came directly from Teachers College to take charge of the work in Pedagogy and Methods. Mr. W. R. Mills, Superintendent of the Louisburg Graded Schools, has some of the work in History. Miss Annic Ray comes from George Peabody College for Teachers for Primary Methods work. Miss Daphne Carraway, one of the supervisors of Wake County, has work in Pedagogy and Primary Methods. Miss Lillian Burke, Supervisor of Drawing in the schools of Washington, D. C., has charge of the drawing department.

The three additional teachers in the Model School are Misses Mollie Heath, of New Bern; Corday Olive, of Greensboro; and Maud Rogers, of Durham. All of these are teachers of successful experience in graded schools.

Roster of Summer School

Below is given a roster of the summer students, with some item of interest about each one. This is from data collected before July 1. There were then 329 students enrolled. These are from fifty-one counties and one student is registered from another State; 148 of these have taught.

The limited dormitory room seems to be the only thing that limits the number. Practically all of the rooms that the people of the town rent are filled, and this in spite of the fact that these people cannot afford to give rates as cheap as the school gives.

These figures show that 148 teachers who have been teaching in the schools, mostly in the rural or village schools, will go back to their school-rooms with new ideas, enthusiasm, and zeal for their work, and that many others who will enter the school-room to take their places for the first time on the teacher's side of the desk will go fresh from inspirational teaching, armed with better principles, definite ideas of how to go about their work, and will have clearer conceptions of what they are working for, than if they had not attended the school.

The counties and the number from each county are as follows: Anson, 1; Beaufort, 35; Bertie, 10; Bladen, 10; Camden, 1; Caswell, 1; Carteret, 5; Chatham, 1; Columbus, 6; Craven, 18; Cumberland, 9; Currituck, 2; Chowan, 1; Dare, —; Duplin, —; Durham, —; Edgecombe, 4; Franklin, 13; Forsyth, 2; Gates, 3; Greene, 3; Granville, 3; Halifax, 12; Hertford, 1; Hyde, 2; Harnett, 2; Jones, 1; Johnston, 8; Lee, 1; Lenoir, 7; Martin, 5; Moore, 2; Nash, 10; New Hanover, 1; Northampton, 4; Onslow 12; Pamlico, 4; Pasquotank, 2; Pender, 3; Person, 1; Perquimans, 2; Pitt, 35; Richmond, 1; Robeson, 8; Rowan, 1; Sampson, 14; Tyrrell, 2; Wake, 7; Warren, 5; Wayne, 13; Wilson, 4; Washington 12; Virginia, 1.

Eva Ainsley, Roper, Washington County, taught a rural school near Roper last year. This was her second year of teaching. She attended Roper High School and also completed one term of the one-year course at East Carolina Teachers Training School.

Corinna Alford, Zebulon, Franklin County, comes from the Wakelon High School.

Mozelle Aman, Rocky Point, Pender County, was principal of the two-teacher school at Willard last year. She has had one year's experience in teaching. Dell High School is the school she attended.

Nora Aman, Rocky Point, Pender County, taught the primary department in the school at Willard. She is also from the Dell High School and has taught one year.

Bertha Andrews, Stokes, Pitt County, comes from the Stokes High School.

Drew Andrews, Bethel, Pitt County, has been in the Bethel High School.

Zeke Arnold, Creswell, Washington County, has taught for two years, last year in a rural school in Washington County. He formerly attended Tindell College.

Amy Arthur, Askin, Craven County, taught one-teacher school near New Bern last year. This was her second year teaching.

Mamie Ashford, Clinton, Sampson County, taught the first grade in the Clinton Graded School last year. She has had a number of years of successful experience in teaching.

Jessamine Ashley, Fairmont, Robeson County, this summer completes the regular two-year professional course at East Carolina Teachers Training School, and receives her diploma.

Edna Atkinson, Proctorville, Robeson County, is from the school at this place.

Ollie Austin is from South Creek, Beaufort County.

Bessie Atkins, Littleton, Halifax County, has attended Littleton College.

Delphia A. Bain, Fayetteville, Cumberland, comes from Flora McDonald College.

Mary Bain, Fayetteville, Cumberland County, a former student of Flora McDonald College, has been principal of a two-teacher school at Folkstone, Onslow County. She has taught for six years.

Elizabeth Baker, Fairmont, Robeson County, is a regular student at the Training School, taking some special work.

Nora Lee Baker, Ayden, Pitt County, has been a student at the Ayden High School.

Jimmy Baker, Teachey's, Duplin County, comes from the Teachey's High School.

Gladys Ballentine, Middlesex, Nash County, has attended Chowan College.

Lillian Ballentine, Middlesex, Nash County, has attended both Chowan and Meredith Colleges.

Flora Barnes, Fayetteville, Cumberland County, is a regular student at the school doing special work during the summer.

Leora Barrett, Farmville, Pitt County, has been attending the Farmville High School.

Maude Basden, Richlands, Onslow County, has been a student at the high school at her home.

Susie Batchelor, Grifton, Pitt County, has taught the two years since completing the one-year course at the Training School. Last year she had primary work in a two-teacher school in Pitt.

Annie Bazemore, Aulander, Bertie County, is a regular student at the school taking some special summer work.

Mittie Becton, North Harlowe, Craven County, was last year principal of a two-teacher school at Dover. She has taught four years. She was a student in the Craven High School.

Thehna Beddingfield, Wake Forest, Wake County, has had private work under professors at Wake Forest College and one year at Meredith College.

Bessie Benton, Chadbourn, Columbus County, is from the high school at her home.

Lillian Best, Pantego, Beaufort County, comes from the Pantego High School.

Carrie Best is from Edward, Beaufort County.

Florence Blackmore, Warsaw, Duplin County, has completed the Warsaw High School.

Lillian Blake, Hope Mills, Cumberland County, has attended Carolina College, Maxton.

Mrs. Corinne Bobbitt, Littleton, Halifax County, who has had nine year's experience in teaching, taught a one-teacher school near Littleton last year. She is a former student of Littleton College.

Gaynelle Bonner, Bonnerton, Beaufort County, was formerly a student here in the first year academic class.

Gladys Bonner, Bonnerton, Beaufort County, a former student at the Training School, taught last year at Stokes, Pitt County.

Mattie Boseman, Weldon, Halifax County, is a regular student at the Training School, taking special work.

Bessie Bost, Salisbury, Rowan County, was principal of a two-teacher school near her home. She is a former student of the State Normal College at Greensboro, and has had a number of year's experience in teaching.

Beulah Boyd, Aurora, Beaufort County, a former student of the Training School, taught a one-teacher school in Beaufort County last year.

Leona Boyette, Scotland Neck, Halifax County, has been a student at Trinity College.

Susan A. Braddy, Surry, Beaufort County, taught a one-teacher school at Scranton, Hyde County, last year. She has had eight year's experience in teaching. She has been a student at the Washington High School and has attended summer terms both at the State Normal College and at the Training School.

Alax Bradley, Greenville, Pitt County, is a regular student of the Training School doing special work.

Myrtle Branch, Ayden, Pitt County, is from the Freewill Baptist Seminary.

Gladys Brantley, Spring Hope, Nash County, comes from the Stanhope Graded School.

Addie Breedlove, Hester, Granville County, was last year principal of a two-teacher school at her home. She has taught for five years, and is from Oxford College.

Beulah Breedlove, Hester, Granville County, taught a one-teacher school at Bahama, Durham County, last year. She has taught for four years. She was a student at the Oxford High School, and has attended the Summer School at the University.

Annie Mae Brewer, Littleton, Halifax County, was formerly a student in Aurelian Springs High School and Littleton College.

Lillian Brite, Elizabeth City, Pasquotank County, is from the High School at her home and Chowan College.

Ida Mae Brown, Beulaville, Duplin County, is from the Magnolia Graded School.

Lola Britt, Bentonville, Wayne County, taught the primary grades in a two-teacher school in Johnston County, near Four Oaks. She has taught two years.

Janie Brown, Chadbourn, Columbus County, taught a one-teacher school at Boardman last year.

Kate Brown is from Chadbourn, Columbus County.

Myrtle Brown, Robersonville, Martin County, who was a regular student at the Training School for two years, has taught for five years. Last year she taught a one-teacher school in Edgecombe County, near Bethel.

Annie Bryan, Greenville, Pitt County, is a regular student of the Training School.

Kate Bryan, Cove City, Craven County, taught the primary grades in the school at her home last year. She has taught for seven years. She is from the Winterville High School.

Cattie Bullock is from Fairmont, Robeson County.

Cora Bullock is also from Fairmont, Robeson County.

Vera Bunch, Windsor, Bertie County, has been attending the High School at her home.

Effie Burgess, Shiloh, Camden County, has taught for three years.

Winnie D. Burt, Enfield, Halifax County, has been teaching a one-teacher school near her home. This was her second year of teaching.

Annie Butler, Windsor, Isle of Wight County, Virginia, taught the primary grades in a two-teacher school near New Bern. She has had several years of experience.

Julia Cameron, Vass, Moore County, was a student at the Training School for two years.

Belle Carpenter, Polkton, Anson County, attended the Polkton High School.

Waneta Carraway is from Walstonburg, Pitt County.

Effie Carson, Bethel, Pitt County, has been attending the Bethel High School.

Amelia Clark, Woodville, Bertie County, is a regular student of the Training School, doing special work during the summer. She will be in the Senior Class next year.

Minnie Croom, Fort Barnwell, Craven County, taught a one-teacher school near Vanceboro last year. She has taught for seven years.

Eula Clarke, Belhaven, Beaufort County, taught a one-teacher school at Pine Town, Beaufort County, last year. She has taken a term's work at the Training School before this.

Jimmie Clark, Inez, Warren County, who has had some years experience, taught a one-teacher school at Marmaduke, Warren. She was formerly a student at Louisburg College.

Elizabeth Cogdell is from Elase, Cumberland County.

Sophia Cooper, Chocowinity, Beaufort County, is a regular student at the Training School who is doing some special summer work.

Alavia Cox, Richlands, is a regular student at the Training School who began with the one-year course and changed to the regular course leading to graduation.

Blanche Cox, Winterville, Pitt County, after finishing at Winterville High School spent two years at Meredith College. Last year she did substitute teaching in Winterville High School.

Essie Crandall, Stokes, Pitt County, has been attending Greenville High School.

Kate Credle, Swan Quarter, Hyde County, was a student at Louisburg College.

Lillian Crisp, Falkland, Pitt County, has been teaching English in the Salisbury High School. She is from the State Normal College and has had three years' experience in teaching.

Hilda Critcher, Greenville, Pitt County, taught near Goldsboro last year. She was a member of the class that graduated from the Training School in 1912. She has been teaching the four years since she left the school.

Dora Crocker, Goldsboro, Wayne County, taught the primary work in a two-teacher school near Wilson's Mills, Johnston County.

Lottie Cromartie, Elizabethtown, Bladen County, was at one time in the Maury High School, Norfolk, Virginia, and later attended Peace Institute.

Odessa Crumpler, Pantego, Beaufort County, taught a one-teacher school at Wenona, Washington County. She has had several years experience.

Katie V. Curtis, Bath, Beaufort County, taught last year at South Creek in the same county. She has attended the summer term of the Training School before.

Sallie Cuthrell, Aurora, Beaufort County, has taught two years; last year she taught a one-teacher school near Bonneron.

Annie G. Cutler, Pinetown, Beaufort, a former student in the Training School, taught the primary grades in a three-teacher school at Surry in the same county.

Mamie Cutler, Alliance, Pamlico County, has attended the Training School before.

Beulah Cyrus, Louisburg, Franklin County, has been attending the Louisburg High School.

Mamie Davenport, Plymouth, Washington County, is from the Plymouth High School.

Lena Dawson, Ayden, Pitt County, was last year principal of a rural High School at Spring Hope. She attended both St. Mary's School and the State Normal College. She has had several years experience.

Luther A. Denning, Bentonville, Wayne County, was principal of a two-teacher school near Four Oaks, Johnston County. He has taken summer work at the Training School before.

Viola Dixon, Elm City, Wilson County, was a member of the graduating class of the Training School of the year 1913. Since leaving school she has taught the second grade in the graded school in her home town. Before coming to the Training School she attended Louisburg College.

Bettie Downing, Yorick, Bladen County, taught a one-teacher school near Elizabethtown. She has taught for five years.

Hattie DuRant, Wilmington, New Hanover County, has been attending the High School there.

Clyde Edmonson, Bethel, Pitt County, has been attending the High School at her home.

Amanda Edwards is from Blount's Creek, Beaufort County.

Mrs. Hattie Edwards, Morehead City, Carteret County, taught the second grade in the graded school at Morehead City last year. She has had several years experience in teaching.

Mae Belle Elks is from Chocowinity, Beaufort County.

Annie S. Ellis, Branchville, Virginia, has been teaching a one-teacher school near Garysburg.

Jessie T. Eubanks, Holly Ridge, Onslow County, has been attending Washington Collegiate Institute.

Ida Etheridge, Kenly, Johnston County, taught in Lenoir County last year. She has attended the Training School before.

Pattie Etheridge is also from Kenly, Johnston County.

Agnes Etheridge, Elizabeth City, Pasquotank County, has been attending Chowan College.

Millie Everett is from Holly Ridge, Onslow County.

Nina Everette, Robersonville, Martin County, taught a one-teacher school near Jamesville, Martin County.

Gertrude Ewell, Vanceboro, Craven County, taught a one-teacher school near Askin, Craven County. She has had four years' experience.

Geneva Exum, Greenville, Pitt County, taught a one-teacher school near Greenville. She has attended the Training School before.

Rosa Exum, from Greenville, Pitt County, has attended the Training School before.

Brownie Ezzell, Dunn, Harnett County, taught the primary grades in a two-teacher school near Dunn. She is from Greensboro College for Women.

Bessie Farmer, Bailey, Nash County, taught the first grade in a three-teacher school near Wilson. She has been a student at the Training School before.

Elsie Flowers is from Bentonville, Johnston County.

Cora Freeman is from Franklinton, Franklin County.

Maude Fuller is also from Franklinton.

Eva Gardner is from Elm City, Edgecombe County.

Louise Gardner is from Lakeview, Moore County.

Louise Gaskins is from Aurora, Beaufort County.

Mamie Gaskins, New Bern, Craven County, taught the primary grades in a two-teacher school near Dover last year. She has attended the Training School before.

Maude L. Gatlin, Vanceboro, Craven County, has spent three years at the Farm Life School there.

Belle Grady, Mount Olive, Wayne County, taught a one-teacher school at Albertson, Duplin County. She attended the James Sprunt Institute.

Hettie Geddie is from Fayetteville, Cumberland County.

Almira Godfrey, Hertford, Perquimans County, taught a one-teacher school at Burgess, in the same county. She was a regular student at the Training School for two years.

Sibyl Goodrich, Benson, Johnston County, taught the primary grades in a two-teacher school near Four Oaks.

Hettie Green is from Parkersburg, Sampson County.

Lillian Griggs, Vandemere, Pamlico County, has been attending Virginia Christian College.

Sudie Grimes, Mount Olive, Sampson County, was principal of a two-teacher school near Hagan, Georgia. She has taught for four years.

Gussie Gurganus, Jacksonville, Onslow County, taught a one-teacher

school near Verona, in the same county. She has attended the Training School twice before.

Alice Cooper Hale, Halifax, Halifax County, is from Louisburg College.

Jessie Harding, Washington, Beaufort County, has been in the Washington High School.

Annie Hardy, Stantonsburg, Greene County, who was in the class of 1914, taught the Fourth Grade in one of the schools in Raleigh.

Annie Harper, Rocky Mount, Nash County, was a student in the school during the spring months.

Neva Harper, Rocky Mount, Nash County, taught the intermediate work in a three-teacher school in Nash County last year. She has attended the Training School before, and has taught three years.

Bertha Harrington, Broadway, Lee County, has taught for four years. Last year she taught a one-teacher school in Harnett County.

Zenobia Harris, Pleasant Hill, Northampton County, taught in the Graded School at Rich Square, intermediate work. She attended Blackstone Institute, and has taught for four years.

Mary Harris, Stem, Granville County, taught a one-teacher school in Granville County.

Lela E. Hatfield, Creswell, Washington County, a former student of the Training School, has been teaching a one-teacher school in Washington County.

Una May Hayes is from Louisburg, Franklin County.

Annie A. Heath, Folkstone, Onslow County, is from the Farm Life School at Vanceboro.

Lillie Herring, Snow Hill, Greene County, who has had several years experience in teaching, taught the third grade in the Belhaven Graded School last year. She has had two terms before of the one-year course at the Training School.

Caloway Hewitt is from Catharine Lake, Onslow County.

Lillie M. Hewitt, Catharine Lake, Onslow County, was principal of a two-teacher school at Vista, Pender County. She has taught three years. She attended Atlantic Christian College, and has been a student at the Training School before.

Tamsey May Hill, Oriental, Pamlico County, has attended Atlantic Christian College and the State Normal College.

Annie L. Hodges, Washington, Beaufort County, taught a one-teacher school in Beaufort County last year. She was at one time a student at the State Normal College. She has taught for seven years.

Maude Hofer, Gatesville, Gates County, has attended Blackstone Institute, Virginia.

Marritta Hoggard, Windsor, Bertie County, was a student at Chowan College.

Maggie Hoggard is from Scotland Neck, Halifax County.

Ora Holder, Clemmons, Forsyth, taught the primary work in a two-teacher school in Forsyth County last year. She has taught for six years.

Sallie Hollowell is from Aurora, Beaufort County.

Sinnie Hollowell is from Hobbsville, Gates County.

Mollie B. Holmes, Dothan, Columbus County, was principal of a two-teacher school near Tabor, Columbus County. She has taught for four years, and has been a student at the Training School before.

Emma Hooker, Aurora, Beaufort County, taught the primary work in a two-teacher school at Royal, Beaufort County.

Sallie Hooks, Fremont, Wayne County, has been a regular student at the Training School for some time.

Eloise Horton, Ahoskie, Hertford County, has attended Chowan College.

Florrie Horton, near Wake Forest, Wake County, was a student at Peace Institute.

Beatrice Hunter, Rich Square, Northampton County, did primary and intermediate work in a graded school at Woodland, Northampton County. She was a student at Chowan College.

Elma Hurt is from White Oak, Bladen County.

Jessie Jernigan, Bentonville, Johnston County, taught the primary grades in a three-teacher school near Kenly.

Cora Johnson is from Benson, Johnston County.

Eva Belle Johnson is from Benson, Johnston County.

Mrs. K. G. Johnston, Folkstone, Onslow County, had charge of the primary work in a two-teacher school.

Mamie E. Johnson, Goldsboro, Wayne County, taught the first and second grades in a three-teacher school in Wayne County. She has taught for five years and has attended the summer schools of both the University of North Carolina and of Virginia.

Mildred Johnson is from South Creek, Beaufort County.

Macy Jones, Trenton, Jones County, taught a one-teacher school in her home county, at Comfort. She has attended the Training School before.

Martha Jones, Catharine Lake, Onslow County, had the lower work in a two-teacher school at Sloan's. She has had one term at the Training School before.

Myrtle Jones is from Stedman, Cumberland County.

Rosa Jones is from Pantego, Beaufort County.

Pearle Keeter, Avoca, Bertie County, was principal of a two-teacher school at Colerain. She has taught two years, and is a former student of the Training School.

Marvin Keith, near Creedmoor, but in Wake County, taught a one-teacher school near Youngsville, Franklin County. She has been to the Training School before and has had four years of experience.

Mamie Kennedy is from Beulaville, Duplin County.

Emma King is from Roxboro, Person County. She has attended the Training School one term before.

Annie M. Kittrell, Ayden, Pitt County, has been to the Training School before.

Vivian Lampley is from Rockingham, Richmond County.

Luella Lancaster, near Rocky Mount, Edgecombe County, has been teaching the third and fourth grades in the Grimesland School for the two years she has been teaching. She is a member of the graduating class of 1914. She has also taken special advanced work at the school since her graduation.

May Langley, Route 2, Wilson, Wilson County, has been a student at both Atlantic Christian College and Littleton College.

Margaret Laughinghouse, near Grifton, in Craven County, taught a one-teacher school near her home. She has attended summer terms at the Training School twice before.

Wesley Laughinghouse is from Grimesland, Pitt County.

Lillie Lewis, Clinton, Sampson County, taught a one-teacher school near Magnolia. She attended the Training School the summer of 1915.

Lottie E. Lewis is from Clinton, Sampson County.

Ruth Lewis, Kerr, Sampson County, taught a one-teacher school near her home.

Rosa Lewis is from South Creek, Beaufort County.

Lizzie Lee is from Benson, Johnston County.

Victoria Little, Ayden, Pitt County, attended Carolina College.

Reba Loftin is from Kinston, Lenoir County.

Ruth Mallard, Morehead City, Carteret County, taught primary grades in a school in Cisco, Oklahoma. She also attended school in Oklahoma.

Sophia Mann, Swan Quarter, Hyde County, this summer completes her two years' professional course and gets her diploma, enrolled with the class of 1916.

Estella Marsh, Fayetteville, Cumberland County, has attended Flora MacDonald College.

Earl Matthews is from Turkey, Sampson County.

Mrs. Annie C. Matthews, Clinton, Sampson County, taught the third grade in the Clinton Graded School. She has had a number of years experience in teaching. She has attended the Training School before.

Katie Lee Matthews is from Clinton, Sampson County.

Ruth Matthews is from Roper, Washington County.

Katherine Maxwell is from Albertson, Duplin County.

Anna Maynard, Kerr, Sampson County, taught the intermediate grades in a three-teacher school near her home.

Mayona Mayo, Greenville, Pitt County, was a regular student at the Training School last year.

Maggie McCulloch, Populi, Bladen County, taught a one-teacher school near her home last year. She has had several years experience.

Robbie McCulloch, Populi, Bladen County, taught a one-teacher school near Raeford, Hoke County, last year. She has taught four years.

Sudie McCulloch, Populi, Bladen County, taught near White Oak, Bladen County.

Sallie Meekins is from Surry, Beaufort County.

Lela Melvin, White Oak, Bladen County, taught a one-teacher school near Elizabethtown last year.

Etta Mercer, Fountain, Edgecombe County, had the primary work in a two-teacher school near her home. She has attended the Training School for one term.

Martha Mercer is from Fountain, Edgecombe County.

Minnie Midgette, Stumpy Point, Dare County, has attended Littleton College.

Leona Mills, Vanceboro, has taken one term's work at the Training School before this summer.

Emily Mitchell is from Bath, Beaufort County.

Verna Mae Mizelle is from Windsor, Bertie County.

Ethel Moore, Bruce, Pitt County, taught the intermediate work in a three-teacher school at King's Cross Roads. She was a regular student at the Training School at one time.

Marjorie Moore is from Grifton, Pitt County.

Norma J. Moore is from Franklinton, Franklin County.

Jennie B. Morrill, Snow Hill, Greene County, taught the fourth and fifth grades in the school at Snow Hill. She was a regular student at the Training School for three years, finishing all but the Senior year. She attended the Summer School at the University one year.

Katie Munford, Greenville, Pitt County, taught a one-teacher school near Bethel. She has attended the Training School before. She has had three years experience.

Grace Murphy, Marshallburg, Carteret County, taught the primary work in a three-teacher school near her home.

Madeline Murphey, Davis, Carteret County, taught the lower grades in a two-teacher school at Otway. She has attended the Training School before.

Lula Nelson, Vanceboro, Craven County, taught a one-teacher school near her home. She spent a year at the Training School.

Lenna Nelson, Vanceboro, Craven County, taught a one-teacher school near her home. She has taught two years.

Mattie Newsom, Airlie, Halifax County, attended Littleton College.

Alice Newton, Falkland, Pitt County, has attended the Training School two terms, and has taught two years.

Anna Newton, Durham, Durham County, taught a one-teacher school near Durham. She attended Meredith College. She has taught two years.

Nettie Noble, Deep River, Lenoir County, has attended Atlantic Christian College.

Charity Norfleet, Kelford, Bertie County, taught a one-teacher school near her home. She was a student at Chowan College.

Ada Oglesby, Newport, Carteret County, taught a one-teacher school near New Bern. She has attended the Training School before, and has taught three years.

Clara Oglesby is from Newport, Carteret County.

Maude Oliver, Fairmont, Robeson County, taught a one-teacher school near her home.

Lottie Outlaw, Seven Springs, Duplin County, was principal of a two-teacher school near Mt. Olive. She was a regular student at the Training School, completing the academic courses.

Iredell Owens is from Poplar Branch, Currituck County.

Gladiola Parker, Gates County, taught a one-teacher school at Roduco, Gates County, during the year 1914-'15. She has been attending Chowan College.

Pearl Parker is from Clinton, Sampson County.

Ruth Parrish is from Louisburg, Franklin County.

Alethia Payne, Stumpy Point, Dare County, was principal of a two-teacher school at Lily, Camden County. She has taught for five years and has taken work at the Training School.

Lucy Pearson, Clinton, Sampson County, taught at Chinquapin, Duplin County.

Lillian Peebles is from near Raleigh, Wake County, and has attended Cary High School.

Irene Peele is from Castalia, Franklin County.

Florence Peele is also from Castalia, Franklin County.

Ethel Perry, Franklinton, Franklin County, has been a regular student at the Training School for some time.

Pattie Perry, Tyner, Chowan County, has attended Blackstone Institute.

Mae Phelps, Merry Hill, Bertie County, taught in the Graded School at her home, the primary grades. She has taught four years, and is from Louisburg College.

Minnie Lee Pickett is from Catharine Lake, Onslow County.

Edith Piner, Snead's Ferry, Onslow County, taught a one-teacher school at Hubert, in the same county.

Bertha Pipkin, New Bern, Craven County, taught a one-teacher school near Askin. She has been to the Training School before.

Mary Pipkin, Goldsboro, Wayne County, taught in a two-teacher school near Stantonsburg. She has had several years experience.

Mittie Pittman is from Lewiston, Bertie County.

Madeline Pollard, House, Pitt County, has been attending the Training School during the last year.

Fannie Poteat, Blanche, Caswell County, taught a one-teacher school near her home. She has attended Oxford College, and has taught two years.

Elbert Prescott, Ayden, Pitt County, taught a one-teacher school near Greenville, and has attended the Training School before.

Bertha Rouse, Kinston, Lenoir, taught a one-teacher school near Kinston. She attended Atlantic Christian College.

Julia Respass is from near Washington, Beaufort County.

Martha Richardson, Louisburg, Franklin County, attended Littleton College.

May Riley, Wilson, Wilson County, has been a regular student at the Training School.

Mary Robertson is from Hamilton, Martin County.

E. H. Robinson, Clinton, Sampson County, who has been teaching the fourth grade in Clinton, or near there, has had some years experience.

Kathlyn Rogers is from Littleton, Warren County.

Ethel Rose is from Pungo, Beaufort County.

John M. Roth, New Bern, Craven County, attended Thiel College, Pennsylvania, and has had several years experience.

Katie L. Sanderson is from Mt. Olive, Wayne County.

Alma Sandlin is from Elliott, Sampson County.

Juanita Savage, Greenville, Pitt County, taught a one-teacher school near Spring Hope. She has attended the Training School before.

Julia Sawyer, Harbinger, Currituck County, taught a one-teacher school at Duck Mountain, the same county.

Rachel Scott is from Jacksonville, Onslow County.

Annie Seymour is from Cary, Wake County, and has been attending the Cary High School.

Sadie E. Sitterson is from Windsor, Bertie County.

Bernice Skundberg, Vaughan, Warren County, taught the intermediate grades in the school at Fosburgh Camp.

Clara Sledge, Louisburg, Franklin County, taught a one-teacher school near Nashville.

Pattie Lou Smith, from near Rocky Mount, Nash County, has been a regular student at the Training School since the early part of the year.

Ruby C. Smith, White Oak, Bladen County, taught a one-teacher school near her home. She attended Flora MacDonald College.

Glennie Smith, Deep Run, Lenoir County, was principal of a two-teacher school near her home. She has attended the Training School before this.

Fannie Smith is from Grifton, Pitt County.

Mrs. R. R. Smithwick, Wendell, Wake County, was once a student at Oxford College. She has had four years experience.

Flossie Lee Smith is from Elizabethtown, Bladen County.

Ethel Frances Smith, Greenville, Pitt County, is a regular student at the Training School.

Mrs. Callie W. Smith, New Bern, Craven County, taught a one-teacher school near Cove City.

Margaret Smith is from New Bern, Craven County.

Pearl Southerland, Wallace, Duplin County, has attended the James Sprunt Institute.

Nellie Spivey, Rich Square, Northampton County, was principal of a two-teacher school at Fountain. She was formerly a student in Louisburg College, and in the Training School. She has taught five years.

Eva C. Spruill, Creswell, Washington County, taught the primary work in the Creswell School. She has had several years experience.

Lula Spruill is from Creswell, Washington County.

Sibyl Spruill is from Aurora, Beaufort County.

Maude Stanton, Elizabeth City (on Route five), Pasquotank County, taught a one-teacher school in her home county. She attended Blackstone Institute.

Geraldine Stillman is from Creswell, Washington County.

Nora Stone is from Orrum, Robeson County.

Bernedyne Sumrell is from Scotland Neck, Halifax County.

Virginia Suther, Goldsboro, Wayne Conty, is a regular student at the Training School.

Elvis Sutton, Kinston, Lenoir County, taught the intermediate grades in a three-teacher school near her home. She has taught seven years. She has attended the summer term of the Training School before.

Gretchen Sutton is from Kinston, Lenoir County.

Elsie Swain is from Creswell, Washington County, and has attended the Training School before.

Iva Swain, Mackey's Ferry, Washington County, taught the primary grades in a two-teacher school near her home. She has attended the Training School before.

Rosamond Swain, Plymouth, Washington County, taught a one-teacher school at Corapeake, Gates County, last year.

Aleathia Swindell, Creswell, Washington County, taught a one-teacher school near her home. She has attended the Training School before.

Mollie Swinson, New Bern, Craven County, taught a one-teacher school near Vanceboro.

Lucy Sykes, Conway, Northampton County, taught the lower grades in a two-teacher school near Clinton. She attended Louisburg College, and has been to the Training School before.

Sadie Taft, Columbia, Tyrrell County, taught the primary work in a two-teacher school at Jerry in the same county.

Addie Taylor, Spring Hope, Nash County, taught the third and fourth grades in the School at Spring Hope. She has attended the Training School before.

Sallie Taylor is from Mt. Olive, Wayne County.

Rosabel Taylor, Grifton, Lenoir County, was principal of a two-teacher school near Grifton. She attended Atlantic Christian College and has been to the Training School before. She has taught several years.

Kathleen Thomas is from Hallsville, Duplin County.

Myrtle Thompson, Hallsboro, Columbus County, taught the intermediate grades in a four-teacher school at her home.

Minnie Thorne is from Walstonburg, Wilson County.

Leona Tolson, Croatan, Craven County, taught a one-teacher school at Havelock.

Rachel Tripp is from Washington, Beaufort County. She has attended the Training School before.

Lillie R. Tucker, Winterville, Pitt County, taught the primary grades in a two-teacher school near Farmville. She was in the first graduating class of the Training School, and has taken special advanced work there in the summer.

Louise Tucker is from Greenville, Pitt County. She has attended the Training School before.

Myrtle Tucker is from Greenville also.

Annie Tyner, Surry, Beaufort County, taught a one-teacher school at Blount's Creek. She has attended the Training School before.

Christine Tysor, Cumnock, Chatham County, taught a one-teacher school near Grimesland. She attended Littleton College, and has attended the Training School before.

Ada Vickers, Spring Hope, Nash County, taught near Louisburg. She has attended the Training School before.

Ada Valentine, Spring Hope, Nash County, taught near Louisburg. She has attended the Training School, and has taught three years.

Alma Vickers, Ruskin, Bladen County, taught near Parkersburg. She has attended the Training School.

Malissie Vinson is from Roseboro, Sampson County.

Odelle Voliva is from Pantego, Beaufort County.

Lena Walker, Burgaw, Pender County, attended school in Winthrop, Massachusetts, and Carolina Industrial School.

Venia Waller, Mount Olive, Wayne County, taught a one-teacher school near Magnolia. She has taken work at the Training School before, and has taught six years.

Bertha Walton is from Beulaville, Duplin County.

Bessie Warner, Clemmons, Forsyth, taught the primary work in a two-teacher school near her home. She has had several years experience.

Agatha Warren is from Washington, Beaufort County.

Dare Waters, Jamesville, Martin County, taught a one-teacher school near Roper. She has attended the Training School before.

Elizabeth Welch, Warrenton, Warren County, taught a one-teacher school near Ayden. She has attended the Training School.

Annie Lee Welch is from Warrenton, Warren County.

Carrie Wells, Wallace, Duplin County, taught a one-teacher school near Rose Hill. She attended Meredith College.

Annie Thomas Wells is from Teachey's, Duplin County.

Annie Lee White is from Lumberton, Robeson County.

Lillie White is from Franklinton, Franklin County.

Flossie White, Vineland, Columbia County, taught the primary work in a two-teacher school near Hallsboro.

Mary F. White is from Hertford, Perquimans County.

Clara White, Belhaven, Beaufort County. She attended the Training School before.

Alice Whitley is from Washington, Beaufort County.

Edna Wilkins, Spring Hope, Nash County, taught the sixth grade at Salisbury, Maryland. She has taught two years.

Annie Wilkinson is from Scotland Neck, Halifax County.

Mary Willey, Enfield, Halifax County, taught the primary grades in a three-teacher school near Spring Hope.

Dells Williams, Washington, Beaufort County. She attended Atlantic Christian College.

Florence Williams, Rose Hill, Duplin County, taught a one-teacher school near Farmville. She has taught two years.

Ludia Williamson is from Hobucken, Pamlico County.

Neta Williamson is from Hope Mills, Cumberland County.

Minnie E. Wilkins is from Greenville, Pitt County.

Lora Wilson is from Mount Olive, Wayne County.

Essie Woolard, Everett, Martin County, taught the primary grades in a two-teacher school near Greenville. She is a member of the class of 1914.

Maude Yelverton is from Stantonsburg, Wayne County.

School News of the Spring Term

ADDRESS BY DR. CYRUS THOMPSON.

Dr. Cyrus Thompson, of Jacksonville, Onslow County, delivered an address at the Training School on the evening of May 15. It was not altogether a formal address, but rather a free, fluent, heart-to-heart talk, giving good, sound advice to young women going out to do their part in the world. The talk was rich in anecdotes and allusions, showing the active, well-filled mind of a man who had given his life to people.

Dr. Laughinghouse, in introducing Dr. Thompson, said that he had spent his life, not in making money, but in winning love and confidence, fellowship, sweetness and goodness from men and women. Mr. Wright announced that he had tried repeatedly to get Dr. Thompson to the school, but something had always prevented his coming. When

Dr. Thompson began he said he was going to talk as he pleased, off-hand from meagre notes; "that," he said, "pleases an audience."

He first said that people usually referred to children as bundles of joy, but to him they were just as much bundles of tragedies, which, when opened, would be like Pandora's box. While he was going to talk on the teacher, he was going to talk from the standpoint of a layman, he said. He made the astounding statement that he was a better man than Paul, who said, "Let women be silent." Paul's opinion of woman is antiquated doctrine; he had a low estimate of woman and did not enumerate even the things she had done two thousand years ago. All institutions for women are anti-Pauline.

Dr. Thompson attacked what he believed to be the weakest points in education. First of all he placed the monumental unfitness of those who take up the business of teaching—mere boys and girls begin teaching. Another fault is that so many men teach school as a mere side line, planning to go into law or something else later.

If any one goes into teaching for the money there is in it, he will never be worth one-tenth paid him. No man ought ever to go into any calling primarily for the money or for the good they can do themselves. Go into a thing for constructive purposes, let the pay come as it will. Not what you make out of it, but what you make out of yourself counts. It is suicide the way some people wear themselves out; one owes himself the debt of buliding up a strong body, clean spirit for the building up of something else. It is duty to maintain efficiency to the highest point. The foolish virgins were not entitled to the oil for their lamps, because they were to blame for letting them go out. No teacher has a right to break down, for each person is the most important person in the universe to himself.

The speaker read many bits of wisdom from Montaigne, showing that all the wisdom is not of this age.

He gave as the weakest point, outside of the untrained condition of the teaching force, the fact that there is no provision in the mass to care for the individual. Every teacher should be a psychologist, and no man or woman who is not fit to teach. He declared that any teacher who could not get on a level with the child was a failure. "It is better to know children than to know books."

When the heads of families fail, he said, there is nobody to take their places but these girls who do the teaching. It is a big job to save somebody's child, and only by keeping your head and your heart and by not wasting yourself can you do it. "We could get along if we did not have a politician, or if the legislature did not meet for ten years." "One good teacher is worth a cowpen of politicians."

Dr. Thompson enumerated some of the things that the schools have done in educating the community. The State Board of Health has done a wonderful work in preventing and discovering malaria, but more credit is due the teachers for public health than the doctors.

He closed with an exhortation to the young women to go out in the world and do good work, and make the world a better place to live in.

The young women enjoyed the advice from a layman and appreciated the thoughts that he left with them.

Mr. and Mrs. Austin were at home to the class of 1915 during commencement, on Tuesday afternoon. The time was spent in recalling past experiences, singing class songs and in listening to Mr. Austin sing. The following members registered in the class register presented to Mr. Austin on the occasion of the Junior-Senior reception of 1914:

Vera Mae Waters, Julia N. Jordan, Ruth Proctor, Sallie Jackson, Pearl Browne, Millie J. Poebuck, Ethel Finch, Bettie Plummer Spencer, Christine Johnson, Mabe Cuthrell, Leona F. Cox, Ella M. White, Connie Bishop, Irene White, Kate Tillery.

The B class entertained their sister classes, the D's and F's, at the twilight hour on the last Saturday before examinations. They served punch "under the holly trees," played games and sang songs.

"A" ASSEMBLY.

The first year academic in "A" class of the Training School held their public assembly on Wednesday morning, May 17.

The following program was carried out suggesting the idea of spring, bright and joyous:

Chorus—"Welcome Sweet Spring Time."

Reading—"The Prayer of Agassiz."

Clara Goode

Piano Solo—"Dorothy."

Ina McGlohon.

Recitation—"The Gladness of Nature."

Vera Bennett

Chorus—Fairy Waltz.

Dance—Twelve Members of the Class.

Class Song.

An Appreciation

MOLLIE H. HEATH.

(First grade teacher in New Bern Public School and principal of primary building. First grade critic teacher in Model School of E. C. T. T. School during summer term of 1916.)

I had often heard of the excellent work done at the East Carolina Teachers Training School, but when it was my great privilege to become a member of the summer faculty I found "The half had not been told."

The afternoon of my arrival was a doleful, depressing one, with a steady downpour of rain. To arrive among perfect strangers on such an afternoon was calculated to dampen the ardor of the most enthusiastic, but the cordial greeting and many kindnesses of the teachers made me feel at home right away and more enthusiastic than before.

This school is doing a work of which every North Carolinian should be proud.

It is, as its name implies, a Teachers' Training School, and those who are preparing for this most important work, teaching the children of our State, are shown the most approved methods, both by precept and example.

Each department of the school is carrying on its regular work under most efficient instructors. After being taught what to teach and how to teach it, the classes are taken to the Model School, where they are shown the work in actual operation, with all of its difficulties and perplexities.

The courses are so thorough and practical, everyone seems filled with such kindness, sympathy and helpfulness that all who are so fortunate as to be members of this institution will surely carry away with them help and inspiration that will smooth many rough places in life's pathway.

The Training School

Quarterly



October, November, December
1916

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PRESIDENT ROBERT H. WRIGHT

The Training School Quarterly

VOL. III

OCTOBER, NOVEMBER, DECEMBER, 1916

No. 3

Preparation Through Education for a Democracy

J. Y. JOYNER,

State Superintendent of Public Institution.

(Address before National Educational Association, New York City, July, 1916.)

THE tersest, truest definition of democracy yet formulated by an American was that which burst from the breaking heart of Abraham Lincoln on the battlefield of Gettysburg: "Government of the people, by the people, for the people." Beginning with this inspired definition of the most difficult and beneficent form of human government, let us consider together this highest and hardest responsibility and duty of the American teacher, "Preparation through Education for a Democracy."

The most important task and duty of the American school and the American teacher is preparation of the American children of each generation, who are to become the American people of the next, for government by the people and for the people. Upon the wise performance of this task and duty depend the strength and perpetuity of our American democracy, and, in the light of world conditions today, upon it may depend the preservation and perpetuation of democracy in all the earth. The trinity of agencies for the performance of this high task are the home, the church, and the school. From the very constitution of our civilization, the heaviest part of this task in America must fall upon the public school.

From the very nature of a democracy, all authority must be derived from the consent of the governed and must be exercised for the benefit of the governed. Democracy, therefore, lays a heavier burden upon the individual than any other form of government, and its perpetuity, success, and strength are more dependent upon the intelligence and character of the individual citizen. Liberty, fraternity, equality are cherished and distinctive principles of democracy. Government of the people and for the people is more dependent than any other form of government upon the coöperation of the people, upon a recognition of the brotherhood of man, and upon a correlative consideration for the rights, duties, and obligations, moral, civic, and political, each for each, each for all, and all for each.

Education that provides preparation for democracy must lay special emphasis upon the distinctive principles and the distinctive virtues demanded for efficient democratic government.

Vocational education for the preparation of the great industrial masses, constituting 90 per cent of the total population of the United States, for more efficient and profitable work, is not only an economic necessity in a democracy, but also a democratic right and obligation. Without it this vast majority cannot have equality of opportunity to work and to live, to get the most for themselves, and to contribute the most to others. But vocational education will prove in no high sense a preparation for democracy unless there be developed with it a sense of obligation and a desire and determination to use increased efficiency to give more as well as to get more.

The dominant aim of education in a democracy should be preparation for the patriotic performance of the duties and the obligations of citizenship therein through the acquisition of the knowledge and the cultivation of the virtues demanded therefor. Education is a process of growth, not of manufacture. The teacher's relation to it is one of guidance, stimulation, and cultivation. Every public school in America, therefore, should be a place for the inculcation of democratic principles and for the cultivation of democratic virtues. These flourish most and grow best in an atmosphere of democracy. First of all, therefore, the school must itself be a democracy, and the teacher, a democratic governor, not a despot—a wise guide, not a dogmatic dictator. Virtues grow from the *practicing* of them, not from the *preaching* of them. The school that is to prepare for citizenship in a democracy must offer the widest opportunities and the strongest stimulation for the constant exercise of the virtues most needed for it.

Self-reliance, self-determination, self-direction, self-restraint, self-government are individual virtues most essential to the successful exercise of the privileges of political self-government and for the proper restraint of the freedom of democracy. Coöperation, team-work for the common good, consideration for the rights of others, tolerance of the views of others, freedom and independence of thought, and prompt obedience to properly constituted authority are other virtues the cultivation of which is an essential part of preparation for citizenship in a democracy.

The wise teacher whose dominant aim is preparation through education for a democracy will find innumerable opportunities in the schoolroom and on the playground for the stimulation and cultivation of these virtues. He should make his schoolroom and his playground a little republic where lessons in good citizenship in a democracy are taught every day by precept and example, where the characteristic virtues of democracy are constantly called into practice, and where its highest ideals are constantly held before the children. Here are to be found

the same human types and classes—rich and poor, strong and weak, selfish and unselfish, gentle and rude, modest and brazen—the same human relations and obligations, tasks and burdens, joys and sorrows; the same human passions, ambitions, and temptations, as are to be found in the larger schoolroom and playground of the republic, but all in a formative and directable state.

Here, then, is the task and the opportunity of the teacher as a citizen-trainer: wisely to direct and stimulate and help to regulate the work and conduct of each child, to aid in the creation of the right atmosphere and of the right public opinion, to make everything count most toward the formation of the character, the ideals, and the habits of good citizenship in a democracy.

It is a belittling of this great work to postpone special attention to it in the school till the last year or two in the high school, and imagine that we have discharged our duty in this respect when we have given the children a few hours' instruction a week, for a year or less, in some text-book on civics. However valuable such instruction may be in its proper time and place, it is but a minor part of this larger and longer work.

Training for citizenship for the child begins consciously or unconsciously with his first day in school and continues to his last. With him school is life, and everything that he thinks and feels and hopes and suffers and learns and does and hears and sees there has its part in his training for citizenship. He is daily living the life, forming the character, fixing the habits of good or bad citizenship in a democracy, by the way he does his work, regulates his conduct, performs his duties, and discharges his obligations growing out of his various relations to school-mates and teachers in schoolroom and on playground. There is scarcely a school task, duty, or play that cannot be made to contribute to this end.

Far more important as a preparation for a democracy than the knowledge acquired during these school days are the habits formed, the desires kindled, the ambitions awakened under the wise and sympathetic guidance of a teacher with soul and consecration and dynamic personality.

Above all, the child should come out of the public school of this republic filled with a spirit of democracy, fired with a love of democracy, aflame with a zeal for democracy, grateful for the blood-bought blessing of democracy, determined to live for it, and, if need be, to die for it. Feeling, desire, motive—these are the steps to action. Constant appeal must be made to these through history, biography, literature, through the celebration of patriotic days, through the dramatization of patriotic events, and through the utilization of patriotic emblems.

The crowning gift of God to man is democracy builded upon Christian citizenship. Every public schoolhouse in this republic should be a holy temple of democracy, every public-school teacher a high priest daily ministering at its altar. The direst calamity that could befall humanity would be "for government of the people, by the people, for the people to

perish from the earth." Preparation through education for its duties and obligations is the ordained means for its preservation.

Centuries ago in England, because of his influence in making two kings, the Earl of Warwick won the title of "king-maker." In America today, every teacher in every public school is, in a truer sense, a king-maker; for, if he be true to his high calling, he is a maker of many good American citizens, every one of whom is a ruler and a king.

On Being Seen and Not Heard

There is a good deal more of life and fire and color in the talk of the young today than there was in the speech of an older day. Many an adult is ill-at-ease in a group of young people now. His talk is much duller than that of the young people around him. They can use figures of speech; they can employ dynamic and striking phrases; in brief, their speech scintillates, while his moves along in a rather heavy, conventional, formal way. This is the new order of things in American life. It is inevitable, considering that we are becoming constantly more gregarious. We see a great deal more of one another than we did of old; and so we have to talk more freely and more voluminously than was required when social life was much simpler than it is now.

So children must be heard as well as seen. But shall we release the brakes altogether, and let them run without check? People can talk so much that they become unduly excited, unstable, and erratic. A child who rushes in to the table from the street, and keeps talking in a tense, excited way is overdoing the talking business. In some way he ought to be quieted. He should be helped to get hold of himself. He is running with the throttle open.

This problem could be settled satisfactorily, and to the advantage of everybody concerned, if the father and the mother could talk so as to interest their children. When a parent can tell a good story or describe a happening of the day in a colorful manner, he can get his children to listen, and they will be benefited in body and mind by so doing.—*M. V. O'Shea in the November Mother's Magazine.*

Superintendent William F. Feagin and His Great Fight for the Schools of Alabama

ZEBULON JUDD

TUESDAY, November 7th, was an epoch-making day in the history of Alabama. On that day the electorate of the State, after a hard campaign covering three months, registered a decisive majority for a more liberal educational policy. The election was held on the ratification of an amendment to the Constitution. This amendment provides that the counties may hold elections on the question of levying a three-mill county tax to supplement the public funds now available. It also provides that any city, town, or school district in a county where the three-mill tax has been voted may hold an election on the question of a three-mill tax for the school or schools of the city, town, or district.

The educational situation in Alabama which necessitated this amendment, and a brief statement of the movement leading to its adoption, will be of interest. Alabama, along with the other Southern States, has never broadly conceived her obligation in the matter of public education. Her low rank among her sister States, however, is not the only element of perplexing concern. The inequality of school facilities as among the various counties has called for constructive reform.

This condition of inequality is indicated through the following—Average school term per county: in Montgomery, 174 days; in Franklin, 83. Average annual teacher's salary: in Montgomery, \$687; in Marion, \$169. Average number of pupils per teacher: in Lowndes, 16; in four other counties, 59. Value school plant per pupil: in Montgomery, \$65.82; in Limestone, \$5.90. Number teachers holding life and first grade certificates: in Dallas, 69 per cent; in Cleburne, 6 per cent. The accumulated effect of these unequal conditions is seen in the degree of illiteracy in the various counties, *e. g.*, the number of illiterate persons over ten years of age for every 1,000 of total population is, 17 in Montgomery, and 179 in Lawrence. (These figures are for the white race only.)

The causes of these staggering inequalities require explanation. The first cause is found in the system of apportioning the school funds; the second is due to the difference in cost of maintaining the schools of the two races. The sources of the Alabama school fund are: a State tax of 30 cents on the \$100 valuation of property, provided by the Constitution; a local option county tax of one mill, assessed in forty-seven counties; and a poll tax, netting a total of \$132,000 for the State. In addition to these three taxes, the State appropriates \$350,000 for general school purposes and \$134,000 as a rural schoolhouse building fund, and

the towns and cities make appropriations out of their general funds for the municipal schools. In addition to the above legal sources, a half million dollars was paid into the school funds last year as contributions, fees, and supplements.

In many of the cities a stipulated annual omnibus fee, ranging from \$10 to \$25, is charged. In the country, the supplemental funds consist of voluntary contributions. In some communities these contributions are sufficient to lengthen the school term to eight or nine months. Notwithstanding the Supreme Court has handed down an opinion that no fee other than an incidental fee sufficient to cover cost of school supplies may be charged, the school board of the city of Montgomery, in face of a protest, this year fixed a definite schedule of fees, increasing in amount from the primary to the high school department. This system of fees is common throughout the State.

While the Alabama method of raising school funds has been defective, in that there has been little opportunity for local initiative, it is free from serious defects which handicap many of the States. It is right that the State should bear a large share of the burden of school taxation. Alabama ranks first among the States of the Union on this point. Now that she has enabled both the county and the local school units to share with the State in the raising of school revenue, I believe she has the most nearly perfect system of school financing among the States in our country. It may in fairness be asked, Will the counties and districts avail themselves of the opportunity offered through the amendment? We believe they will. As justification for this belief, we call attention to the fact that forty-seven counties have already voted the one-mill tax provided for before Tuesday's election. The further facts, that the people have been paying annually by other than tax methods a half million dollars to supplement the school funds and that the people demanded this additional tax provision, tend to confirm this view. That twenty counties have not voted the one-mill tax is not discouraging, for the majority of these are "black belt" counties, which already have fairly ample school facilities.

The one indefensible unit in our educational administration is the method of apportioning the school funds. This will be remedied in part by the provision for local funds under the amended Constitution. The only remaining act required to make complete this remedy is the appropriation by the State of a sufficient sum to equalize school facilities in the various counties up to a certain minimum. This equalization fund should be made available, however, to only those counties that have voted the three-mill county tax.

At present the poll tax is simply returned to the county. The 30-cent State tax and the \$350,000 State appropriation are consolidated into one fund and apportioned to the counties on the basis of school population. Once in the hands of the county board of education, the county

school fund is apportioned to the various schools with the view of giving to all communities "equal school facilities."

In twenty-one counties the negro population exceeds the white. The excess ranges from a bare majority in some counties to five times as many in others. The "black belt" counties lie across the State from east to west, just south of a line dividing the State into northern and southern halves. These counties are noted for their rich black lands suited to the growing of cotton. It was the rich cotton lands which attracted the negroes in such large numbers. In forty-six counties the white population is greater than the negro. In some of these counties the negro population is inconsiderable. The "white" counties occupy the northern half of the State and compose a single tier of counties along the southern border. The facts, that the State apportions the school funds to the counties on a per capita basis, that the counties apportion larger sums to the white than to the negro schools, and that the negro population is very irregularly distributed throughout the State, give rise to the inequalities among the various counties of the State as related to the white schools.

For many years school men in Alabama have sought to secure some form of local taxation. As justification for this effort, two facts should be cited: first, the meagerness of the school fund, and, second, the high percentage of the entire school fund raised by the State. At present, of every hundred dollars of school money, \$54.20 is raised by the State, \$25.80 by the county and local community, and \$20 is secured from other sources. The corresponding figures for Massachusetts are, \$1.94, \$96.37, and \$1.69; and for the United States, \$19.03, \$74.05, and \$6.92. The percentage of the school fund raised by the State was even greater than that given above until the last dozen years, when the counties began to vote the one-mill tax.

Another element in the Alabama situation has provoked repeated attempts at legislation. The politicians from the "white" counties have watched with growing jealousy the liberal allowances of school money for the children in the "black" counties as compared with the meager amount expended for the schooling of the children in their own counties. Many a "white" county representative is said to have been sent to his political grave by his temerity in agitating the issue of a new basis of apportioning the public school funds, to the end that white children in all the counties, "white" and "black," might have equal school facilities. At the last quadrennial session of the Legislature the question was pressed more vigorously than ever before. How much this agitation aided the school men in securing the consent of the "black belt" representatives to the submission to the people for ratification an amendment to the Constitution one may not with certainty affirm. At any rate, an amendment was submitted. It was this amendment that was ratified by the people on November 7th.

The campaign for the ratification of this amendment was an unusual one. During the first two months a small number of school men were going quietly up and down the State, speaking wherever a group of people could be assembled. More often they went to the Teachers' Institutes, three or four of which were conducted in different counties every week during the months of August and September. Frequently, without advertisement, these men would appear in the small towns, and after ten minutes notice to the men in the stores, banks, and offices, would begin speaking from the curbstone. From the beginning, every daily paper in the State favored the amendment; with a half-dozen exceptions, every weekly also. Notwithstanding this attitude of the papers, however, little publicity was given to the campaign. Not until the Department of Education began to furnish a weekly news-letter did the press really wake up and get into the campaign. During the first half of the campaign period leaders everywhere were most dubious of a successful issue. An unprecedented flood had effected heavy losses in crop wealth, the boll weevil had destroyed some 50 per cent of the cotton crop, and the tax assessors had aroused the bitterest opposition to any increase in taxation by a substantial raise in the assessments on farm property.

By degrees, as the movement won support among the people, political leaders were induced to take an open and at last an active stand for the amendment. Three weeks before the election the chairmen of the executive committees of the Democratic, Republican, and Populist parties had endorsed it; and the Governor, all the ex-Governors, and the members of the upper and lower houses of Congress had written articles favoring it.

For a long while it appeared there would be no organized opposition. The only opposition to make itself felt was that of a constitutional antagonism to taxes and an antipathy to "tinkering with the 'sacred' Constitution," born of a bitter campaign to adopt a prohibition amendment a half-dozen years ago. This opposition, however, was stubborn and unyielding; and only the most patient and persistent campaigning dissolved it.

To the dismay of the friends of the amendment, the opposition at last found a mouthpiece in the person of a county official in North Alabama. That person is a man of only average ability and of no means. Yet he circularized the electorate of the State several times, and sent articles in block type to the weekly press, offering where necessary to pay for space. His frequent visits to a near-by large city, secret conferences, and an astutely conducted campaign at an expense of several thousand dollars caused much anxiety. It was this unexpected turn in the development of the campaign that led to the "Sunday Conference." From the busy activities of the week there was not time for a general meeting of the workers. On Sunday, covering the last three weeks of the campaign, the leaders came from the various parts of the State to

take counsel, to map the following week's campaign, and to plan to circumvent any new efforts of the "enemy."

The outstanding figure in all the activities for the amendment both in securing the act of the Legislature to submit the amendment to the people for ratification and in securing the ratification of the amendment by the people, was the State Superintendent of Education, William F. Feagin. For a quarter of a century educators in Alabama had worked for an enabling act, but it was left to Mr. Feagin to push their endeavors to a successful conclusion. Only by combining the highest type of statesmanship with the finest technique of politics was he able to secure the passage of the amendment by the Legislature. During the weeks the bill was on the calendar and in debate, Mr. Feagin was in constant conference with senators and representatives. At the most critical period of its passage, he demanded a private operator at the central telephone office. By means of the telephone he brought pressure from the "folks back home" to bear upon unyielding legislators.

When the Legislature had adjourned and plans were to be made to place the amendment before the people for ratification, a conference of some hundred of the friends of the amendment met to select a campaign manager and to devise such arrangements as would give the greatest assurance of favorable action by the people. The idea prevailed that a layman would arouse less suspicion and in every way could work more effectively than a member of the teaching profession. After a long and strenuous session, it was unanimously agreed that although he would begin with certain apparent handicaps, the only man who combined the vim and vigor, the knowledge of State and county politics, and the political technique, was the man who secured the passage of the act to submit the amendment to the vote of the people.

The wisdom of that committee's choice has been doubly proven by the methods and the result of the campaign. Without funds, except a small allowance for printing and travel, with no rewards of any nature to offer for services, Mr. Feagin organized and put into action a large group of men and inspired them with the zeal of his own great spirit. All faction and party lines melted away before the fire of his enthusiasm and all opposition broke before his indefatigable labors and the iron of his indomitable will.

Among the most conspicuous services rendered during the campaign are two bulletins published by the State Department of Education and the special articles, editorials, and cartoons published by one of our best and most patriotic dailies, *The Montgomery Advertiser*.

The first of the bulletins to be published was "Alabama's Public School System—A Comparative Study." This bulletin made, first, a comparative study of the efficiency of the Alabama schools with those of other States and of the United States as a whole. The second part of the bulletin offers nine tests of school efficiency and applies them to

the several counties of the State. The nine tests are: enrollment, attendance, length of term, annual expenditure per pupil for teachers' salaries, teachers' salaries, grades of teachers' certificates, pupils per teacher, per capita value of school plant. The second of the bulletins consisted of a dialogue between "Mr. Honest Voter" and "Squire Plain Truth." Mr. Honest Voter makes the inquiries and raises the objections against the amendment that are commonly heard among the people. Squire Plain Truth undertakes to answer these in the language of the plain man.

The Montgomery Advertiser has kept up a constant fire of argument, exposition, incident, and cartoon. Its editorials have been statesman-like and convincing. Its cartoons have been clever in conception and artistic in design and execution. Editor Sheehan is due the profound gratitude of every friend of public education in the State of Alabama. *The Montgomery Advertiser* was only more effective and zealous than other State dailies, for all rendered effective and loyal support.

Agriculture and the Rural District Teacher

S. G. RUBINOW,
Assistant Boys' Club Agent.

THE teaching of agriculture occupies a peculiar position in the mind and vision of the rural teacher. The position is paradoxical. Brilliant speakers, interesting journalists, and inspirational teachers laud the opportunities to be found in rural schools, eulogize the few successful examples of the teaching of secondary agriculture, and create an emotional wave of interest whose crest is short lived. States enact laws making the teaching of agriculture in the rural schools compulsory and obligatory. Educators and pedagogues insist that agriculture shall be taught. Committees draft courses of study outlining rural curricula, containing numerous suggestions as to what should be taught. One side of this kaleidoscopic lens is rosy, casting an optimistic hue upon every phase of the question.

And the other side of the lens depicts honest gloom. The institutions which prepare rural teachers for the successful teaching of secondary agriculture are rare and scarce—the exception and not the rule. The bewildered course of study, dragged about until it is no longer recognizable, is still awaiting the hand of a master mind to give it uniformity, feasibility, some degree of application and practicability. The assertion (and I agree with it) that “The assumption that a woman cannot teach the elements of agriculture—not farming, mind you, but simply the scientific truths that have practical application in farming—unless she has been a field hand is absurd,” is, nevertheless, being opposed by thousands of trustees and boards of education composed of practical farmers, who look at things from a different viewpoint. And the absolute lack of equipment, which is just as necessary for the teaching of agriculture as the text-book is for Latin or as the laboratory is for chemistry, caps the climax on the bewildering situation in agricultural education.

As I indulge in this bit of retrospection, there comes to my mind a picturesque scene, in which I participated a year ago, that illustrated the very thing I am trying to say. A number of workers in education were attending a teachers' institute in Central West Texas, where five counties had united in a joint meeting, as a part of a circuit, in order to insure a large attendance. The program for the week was arranged in a way that would allow the institute lecturers to travel in circuit form, two workers being present at each meeting each day. Dr. E. A. Winship, of Boston, the editor of the *Journal of Education*, and I were traveling companions, and divided the day between us at each institute. The doctor was discussing the general, broad phases of rural education and giving the audiences a rare treat with his evening lectures on “Personality,” “Getting Into the Game,” and his other inimitable gems. I

was presenting the practical features of agricultural education, illustrated by actual demonstrations with live stock and other farm material.

We came to Brady, Texas, the last day of the institute. Our coworkers had already preceded us. Dr. H. T. Musselman, editor of the *Texas School Journal*, had been lecturing on "The Boy Problem"; Prof. W. E. Davis, of the University of Texas, had been urging "Consolidation" as the only educational salvation for the rural community; Institute Leader L. V. White had stressed the problems of organization and administration. The rural teachers had had a full day of it.

The meeting was held in a large tabernacle, in order to accommodate the big crowd of teachers, reinforced by townspeople, who had come to hear Dr. Winship. The place for the meeting was distinctly embarrassing to me, because I had to illustrate my lecture with a thoroughly alive dairy cow and a pugnaciously hungry lard hog. I was afraid that the presence of these animals in church would not be appreciated either by the pastor or by his flock. When the situation was squarely presented to that broad, rural-minded minister, he not only acquiesced, but eagerly accepted this opportunity of affording his fellow workers some practical lessons in agricultural education. We fell to the task.

At the close of the day, when the tired but happy group of teachers were preparing to go home, happy because the institute week was over, and tired and weighted down with all they had absorbed, one of the younger and more timid teachers cautiously approached Dr. Musselman and thrust into his hands a paper upon which she had been idly sketching while listening to the speakers. The drawing was a cartoon. The stage was the pulpit. The actors were the lecturers and their bovine and gluttonous assistants. Each actor was fiercely advocating his theories, strenuously advocating his policies, urging every teacher to do this and to do that, exploiting the field of service, opportunities, and reward. And down on her bended knees knelt the poor, overladen, exhausted rural teacher, her hands clasped in prayer, a halo of bewilderment and astonishment about her head, her lips moving fervently, crying out in terror and anguish, "O Lord, help me hold it all!"

This is a practical age, and we must look at things in a practical way. There is more room today for action than there is for philosophy. Programs that appear nicely on paper fail, sometimes, to work successfully when applied in the real situation. Advice that cannot be followed has lost 99 per cent of its efficacy, even though its construction is correct. We must place suggestions in their proper perspective. We must advise teachers to do the things that we would and could do were we placed in their positions and confronted by their difficult problems. To advocate a method behind the roller-top desk is one thing; to place that method in execution is quite another task.

I was writing a bulletin a short time ago which I thought would clarify and relieve the situation for rural teachers. It consisted of a

series of experiments in agriculture, to be worked out at school, in the field, and at home. My colleagues said the material was presented logically, simply, and in a practical way. It was simple enough to be understood and followed by the teacher who was not trained to teach agriculture. It was interesting enough to appeal to boys and girls in rural schools; at least, I thought so. What was there to prevent its universal adoption and usage?

Just one bare fact. I was called out into the country, to make a county-wide campaign, in coöperation with the county superintendent, in the interest of more and better agricultural teaching. We traveled for a week, stopping at the various schoolhouses, addressing the pupils, conferring with the teachers, meeting the trustees and patrons, giving demonstrations, arousing interest. During that week's work I saw more schoolhouses that lacked blackboards, chalk, models, adequate desks and benches, and even glass in the windows, to say nothing of even the slightest amount of working equipment for the experiments that I had devised, than I had imagined could possibly exist. I hurried home and tore the manuscript into shreds. It was not applicable.

It is not my purpose, in this hastily prepared article, to darken the hopes and prospects of rural teachers for successful agricultural teaching. I yield to no one in my belief and support of agricultural education. I have given some of my best years to the study of and work in agricultural education, in its broadest sense. And I expect to continue this work. I believe in it. Every one in the South should believe in it. For a good many years to come the South in general, and North Carolina in particular, will be agrarian in character. Farming and live stock will be the South's greatest assets. Cities will come to depend upon their farming neighborhoods for support and prosperity, as they are already doing in many instances. There will be a large emigration of agriculturally inclined people to the South, from war-ridden Europe, who love the fields and crops, live stock and machinery, who will inculcate their ideas and ideals into the schools and communities of the South, just as they have already done in the Middle and Northwest.

The Southern rural teacher will celebrate the entrance of the era of successful teaching of agriculture, when five definite things have been accomplished, to wit:

1. A successfully inbred, inherent love for that kind of work on the part of the teacher.
2. Enough training schools of the right type to furnish and supply that kind of a teacher.
3. An appreciation of the value of agricultural teaching by trustees and patrons.
4. Enough equipment, with which to successfully teach the subject.
5. A remodeling of the modern curriculum which will allow ample time for the correct teaching of agriculture. Until these accomplish-

ments have been brought about, secondary agriculture will maintain its phantom-like race toward the goal of recognition, touching a school here and there, making converts and losing support, a nomadic type of indefinite education.

How to solve these problems is indeed itself problematical. People will do best the things they love most. What method of approach should be used to convince the average city girl, going to the country to teach, that the teaching of agriculture is not smacking of filth and dirt, hard and coarse work, uninteresting and dull labor, I cannot definitely say. Teachers must like to teach agriculture, with many of its superficially seeming unpleasanties, if they are to make a success of the subject. I was giving a dairy cow judging demonstration one day, before an audience of teachers assembled at a teachers' institute, when the cow gently placed her foot on mine, stubbornly refused to take it off, and proceeded carefully and in a painstaking manner to lick me from head to feet. "How horrid and loathsome!" exclaimed the teachers. "How beautiful and devoted!" thought I, although I had on my best suit of clothes; "she has taken me for her calf."

To those teachers who see in the gentle, refined, cultural teaching of agriculture a loathsome, horrid, filthy work, just because it is associated with soils, plants, and animals, I would like to say that a survey of the communities in which they teach will demonstrate the fact that the splitting of the wood, the feeding of the pigs, the management of the poultry yard, the milking of the cows and the making of the butter is not done by the men, but by the women of the farm. What an inspiration to the rural school teacher for service and work, in lifting the load!

So long as a majority of our schools conform to traditional methods of education, with regulations and restrictions pertaining to college entrance requirements, just as long will our schools graduate scholastic products that are not, temperamentally, at least, suited for rural teaching. It is not within the province of this article to debate the question as to whether or not the study of dead languages is materially helpful to any but professional philologists or teachers of these languages. It is not essential to know that "agriculture" is derived from "*ager*" and "*cultus*." It is absolutely necessary that one be rural-minded and agriculturally informed. And so our training institutions must reorganize their own courses of study, must teach the things they expect their own students to promulgate when they go out into the country, must link up the sciences and social teachings with the type of life found in the "open country." The outlook is very optimistic.

Out in one of the Western States some progressive individual advocated legislation that would make it compulsory for a candidate for the State Legislature to be a college graduate, so that, in event of election, he could intelligently pass upon appropriations for educational institutions. The advocated measure may be far-fetched, but it has some good

qualifications about it. Until patrons and trustees appreciate the value of an agricultural course in the rural schools, nothing much can be done toward constructing a permanent foundation. This inner problem is itself paradoxical. Farmers will not believe in the value of teaching agriculture, because they do not think it is sufficiently practical. Unable to obtain the support of trustees and boards of education composed of farmers, rural teachers cannot make the subject vital, tangible, or of value. The problem will be solved through the slow process of general education, with the result at the terminal of a long series of complex and puzzling labyrinths. The responsibility rests upon the shoulders of those who are interested and who care.

Agriculture cannot be taught without equipment. No matter what the training and scholarship of the teacher may be, irrespective of the kind and number of degrees that the teacher may possess, the science and art of agriculture demands that in the teaching of it a certain amount of equipment shall be used. And that thought in the methods of teaching agriculture has become so definitely established that most of those who are in a position to know agree in saying that good equipment is necessary. I feel, personally, that the day of teaching agriculture by using broken bottles, old paint buckets, and the eclat of the scrap heap and rubbish pile is a thing of the past. In its way, the successful teaching of agriculture demands good equipment, just as much as the teaching of sciences. Where and how to get equipment is a problem that I am not prepared to answer. A teacher possessing a strong personality can do a great deal in solving this problem, which would be beyond the resources of the weak teacher. This resolves itself into another plea for the proper types of training schools from which to graduate properly trained teachers.

And lastly, the modern rural school curriculum must be reorganized so as to allow ample time for the teaching of agriculture. Turning the agricultural text-book into a reader is not teaching agriculture; nor can the testing of seed corn be taught in ten or fifteen minutes, in compliance with the time schedule of the overcrowded program of the rural school. The best work in agriculture cannot be done in schools which are lower in the scale of equipment than the three-teacher school. In all probability, this problem will resolve itself into a coöperative struggle for consolidated schools and the teaching of agriculture; once more must it be pointed out, however, that the successful outcome of this educational process depends upon all of the other factors with which the subject is associated.

To the ambitious rural school teacher, eager to serve and work, but groping blindly in the dark, confronted with problems that afford no apparent solution, there is one source of relief. It takes a courageous teacher to grasp this straw, but it's worth while to be saved. It means exchanging places with the pupil, letting the pupil do the teaching, and

absorbing the information so necessary for the work. The only practical supplement or substitute for those problematical factors which I have enumerated which is productive of results and which is conducive to accomplishments is Agricultural Club Work, organized and administered by the United States Department of Agriculture in coöperation with the agricultural colleges. It is not within the scope of this article to discuss Agricultural Club Work; it is sufficient to say that club work has succeeded where all other attempts have failed.

A word of consolation is due the ambitious rural school teacher, struggling under handicaps, faced by bitter problems, unable to secure any aid or encouragement. The most difficult feat on earth is the securing of human interest; once secured and held, it is the triumph of a lifetime.

Some Phases of Special Grade Work

MAUDE F. ROGERS,

Special Class Teacher, Durham City Schools.

SINCE special grade work is so new in our State, I feel that it is in order to explain the different types of children found in a special grade and how the work of the grade fills a long-felt need in our schools.

In almost all schools are found children who do not "fit in" with the regular work; in other words, we may call them "*misfits*." Among these we find the very bright or precocious child, the incorrigible, the very dull and mentally deficient, the physically deficient, and the child who is retarded because of change of school or because of lack of educational advantages derived from home.

Every bright child is not precocious. It is the very bright or brilliant boy who may be termed *precocious*. And, really, when we study the question more we become convinced that it is almost as bad to be too bright for our environment as it is to be too slow. Of the two extremes, probably the slow pupil is better off. The bright child learns so easily and so quickly that he is never supplied with enough work in a regular grade; yet if we push him too much, there is danger of insanity. Our duty is to find the "happy medium" for him, and this can be done to the best advantage in a small class of children where he can be studied from every standpoint.

A precocious child in an ordinary grade is liable to become incorrigible because of lack of work. It is a case of the "idle brain" and the "devil's workshop." He soon finishes the work assigned and then has plenty of time for mischief. This annoys the teacher and the other pupils to such an extent that he becomes a very undesirable associate. Then, too, among the incorrigibles are found the truants and other disciplinary cases. We are glad to find so few incorrigibles in the Durham City Schools. In large cities this class of children is put in a grade to themselves where they are given much handwork and other interesting things to do. The main work of this class is the formation of proper habits of conduct.

Among the "misfits" are found also the very dull and mentally deficient children. We find these unresponsive to instruction, irritable, oversensitive, or apathetic. They become conscious of the difference between themselves and their companions and soon become so discouraged that they stop trying. Then come days of annoyance for the teacher and of unsatisfactory work on the part of the pupil. Time drags on until this type of child stops school and becomes a menace to society. Many of our criminals belong to this class.

When the mentally deficient or dull child is sent to the special grade, he is given instruction in handwork and in other work which he likes to do. Many times we find that these pupils can do beautiful handwork. The very fact that they can do something well makes them try harder to succeed in other school work. It is needless to say that they are happier in a special than in a regular grade, for there their "long" points are trained and their deficiencies are not emphasized.

In addition to these types, we find the physically deficient in special grades. The school nurse or physician can aid much in dealing with this class. Last year I had two pupils in my special class who were in a very poor state physically. One, a boy, was a paralytic, who had poor muscular coördination. He could never finish on time a task assigned in the regular grade. This defect caused him to become so discouraged that he did not enjoy his work. Then, too, he was slightly deaf and, of course, this handicapped him. By his work in the special class he became encouraged and gained so much confidence that his work improved wonderfully. He was allowed to finish his tasks an hour early and was advised to spend this extra time in outdoor exercise.

The other, a girl, was extremely nervous and her general condition was very poor. She was given short periods of work and time for outdoor sports. Her whole attitude towards school changed for the better.

Add to these types the child retarded for other reasons, and you have a group for special class work. There are various reasons for retardation besides mental and physical defects. One of the chief reasons is change of schools. Today I have three pupils in my special class who are trying to adapt themselves to our school system. They are behind in one or more subjects, and as soon as this work is made up they will be placed in regular grade work.

To this retarded class belongs the backward child; and many times we find a backward child who makes a brilliant, or, at least, a very successful citizen. Because of repeated absences, probably, he has fallen behind his class and gradually he has lost interest and faith in his ability. Then careless, slipshod methods of study begin. To this class belongs the majority of those in our special classes in Durham. These pupils are older than the other members of their class and have become so discouraged in many instances that they do not care what becomes of them. Imagine a girl of fifteen in a class with twelve-year-olds, and try to see how pleasant it would be for her. The country boy or girl is often placed in this position when he enters a city school. No wonder he becomes discouraged and is ready to stop school upon the slightest provocation.

In small towns and cities where special grade work is new, we find all these types of children grouped together in one special class. It is needless to say, however, that this arrangement is not very satisfactory, for the slow child gets discouraged if he sees some of his friends making so much more headway than he.

In large cities, on the other hand, each type is put into a class of its own, and we find the special schools.

To say that special grade work is interesting is not putting it strong enough. Approached in a sympathetic way, it is fascinating in the extreme. The study of individual children; the study of their weak points and their strong points; the working out of ways of strengthening their weak points, and the encouraging of a development of their "long" points is a work well worth while. One of my chief duties as a special-grade teacher has been to encourage pupils who have lost faith in their ability. Another has been to try to establish habits of industry and do away with carelessness; and still another has been to give pupils independence. I try to make a pupil feel that with him rests the responsibility of success or failure in his work.

Just as soon as a pupil shows himself capable of doing regular grade work he is restored to this work. Many special grades are spoken of as restoration grades.

At no time does the special grade have more than fifteen pupils, and yet during last year more than forty pupils received instruction in my special class. Some of these came for just one subject, taking the other work in regular grade.

The following are some of the most interesting cases coming under my supervision:

a. Margaret, an overgrown country girl of eighteen, was taken from a sixth grade where she was barely passing the work. She was very sensitive, and resented being in a grade with children so much smaller and brighter than she. I found that she was especially interested in sewing, so I arranged for her to have six periods of sewing a week in the Domestic Science Department and work in English, mathematics, spelling, and writing in the special grade. She was encouraged as much as possible. In less than a year's time she did more than the sewing required for first-year high school work and made excellent grades on this, too. Her other school work improved and she was recommended for the Special Domestic Science Course for this year.

b. Herbert, age sixteen, overgrown and awkward, was found in a sixth grade. He, too, was doing poor work. His reading and spelling were worse than those of a fourth grader. And careless—well, he was the most careless pupil I ever saw! He told me one day that he liked to use tools and wire houses. I succeeded in getting four periods of shop work for him. He seemed to take a new lease on life immediately, and did excellent work in the shop. He was so appreciative of my interest that he wanted to make articles for me constantly. His other work improved somewhat, but his talent in handling tools is so evident that he has been given still more shop work this year.

c. Minnie, a girl of fifteen, was reported as a worthless pupil. While giving her the Binet-Simon test I noticed how quickly and eagerly she

went about the drawing test. Upon inquiry, she told me that she liked to draw better than to do anything else. I asked her to copy several sketches and found that drawing was her one talent. At present she has work in the fundamental subjects in the special grade and two periods a day of drawing in the Art Department of the High School. The art teacher reports good work. She is doing well in her other work, too, and seems so much happier in her work than she has been formerly.

These are a few of the many interesting types which come under the supervision of any special grade teacher. As has been shown, the advantages of the special grade plan are many. The precocious child finds enough work to keep him busy; the incorrigible boy is taught noble ideals; the dull or mentally deficient pupil's life is made happier and he is trained to become a useful member of society and not a menace; the physically deficient child's health is improved; and the stranger within our midst is encouraged and helped to adapt himself to new conditions.

The avenues of approach and development in the handling of these children are numerous and tax the ingenuity of a teacher; but when the teacher realizes the greatness of her work, she becomes enthusiastic and finds that here, too, the old adage, "Where there's a will, there's a way," works out, and so she is able to handle cases that had seemed almost impossible.

Checking the Waste

ANNIE RAY.

SOME years ago a few people awoke with a start to tell us that our national resources were being rapidly wasted, and that something must be done to check the waste and to protect what was left. Our own fathers sigh when they think of the timber they have destroyed and when they toil to build up the land that they by careless agricultural methods have impoverished. Today, any intelligent citizen wonders how they could participate in such careless, thoughtless destruction for so long. As this has come home with such force, it may be well for each of us to find out if we are seeing all that we should, if our eyes need to be opened to something not of equal but of much greater importance—the fact that child life is being wasted.

No one is likely to deny the statement that the child is the most valuable of all our resources. For him, and to be conserved by him for future generations, all others exist. For some time we have realized how important it is to guard and protect the health of the child. This is a large field for the person who really means to do something, but the one that needs to be most thoroughly tilled now by the teacher is the conservation and proper guidance of the child's mind. What can begin to compare in importance with this? Properly trained, it will take care of all others. Even the consciousness of waste is due to the mind.

Is this idea of conservation too abstract and intangible for the average teacher to consider? Can she have an understanding of what it means and strive to develop properly the minds intrusted to her care? Indeed she can, and, to be what is going to be demanded of a teacher in the future, must. She must know something of child nature and what can and should be done with it. Growing out of this, she must have some ideal, some aim. Any one who stops to think knows that the lack of such a definite aim has been our great trouble in the past, and is evident today. Setting out for no definite purpose, we naturally accomplish little. Proper conservation of the child, giving him what is best, guided by the best we can get by means of intelligent study, is not too great an aim for any teacher.

Just how can we understand this little child? How many of us when we see a group of these eager, spontaneous little creatures, would like to see the wheels go round within their heads, to know just how they see things and what they think? Then, perhaps, we would know what to do. No longer are we to consider the child's mind a blank page, as did Locke, but we are to consider it one covered with tendencies and interests. The problem for each teacher is to find a way to use these and to turn out at the close of his school life a child still eager and buoyant, rather than one, as Booth Tarkington pictures in one of

his Penrod stories, who, having endured all he can by Wednesday of each week, is driven to a fit of "Wednesday Madness," in which he simply must explode. Just how we are to handle this is no easy problem to solve.

We know what our forefathers did. They attempted to make a grown person of the child as soon as possible, and taught reading, writing, and arithmetic without much regard to method. On first thought, it would seem that they had an easy time as it was not necessary to bother with much that we are burdened with today. In reconsidering, we realize that this must have been a very dull and lifeless process. Its results we know. Compare these with what might have been if an effort had been made to make use of the child's natural tendencies and to cultivate a real desire to learn. The results here would have been a person with good habits and power to develop himself.

Now this does not mean that the teaching of reading, writing, and arithmetic should be discouraged. Far from it! Whatever is said, we must devote most of our time in the primary grades to these subjects. The mistake has been that we have regarded them as ends rather than means. They are only useful as tools to be used in child development. What value is there in reading for itself? When we think of it as an instrument with which we get pleasure or information it is quite another matter. The point after all is, can we not appeal to the child's interests and at the same time teach more effectively these essential subjects? Thus we should expect much more enthusiasm and better expression in reading something about which the child really cares than when we read such stupid sentences as, "She sat on the mat." Many things are more interesting to them than this silly girl who forever sits on a mat. Again, we need not expect wonderful interest in long lists of words to be sounded or learned at sight before they come into the child's life in some interesting way. Of course, the child must have a means of gaining words for himself, but I wonder if we do not sometimes overdo this side of the process. Chubb says, "The child will leap many a forbidding word-fence if he is genuinely interested in the subject-matter." There is likely to be more interest in learning *sat* in the sentence, "Goldilocks *sat* in the Wee Bear's Chair," than in learning it as an abstract word. Let us realize that when a child is not making proper progress we usually need to increase the interest rather than the drill. The battle is more than half won when the child really desires to learn.

The child comes to school with a number of interests which if rightly appealed to make school work a joy. He naturally wishes to find out many things, and is even capable of being interested in music, poetry, and art. How many, I wonder, bear a grudge toward certain teachers and school systems because they did not get an appreciation and knowledge of good literature? How many, though they spent much time in school, have nothing that will take the place of it? Many of us care for only a few things when there are so many that should be enjoyed.

He who gives a child a new interest in something good or preserves an old one is his friend. It should be the privilege rather than the duty of teachers to teach something really worth while, through it gaining material for these essential subjects—reading, writing, and arithmetic.

Unless we are seeing that the child forms good habits we are not using his time in the right way. Much is being said now about habit-formation, but many of us are not taking it seriously. The value of habitual honesty, truthfulness, cleanliness, and neatness can hardly be estimated. Just what the value of habits of self-control and of regard for others is few of us realize. A visit to a disorderly room, in which the children have no regard for these virtues, should convince any one that the school owes the formation of good habits to the child.

Sometimes it seems that the teacher is preached to so much, has so many duties to perform that it is impossible to do anything. Perhaps it is this that has led to an over-conservativeness on their part. They are skeptical of anything that they have not tried for fear it will be called a *frill*. If love of good literature, good habits, and healthy child-like activities are frills, let them come. Educational views are changing, and we know it. Why, then, should we doubt everything? We only need a viewpoint to the child's advantage, intelligent study, and common sense to guide us.

Again, it seems discouraging when we see so much written for us. Journals swamp us with suggestions. When we get the proper viewpoint we can then choose from these the ones that contribute to our aim. We need to see such possibilities, even in the ragged urchin, that he becomes to us more beautiful than anything around. We need just such a genuine respect and love for childhood as this. When we get this, educational literature will mean more, will be something of real value. Many conscientious teachers read educational publications from a sheer sense of duty, never getting much from them. When they are read as a guide or for enlightenment, the reading becomes a pleasure, for there is a real motive behind it.

What is the ideal product of this aim? It is the child who at the end of his school experience is still eager and buoyant; is resourceful; is independent; can be allowed privileges without abusing them; has considerable information; appreciates, at least, some good things, and has enough interests to cause him to grow.

Of course, we cannot reach this ideal at once. It will take time and unceasing effort to approach it. The fact that there are still a few little children in our own country who, outside of their recitation periods, have nothing to do but swing their feet and develop habits of idleness, is enough to cause some one to take their part. The idea is not to discard the good in our school work but to make it appeal to the child as never before. May the time speedily come when our results will be measured not alone by the amount of subject-matter given, but by its effect on the mind of the child.

Teaching as a Career

FRANK M. HARPER,

Superintendent of Raleigh Graded Schools.

EVERY year the teaching ranks are depleted by marriage or other causes, and new recruits have to be trained for service in the public schools of the State. The selection of these new teachers is a grave responsibility and school boards have in most cases wisely delegated the responsibility to the professional supervising staff. The superintendent who assumes this responsibility must exercise discriminating judgment in order to secure those best fitted to train the boys and girls of the State. He must not be lacking in courage in rejecting applicants whom he knows to be unfit. He must remember that the purpose of the public schools is to educate the children, and not to give needy young women or those with prominent connections positions in the schools.

Teaching is both a science and an art, and much training and experience are needed by those who hope for success. There must be a definite standard of requirements. No teacher can hope for even moderate success who is not well endowed mentally. Supplementing this mental endowment should come both academic and normal training. The teacher's equipment does not end here. To keep abreast of the times, she must attend institutes and summer schools continuously at her own expense. To inspire the boys and girls whom she teaches, she must do a reasonable amount of traveling, and must appear well in manner and dress at all times. The public, which is becoming more exacting year by year, demands more of teachers than ever before. She must be physically strong; the schoolroom is no place for delicate women. She must know much about boys and girls. Patience, self-control, and unflinching courtesy must be second nature with her in dealing with pupils and patrons. Finally, she must find real pleasure in her work. No one ought to undertake to teach who does not enter into the work wholeheartedly.

The obstacles in the path of the young teacher are many. She is employed at the most only for nine months of the year, whereas her expenses continue through the long vacation. Teachers are the poorest paid of all public servants. Teaching is a nerve-racking business and far too often leads to physical break-down. Teachers will find in every community certain nagging, fault-finding patrons, who, though comparatively few in numbers, have a way of making themselves painfully in evidence. In some communities there is the constant anxiety hanging over the teacher of uncertain tenure of office and a growing danger from local politics.

In spite of these obstacles, teaching has its compensations. The teacher deals with youth, radiant and wholesome; with boys and girls at the enthusiastic period of life. Constant association with these young people tends to keep the teacher youthful in spirits. She lives in an atmosphere of books amid cultured surroundings. She has leisure for study and self-improvement. Above all, the crowning joy of the teacher's lot is the numberless opportunities it gives of ministering to the boys and girls confided by trustful parents to the teacher's care. Many a boy or girl has been started on a successful career through the efforts of some strong and forceful teacher.

To attract men and women of the first rank into the teaching profession is the gravest problem now confronting the public schools. Men teachers have disappeared almost entirely from the elementary schools. Only in the high schools do we find men engaged in this work. Unless conditions improve, the time will soon come when there will be no men at all of the first rank in the schoolroom. The plumber, the brickmason, and the carpenter are better paid than the average public school teacher in North Carolina. The teachers must be better paid if they are to live on a scale with the public demands. The efficient teacher's tenure of office must be more certain. The standard of requirements must be high enough to protect the boys and girls from the inefficient. Promotion must be based on merit and not on term of service. The schools must be kept out of politics. School boards should exercise the greatest care in selecting the superintendent, and when he has been tested and found worthy, the responsibility of running the schools should be left largely to him, especially in all professional matters. They should counsel and advise with him at all times but should never hamper him with needless interference. His ability to serve them directly and the public indirectly depends entirely on the support they give him in time of great need. The National Education Association has placed itself on record in favor of electing the superintendent for a term of "not less than three years," in order that he may have time to justify before the public any new policies he may inaugurate. Teachers who have been tried and found efficient should be guaranteed their positions so long as they give satisfactory service. Teachers' pensions should be established everywhere to rid the schools of those too old to give the best service and to relieve the minds of teachers from unnecessary worry over their financial future. The nature of the teacher's work cuts him or her off entirely from business opportunities. The interests of the boys and girls must be his or her first consideration; his own interests must come second. The teacher who succeeds in business ventures does so by neglecting the interests of the boys and girls whom he undertakes to teach.

In conclusion, let me add that there never has been a time in the history of the State when the people seemed more willing to be taxed to support the public schools than at the present. There never has been

a time in the history of the State when the efficient teacher was held in higher esteem by the public than at the present. This more liberal policy and greater appreciation of the public is filling the minds and hearts of the teachers with determination to study at the great universities during vacation months, and to make sacrifices in order that they may have a part in bringing about that day when North Carolina shall take first rank as to the intelligence of her people.

School Credit for Bible Study

There is no statute in any one of the States which specifically forbids the reading of the Bible in the schools, but court decisions have ruled it out in nine States. In most of the States, however, it is customary to include Bible readings in the opening exercises. Of course the reading is given without sectarian comment. State Superintendent Shawkey three years ago included certain books of the Bible in the reading course of the teachers—the Teachers' Reading Circle Course—with good results.

There is a movement on foot, also, in a number of places to make Bible study a part of the high school course. Oregon has such a plan, South Dakota adopted a list of Bible stories into its high school course, and Colorado has laid out a rather ambitious scheme of such study. The scheme provides a four-year elective course of Bible Study adapted to the advancement of the high school pupils, and conducted by the churches under the instruction of qualified teachers, academic credit being given for the work done. Doubtless, this plan was suggested by the religious feature of the Gary School system.

Why might not West Virginia high schools include Bible study in their courses? The work would be accepted for admission to the State University as Bible stories are a part of the material enumerated in the English requirements for admission. The fact is that Bible readings here, for a number of years, have been regularly listed among the English studies suggested for college entrance requirements by the association of secondary schools.

Without considering the religious value of such study, it should never be forgotten that the English Bible is the greatest classic in the English language, that it has influenced the secular life of English-speaking people most powerfully. Its influence through hundreds of years has been felt in their language, their literature, their moral standards, indeed, in all things that go to make up their complex national life and character.—*W. Va. School Journal.*

Success Through Using Instincts

NELLIE MAUPIN.

WHY are you a success, or why a failure? Do you know? Instincts are the basis of human conduct, and these can be relied on to bring the results you want just as surely as any other law of nature. Instincts are inborn tendencies and do not have to be learned. Fighting, teasing and bullying, curiosity, manipulation, rivalry, collecting, physical activity, love, and so on, are instincts. Let us see some of the ways in which one may use instincts and succeed, while to disregard them means failure.

In one town two different men gave a lecture on typhoid fever. The one ignored instincts, the other used them. Dr. A aimed to give knowledge, so that the community would understand the cause and spread of this disease. He had a few stereopticon views, which he showed as he explained: "This man and his two children had typhoid, which they got from drinking impure water from this well. It was so shallow that the surface water from a near-by barn seeped into it, causing the three to have the disease. Here are five people who contracted it from this dairy. Again, fifteen in a town were infected because they had been drinking water from a small river that contained typhoid fever bacilli.

"If this town is to get rid of typhoid there must be no garbage or filth left around which contains germs. The wastes from the bodies of those having typhoid are to be carefully disinfected and buried, in order that flies may not spread the germs."

As the people left the hall they discussed the lecture, but the next morning the daily routine continued as it had been, even in most of the homes of those who heard the lecture. A housewife said, "I ought to shoo some of these flies out, for they may carry typhoid, but I just haven't time now as I promised Mrs. Archibald I would help her do some shopping today."

That was the end of it. There was no attempt to clean up garbage or to get rid of flies, for no feeling was aroused, no instincts were touched. The doctor did not give his talk so as to cause his hearers to want to clean up. There is no instinct in human beings which makes them keep the community sanitary, "lest they die."

Four years later there was a bad epidemic of typhoid. The State Board of Health sent Dr. B to give a lecture which would awaken the people, in order that such a misfortune would not again overtake them.

Stereopticon views are shown. The audience sees a dairy. The milkers are dirty, the barn is not well kept, flies get into the milk, and the man takes them out with his dirty fingers.

One lady whispers to another that such conditions were awful; however, they think they are lucky, for they know their dairy is clean.

Another dairy is shown. Here is a clean-looking man dressed in white, sitting, milking a cow. His hand is shown. It looks clean, also. Now, one finger is shown much enlarged, and there under the nail is a lump of offensive looking substance, which when examined was found to contain germs.

He is a typhoid carrier; that is, his system contains typhoid fever germs, though now he has not the disease, but the waste from his body contains these germs, which in some way got under his finger nail. When he washed his hands he was not careful enough about scrubbing and cleaning this matter out, so, as he was milking, some of the dirt and germs got into the warm milk. The milk was sold to the public, and about half of the people supplied from this dairy contracted typhoid fever, the lecturer explains.

A surprised look passes over the faces of several women. Have they been drinking milk containing germs? Oh, the filth under that man's nails is sickening!

Another picture shows a grocer carrying in his arms a load of bread from a wagon. The bread is unwrapped and is held against his dirty apron. It is put into a case which has a broken door. The flies swarm over the bread. A customer appears, asking if the bread is fresh. The grocer produces a loaf, which she squeezes with a dirty looking hand. The grocer squeezes it but puts it back, for the woman selects another loaf. This squeezed loaf is shown again much magnified, with its small indentations made by the fingers, which the doctor says were found to contain germs. The person buying this loaf got the dirt and germs to eat.

Here two little women leave. They can't stand to hear this any longer. Their grocer does just as this one, and they are sick now to think of what they have probably been eating. The audience is restless; they look disgusted and appear to be on the verge of anger.

The doctor continues: "The alleys, stables and garbage heaps in this town are about the worst I ever saw. The flies are more numerous and happy than in any other place in this State."

He flashes on the screen an alley scene with flies swarming over all sorts of filth. One block from this alley is a beautiful residence street. The kitchen of one of these homes is seen. The cook stands in the door with the screen door open, talking to a delivery boy. The flies are swarming in. Two flies light on a bowl of salad and walk around, and one falls into the pitcher of cream; dozens crawl over some slices of boiled ham. Soon the cook lifts the fly out of the cream and shoos many off the salad and meat. Who will know the difference? The things look the same. Are they? Much magnified are shown the tracks and filth and germs.

"This is what many people eat three times a day," the doctor tells them. As the audience leaves, they talk about making Bill Barker clean up his store, inspecting the dairy, cleaning up the alleys, and killing flies. Every one is mad and disgusted enough to go to work.

"What a different place some folks can make of the same place." One month made the difference. Alleys clean, grocers careful to keep germs and filth from food, dairies inspected, and flies scarce.

What caused this change? The doctor knew how to put up his lecture so that the people would have to act. He knew the mechanism of human beings. In appealing to the instincts of avoidance and repulsion, he produced a change in habits of living. The aim of this lecture was to anger and offend even to the extent of making some women sick. When these instincts are awakened the only way to get satisfaction and rest is to clean up and get rid of all offensive things.

Probably no one pays more attention to human conduct and its laws than advertisers. Just knowing about a certain soap does not cause one to buy it. The success of its advertisement lies in the fact that the interests of all are appealed to. The pictures make one associate the soap with the kitchen, the bathroom, the bedroom; in short, when you think of soap, you think of that particular soap.

A boy does not like to be considered dressed up. He really likes to be dirty and shabby. One merchant saw a chance to use this. His advertisement read: "Boys, you don't want to be dressed up. You want good material, simply made; just like all boys are wearing." The result was this merchant supplied most of the boys' clothing, while the merchant who advertised "the latest fashions for boys" was carefully shunned. Those who get up advertisements know that by studying and appealing to instincts their pockets are filled with money.

Instincts are appealed to in all organizations and clubs that succeed. People feel pleasure just from being with other people. This instinct, gregariousness, is the basis of all organizations, though other instincts may play a large part. In the B. Y. P. U. and Epworth League the instincts of rivalry, display, ownership, sex-attraction, and the like, all assist in making these organizations a success. The eating instinct is not to be ignored, for through this appeal School and Civic Leagues can be made to run much more smoothly. Nothing so limbers up and takes the chill from one's heart as a dainty bit to eat.

Even the occupation or profession which you choose is determined more or less because of instincts. For instance, women can often make much money traveling for business firms, yet there are few women who enjoy such work. The reason is that the maternalistic instinct is usually the most dominant in woman, and such work does not afford any pleasure for this instinct. Women have only recently become nurses, yet this is now mainly a woman's profession. Why? It makes a strong appeal to the maternalistic instincts. Women naturally enjoy relieving

suffering. Traveling and selling goods appeal to the fighting instinct which is dominant in men; consequently, men delight to meet the difficulties of the road and conquer them.

The lazy, good-for-nothing man who won't work, but hunts and fishes all day, is only a victim of his instincts. Hunting and fishing are strong instincts in men, and, while these were once needed to support his family, they are now a drawback to him. When these instincts are so strong that they must be satisfied, some work should be found which will satisfy them. This man may make a good detective or policeman.

We often hear it said that success is due in a large measure to personality, yet personality is in no small measure due to the instinct of display. This causes one to hold his head up, to walk erect, and to appear sure of all he does.

Ability, then, is seeing how an appeal may be made so that results must come. The person who can decide what results he wants and how to appeal in such a way as to get these is a success.

Community Building Through Story-Telling

MAUD BARNARD

A STORY is told that once in the far East lived two brothers, both of whom were farmers. The older brother with his family owned many broad acres. The younger brother, who was unmarried, lived near him on a small farm.

The harvest time came and in the two fields the wheat was garnered. The younger brother looked at his field and reasoned to himself: "Yes, my brother does have more than I, but his family is larger and he has greater needs. I have only myself to look after," and he went by night and carried sheaves from his field and placed them in that of his brother. On the same day the older man glanced over his fields. Never had the harvest been so bountiful. "Still," he said, "with my growing family I shall have need of it all." Then he looked away to the meager fields of his brother, and mused: "He is my brother, and so young! It is true that he has only himself to look after, but somehow I have always felt responsible for him"; and he took his servants and by night they carried sheaves from his field and placed them in that of the younger brother.

The second night the same thing happened. On the third night at the edge of the two fields, with sheaves in their arms, the two brothers met—and the little story tells us that on this spot the city of Jerusalem was afterwards built.

Can this not be applied to the teacher and her school community? Can you imagine a successful school without the coöperation of the community, or a well developed community spirit without a growing and enthusiastic school? The two must be brought together; and this is usually accomplished by the teacher.

Each year we talk more about "community building," and each year we accomplish more; but there is still a great deal to be done. I feel sure that there is no greater help to the teacher in this work than the practice of story-telling. In the schoolroom, where the work starts, it is an easy matter. Stories seem to be necessary to the child's educational growth. The story-telling teacher finds every subject made easier by the use of stories, from the kindergarten to the high school. But the growing teacher leaves the school and enters the home. Here around the fireside she also enters the hearts of her patrons through her powers as a story-teller.

Not long ago a man from the country entered a certain county superintendent's office and said to the assistant superintendent: "I've come in to see you about that woman you've sent out yonder to supervise our school." In a second the superintendent was on guard. She didn't

propose to have the woman whom she had selected as primary supervisor criticised. "Well," she asked, "what do you have to say of her?"

"What have I got to say? Just this: I don't know what you are paying her, but if it is half of the county school fund, she is worth it—I've got that much to say." He went on to tell of the evening she spent in his home, when the neighbors came in and listened to her stories. Then he turned to a visitor in the room and asked, "Say, did you ever hear her tell 'The Cat and the Parrott'?" When answered "No," he exclaimed, "Man! you sho' got something to live for! But," turning to the assistant superintendent, "what I really came in here for is to tell you there's no need in that woman coming into town and paying out board bills on Saturday and Sunday. Just let her come out and visit in our neighborhood. We'll take care of her."

In the church work, too, the teacher finds need of stories. The prayer-meetings can be made over by them. The Sunday-school is more attractive to the boys and girls if occasionally a story of Van Dyke's, Francis Hodgson Burnett's, or Raymond Macdonald Alden's is introduced.

Perhaps the teacher's greatest chance to know and help her community is at the public gatherings: rally days, parents' meetings, etc. Here the story plays an important part.

"The Palace Built by Music," by Raymond Macdonald Alden, can do more toward welding together a torn-up neighborhood than any sermon or lecture. Van Dyke's "Legend of Service" is an inspiration to all; and E. E. Hale's "10×1=10" could make any club work in earnest.

In rural sections there is great need of recreation for the young people. Their little parties and gatherings are not always what they should be. Again the teacher and her stories have a great opportunity for good. The nonsense story is needed, too. As a rule, country boys and girls have need of more laughter and sunshine in their lives. Why not give it to them? They enjoy the dialect stories. Uncle Remus is always good. For the older pupils the Irish stories by Shannon McManus are appreciated. The younger children never grow tired of the "Gingerbread Boy," and "Little Black Sambo," "The Tailey Po," "Epaminondas," and "The Hobyahs" are ever favorites.

But there is never any trouble in finding stories. They are published in abundance. The greatest thing is to get people to realize the power of stories and their own powers as story-tellers. We see the need. Is it not possible for the teacher to remember that the Great Teacher Himself went about giving his message of love, hope, and happiness in the guise of a story-teller? Then, why should she not go and do likewise? Take your stories into the homes, into the churches, and into the school-rooms. Let them speak to the old and to the young. Help the ones who now smile to keep on smiling, and place joy and happiness in the hearts of those who have forgotten the laughter and sunshine. And

whether you use the fairy, nonsense, or community building stories, you can feel, with Sam Walter Foss, that

“When you leave your house of clay,
Wandering in the far-away;
When you travel through the strange
Country far beyond the range,
Then the souls you’ve cheered will know
Who you be, and say, ‘Hullo!’”

What Is This Monster?

I am more powerful than the combined armies of the world.

I have destroyed more men than all the wars of nations.

I am more deadly than bullets, and I have wrecked more homes than the mightiest of siege guns.

I steal, in the United States alone, over \$300,000,000 each year.

I spare no one, and I find my victims among the rich and poor alike, the young, the old, the strong and the weak. Widows and orphans know me.

I loom up to such proportions that I cast my shadow over every field of labor, from the turning of the grindstone to the moving of every railroad train.

I massacre thousands upon thousands of wage earners every year.

I am relentless.

I am everywhere—in the house, on the street, in the factory, at railroad crossings and on the sea.

I bring sickness, degradation and death, and yet few seek to avoid me.

I destroy, crush and maim; I give nothing, but take all.

I am your worst enemy.

Answer—“I am carelessness.”—*Toledo Blade*.

Club Women and Education

DAISY BAILEY WAITT.

NORTH CAROLINA club women are actively interested in education. This fact is indicated in many ways. At the meeting of the State Federation of Women's Clubs at High Point last May fifty-two clubs reported active work along educational lines and twenty-six work done in connection with Moonlight Schools. This work is varied in character, but is done under subcommittees on Coöperation with Schools, Scholarships, and Loan Fund, and Illiteracy. It naturally groups itself under these heads.

The Sallie Southall Cotten Loan Fund is in its fourth year. It was established by club women to help needy students, and is available at any time, as no surplus may be invested but must be held ready to meet any emergency which may arise in a student's life. The terms on which the money is loaned make it possible for a student to borrow without interest until two years after she has left school. After that time interest is charged at 6 per cent. The fact that several loans have been so promptly repaid makes club women realize that money cannot be better invested. In addition to this loan fund there are several county loan funds maintained by club women, for the help of county girls and boys in certain schools. The Pitt County Loan Fund, through which two students were kept in the Training School last year, is of this character.

Coöperation with schools means not only coöperation in matters of local interest to various communities, but in the larger educational interests of the State. The great problems of the elimination of illiteracy, more adequate supervision, better trained teachers, and better paid teachers, are some of the questions in which club women are interesting themselves and for which they are working. Last year they gave their time, their money, and their interest to the Moonlight School campaign, and they will continue in the work until it can be truthfully said that there is no illiteracy in North Carolina. The problem of the Americanization of the immigrant, which is such a difficult one in many sections of the country, and on which the Education Department of the National Federation is working, is a comparatively small problem in North Carolina, but in several instances last year it solved itself through the Moonlight School; and, undoubtedly, as the Moonlight School develops into the permanent night school, it will not only meet the needs of the native illiterate who "ain't never had no chance," but also of the foreigner at our doors, who is to become an American citizen tomorrow. The work of teaching the illiterate and of Americanizing the foreigner has made a strong appeal to club women, as the number enlisted in the movement last year attested.

As to local coöperation with schools, officials everywhere are usually glad to have club women show their interest, and will yield to all reasonable requests. There are so many ways in which such coöperation may be shown that it is impossible to enumerate them.

The following typical extracts from a few of the reports made by clubs last year in different sections of the State will give a general idea of the work done by club women, and these reports are typical and can be duplicated by many other clubs.

No attempt has been made here to classify the work done by the clubs. The reports have been abridged and given as sent in.

Salisbury—The Travelers' Club. Several members taught in the Moonlight Schools and one member in a Y. M. C. A. night school class for working men and boys. Five prizes were given to the winners in the spelling contests at the County Commencement. The Library Extension of Salisbury was organized.

Lenoir—The Wise and Otherwise Club. The last installment toward the Stonewall Jackson Scholarship Fund was raised.

Edgecombe—Home Betterment Association. This club has an education committee but reports the whole club interested in educational work. Through its efforts a Federation of County Clubs, Farmers' Union, School Betterments, and Tomato and Canning Clubs has been effected. They meet with the Superintendent of Public Instruction and Teachers' Association, discuss live problems of the day and local conditions, endeavoring to improve them. A movement for a public library has been started. They arranged for the Chautauqua, worked for the Moonlight School movement, and gave the teachers a community luncheon after they brought in their reports of the Moonlight School work. This club also assisted in preparing and serving the dinner for the County Commencement.

Goldsboro—Woman's Club. The education committee assisted in finding the illiterates reported in the census, and otherwise aided the Moonlight School movement. They also worked for better fire protection in the schools.

Winter Park—Civic League. This club is only two years old but its work has been centered in the school and its immediate surroundings. They planted hedges and other shrubbery, besides arranging a complete playground for the children. The tennis court, basket-ball and baseball grounds were laid off and the club women purchased all the necessary balls, etc. They have also bought a piano for the school.

Masonboro—Mothers' Club. To quote from their report: "It was of an educational intent from the beginning, for we were anxious to become better informed along all lines." The chairman of education secured good lectures for the meeting, one of them the gifted author, Melville Chater.

Wilmington—Sorosis. The club was fully aroused on the illiteracy problem, believing that one of the most important problems now in educational work is that of awakening the illiterate and of the public in their behalf. The club women of Wilmington not only assisted the teachers during November in the Moonlight School work, but, in March, conducted three moonlight schools through their own efforts. A permanent committee for Moonlight Schools was organized and the Board of Education petitioned for a permanent night school. The club women also did untiring work for compulsory education in New Hanover County.

Charlotte—Woman's Club. Worked for Moonlight Schools. Had lectures on various educational topics, furnished committees to go to rural schools and act as judges preliminary to the County Commencement. They also waged a campaign against an old, unfit building.

Gastonia—Betterment Association. This association has a number of auxiliary associations that work entirely for the betterment of school conditions in their mill districts. This club has moulded public sentiment until the town has built a splendid high school, into which they have succeeded in introducing courses in Domestic Science and Music, and are working for business courses. They conducted successful moonlight schools.

Asheville—Woman's Club. Contributed to a fund to provide a canning club supervisor for the county.

The Federated Clubs of Asheville maintain a loan fund which pays the expenses of a student at the State Normal College. They have done this for five years. These clubs contributed to the Moonlight School Fund.

Tryon—The Lanier Club. The education committee has worked actively in connection with the public schools. They attempted a night school but the attendance was small. One member personally introduced dental inspection in the public school. Two gold shields were awarded to the boy and girl measuring up best in the second inspection. This club pays for a teacher of sewing in the school, and the movement has been very successful.

Marion—The Twentieth Century Club of Marion has established a loan fund for the High School, through which needy boys and girls who live in the county may secure assistance in meeting their expenses. This club actively coöperated with the authorities in the Moonlight School movement. They donated an oil stove to one of the schools where Domestic Science was being taught to the women in the mill village. Several members taught in the Moonlight School. The club stands ready to coöperate with the school authorities for better rural schools, better supervision, and better trained teachers.

Raleigh—Woman's Club. The Education Department coöperated with the committee who helped to entertain the North Carolina Teach-

ers' Assembly, while the whole club placed the children who came to demonstrate before the Assembly. It was an excellent piece of educational coöperative work.

Lectures were given on subjects of general educational interest, among others one by Mr. Harwood, of the Richmond High School, who is a leader of the Gary ideas in the South.

At one meeting a resolution was passed calling for a woman trustee on the board of the State Normal College at Greensboro, especially looking toward efficiency in training for the home and the vocations of gainful employment in skilled work. This resolution was also presented by the Raleigh club at the meeting of the State Federation in High Point, and received the endorsement of all the clubs of the State.

Chapel Hill—Community Club. In addition to work done along a number of the lines already mentioned, such as Moonlight Schools, lectures, etc., this active club coöperated in plans to make the County Commencement a success, served lunch to the teachers on Rally Day, had charge of a local tea-room in November, and contributed the proceeds to a school piano fund, saw to it that the school librarian was paid, and carried through a Shakespeare Pageant in coöperation with the public school.

Greenville—The Round Table Club tried, through its committee on schools, to be helpful to one of the county schools, making it the center of their education efforts. They coöperated with the canning clubs by purchasing their goods.

End of the Century. This club, together with the other Federated Clubs of Pitt County, has, for two years, maintained a loan fund for the benefit of Pitt County girls attending the East Carolina Teachers' Training School.

Wilson—Woman's Club started and helped maintain a permanent night school and, in connection with it, a Moonlight School. They offered prizes to the children of the county for the best composition brought in on Health Day. Indirectly the club has been the means of encouraging more interest in the city schools and the work done in them.

High Point—Woman's Club. The education committee helped in conducting a Moonlight School in High Point. In addition to the several branches taught, they also conducted classes in Domestic Science and Physical Culture.

A very beautiful piece of coöperative work between teachers and club women was demonstrated by this club and the schools during the meeting of the State Federation at High Point, when, on the afternoon of the Education Conference, the school children from all the city schools passed in review before the delegates to the convention, presenting the history of America in pageant form.

A number of reports mention work done in connection with Arbor Day, Health, Censoring of the Films in Picture Shows, Library Exten-

sion, Art and Music in the Schools, and various other lines of work. All show an active interest in education and the part which club women are playing in coöperation with educational authorities of town, county, and State. No town in the State can afford not to have the club women interested in its schools, and no club woman can afford not to be interested in the schools which are training her sons and daughters. Good teachers everywhere realize this, and coöperation with schools becomes an easy matter.

Why the Boy Leaves

Here are some suggestive questions pertinent to the topic: Back to the Farm. If farmer parents would take the hint presented in these questions, there would be no such problem as getting population to flow back to the country—at least it would be solved in a great measure.

1. Did you ever know a boy who owned the pigs and the lambs, but whose dad owned all the hogs and the sheep?
2. Did you ever know a boy who didn't like to have a room of his very own with a stove in it, so that he could stay there even on a cold night?
3. Did you ever know a boy who didn't like to have a horse and buggy of his own? How did you like to ask for the horse and buggy every time you wanted to go somewhere?
4. Did you ever know a boy who didn't work better when he had a share in the crop, or when he had one field with which to do as he pleased?
5. Did you ever know from being a boy, how the townworker boy was envied because he had a room that was his very own; a room in which he could leave his trunk and good clothes and know they would be unmolested?
6. Do you realize that the way you felt under these conditions is about the way all other boys feel?
7. Did you know that time and thought spent on boys will pay as well as time and thought spent on pigs, cows and sugar-beets?

We know a concrete case in Preston County. A boy of twelve is cultivating a truck-patch which is his very own. He grows many kinds of garden vegetables, sells them, and the money goes to his own bank account. So far this year he has banked \$125! Does he like the country well enough to stay there? He is planning to make a scientific farmer out of himself. Already he knows a great lot about scientific farming. He is not neglecting his regular schooling either. Oh, no, he's not a premature money-grubber. He is just a boy, just like other boys; except that he has great joy in his work on the farm, and has a father who is wise in his management of boys—very wise. This is a true story. We can give names, locations, plans and specifications. Do you have boys on the farm? "Go thou and do likewise."—*The School Journal and Educator*.

Organized Health Work in North Carolina

GRACE SMITH,

Class of '14.

TN North Carolina the work of the State Board of Health has been organized into six departments, namely: the Executive Office, the State Laboratory of Hygiene, the Bureau of Engineering and Education, the Bureau of Vital Statistics, the Bureau of Tuberculosis, and the Sanatorium, and the Bureau of Rural Sanitation. To maintain this Board of Health the appropriations for 1915-17 are \$55,000.

While each of these departments has separate and distinct work to do, yet the results accomplished by the Board of Health depend upon the coöperation of the different divisions. To illustrate: The Sanatorium by itself is capable of great accomplishments, but the Sanatorium supported and assisted by the influence and activities of the other executive divisions of the State Board of Health is capable of far greater accomplishments; on the other hand, the loss of the State Sanatorium to the State Board of Health would cripple the entire organization. The same is true in reference to each department, for "In union there is strength."

To appreciate the full value of the work it is necessary to look into each department. The Executive Department has devised a unit system so that certain diseases and unsanitary conditions found in counties that do not have whole-time health officers may be handled in an organized way by men especially trained and experienced in attacking each unit of county health work. The county unit of typhoid vaccination and the county unit of medical inspection of schools, coupled with a plan of popular sanitary instruction of both school children and the public, are examples of this unit system.

The Executive Office has been successful in interesting certain Federal agencies in undertaking valuable health work in North Carolina. In 1915 the Federal Government showed its willingness to coöperate with the State by the campaign conducted in Orange County against typhoid; the result was that the sanitary arrangements were improved in 35 per cent of the homes in that county. In Cumberland County the Federal Children's Bureau will do a piece of work to develop infant hygiene. The United States Public Health Service has promised to put one of their own officials in Edgecombe County as a whole-time health officer to work out a model system of county health work. All that this work will cost Edgecombe County is \$1,500 annually for the actual expenses of the work.

The Executive Department is at work on two other items of vital interest—sanitary and hygienic care of prisoners, and sanitary hotel regulations. The latter policy went into effect June 1st, this year.

The Executive Office, with the State University, has worked out a plan to aid the medical profession in our State in the way of post-graduate medical education. This is so planned that, from a financial standpoint, it is within the reach of every physician, because this plan brings the post-graduate teacher to the class of physicians, instead of taking 50 or 60 physicians, at an enormous price, to the teacher. By benefiting the medical profession the public health is benefited. This is considered the greatest piece of work attempted by the Board.

The outline of the plan, as given in the *University News Letter*, is as follows:

Groups of six towns, situated relatively close together, are selected as the territory for a single instructor. In each town a class is formed, composed of physicians from the town itself and from the surrounding country. A skilled scientist is then brought from one of the centers of medical progress, to give instruction for sixteen weeks in each circuit of towns. His procedure is to lecture to the class in the first town on Monday morning, for example, and to hold a clinic in the afternoon. On the next day he proceeds to another town, lectures, and holds another clinic; then to another, and so on, returning to the first as soon as the round is completed. Each class thus gets sixteen lectures, with accompanying clinical demonstrations, during the course.

Two of these classes in post-graduate medical work were conducted during this summer. One of these was conducted in the East by Dr. Louis Webb Hill, of Boston. It extended over sixteen weeks, and was given in Raleigh, Salem, Wilson, Roanoke Rapids, Goldsboro, and Tarboro. A lecture was given in each of these towns on one day in each week, and a clinic held. The subject of the course was the diseases of children. Eighty-one physicians took this work.

A similar course was given in the West by Dr. Jesse R. Gerstley, of Chicago, in the following six towns: Greensboro, High Point, Statesville, Mooresville, Winston-Salem, and Salisbury. This course lasted thirteen weeks, and was taken by eighty-eight physicians. At the end of the lectures an examination was held. The subject of this course was the same as the other. The physicians paid a fee covering the expenses of this course. The University issued a certificate of credit to all physicians who fulfilled the requirements.

The work of the State Laboratory of Hygiene is divided into general examinations, production and distribution of biological products, and the administration of Pasteur treatments. The free vaccine now distributed by the State Laboratory saves the State between \$100,000 and \$150,000 a year. In the year 1915-1916, 4,375 doses of anti-rabic vaccine were distributed. These Pasteur treatments are estimated to save the State about \$24,000 a year. In the last year the State Laboratory was responsible for over 100,000 complete vaccinations against typhoid.

Within six months over 10,000 school children in three counties were examined for common defects of school life. Three thousand were found to have these defects, and the parents of those children are being urged, through correspondence and literature, to have their children treated.

The work of the Bureau of Engineering and Education is divided into two parts: Educational and Engineering.

The educational policy is carried out through a system of Bulletins which have had a circulation of 51,000 a month, a regular press service, a well assorted series of public health pamphlets for free distribution, a system of stereopticon health lectures given by interested citizens throughout the State and furnished by the educational bureau, a general exhibit, and, recently established, a system of moving picture shows. During the last year the Board of Health, upon the request of citizens of the State, has distributed 65,000 pamphlets on tuberculosis, 65,000 on typhoid, 20,000 on malaria, 2,000 on adenoids, and 3,000 on scarlet fever. It is a fact to be greatly deplored that the Monthly Health Bulletin which has been so popular, has had to be reduced in size and can no longer be issued each month, as hitherto, because of the lack of sufficient funds to pay the expenses.

There are about 300 of the stock lectures given a year. All material, including slides, skeleton lectures and portable lantern outfits, is sent by parcel post to be used by the lecturer in addresses before those interested in civic organizations.

The traveling exhibit has been shown to about 25,000 people in twenty towns during the past year. The principal object of this work is to arouse the communities, and to create general interest in health work.

The moving picture outfit, fortunately, can be taken into any country schoolhouse, miles away from an electrical current, as well as into the house lighted with electricity, and there a moving picture health show may be given.

The engineering work consists of receiving and approving plans for waterworks and sewerage, and in examining inspectors' reports of watersheds.

The work of the Bureau of Vital Statistics is important from a legal as well as from a sanitary standpoint. It furnishes an official record of all deaths, and the cause of all deaths, and a record of births by which lines of descent can be traced and inheritances properly distributed. Matters of insurance questions, of suffrage, child labor, marriageable age, age of consent, all hinge on these records. The greatest sanitary value of these records is to prove that North Carolina and the other Southern States within the Registration Area, namely, Virginia and Kentucky, are as healthy as any other section of the United States. The birth rate of North Carolina is 31.5 per thousand, while the death rate is 13.3. This report establishes the fact that North

Carolina is as healthy as the average State in the Union, and, considering her age, race distribution and high birth rate, one of the healthiest States in the Union.

The Bureau of Tuberculosis and the Sanatorium is divided into three parts: First, the Sanatorium, acting as a training school for as many of the tuberculosis patients as it can accommodate, teaches them how to care for themselves and to keep from giving the disease to friends when they return home. Second, this bureau keeps in touch, by means of correspondence, with the patients, sends sputum cups, and suitable literature to all cases reported to them. Third, this bureau works with the medical profession to improve their diagnosis and treatment of the disease.

The Bureau of Rural Sanitation does its work by coöperation with county health officers and county physicians, and also by the extension of the unit system of county health work. Now there are eleven counties that have whole-time health officers. At this time the development of a definite plan of county health work is the all-important need of the whole-time county health officer idea.

During the past year the unit of system for free typhoid vaccination was carried out in 12 counties, giving 52,000 people the complete vaccination. In 1914, these 12 counties had a total of 175 deaths from typhoid fever. In 1915, in the same counties, there were 132 deaths from typhoid fever, a decrease of 45 deaths. The 12 counties appropriated \$6,500 for this work.

The Bureau of Rural Sanitation also carries out the unit of medical inspection of schools in counties that make the proper appropriations. Along with the inspection work, lectures on sanitary and hygienic subjects are given. In the schools the children study the prevention of diseases and prepare compositions on sanitary and hygienic subjects. Therefore, the school children and the whole community are reached by the unit system.

The work of the State Board of Health has developed and is still developing in extent and variety. Each department takes on more work each year. Now North Carolina has the highest rate of efficiency in state health work of any of the Southern States. The ambition of the State Board of Health is to make conditions such that the State will have the highest rate of efficiency in state health work of any State in the Union.

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: \$1.00 a year.

25 cents single copy.

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VOL. III.

OCTOBER, NOVEMBER, DECEMBER, 1916.

No. 3.

A Message for the Home State from Alabama

The article in this issue by Mr. Judd was written while the shouts from the election were still in the air. He knew that the cause had won, but did not know the exact figures. After the article came the message: "I have just heard from Superintendent Feagin by telephone. The majority for the amendment is between 15,000 and 20,000."

Mr. Judd has been going night and day working for the cause of better educational ideals and laws in Alabama, but, with clear understanding of what the people "back home" were interested in, took time to send an account to his home State of what he and his fellow-workers had done. Some one said it was interesting to see him buttonholing the Alabama politicians in true Wake County fashion. North Carolina can learn valuable lessons from Alabama in this.

The Laggard Law

"Preference will be given to teachers who have had four years high school work," is the notice a number of superintendents are sending out to schools to which they are looking for their teachers. The student who has had normal training in addition to this is given first choice of schools. The high schools are giving preference to those who have college training, degrees from colleges of the first rank. Public sentiment is taking care of the question of preparation of its teachers. Does this not prove that we are ready for some law? While the question is settling itself, in a way,

yet new legislation is needed to protect those who are getting preparation and to keep out the unfit. "Post-card certificates" are only expedients at best, but they should be driven out altogether.

In the matter of professional training, the practice is again ahead of the law. The schools are giving courses in pedagogy, not to meet the requirements of the law but of the people. Thus are some of the points in the bill presented to the last General Assembly, but which failed to pass, getting carried out in the State.

Talk for Certification The bill for the certification was lost largely because the members of the General Assembly thought the teachers of the State were either hostile to it or indifferent. They knew the leaders were for it, but they could not find interest in it among the masses of the teachers. Whatever legislation is proposed this winter, you look at it carefully and see if it is not to your advantage. Then talk for it. Members of the Legislature are only trying to carry out your will.

In the Department of Reviews is a notice of a bulletin from the Bureau of Education that would make you open your eyes and see yourself as others see us in comparison with other States. Although this bulletin is five years old, and some of the statistics from other States are out of date, North Carolina has not advanced one notch in the legal status of its teachers. Many of those who were then far ahead of us have passed some educational laws since then.

WHAT IS NORTH CAROLINA'S "SYSTEM?"

What is our "system of education" in North Carolina? Do you realize that our State Department of Education has supervision only over the rural schools and those in the very small towns? There are 107 other systems in the State, because there are as many systems as there are graded schools. If you think there is any uniformity of grades or books follow a child in a family that moves from town to town, or teach a while in a school that draws its students from various schools.

An Impetus to Agricultural Extension Work Among the Boys Mr. Sydney G. Rubinow, the new assistant Boys' Club agent, is a live, wide-awake man, well equipped for the work he is among us to do. He comes directly from the A. and M. College of Texas, where he has been doing extension work. He is a combination in this training of Cornell and the University of Wisconsin, the best combination the United States affords. He is not only a man who knows his subject thoroughly, but he under-

stands how to pass it on to others, and he knows people. He is a fluent writer, a contributor to *Country Gentleman* and to some of the farm magazines. He is a great believer in publicity. His article in this issue is a readable, sane presentation of a subject many minds have been floundering around without getting much out of it except that it is important. A man of his equipment, personality, and facile expression is a distinct gain to the cause of extension work in agriculture in this State.

**A Deplorable
Handicap**

The article on the organization of the health work in North Carolina was compiled from reports made to the North Carolina Medical Society, a review of its activities, etc., by the Department of Health. This State ranks first among the States of the South in its health work; but we should not pause in the work until it stands first in the Union in this matter. There is still much to be done. The Health Bulletin did a great work in popularizing health subjects and forced the people to read health articles, because people cannot resist an attractive magazine. It is a pity that the work has been handicapped because of lack of funds for carrying it on, but the quarterly bulletin can still do a great work. Next to the public health talks and demonstrations with illustrations, the bulletin has perhaps made the strongest appeal to the public of any of the means used by the Health Department.

**The Awe of
the Word is
Gone**

The word *psychology* has become a popular word since people are realizing that it is simply plain, old-fashioned, common-sense knowledge of human nature, which, in this analytical age, has been carried farther and has become a science. We hear of the "psychology of advertising," the "psychology of salesmanship," the "psychology of hiring and firing," and so it goes, and it is applied to the masses, the child, the servant, the teachers. Wherever one human being is to deal with others, the need of the understanding of human beings is felt, and people are beginning to see that it can be studied, and is not merely a gift. Know thyself, and through thyself thy fellow-man, is the old-new wisdom that brings success.

**Penny Wise
and Pound
Foolish?**

One of the slogans of the age is "Conserve the waste." One of the articles in this issue applies that cry to the place where the waste is perhaps greatest and where it is apt to be noticed least by the casual observer. It is far more important than saving the waste paper and rags for high

prices, or saving potato parings that there may be more food, but it is not as spectacular, perhaps because it is not immediately converted into pennies. Are we not all prone to see the near penny, and let it shut off the sight of the farther off pound?

**Robert
Herring
Wright**

All connected with East Carolina Teachers Training School, whether now or at any time during the few years of its life, feel a peculiar interest in the Teachers' Assembly this year because our President Wright is at the head—the man who has been the greatest factor in the success of the school. It might offend good taste to say as much about him as the editors of the QUARTERLY would wish to say, but we do not think it amiss to put him into a little of the "Who's Who" of the Assembly. A man of convictions, of earnestness and a man of visions, loyal to ideals; one who sees the larger plan, and, no matter how discouraging the near-by things seem, one who is ever ready to push on beyond them. With eyes set fixedly on the goal, he preaches, "Have an aim," and his aim has been to help put better teachers into the schools of the State. When arguing the necessity of putting a one-year class into the school, he said, "We must take what we find and make it better, and as the things we find get better, we can then lift the standard. Our big aim is to make good teachers, but we must first make better teachers, and in the end we can make good teachers." Appreciating high standards of scholarship and culture, he saw that if the immediate goal were too high he would shut off the very ones we wished to reach. To him setting standards for students is like a boy in field sports learning to vault the pole; each time when he has gone over the pole it is lifted a little higher. He has been a believer in placing the student where he is able to go; regardless of the amount of book work covered. He has gloried in discovering the good in students that have seemed failures.

He also practices what he preaches in regard to community work: in church and civic life he is a leader. He is president of the Carolina Club of Greenville, an organization that is a combination commercial and social club. He is on the public library committee for his town, a committee whose task is to devise ways and means of pushing the question of a public town library. He believes in taking part in church work, though it matters little to him what the denomination. He proved his belief in this by taking hold of a long-standing debt in his church, becoming chairman of the finance committee, and raising the debt, when repeated failures had discouraged his predecessors.

He keeps in touch with the educational thought of the day, not merely through reading, but in attending and taking part in educational meetings, believing that it is his duty to be on hand and get and give

ideas wherever educators congregate; yet he is not one who goes off after the false *isms* of the age. The most interesting study to him is people, not only grown people, but also little children, and he sees the one in the other. We are glad the teachers of the State have him as their leader this year.

The regular editors wish to acknowledge and to thank publicly certain kind colleagues who helped with the summer issue of the QUARTERLY, in addition to those whose names appeared in that issue. The faculty editor was in the flood district in the western part of the State, where she was waiting for the proof. The proof was caught on the way and delayed, but telegraph wires were not down. Duplicate proof was arranged for by telegraph, and Misses Graham and Waitt, of the faculty, took charge of it. Miss Grace Smith, of the class of '14, who lives in Greenville, took charge of the mailing.

TRAINING SCHOOL GET-TOGETHER DINNER ON FRIDAY EVENING,
DECEMBER 1, RALEIGH.

Distinguished Guests of the Assembly

MARTIN GROVE BRUMBAUGH, Governor of Pennsylvania, who is one of the leading speakers of the Teachers' Assembly this year, is one of the public men of the day who have done active service in the school room. He comes to speak to teachers as one who knows them thoroughly, both those in the city and those in the country. For years he was superintendent of the schools of Philadelphia. He was at one time president of Juniata College, Huntington, Pennsylvania. His first school work was as superintendent of schools of Huntington County, Pa. He has been a conductor of teachers' institutes, was first Commissioner of Education in Pennsylvania, and was then professor of Pedagogy in University of Pennsylvania. He is a member of various societies, and is an author of note. Before he was elected Governor he was a member of the Pennsylvania State Board of Education.

He first attended Juniata College, and then went to the University of Pennsylvania, where he received his Ph.D. degree. The degree of LL.D. has been conferred upon him.

He has given his State the best school laws it has ever had. Combined with his rare power of seeing things in a broad, clear way, he knew first hand the actual needs of the schools of his State, whether rural school, college, or the city school. He has never lost touch. By his work in institutes in other States he was able to get a comparative view and to see beyond his own State.

He is the new type of politician that came into power not because of party machinations, but because he had the welfare of the whole people at heart.

DR. WILLIAM CHANDLER BAGLEY, whose address on Wednesday evening, November 29, is one of the features of the Teachers' Assembly, and who makes several addresses before departments, is director of the Department of Education in the University of Illinois. Dr. Bagley is an editor and author of National reputation. He is editor of the *Journal of Educational Psychology*, advisory editor of the *School Review* and of the *Western Journal of Education*. The best known of his books on educational subjects are: *The Educational Process*, *Classroom Management*, *Craftsmanship in Teaching*, and *Educational Values*.

Before entering upon his work at the University of Illinois he was superintendent of the training department of the State Normal School at Oswego, New York. Before that he was vice-president and director of the training department of the Montana State Normal College. His first teaching was as assistant in psychology in Cornell University. After that he was a school principal in St. Louis.

He has his doctor's degree from Cornell University, his master's degree from the University of Wisconsin, and his first degree from the Agricultural College of Michigan.

Dr. Bagley is still comparatively a young man. He has a pleasing personality, and immediately impresses one as a man of great culture and as a scholar, but not the old type of recluse scholar. One feels that there is a man who is full of the new spirit, ready to lead along new lines, yet keenly appreciative of the best in the old. He is a man of high standards; one who will not discard the old until he is convinced that there is much better in the new. He is a sane, wholesome thinker.

DR. THOMAS H. BRIGGS is one of our very own, as he is a Raleigh man simply coming home again, to bring his message to his fellow people. He is the best authority in the United States on Secondary Education. He is professor of Secondary Education in Columbia University. He has his doctor's degree from Columbia. He is author of several books and has written a number of articles on educational subjects.

DR. F. C. DYKEMA has charge of the pageant and festival work at the University of Wisconsin. Dr. Dykema was one of the pioneers of the new art of pageantry. When connected with the Ethical Culture School in New York City he conducted pageants, wrote on pageants and pageantry and on the socializing influence of music making. He is one of the leaders in bringing music to the people, or rather, in awakening the musical in people. He has been one of the leaders in getting the public to see the value of musical and dramatic expression.

Suggestions

The Tree-Dwellers

Much of the work in the third grade of the Model School this fall has centered about the story of the Tree-dwellers.

Having, in the lower grades, dealt with the home and its various activities, it is important that the child should gain a knowledge of just how that home, with all its comforts and privileges, has come to exist for him. Through a study of primitive life, as depicted in *The Tree-dwellers*, one of Miss Dopp's charming books, the child learns in a forceful manner something of the social and industrial changes which have been necessary in the development and advancement of the race.

In the story of Sharptooth and her people, with their daily struggle for existence, he, for the first time, perhaps, becomes conscious of the fact that the food, clothing, and shelter which, up to this time, he has taken as a matter of course, have been made possible only after ages of toil and hardships on the part of his forefathers.

He compares the conditions under which these primitive people lived with his own environment, and imagines what he would have done had he lived then. Through the story he gains a deeper appreciation of his many privileges and a greater respect for honest labor.

The story lends itself easily to work in language, spelling, drawing, and construction. In modeling in sand the country of the Tree-dwellers, with its wooded hills, grassy plains, forests, and winding streams, the children have incidentally learned some valuable lessons in geography. After studying the various wild animals of that time, discussing and writing about them in the language and spelling periods, they were then modeled in clay by the children, and added much to the reality of the scene represented on the sand-table.

Much reproduction, both oral and written, has grown out of the reading of the story, and the children, as independent seat-work, have drawn some interesting pictures illustrating parts of the story which have appealed most strongly to them. We are also planning to make booklets in which to mount some free-hand paper cuttings.

Aside from its other values, the sheer enjoyment which the child gets from the hearing of the story should commend it very highly to any teacher.

The Story of Columbus

Before I began the teaching of the story of Columbus three weeks were spent in gathering all the material possible. Books, text-books, and reference books I studied and toiled over until I became thoroughly saturated with the story.



1. FIRST GRADE AT MODEL SCHOOL
2. SECOND GRADE "CARRYING KNAPSACKS"
3. FOURTH GRADE SINGING HALLOWE'EN SONG

The next step was to organize the story into different sections so as to present the big things in Columbus's life rather than the trivial things. In order to do this I divided the story into five parts, then made an outline containing nine lessons, six on the story and three on the sand-table work. These were as follows:

I. Conditions and inhabitants of this country before white people came over.

II. Columbus's boyhood.

(a) Ambitions to prove his theory.

III. Conditions of Spain at this time.

(a) How and why he received aid from Spain.

(b) Preparation for voyage.

IV. The difficulties of the voyage.

V. Arrival in the new country.

(a) Landing.

(b) Trade.

(c) Return to Spain.

VI. Reproduction of story.

VII. Preparing for sand-table work (choosing objects).

VIII. Seat work—making things necessary for sand-table.

IX. Placing objects on sand-table.

The children had no text-books, so this was given to them in the form of a story. They lacked geography for their background, so the story had to be presented in the simplest form possible, and nothing could be based on a map. Only three countries were mentioned—The New World, Spain, and India.

The fact that Columbus discovered this New World by accident was impressed on their minds as much as possible. Illustrations were used to make them understand why Columbus found a new world instead of India. For instance, they knew Columbus thought when he started out he could sail straight across and reach India by water, but he found there was a country between Spain and India, and then, of course, they finally saw "he couldn't help bumping into it."

The next step was to bring out the most important things in the story.

The Voyage, The Landing, and Columbus before the Queen after his return, presented the most vivid pictures.

Some of the things that the children liked and understood best were:

1. Columbus's ideas in regard to the earth. Why he thought it was round.

2. The reasons he received aid, and the preparations for the voyage.

3. The treatment Columbus received from his men on the voyage.

Their rewards.

4. The Landing.

5. The return to Spain.

After the children seemed to get these big divisions of the story some of them still asked questions on the small points which were unimportant, but they were led back to the main point they were trying to bring out and saw for themselves how incidental their points were. For example, while they were discussing the Landing of Columbus, one child asked if his wife was living. This was referred to the class and they decided it did not matter if she was or was not because she did not come over to this new world with him. In like manner all incidental things were settled among themselves.

When the children reproduced the whole story this checked up the teacher's work and showed whether all points were cleared up and connected.

The first lesson on sand-table work was to pick out one scene that meant most to them, one they thought was most important. The Landing of Columbus was the first suggested, then the Voyage, and then Columbus before the Queen after his return. After discussing which would mean most to them and which required the most familiar objects they decided on The Landing.

The next lesson was in choosing the things necessary for the sand-table. How and where to get these things was the problem. This lesson required much judging and organizing on their part. Then they set to work making things for this sand-table. This required drawing, paper cutting, and folding. The last lesson was on placing these things on the sand-table.

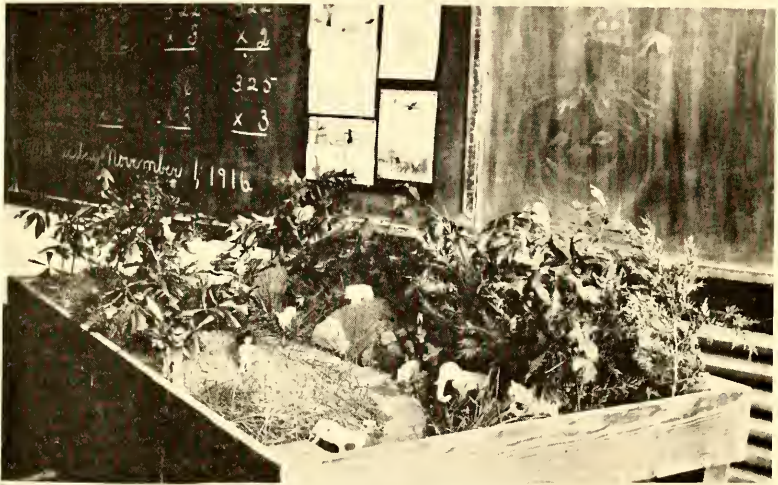
In this work the children were thrown on their own responsibility; if another placing was suggested there had to be good reasons given to support these suggestions.

The treatment of this story has proved to me that it is possible to teach history without a text-book in the hands of the children, for they see relationship of facts and dates to the big event and the significance of the story; whereas, in studying a text-book merely they are apt to give undue emphasis to these facts and dates and not catch the big idea.

Some special points that impressed me in this method of oral presentation were these:

1. Know your subject, then organize and make it over in language suited to the group you are teaching.
2. Find all the pictures in the story and present them in such a manner as to impress them upon the minds of the children.
3. Feel the story; be able to throw yourself into it, then the children will feel it also. For, if the teacher uses her feeling and imagination it must reflect upon the group she is teaching; her phrases, her gestures, and her facial expression show how great her feeling and imagination are.

I found, furthermore, that after the subject-matter has been presented properly there are other tasks ahead. Then comes the judgment and



1. THIRD GRADE AT MODEL SCHOOL
2. TREE-DWELLER SAND-TABLE IN THIRD GRADE
3. COLUMBUS SAND-TABLE IN FOURTH GRADE

self-activity of the pupils, for then, in letting them reproduce the story, came all the useless unimportant questions which took all the resourcefulness and ingenuity this teacher possessed to handle the situation.

And this one student-teacher was convinced that history, if treated properly, is not to the child a dry fact-to-fact subject, but one that is full of action, romance, and beauty.

SUE WALSTON, '17.

The Child Polylingual

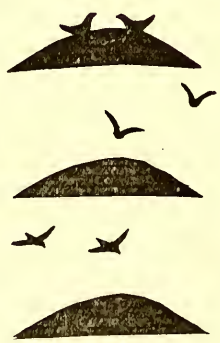
What is language? Is it merely oral expression? Is it the written expression? No, language is the communication of one's feelings or ideas to another in any manner he chooses. The child can make himself understood long before he can talk in connected sentences. As a baby he uses language that appeals to the eye in the movements and gestures he makes, or he appeals to the hearing with laughs and cries. Later, the child will use words such as "take," holding out his hands to his mother, which conveys to her the idea that he wishes to be taken by her. Not only does the child convey ideas in this way, but he can readily understand gestures and movements. For instance, if the very small child has once experienced a slap for punishment, there will be no difficulty in getting him to understand that he must not do certain things by indicating it with the movements of a slap. Also, the child likes pictures and can get thoughts from them long before he can read. Very often he will name the people or animals in the picture by some familiar name and will then tell where they are and what they are doing.

Another way the child, even when quite young, expresses himself is through the medium of the hand. He is never quite so happy as when paper and scissors are given him. Then this happy little fellow sets to work and his results are often surprising. He will cut bears, if he has seen a bear, or the picture of one, and he certainly will cut a "mamma," a "papa," and a "baby" doll. At about this time he is also making mud pies, mud fences, and mud houses, which may be called clay modeling.

Just about this same period the child wants a pencil and paper. If this is given him, he does not attempt to write but simply makes crude drawings, which to him represent almost anything he wants to. He will draw, very crudely, of course, his home, his playhouse, and his pets.

It is much later when the appeal to the eye through the written symbols reaches him. This stage of development begins at about seven years of age, but does not reach the degree which it is used to any extent until he has reached the fifth or sixth grade. Too often the teachers of the lower grades do not realize that language is such a broad subject, and that every lesson can be a language lesson.

FANNIE LEE SPEIR, '17.



CUT-WORK BOOKLETS

1 and 2, Little Boy Blue; 3, Tar Baby; 4, Mother Goose Rhymes

Oral Work

"Language is communicated thought, telling to others," says Cooley. It is the means by which a child tells his thoughts to others, and oral language is most frequently used. Language should be taught in the way that it will appeal to children best and will make them express themselves, bringing out the new as well as their old experiences. This means one must have subjects suited to the children. Children love to talk about their toys, a circus they saw the day before, something that happened on the playground, the things they do to help mother and father. The teacher should also be able to take the things that happen in and around the school and organize them so they become interesting oral language lessons. By oral work I do not mean informal discussions or haphazard questions and answers for getting subject-matter purely. I mean work definitely planned for the purpose of improving their oral expressions.

Oral language has four values: (1) It enables children to talk with more freedom, fluency, and expression on class and in conversation. (2) It brings about better sequence or organization by helping the children to stick to the point. For example, a short outline may be written on the board or a few questions asked, as, "Are we talking about that?" "Does that help us find out?" "What were we talking about?" (3) It checks ill-usage by showing them the correct form in conversation or in games, as, "Hiding the Chalk," and "guessing games," several of which were printed in the *QUARTERLY* for October, November, and December, 1915. (4) It gives a child more self-control, for, by getting up and expressing his thoughts to children and the teacher, he is able to express them more easily to any one.

Oral reproduction is one of the best means of getting good oral work. Children do not like to retell a story told by the teacher unless they are thoroughly familiar with it. It is not an easy thing, and the teacher should be in earnest if she is to get the children's attention. If the right stories are chosen better results will follow. The stories should have simple construction; that is, they should be connected, so that one part will suggest or call up in the child's mind what is to come next. The child will grasp these if thrown on his own responsibility. If the teacher is constantly giving suggestions the children will naturally look for them. The teacher can readily see what they need and she is better able to give it to them. If they have errors or get wrong interpretations she can give a little explanation. This will make children have more self-confidence, and they will be better prepared to retell the stories presented to them. Reproduction trains the children to speak for themselves; brings out the timid child, and checks the bold; also develops the originality of all. It helps them cultivate the use of good English and gives them an introduction and love for literature.

ADA M. CREDLE, '17.

Dramatization

Dramatization is one form of expression which is merely play, and is instinctive in childhood. Watch the little child in the primary grades as he is at his play. He takes the part of each character and is able to go through the story and act it according to his own thoughts and ideas. To the child merely playing the story is not sufficient, but he must live it. He must dress himself up, get things around him, and become the character. It takes little; the child is not as particular as the grown people, and can supply all his wants through imagination. He is a born actor and loses himself utterly in his part. Watch him as he plays alone at home. The child that has learned to play alone does not need an interpreter. You can hear him going through the whole story, having different voices and actions to suit the characters.

Dramatization not only gives free expression but it develops the social side of the child's life. Some child in the schoolroom is bashful and afraid and does not take an active part in his work. Suppose we let this continue? When dramatization work is begun this child becomes interested and wishes to take part, though at first he does not know how to do it. He watches the other children and imitates them; later he gets into the story and can make it his own thoughts and ideas. The child can soon be thrown on his own responsibility.

In dramatization in the schoolroom, in order to get free expression from the child, the teacher should be only a helper. She must place the responsibility on the class and let them take the initiative in the work. She should be ready to give suggestions when needed and put herself in the background. It is generally best to let the class choose a stage manager. If the teacher sees the children, in choosing their actors, are neglecting some that should be brought out, she can tactfully call attention to these children and bring them into the play too.

VIRGINIA SUTHER, '17.

Paper-Cutting

Paper-cutting gives a child more pleasure and offers a more direct means of self-expression than perhaps anything he can do. It also gives his interpretation, and shows how clear an idea he has of the object he is cutting.

With all paper-cutting there must be thought. The child must have a clear mental picture of an object before he can cut it. For instance, if a class of children in the country were asked to cut a pig after a study of "Tom, Tom, the Piper's Son," they would very probably cut a much better pig than would a class of city children. The country child has a clearer idea of a pig; he sees them almost daily, while the city child is very unfamiliar with them.

The first cutting of any object should be done freehand, without any guide or picture, providing the child has some idea to begin with. Then he should compare his cutting with the real object or a good picture of

it, and be led to see his defects. His attention should be called to the most noticeable defects first, and later to the minor ones. In correcting the defects, it is always better for the child to cut the object over than to cut or trim off the first cuttings. It is then possible for him to compare the cuttings and to see the improvement made.

VIRGINIA SLEDGE, '17.

Value of Clay Modeling

Clay offers another medium of free expression for the primary child. He has a world of things about him bringing him daily impressions, and as he expresses himself in various ways he learns to understand and appreciate this world of things.

Clay modeling may be made of deep significance and educational value. It cultivates careful attention, aids visualization and interpretation, and is of interest to the child. It has an advantage over other means of expression in that the children are given an opportunity to work with three dimensions rather than a flat surface. Here the realistic idea plays a very prominent part because they are making imitations of real images. (Notice the animals in the Tree-dweller sand-table, in the illustration.)

Many children fail to get the realistic insight to History and Geography because we, as teachers, fail to make use of models. For instance, in the study of the Eskimo, the children can model the igloo, thereby making their concept clearer. A good model brings all essentials to the eye with a single sweep.

The great value of this work lies in the development while working and not in the finer results. Our aim is to help clarify and strengthen the child's own idea through his efforts to express it in concrete form.

NANNIE MACK BROWN, '17.

The Value of Story-Telling

We, the seniors, have come to realize in our study of primary methods that story-telling is one of the invaluable aids in teaching oral language because of the thought it provokes and the opportunity it gives, by way of reproduction and discussion, for the expression of those thoughts. In our study the various phases we have given careful attention to are:

1. The purpose of story-telling.
2. What constitutes a good story.
3. Different types of stories.
4. Selection and adaptation of stories.
5. How to tell a story.
6. Different ways of handling a story.
7. The value of story-telling.

The only one we shall consider here is the value of story-telling. Every one likes to hear stories. Think of all the children you know!

Is there one among them who does not enjoy a story well told? And the grown people you know?—do they not like stories also? Have you never seen a family—father, mother, large brother, sister, and, perhaps, grandfather and grandmother—gathered around the fire after an evening meal listening to stories which different members of the family tell? Perhaps some of these were learned at school, but it makes no difference where they were learned just so they are the right sort. Was it not a pretty sight, and did not every one enjoy the stories? If only more of these happy hours of story-telling were encouraged in the home, if only for the enjoyment part and the happy relationship they create among the family group! But, alas, the schools alone, in many cases, have to feed all of the childish cravings for stories!

The craving of the child for stories is shown by the way he loves and treasures them. Even after he has grown older, and some of the stories no longer appeal to him, there is a pleasure and a sense of reality which the experiences he has lived through in hearing and telling stories in childhood have given that enrich his life and make it more enjoyable.

The things for which we value story-telling are: For the joy they give; for the sense of appreciation of good literature; the thoughts, aspirations ideals and superstitions that have been handed down to us through stories. They should be treasured for the appeal to the imagination; for the great moral truths they teach in the guise of interesting characters; for relieving the tense schoolroom atmosphere, and for their refreshing and creative power; as a tie or means of establishing a happy relation between teacher and pupil; as a means to enlarge and enrich the child's vocabulary and impress correct expressions; as a means of enriching the child's experience; for the information they give; for the power of attentiveness and concentration; for the aid to good organization; for creating a desire within the child to become like the great heroes; for broadening the child's sympathies; for the appeal to beauty; as a basis for a higher form of literature.

Below are some quotations on the value of story-telling which were taken from papers handed in for class work.

MARTHA ELVIN O'NEAL, '17.

Stories bring children to a conscious realization that to have interested listeners they must have something interesting to say, and to express it clearly and go directly to the point.

ELIZABETH MERCER, '17.

One of the great values of story-telling lies in its power of enriching the children's vocabularies. The child at this age is very imitative and likes to use expressions of the teacher, and, also, those he hears in stories told or read by the teacher. He comes across many new words and phrases which will unconsciously be taken and used as his own. Of course, we need not expect him to grasp every new word or phrase, but

the teacher must lead him to pick from the stories the choicest words so that they will be taken into life and used as a part of his daily speech.

AGNES THOMPSON, '17.

Stories are of great value in the development of linguistic sense. If the stories are presented to the children in the proper way, they will unconsciously develop the taste for correct English. They will get in the habit of using correct expressions, such as "He does not" for "He don't"; "I am not" for "I ain't," and "I take" for "I taken," through imitation of language used in the story-telling. Also, stories aid in organization, for the children hearing the happenings of the story told in their logical sequence will form the habit of organizing. This may be emphasized by telling and showing the child story-teller that he must tell things as they happen or the other children will not be interested in his story and will not listen attentively to what he is telling.

FANNIE LEE SPEIR, '17.

Without the story a child's life is incomplete. Take away this world of fancy and joy and you have eliminated the best there is in store for him, closed the port to vicarious experience, and practically abolished the simplest and quickest means of establishing a friendly relation between the teacher and pupil. The story not only enlivens and adds joy to the school life, but it can be made a basis for establishing a bond of happy relation between members of the family.

NANNIE MACK BROWN, '17.

Through story-telling the reading habit is formed in youth and creates a love for literature from which the child will never depart. It will become natural for him to use his spare minutes in profitable reading, and at the same time keep him from ever being lonely, when there are good books, magazines and newspapers about him. In them he will find pleasure, comfort, and amusement; so that he will not seek the things which often cause mischief and trouble.

Story-telling arouses and stimulates the feelings of the children, and this causes them to sympathize with the world about them. Through the vivid imagination of the child he can place himself in the place of some unfortunate persons and suffer as they do. They can live the life of the flowers, birds, and the animals, sharing their difficulties and sorrows.

BESSIE CASON, '17.

One of the greatest values of story-telling is the happy relationship that it creates between pupil and teacher. When the teacher tells a story she seems to the pupils as one of them, enjoying and appreciating their experiences as much as do the children. A good story will do so much toward relieving the intensity or stilted atmosphere of the school-room and will bring about a strong social bond which cannot be established in any other way.

JENNIE TAYLOR, '17.

A story is a work of art, and through its everlasting appeal of beauty the soul of man is given a new desire to grow. The immediate purpose of telling a story is to give joy, to please the hearer; his pleasure, not his instruction, comes first. Then, the teacher who has accomplished this one greatest aim of story-telling has enlarged and enriched the child's spiritual experience. All children and most grown people enjoy a good story that is well told, and the pleasure derived from it is not just for pleasure's sake only. It has a real value. Mutual enjoyment of a story brings any group into closer relationship with one another; thus it is a means of establishing that happy relation between the teacher and pupil which is so necessary in the schoolroom. Story-telling furnishes simple, wholesome enjoyment to any group of people. Whether it be a class of children in the schoolroom, a group of young people, or a family circle, they are getting real enjoyment of the story, and through this, its first value, they are also receiving instruction.

MUSA HARRIS, '17.

Through stories told and read in the schoolroom information is easily fixed in the minds of the children. Instead of bare facts or events, dry and uninteresting to children, they are clothed in details and made into story form.

In nature study a story of a bee, flower, fish or any phase of life gives all the principles needed, and is a means to make the child more interested in all nature study. Geography also offers a field for stories. Children have to imagine many processes in the industrial world, and remember the many products from all parts of the world. Stories, such as those of iron ore, from the mine to the steel products, of rubber, lead, tropical fruits and many other things, which pave the way to a real knowledge of geography, are very valuable. In the early study of history stories connected with the birthdays of great men, of pioneer life, heroes and explorers, cause the child to imagine actions and events, and historical scenes are made real to him.

The main points being brought out in these stories, real problems present themselves, and the judgment of the child is called forth. Self-reliant thinking is required, and comparisons drawn. The stories have done their work, and, though the details may be forgotten, the necessary truths remain with the child always.

RUTH SPIVEY, '17.

Stories furnish a splendid opportunity for exercising and developing the child's imagination. He comes to school endowed with the creative, imaginative impulse. His make-believe world is a pleasurable one, because it allows him scope for his powers. In stories, especially the Fairy Tales, the mysterious element takes hold of the child's fancy and sets it in motion. The suggestive language of these stories enables him to build up the characters in his imagination, so that they seem as real to him as his every-day playmates. His anxiety is heightened when

any danger threatens the hero, and his grief is intense when a wrong is practiced upon some innocent creature. Thus we see that good stories should come into the life of every child, enlarging and developing his imagination.

OLAVIA K. COX.

Teaching the Paragraph

The formal teaching of the paragraph may be approached by incidentally calling the child's attention to thought divisions in his reading almost from the very time that he begins it. For instance, when a child is reading orally, the thought should not be broken by stopping him in the midst of a paragraph and allowing another child to take up the reading at that point. Any aim may be given which will furnish incentive for the proper division of thought. For example, the child may be asked to read far enough to find out something about a character in his reading.

Unless some such approach as the above has been made it hardly seems wise to teach formal paragraphing in the fourth grade. This preparation had been made before I taught the subject in the fourth grade at the Model School.

I began the subject with a fable, the shortest unit of literature. After we had read the whole fable, I asked what the first part—meaning the first thought unit or paragraph—told about. Different answers were given. I continued thus through the three paragraphs in the fable. The children then chose from the list of titles that had been given those that they thought fitted best. Some few children knew and called these different divisions paragraphs. Then I asked how they knew where a paragraph began and ended. Various answers, such as, "Because there is a capital," "There are quotation marks," and "There is a period," were given. When I saw that they failed to grasp the thought unit idea I used the book, calling attention to a capital in the middle of a paragraph and asking if that were a new paragraph. And, in this way, I almost incidentally taught them indention, showing them that the eye can more readily grasp the thought divisions by means of indention.

The next day this lesson was followed by another similar one. This time we took a familiar fable, "The Lion and the Mouse." The children finally agreed that in this there are two divisions, "The Lion helps the Mouse," and "The Mouse repays the Lion." These two sentences were written on the board for the titles of the paragraphs, and I asked for that part of the story which told about the first sentence, then that which told about the second sentence.

This lesson was followed by seat work. The teacher wrote "The Ant and the Grasshopper" on the board, paying no attention to indention of paragraphs. An outline which the children knew as the titles of the paragraphs was put on the opposite side of the board. The children were told what had been done and asked to divide the fable into paragraphs, naming them as I had done in the outline.

Through these papers I learned that from this teaching the children had gained some concept of what a paragraph is.

The following day we continued our work by means of a picture study. A small magazine print of Landseer's "Saved" was placed in the hands of each child. They agreed that this told only a part of a story. They wanted to call the first part of the story "How the Child got into the River"; the second part, that told by the picture, they called "The Dog rescues the Child"; and the third part they named "How the Child is found and carried Home." Each child made his own story according to this outline. The children were asked how much of the story they would tell in the first part, the second part, and the third. Whenever a child went beyond his part of the story the others stopped him.

Although the picture study seemed to clarify the work with the fables, I would advise reversing the order, giving the picture study first.

The three steps I would suggest in teaching the paragraph are: (1) Calling attention to divisions in thought as in paragraphs in reading; (2) Picture Study; (3) Fables. OLA CARAWAN, '17.

Concrete Arithmetic in the Third Grade

"Arithmetic as a science is extremely abstract. The great question, how to concrete Arithmetic and to relate it closely to a child's experience has been a source of much controversy," for a child will learn a fact more quickly if he is given concrete problems. The different underlying principles of Arithmetic can be best learned through the solving of simple problems which touch the child's life.

Some interesting work has been done in the third grade at the Model School. In studying addition, multiplication, and subtraction, much of the work has been taught through concrete problems which grew out of the different school activities.

In connection with their language work the children had been collecting different kinds of leaves and pressing them to put in their nature booklet. Finding the amount of paper and ribbon needed in the making of these booklets furnished material for some real problems involving inches, feet, and yards. Other things that they made problems about was the picking of cotton and the making of bean-bags with which to play games. All four grades spent two afternoons in October picking cotton for the purpose of making money to buy pictures for their school-rooms. The children were eager to work out problems about this to find the result of their work. The following will give some idea as to the nature of the problems:

If we have a piece of paper 27 inches long and 24 inches wide, how many booklet backs can we get out of it if the backs are 6 inches by 9 inches?

The children had had very little division, so this was explained by having a diagram of the rectangles representing the sizes of the paper.

A child came to the board and placed on the larger rectangle a piece of paper 9 inches by 6 inches, having the class to decide which was the best way to place it so as not to waste any of the material. Here they had practice in the use of the ruler and division.

If it takes one big sheet of paper 27 inches by 24 inches for two rows of children, how many sheets will it take for twelve rows?

These are some of the problems based on cotton picking:

On Tuesday the second grade picked 153 pounds of cotton and the third grade 175 pounds. How many more pounds did the third grade pick than the second?

On Wednesday each child in the third grade picked on the average of 5 pounds of cotton. How many pounds did this grade pick? Remember there are 36 children in here.

The first grade picked 79 pounds of cotton, the second 156 pounds, the third 175 pounds, and the fourth 179 pounds. How many pounds did they pick together?

The bean-bag problems were taken up like the nature booklet problems. They found how many bean-bags, a certain length and width, could be made out of a given amount of cloth without wasting any. A diagram was used in explaining this.

These real problems furnished a motive for the children as they grew out of the things they were interested in around and about their school.

LILLIE MAE WHITEHEAD, '17.

Socializing Number Work

Liquid measure, as it can be taught in the second grade, furnishes an ideal opportunity for socializing number work. In the first place, the children have a background on which to base the knowledge they will receive. Most of them have purchased things by the pint or quart. Some even have acquaintance with the gill and gallon measures. Upon this foundation a most interesting plan can be made, through which the children will get the essentials of liquid measure without being conscious of it. There will be no grind as the bare learning of facts would call for, but there will be an intense interest, and, what is better, the application of their knowledge to practical problems.

The plan which was most successfully used for this was playing "The Milk-man."

By means of this game, and in preparation for it, the children can be taught the facts of liquid measure. This can be done very well by having in the classroom a large tub or vessel filled with water. Have each measure that you intend to use—the gill, the pint, the quart, the gallon—and through the development method familiarize the pupils

with these and their relation to each other. Too much emphasis should not be placed on the gill, as this will not be of paramount importance in their play. Have a general discussion of these measures. Let each child tell something he has purchased by the pint or quart. Show them the gallon measure, the quart, the pint, and let them estimate how many times the pint is contained in the quart, the quart in the gallon, and so on. Prove their answers by really filling the measures and emptying them in the larger ones. After you have had a generalization of the discussion you are ready to begin your play.

First, have the children select a milk-man. He will probably be the boy in the class who has had some experience along this line. Then throw the responsibility directly on the children. Just how shall we play this game? What shall we have for the streets? What for the houses? The milk-man hasn't any bottles to deliver the milk in; how shall he get it? How much milk do you usually take? John's mother keeps a boarding house; how much will she need? If she takes three gallons and the milkman hasn't a gallon measure, how many quarts will he have to give her? These are typical questions that were asked in the second grade.

The children will probably decide to play the game in the following manner: A milkman will be selected and he will be given a large vessel and the measures needed. The aisles will then be decided on for the streets; the desks for the houses. The children themselves will take the milk from the milkman, each one determining in advance how much he wishes. For vessels into which to pour the milk they will probably be at a loss. However, the teacher may suggest that they make their arms into a circle by holding them out before them and clasping their hands. Into this imaginary receptacle the milkman may pour the imaginary milk, dipping his measure into the larger pail as many times as is necessary to give the desired quantity.

Both teacher and pupils must be alert for mistakes, and correction of these may take place immediately. The purchaser can be held responsible at various intervals for the proper delivery of the milk by letting him tell the milkman how many times to dip in his measure and empty it.

This game will furnish excellent opportunity for review, as the children will be anxious to play it often. By changing the milkman each time proper distribution of the work may be secured. Other tables may also be developed in a similar manner, keeping the game spirit uppermost in the minds of the children. Thus, number work may be socialized in the second grade.

MARY COWELL, '17.

“Getting Ready for Winter”—Grade I

This catchy title, “Getting Ready for Winter,” in *Normal Instructor and Primary Plans* for October, 1916, caught the eye of various members of the student teachers in their search for ideas for the first grade. We saw how this would appeal to the children.

In the fall of the year everything is getting ready for winter. The leaves are turning red, yellow, and brown, and are falling; the acorns and hickory nuts are falling, and the squirrels are storing them away for their supply of winter food; the apples and pumpkins are being gathered; the animals are going into winter quarters, and everything in general is busy.

All this getting ready for winter furnished us with a great opportunity, as teachers of the first grade, to connect it with the school work by means of drawing and language. This idea was carried out by making a poster that reached all the way across the room on the front wall. The poster paper was just a strip of cream wall paper.

Although we adopted the idea from the magazine we changed it considerably, following the suggestions of the children whenever possible.

The arrangement of the things on the poster is as follows: In the extreme upper left-hand corner is a house, cut and pasted to represent a house on a hill; under that is a fence slanting downward to the right, with pumpkins on some of the posts; to the right of that is a pile of pumpkins with a boy taking them to the fence; following this is an oak tree with the gorgeous colored leaves falling and the acorns on the ground, where the squirrels are gathering them for future use. There is also a girl under the tree gathering acorns; up at the top of this, in the middle of the poster, is printed, “Getting Ready for Winter,” then after this is a hickory nut tree with the nuts falling and a girl and boy gathering them; then a flock of birds flying South, and at the extreme right end of the poster is an apple tree.

We correlated this with our work in this way: First, in drawing and handwork, they cut the house freehand, and as the point to be emphasized was coloring rather than cutting, hectographed copies were given them of pumpkins, leaves, acorns, hickory nuts, and squirrels, and they colored them. For the apples, they made a wash of red over the whole, and from this they cut the apples freehand. We pasted the things on in the order I have described above.

The language was based on the poster, in planning what to go on it, and in developing it. Every morning they would have a conversational language lesson about things getting ready for winter: the fruits and nuts being gathered, what the squirrels are doing, about the birds going South, and the leaves changing their dresses and falling. Interest was at its highest here.

The singing was also correlated with the poster. Just before it was put up they were taught “’Neath the Tall and Spreading Tree,” and

when it was put up and they saw the oak tree they started to singing this song involuntarily, to the delight of the teacher, who was afraid she would have to suggest it. When the apple tree was made the song, "Come Shake the Apple Tree," was taught.

It was a valuable exercise to the student teachers in finding an idea and adapting it, rather than slavishly following it. If you want to arouse interest in your school, in connecting the school work with other interests, try an idea like this when it is timely. The spring idea can be carried out just as well.

HALLIE B. JONES, '17.

Playgrounds Are Needed, Because They Develop—

Health—By spontaneous outdoor exercise.

Initiative—By forcing the child to make his own decisions.

Purity of Mind—By keeping the child active in wholesome surroundings.

Coöperation—By teaching the child to give and take assistance, thus showing him the value of concerted action.

Honesty—By causing the child to repudiate any success that does not come through fair play.

Imagination—By lifting the child out of the commonplace and filling him with enthusiasm.

Self-confidence—By giving the child responsibility in the games.

Obedience—By teaching the child to respect the leader.

Justice—By teaching the child to have consideration for those who are physically and mentally weaker.

They diminish—

Idleness—By keeping the child constantly employed at something.

Delinquency—By influence that tends to develop the better self.

Exclusiveness—By giving each some part in the games.

Unfairness—By teaching true sportsmanship.

Gang-spirit—By diverting the spirit of leadership into the right direction.

Selfishness—By encouraging the child to help others.

Rowdyism—By furnishing influences that foster courtesy and self-respect.

Temptation—By keeping the children off the streets.

Self-barriers—By bringing children of all classes together.

Reformatories—By giving the child active work to do, thus forming instead of reforming character.—*Asheville Municipal Bulletin*.

Reviews

BULLETIN, 1911, No. 18, BUREAU OF EDUCATION, *Teachers' Certificates Issued Under General State Laws and Regulations*, by Harlan Updegraff, Specialist in School Administration.

As the General Assembly meets in the near future and much new legislation will be enacted, it will probably be of interest to look back a few years and see what has been done concerning teachers' certificates in other States in the past.

In this bulletin the Commissioner of Education, P. P. Claxton, says that the teacher is the most important factor in the school, and the selection of teachers is the most important and difficult duty of school officers. Incompetent teachers must be guarded against, and to do this every State has provided for the examination of applicants and for certificates for those who pass these examinations. But since each State controls its own school system, a certificate issued in one State is not good in any other State. Teachers, therefore, going from State to State have to take new examinations; and since there are so many each year who move from one State to another, this question of the recognition of certificates is very important.

If all States had the same standards the problem would be easy, but every State has a different standard. The question was taken up by the chief State education officers for formal and careful consideration in conferences held at various places and times. These conferences focused attention upon the desirability of removing all unreasonable barriers to the free and full recognition of all standard certificates, and of establishing such standards as would make this possible.

Since those first meetings there has been much important legislation in a large number of States. Many have revised their entire systems of certification, or enacted legislation which has brought about radical changes in their systems. This bulletin includes all the changes in the States that had been reported up to that time. Since it was issued, the work has been going on unceasingly. All kinds of licenses to teach in the United States are embraced in this study. The method of treatment is, first, the presentation of the provisions of the laws and regulations in certain principal tables; and, second, the analysis of the facts presented therein. The principal tables are as follows: (1) Principal features of teachers' certificates in the various States; (2) Minimum age requirements; (3) Fees; (4) Revocation of certificates; (5) Recognition of diplomas of educational institutions situated in other States and of certificates issued in other States.

The fundamental purpose of the study is to answer the question, What is the exact status of the legal provisions relating to certification

of teachers in the various States at the present time? in such a way as to furnish data in the best form for use in the construction of standards of measurement for all certificates and in the preparation of standard systems of certification. There are certain facts which, because of their practical universality, are assumed to exist without specific mention. They are: (1) every teacher must be of good moral character; (2) experience to be accepted as qualification for a certificate must be successful experience; (3) in physiology and hygiene are included the nature and effects of stimulants and narcotics.

The most important facts relating to a teacher's certificate are: (1) the agency which issued it; (2) its form—territory in which valid, school or position in which the holder is authorized to teach, and duration; (3) its content—the scholarship, experience, and professional attainments to which it certifies; and (4) its persistence.

Let us look for a moment to the principal features of teachers' certificates in our own State. For a teacher to obtain a State certificate in North Carolina, the county superintendent must certify that the applicant holds a first-grade certificate and has a minimum general average of 90 per cent, and has taught one year successfully. To obtain a county certificate, the applicant must take an examination in spelling, reading, writing, arithmetic, drawing, language lessons and composition, grammar, geography, history of North Carolina, United States history, agriculture, physiology and hygiene, including nature and effects of alcoholic drinks and narcotics, and theory and practice of teaching. On this examination the applicant must average 90 per cent to get a first-grade certificate, 80 per cent for a second-grade.

We observe that the examination is merely one of content. There is only one examination given for grammar and primary grades, which graduates of normal training schools and those who have only finished the elementary schools are alike required to take. If the applicant from the elementary school makes as high a per cent as the graduate of the normal school, then she gets as good a position, regardless of previous training. This hardly seems fair to those who have equipped themselves particularly for professional work, and it seems that just there is where the State education officers could do much good.

In comparing North Carolina with the other States of the Union, we are forced to admit that she is far behind in many respects. As just mentioned above, we find that no consideration is shown to those particularly fitted for teaching certain subjects. For instance, an applicant desiring to teach domestic science in the upper grades is required to take the very same examination as the applicants who are planning to teach the primary grades. The educated woman, who has had much experience and has perhaps taught in some of the best city schools, has to take the same examination that the young girl in a rural school does, if she wishes to teach in a rural school.

Those who wish to further refresh themselves on the subject, get a broader outlook, and see where North Carolina stands in comparison with other States, will do well to look up the above bulletin.

In the letters sent out from time to time by the Bureau of Education, revision of laws and new legislation have been reported. Just where the States stand today it is hard to tell, for conditions are constantly changing.

J. T.

Exercises with Plants and Animals for Southern Rural Schools, by E. A. Miller, is a bulletin issued by the United States Department of Agriculture.

The purpose of this bulletin is to set forth for the first five grades monthly sequence plans in the study of plants and animals at a time when they are most interesting.

In these plans practical exercises and field trips are suggested, and if the best results are to be obtained, each pupil should be required to have note-books and keep records of the observations made and the information gained.

Correlated work with other subjects should be given in connection with each exercise.

This is a basis for the study of formal agriculture in the upper elementary grades. And, now that agriculture is demanding so much attention, this bulletin is invaluable to the teacher of those grades who is required to teach this subject and does not know what to do with it.

This publication is merely suggestive for the resourceful teacher, who will find various ways by which she can vary these to meet the needs of her particular community.

Nothing definite is said concerning the place this work should have in the curriculum; but, for the sake of the vitalizing influence on the other public school subjects, and for its own importance, this work should be substituted for one or two other recitations each week.

Following the introduction is a series of plans for each school month, beginning with September. There are blackboard calendar suggestions for each month.

For the month of December the children of the first and second grades should observe the trees and compare their conditions at this season with earlier months. They should be taught to recognize winter evergreens, such as holly, bay, mistletoe, and magnolia. Then follows a very suggestive outline for the study of such vegetables as collards, lettuce, and cabbage, those growing in the school or home gardens.

Under practical work it is suggested that some of the pupils provide materials for the foregoing lesson. They can grow some Chinese sacred narcissus to give as Christmas presents. Under this head specific directions for growing them are given. Oral and written stories concerning the vegetables studied and experiences with flowers should come in

as correlated work. Drawing of certain parts of the materials should come in under this head, also.

Under the study of animals, birds are studied. An outline for this is given, and all facts should be recorded in the class note-books. During this month the snowbird is suggested for study. Pupils should also learn the names, uses, and kinds of feed of the farm animals.

The correlated work should consist of oral discussions and making records, which will furnish ample language work. For drawing, the pupils should sketch the birds that have been given special attention.

As the grades advance, the work with plants and animals should be taken up more in detail. More species should be studied, but those studied in the lower grades should always be reviewed.

Correlated work in geography and arithmetic should be added in the fifth grade. Where the plants studied grow, development of problems on the size of hotbeds, etc.

Under practical work in this grade the pupils should make cuttings of willow twigs and store in boxes of sand and keep in cool places. Garden plats should be well spaded. Prepare a hotbed for forcing early spring vegetables.

The study of birds is continued in this grade, but the work is not so general as it is in the first and second grades.

Some one member of the squirrel group is suggested for study in this grade and also some insect pest noticeable at this season of the year—San José scale, for instance. Very interesting outlines are offered for the study of all topics mentioned.

S. F.

A bulletin which will be of great value to the presidents of colleges and normal schools is Bulletin, 1916, No. 20, *Accredited Secondary Schools in the United States*, by Samuel Paul Capen, Specialist in Higher Education, Bureau of Education, and published by the Department of Interior. The reason for this bulletin is that many students apply for admission to higher institutions in other States than the one in which they received their preparation. Also, many ask for certificates from examining and licensing boards which have no direct means of knowing the standards of the schools from which the applicants come. The demand by school officials for such information led the Bureau of Education to prepare for publication the list of high schools and academies accredited by State universities, approved by State departments of education, or recognized by examining and certifying boards.

The contents of the bulletin are divided into three parts. The first part contains lists of schools accredited by State universities and State officers of education. The second part contains lists of the three principal associations which undertake to accredit schools. The third part contains lists of private schools recognized by leading colleges and schools.

F. L. S.

The Outlook during 1916 has had a number of valuable articles of special educational value. Beginning August 23 is a series of articles on "How to Make Play Out of Work."

The purpose of this series is to devise some way in which to get the spirit of play into the work hours. There is a movement on foot to get working hours shortened and life made easier in other ways, so that every one may have a few more play hours; for it is fully accepted now that play is essential not only for the child but for the adult as well.

The author, Miss Ellen Chattle, develops the idea in a very interesting manner. First let us understand the difference between play and work. Play is something you like to do, no matter what that may be. Play is an attitude, and not dependent upon the form of activity nor its purpose. Work is what we do because we are obliged to do. In order to get the spirit of play into work, we must weave into it some of the elements that go to make play interesting.

Competition is instinctive with children, and its varieties of application are innumerable. The same spur that keeps the child playing is still acting upon human nature. Therefore it should be introduced in the humdrum everyday tasks.

When the social nature of youth unfolds, the spirit of coöperation makes its most powerful appeal in the form of team play. This spirit of play, culminating as it does during the college period, should pass without a change into the work of life.

If we watch a child from infancy we shall see that for a number of years the predominant joy of his play is merely the thrill of movement—of self-activity. And there is no reason why a healthy grown person should not experience a sensation of pure pleasure from the mere play of his muscles as well as from mental activity. This kind of joy is the hidden spring which can freshen monotonous tasks.

In the issue of July 26 is an article by Grace Clee Smith on "What Can be Done in the Little Country School," which is richly and fully illustrated. It is free and sketchy rather than a condensed statement of abstract principles.

She states in the beginning that the last few years have shown a notable and encouraging strengthening of interest in rural schools—the weakest branch of our public school system.

Consolidation offers a successful solution of the school problems in the rural communities. But what can be done for the little towns whose scanty or scattered population marks the condemned one-room "district" school a necessity?

With the aid of the State Board of Education, Miss Smith found a school of this type in a little town of the lower Berkshires, isolated from the big busy world of people.

Upon summing up the resources, she found that the plant, as a whole, was distinctly above the average of its kind. She found many and varied characteristics in the personnel of the school.

As the busy parents lived too far away to visit the school often, she gained the coöperation of the home through the children, which in most instances proved very satisfactory.

The course of study allowed some time for "extras." Therefore, her evident task was to carry on the regular work, and at the same time to weave into it and through it such training as should make for better citizenship.

At first the needs seemed so many that they were almost overwhelming, but finally she cut them down to a half-dozen inclusive ones, namely: familiarity with some of the simpler laws of sanitation, an introduction to efficient business methods, cultivation of intelligent coöperation, training in accuracy of statement, development of a conscious love of beauty, and the opening to both mind and soul of those doors which lead into the inheritance of the past, the actualities of the present, and the possibilities of the future. These needs were listed definitely in a working plan, and were woven in with the regular work with very good results.

The number for August 2 has an article by Walter B. Norris, instructor in English, United States Naval Academy, headed "A Suburban Schoolboy of the Future."

In this article the author takes us with him to a suburb of New York, as he imagines it will be in the future, and demonstrates the school system of that time. He conceives it as a little world within itself, where everything is carried on at once. The principal lives on the school ground in a house which was built by the pupils themselves. They study everything, or, rather, do everything, for it is not study, but work. For instance, the French class speaks in French and makes visits to French shops where they talk to the proprietor in his native tongue. The pupils make study desks for their own use in their homes, and study food values, so that they know when they are getting the proper nourishment.

On the playground almost every sport and game is provided for, and young and old people of the community alike enjoy them. There is no smoking at all, not because of any rule laid down, but because public sentiment has been aroused by a study of the effects of tobacco on young men. In the school itself there is a system of self-government: a school city has been organized with its mayor, chief of police, and other officials. The halls are decorated with pictures, busts, flowers, window-seats, and bookshelves, and there seem to be no inflexible military regulations in force; no jangling of bells is heard, though every pupil is on time for every class. They work out practical problems in arithmetic, such as surveying school grounds and playgrounds. There is a daily newspaper printed in a miniature yet up-to-date newspaper office. The Latin classes meet in an atmosphere of classical antiquity, with statues and pictures of old Romans and the Forum on every hand, which create among the pupils the feeling that they are living in the

times of the Romans themselves. In the workshop the pupils are also given practical work, supervised by men who have had scientific and technical training. In the school fields and gardens every child, from the youngest to the eldest, has a plot of his own, and the vegetables, flowers, and fruits that he raises are his.

"Neglecting Our Children Wisely" is the title of an article by Helen Johnson Keyes, which presents at a new angle the prevalent idea in education that children are children, and not defective adults, and they must find things out at first hand, so that when they do become adults they may think and act with independence. There should be a deeper and greater faith in children and in the laws of childhood. When the adult attempts to instruct and guide, he is forcing the child to accept facts at second hand, and so mutilates the purpose of free play and pre-experience, and leads him to form the habit of letting other people decide for him. It is after school hours when, blissfully neglected, children attain that strength, honesty, and power to think for themselves, which result not only from first-hand experience. Their entire nature should be saturated with what they are doing, for that in itself is an inspired preparation for life. Great liberty should be given the child who is beginning to think, and his intelligence should not be bent to artificial forms. Education should seek to convey, not so much knowledge, in the sense of facts, as the desire and power to pounce down on the sets of facts which are specially needed and to make them instruments. Unguided play must supplement school work if this vision and this freedom of initiative are to be realized. Outside of school hours, wisely neglected children are mainly educated by environment instead of command. Parents of wisely neglected children sacrifice many things in order to create a natural environment for the youngsters, where they may grow spontaneously and live with realities. Children cannot understand or do anything without having had some past experience, so if they are to be efficient, these experiences must be rich and varied.

In the issue of July 26 there is an article by J. Madison Gathany, A.M., of the History Department, Hope Street High School, Providence, R. I., entitled "Educated Ignoramuses."

The entire article is a plea for intellectual preparedness and for the reorganization of our educational system, so that those things which are impractical and intellectually deadening will be eliminated from our courses of study, only retaining a summary of what is eliminated, and therefore making room for such subjects as will make of our people a useful and efficient nation. The writer says that a great per cent of our so-called educated students do not keep up with the growth of our vocabulary and are out of touch with current thought and expression. He says that widespread magazine reading in our colleges and schools is one of the things greatly needed for the accomplishment of this national educational aim. Our young people need to be taught how to read a magazine with interest and profit, as much as they need to be

taught how to study Latin or any other subject. Sufficient evidence comes from thousands of schools throughout the United States to prove that magazine reading does more than any other one thing in creating a deep, sincere, and active interest in our country, and in bringing students to see that it is their duty to understand questions of city, State, and Nation, and questions among the nations.

J. T. and S. F.

The American Schoolmaster, Ypsilanti, Michigan, September, 1916, has an article on a popular phase of education, "The Socialized Recitation," by Fred M. Hunter, Superintendent of Schools, Lincoln, Nebraska. The article, while not written in popular form, has good, sound doctrine and convincing application from the head of the schools in which this idea is meeting with notable success. This ideal for the schoolroom activities is not merely a theory, but is already a practical reality in many schools. It is the development of the idea that the home and school should be closely related; that the problems of the community life should be brought into the recitation room and there solved by the pupils. The point to be gained in this system, the writer thinks, is to be found in the universality with which it trains the children of the community to take upon themselves the duties and responsibilities of membership within it. The child and his practice of life activities is the central thing in this socialized recitation process. In Lincoln, coöperative activity in civic instruction, especially, is being developed by a Junior Civic League which has succeeded in accomplishing certain definite things in a civic way. It succeeded in running a tobacco shop out of business through a boycott of its wares, and also in getting vacant lots and unsightly places cleaned up and made more attractive. It undertook in a coöperative way the problem of furnishing a needy family with milk throughout the winter. This idea could be carried over into all other subjects, too, as well as civics. For example, in English, the motive may be furnished for themes and the children allowed to work out for themselves the problems that come up in their own lives—organizing and writing them up in good, clear English.

The Girl and Her Kingdom, by Kate Douglas Wiggin, is a chapter from the life of the author when she was a young kindergarten teacher, the first west of the Rockies, a chapter full of life and enthusiasm of youth and hope, and full of suggestions to any girl starting out to teach. This little pamphlet was written for the Teachers' Association of Los Angeles and the proceeds from the sale are going into the fund for teaching illiterates. It is seldom that a real writer, one who can write stories that grip, has anything to say that is directly for the profes-

sional teacher. Teachers with rare experiences have not often the power to pass them on to others as bits of real life. They are self-conscious, or pedagogical, laboring over the words, phrases and clauses they are using, and rarely have the abandon and ease of art. To speak plainly, "They are flat, stale, if not unprofitable." This booklet or bulletin, tract, sketch—whatever you wish to call the little printed bit—has more in it than some ponderous, awe-inspiring professional books which teachers labor over, thinking they are too deep for the average understanding, when the stupidity is the author's rather than the reader's.

If you send to the Teachers' Association, Los Angeles, and send 25 cents you can get it. Do not be disappointed if it comes in an envelope, and is no larger than your hand and not half as thick.

Alumnæ

Handkerchief and Romper Sale

The swimming pool is almost here.

You remember last spring at the Alumnæ meeting the finance committee reported that the association had about \$275. That was great, but now that fund for the swimming pool must reach \$300! Will you not help? Each of you has or will receive a letter telling you about the handkerchief and romper sale. Get to work at once and send your rompers, handkerchiefs, or both, to Ernestine Forbes, Greenville, N. C., or to Estelle Greene, Greenville, N. C., not later than December 15. Now is the time for all good alumnæ to come to the aid of their association!

If you are not an alumna, but would like to contribute to the swimming pool, it will surely be appreciated.

Don't forget—Rompers! Handkerchiefs! not later than December 15.

The Class of 1916 are already sending in reports of work. They are starting out with enthusiasm

Ruth Brown, '16, Robersonville, is principal of a two-teacher school near Stokes.

Sallie Lassiter, '16, Aulander, says that she is teaching thirty-seven of the dearest children on earth, in the primary grades in the Jackson Graded School. At first she said that she resembled a withered nasturtium, but since "adapting herself to her environment" she likes teaching next to being at the Training School. Sallie has organized three basket-ball teams, which have played several match games, and has arranged to have a match game with the school at Boykins, Va. She expects to put in a Domestic Science course in the school before Christmas, and is going to direct a cooking class under the supervision of Miss Louise Fallore, the Domestic Science teacher working for that county.

Janet Matthews, '16, Winton, is assistant primary teacher in the Wendell Graded School, Wendell.

Nelle White, '16, Edenton, has primary work in a two-teacher school near Williamston.

Naomi Dail, '16, LaGrange, is teaching the first three grades at Pink Hill, Lenoir County. The age of the pupils in her first grade runs from six to twelve, and Naomi says that her greatest problem is to make the work interesting to all ages.

Annie Bishop, '16, Bath, has the primary grades in the Piney Grove School, Washington, R. F. D. 4. This is a two-teacher school in a special-tax district.

Marjorie Pratt, '16, Marion, on account of the health of her mother, is playing the part of assistant housekeeper and cook rather than of a school marm. Still, she is the proud possessor of one pupil. Marjorie says that she daily reminds her of the necessity of "adapting the material to the needs of the child," and the "value of constant repetition."

Myra Fleming, '16, Hassell, has primary work in a two-teacher school at Gold Point.

Lida Taylor, '16, Goldsboro, has work in the Aurora State High School. She and Lela Carr Newman are boarding together.

Fannie Lee Patrick, '16, Washington, is principal of a two-teacher school at House.

Nellie Dunn, '16, is teaching at her home, Union, near Ahoskie. She has assistant's place in a two-teacher school.

Mary Smith, '16, is teaching first and second grades in the Manteo High School, Manteo. Her first dilemma on the opening day was, how should she ever get time to put into practice ideas gained at the Training School, when it took every minute to keep her sixty-three youngsters still?

Bloomer Vaughn, '16, has the third and fourth grades and drawing in the fifth and sixth grades in the Manteo High School. Bloomer says: "My first day will always be a memorable one, for I wondered what I would ever do with forty-eight children when I could not get them interested enough to call the roll and assign work the first day. It was my first big problem; but from past experience I remembered the value of stories, so by that means order was restored and the work went on very well."

Ruby Vann, '16, has the first and second grades in the Grifton Graded School, and Louise Smaw, '16, has the fifth and sixth grades in the same school. Ruby is the leader of the Robert H. Wright Literary Society for the grammar grade boys, and Louise for the Dare Literary Society for the grammar grade girls. The Dare Society gave a Hallowe'en entertainment for the purpose of raising funds to purchase a basket-ball. Louise has charge of the athletics in the school.

Martha Lancaster, '16, has first grade in the Bethel school.

Marguerite Wallace, '16, and Allen Gardner, '16, are teaching together at Grifton, R. F. D.

Lucile O'Brian, '16, has primary work in a three-teacher school at Wilton, Granville County.

Gladys Warren, '16, is teaching near Kinston.

Alice Herring, '16, and Lalla Wynne, '16, are at Flat Rock.

Susie Morgan, '16, has third grade in the Farmville Graded School.

Millie Roebuck, '15, Robersonville, is teaching third and fourth grades in the Robersonville State High School. She has organized a basketball club for the high school and volley ball for the intermediate grades, and is now making plans for a playground day for the primary grades. Besides her regular school work, Millie has been appointed news reporter from the school for the Robersonville paper. Millie made a visit to Greenville during the month of October.

Hilda Critcher, '11, Greenville, is teaching at Conetoe this winter.

Clara Griffin, '15, Macclesfield, is principal of the "St. Lewis School" in Edgecombe County. Clara attended the Teachers' Institute held in Tarboro last summer.

Lois Reid, '15, Garysburg, has her same work for this winter, third, fourth, and fifth grades in the Holly Grove School, near Conway.

Emma Robertson, '15, Williamston, is teaching first and second grades in the Battleboro Graded School. She has thirty-one on roll and is enjoying her work very much. Not very long ago Emma had a delightful trip to New York City.

Addie Pearson, '14, Bailey, is spending the winter at home. She attended the Appalachian Training School in Boone this summer and was there during the flood that swept that section.

Clara Davis, '15, Atlanta, Georgia, has the first three grades in a three-teacher school, "Olive Chapel," near Apex.

Mattie Bright, '14, Washington, has one division of the third grade in the Mount Airy Graded School. Mattie says that it is easier to discipline the children in the country than those in the city.

Ruth Proctor, '15, Rocky Mount, is doing primary work in the Dixie High School, Edgecombe County.

Connie Bishop, '15, is spending the winter at her home in Wilson.

Corinne Bright, '14, has a section of the second grade in the Washington Graded School, and Bettie Spencer, '15, has a section of the fourth grade in the same school.

Luella Lancaster, '14, has a division of the first grade in the Tarboro Graded School.

Leona Cox, '15, has the third grade in the Richlands Graded School.

Emma Brown, '15, Rich Square, is teaching fourth grade in the Richlands Graded School. Emma says that she is striving to prove the fact that poor students sometimes make successful teachers.

Lula Fountain, '14, Tarboro, is doing third grade work in the Rocky Mount Graded School, and has charge of the playground work. Lula attended summer school at Chapel Hill this past summer. She also attended the Lawyers Bar Association which met at Wrightsville, and she expects to attend the Teachers' Assembly.

Hattie Taylor, '13, and Bessie Lee Alston, '14, Henderson, also have work in the Rocky Mount Graded School.

Kate Tillery, '15, Scotland Neck, has the first and second grades in the Grimesland Graded School. Kate is teaching Domestic Science also in the school.

Lillie Freeman Hope, '13, Rocky Mount, recently visited her parents, Mr. and Mrs. George Freeman, Washington, N. C.

Lela Carr Newman, '15, Durham, has the same work in the Aurora State High School, Aurora, that she had last year.

Esther Brown, '15, Swan Quarter, has work in the Swan Quarter Graded School.

Edna Campbell, '12, sends greetings from Peabody College, Nashville, Tennessee. Edna entered the Junior class and is taking Primary and Supervision work, and finds her work quite interesting. Her address is 1403 18th Avenue, South, Nashville, Tennessee.

Ethel Everett, '16, is also in school at Peabody.

Bettie Hooks, '15, attended the Summer School of the George Peabody College for Teachers.

Mary Newby White, '13, and Vera Mae Walters, '15, are at Ward's School, Tyner, putting into practice all the valuable points learned at

the Training School. Vera Mae has the wrigglers and twisters and Mary Newby those of the more developed stage. Besides their school work and trying to win the affections of a bachelor, they are taking active part in the Baptist Young People's Union and in the Sunday-school of Tyner.

Bessie Perrett, '15, is spending the winter at her home in Faison.

Grace Smith, '14, is principal of the Union Level School in Wake County. Grace says that she is going to spend Thanksgiving in Raleigh, and hopes to see a large number of Training School girls then. Read Grace's article in this issue.

Florence Perry, '15, Mary Lucy Dupree, '13, Bettie Pearl Fleming, '13, and Elizabeth Southerland, '16, are enjoying working together at Duke.

Blanche Lancaster, '14, has fifth grade in the Kinston Graded School.

Mary Bridgman, '15, has intermediate work at Engelhard, Hyde County.

Annie Hardy, '14, is in the Raleigh schools again this winter.

Nannie Bowling, '12, has work in the school at Fountain.

Emma Cobb, '14, is principal of a two-teacher school near Fountain. Emma says that the school is well organized, with societies, cooking, and athletics.

Blanche Everette, '14, is attending the State Normal College at Greensboro.

Mary Moore, '13, is at Speed again this winter. In the school exhibit at the fair at Tarboro, Mary's school won the first and second prizes on the doll-house, first and second prizes in weaving and paper cutting, and first prize in the Domestic Science Department.

Ella White, '15, has the first and second grades and drawing in all the grades, including the primary and grammar grades and through the tenth grade, in a high school in Hyde County. Ella says: "I feel like I am teaching in a palace to the room I taught in last year. During the summer we had the building painted on the inside and the window-panes replaced. The building had not been painted on the inside before. We are now getting up money to finish paying for our new piano." Ella attended the county institute held at Swan Quarter last summer, and was appointed drawing teacher for the institute. She sends an outline

of the work she gave. This, perhaps, has suggestions a number of the alumnae teachers can use:

- Lesson No. 1. Primary colors.
 Secondary colors (how made), with primary colors.
 How to make the sanitary drinking cup.
 How to cut the five-pointed star.
- Lesson No. 2. Representation. Cat-tails and grass.
- Lesson No. 3. Objects and animals developed from the circle:
 Black cat, rabbit, and the pear.
- Lesson No. 4. Afterglow scene, with the bare tree.
- Lesson No. 5. Pumpkin, Jack-o'-lantern, and an original Hallowe'en drawing.
- Lesson No. 6. Cut-work: Indian canoe and wigwam.
 Discussion how the Indian village might be illustrated on the sand-table.
-

Georgia Keene, '16, who was the leading lady of the Training School in newspaper reporting, still clings to the work. She sent in a sprightly report of her first impressions of her school and the neighborhood, and put it up in "special news" form:

"The Ormondsville school began its career of 1916-17 on September 14. Miss Keene has charge of the fifth and sixth grades, but had only twelve enrolled at first, eight boys and four girls. She seems delighted with her work, and says her main problem is to teach the children how to study.

"On one day she told the children to remember what they had learned in history until the next day, and one pupil said: 'Miss Keene, you have told us to remember more this week than we have ever had to learn in a month before.' They remembered just about one-sixteenth of it until the next day. Several of the pupils have said that she is a funny teacher and that she '*sho do* make you git yo' lessons.' She has been told by all the parents she has met to be strict and to make them stay in school until they know their lessons. The teacher last year was not strict at all, and it was all right if they did or didn't get their lessons; but one little boy said the other day that he saw right then that he had to study this year.

"The thing that worries her most is that at first they have pay school and only a few pupils; but in another month free school begins and then they will pile in fifty strong. One little boy said: "Miss Keene, it *sho* will *sceer* you when free school begins.' And she *sho do* believe it.

"The life of the teachers outside of school is what any one would call ideal—as near as it can be away from home. They have a perfectly grand boarding place and each teacher has three glasses of milk every night and twice a day Saturday and Sunday. They have fried chicken, ham, etc., in the same proportion. It is so homelike.

"The people of the community are just fine, especially the committeemen. They were all out for the opening of school. The chairman conducted the opening exercises and the others made talks assuring the teachers that they have the loyal support of the committeemen, and not to fail to call on them. All the parents they have met have been so nice and have all told them to please make the children study. One rule that the committeemen made the first day was that there should be no smoking on the school ground. Miss Keene, having found that one of her boys had been smoking, and having

caught several cheating, has made a rule that the punishment for such crimes shall be a whipping, and is earnestly hoping that such will not happen, as she will be more frightened at the thought of the whipping than will the guilty one."

Trilby Smith, '16, has third and fourth grades in the Grimesland Graded School. She has sent us an interesting account of a Daniel Boone Sand-table she worked out with the fourth grade:

Daniel Boone Sand-Table in Grimesland

The fourth grade of Grimesland Graded School has worked out "The story of Daniel Boone" on the sand-table as a sort of introduction to "Hannah of Kentucky," which the grade expects to study and dramatize soon.

The story proved an interesting study. It was read, putting emphasis on pioneer life, the Indians, the Indian customs, symbols and signs.

The incident illustrated on the table was that where the white girls are taken captive by the Indians and Boone and his men are in pursuit. It was a woods scene with Boone's fort on one side of the river, which ran midway the table and an Indian village on the other side. Blue paper made the river and beautiful moss formed the banks and much of the lowground. The woods of autumn maples made quite a picturesque scene.

Boone's fort was made of small pegs driven down and the houses were covered with pine bark. The Indian wigwams were made of stiff brown paper, and also the boat on the river. Indian bowls were moulded of red clay. The birds, animals, Indians, and white men were drawn and cut from drawing paper. This work was done by the class, and the best was chosen for the table.

Short stories of Boone were written, and the best chosen for the posters above the table. Drawings of Boone, the Indians, and many signs were pasted on the margin of the poster. Invitations were written by the grade to the other grades and one day was set aside for visitors. All of the drawings and written work were on exhibit near the table.

Julia Rankin, '16, who for two years has been so closely identified with the QUARTERLY, first as assistant Editor, then as student Editor-in-Chief, is teaching at Colon. She has written an interesting letter which speaks for itself:

"After commencement I stayed at home until the middle of July; then I went to the Sandhill Farm-Life School and took my sister's place while she went to George Peabody. My work there was to buy supplies, keep house, teach a little girls' sewing class, and be guardian of the Camp Fire, besides entertaining the school's visitors, and anything else that I might help with. I enjoyed the summer thoroughly.

"I came from there to Colon. Colon is a very small village about three miles north of Sanford, on the Seaboard and Norfolk and Southern railroads. I am principal of the two-teacher school here. Miss Irene Sledge of Louisville, a Training School summer student, is the primary teacher. This is the first year that the school has had two teachers. The people want high school work; so last summer they voted special tax. A second room had

already been built; so I have put in the eighth grade work. Each year another high school grade will be added, and in a year or two another teacher will be employed. I have some lessons of the fourth grade, and all of the fifth, the sixth, and eighth grades. I am thankful there is no seventh grade this year.

"It is needless to say that I am *busy!* I have twenty pupils in my room. There are ten primary pupils. The schoolboys are splendid about building things around the school. I was teaching Daniel Boone in story form to my fourth grade, and my fifth and sixth grade boys got so interested that they took it way from them. They made *Boonesboro* with log cabins, the logs notched and fitted together, and the palisade made of upright logs. The whole thing is about 4 x 2½ feet. It is really a sand-table without legs. We wanted real sand-tables; so the boys made one for each room. My fourth and fifth grades made a beautiful Holland table and are planning Switzerland now.

"I am not happy without some sort of newspaper work; so my room is publishing the *Colon News*. All in the room are reporters and they elected a boy editor and a girl editor and a *printer*. The paper (one copy) is published weekly and read in the literary society (newly organized); then it is put on the bulletin-board until the next issue. We use three sheets of typewritten paper pasted one below the other. The *printer* really writes the paper, but the newspaper form is kept. It really is pretty good. We have issued only one copy.

"I have taught the girls to make pine-needle baskets. As you know this is in the long-leaf pine section.

"We are going to give 'The Courtship of Miles Standish' Thanksgiving. I dramatized it.

"Some time in the spring we hope to give a playground program."

Gladys Fleming, '14, is teaching in Watertown, Tenn. Last year she attended George Peabody College for Teachers at Nashville. She says she has the first and third grades—73 enrolled. She writes interestingly of a Mothers' Club, which is for her two grades. The dues are 10 cents a month, and the proceeds go towards beautifying the schoolroom and getting books for a library for the primary grades. Here is the program she had at the November meeting: "The Children's Hour"; "The Home-like Home"; "A Health Talk" by the county physician; "The Child and Money." The mothers were the only ones on the program except the county physician.

Bessie Doub, '14, writes that she is teaching the second grade at Wendell for the third year, is "pack-horse" for the Woman's Betterment Association, and had a demonstration reading lesson to give at the November teachers' meeting.

Katherine Parker, '16, is principal of a two-teacher school between Winston-Salem and Walnut Cove. She has the first and second grades because the people of the community wanted some one to have these grades who had up-to-date methods.

Mary Weston is another member of the Class of '14 who has been at the same place ever since she finished school. She teaches in Macon. She and her colleagues are enthusiastic over a new \$10,000 school that is being built there. Their Betterment Association recently gave an entertainment from which they made \$40, which will go towards opera chairs for the auditorium. The teachers of the high school department are planning to give another entertainment for the same cause. Mary is planning to attend the Teachers' Assembly.

Pattie S. Dowell, '11, who has been the alumnæ editor of *THE QUARTERLY* until this year, is teaching a "baby grade" in the schools of Winston-Salem.

Hattie Weeks, '13, has been teaching in Winston-Salem ever since she finished at the Training School. She is president of the Second Grade teachers. The teachers of each grade have separate organizations. Hattie is working up a health play, "Our Friends the Toads," a play recommended by the Sociological Conference which was recently held in Winston-Salem.

Be sure you come to the Teachers' Assembly this year, as our President Wright is the president. Remember the "Get Together Dinner" on Friday evening. We should have a large crowd and a happy occasion.

*TRAINING SCHOOL GET-TOGETHER DINNER ON FRIDAY EVENING,
DECEMBER 1, RALEIGH.*

School Activities

Young Women's Christian Association

The Young Women's Christian Association of the Training School has caught the spirit—a spirit of love, sympathy, helpfulness, cheerfulness, and service for each and every one—which should exist in all organizations whose purpose is for the uniting of girls in loyalty to Jesus Christ, the setting of high standards and ideals of Christian character and service. This spirit was most prominent during the first weeks of school, and was shown by the hearty welcome which the old Y. W. C. A. girls gave the new girls. The ways in which they made them feel welcome were by meeting all the trains and with kind words, a smile, and a real willingness to help, to greet these new girls and show them their rooms, impart all helpful information, show them to their classrooms, and help them in every way that help was needed. A little "Y. W. C. A. Welcome You" card was the first thing to greet a new girl on entering her room, and on her table was a Y. W. C. A. Handbook.

On the first Saturday night an informal reception was given to the new girls. Here the girls met and became acquainted in a most informal way, since each girl wore her card and no introduction was needed. For entertainment there was music and stunts. The refreshments consisted of punch and a salad course.

SUNDAY EVENING SERVICES

President Wright conducted the service on Sunday evening, October 1. For the Bible lesson he read the story of Nicodemus. He gave the young ladies an earnest, sincere, heart-to-heart talk on the importance of things spiritual. He said that the spiritual side of human life is just as positive, sure, and real as the physical life. The religious life is the real essence of physical life. We come in touch with spiritual life every day and yet think it mysterious. It is good for each one to stop and take stock of his spiritual life and then strive to strengthen those things in which he is deficient. Eternal things are spiritual. He also said that a person reaches his zenith when he lives the most perfect life. It pays to be a Christian. He showed how the promises of rewards to Christians are fulfilled, by illustrating how the true Christian gets pleasure out of everything—even the sunsets. As one thinks deep down in his heart, so he acts and so he is. It is the inner thought that counts, and only by right thinking can we develop right living. In closing he urged the students to let only the purest and noblest thoughts enter their minds.

During the first part of the next week each girl was visited by a member of the membership committee and invited to join the Y. W. C. A. This was a new plan for the distribution of the membership cards, but proved a most successful one, and the Y. W. C. A. membership was increased about 40 per cent over the preceding years.

The recognition service was Sunday evening, October 29, ample time being given for payment of the Y. W. C. A. dues. Martha O'Neal, president of the Y. W. C. A., led in this beautiful service. She made a talk on school girls' ideals, talking as a girl to a girl and making a direct appeal to them.

The new girls were dressed in white and each carried a candle. They filed into the hall, marched across the stage, and as they passed the center of the stage they lighted their candles from large candles held by officers of the association.

The special music was particularly good. Beautiful solos were rendered by Miss Ethel Stancel and Mr. H. E. Austin. Mr. Austin sang "Behold! the Savior Passeth By." After the services Miss Hill entertained the girls with selections on the Victrola.

Rev. H. N. Blanchard, pastor of the Memorial Baptist Church, Greenville, N. C., conducted the services on Sunday evening, October 8. He read the scripture lesson from John 21, the chapter in which Christ tests Peter's love for Him and commissions his disciples to "Feed My Lambs." He chose as his subject, "The triple question, the triple answer, and the triple commission." He showed how we criticised Peter for denying his Lord three times, yet we deny Him daily by the lives we live, which is far worse.

Rev. Geo. H. Johnson, pastor of the Baptist Church of Enfield, led Y. W. C. A. services Sunday evening, October 15, talking on the subject of "Systematic Giving," from the text, "As a man prospereth, so let him give." He made a strong talk, impressing upon his listeners the need of business in the church life. "Life is made complete only when receiving and giving are properly proportioned." He declared that the lazy man has no place in the kingdom of God, and that he had no sympathy with the man who talks against a man merely because he has money. He said that the Lord would not have given us brains, muscles, ambitions, and hopes if He had not intended for us to use them.

In giving, two points should be observed: First, to give in proportion to what you receive, and, to give regularly and systematically. He made the students realize that though they can give little, they can give systematically and cheerfully. After this service, cards were handed out for the girls to fill out stating the amounts they would give regularly.

Miss Armstrong led the Y. W. C. A. services on Sunday evening, October 22. She read the 3d chapter of James as the scripture lesson. She took the life of the Virgin Mary as the topic, showing a picture of the beautiful full life, even though she appears only six times in the

Bible and there are only three recorded conversations. The first time she is receiving the announcement of the great honor that is to be hers; she is called "handmaiden of the Lord." The second time is when she speaks to Christ when she finds him with the doctors in the temple, showing tender consideration and love for Christ. The third time is when Mary at the wedding supper turns to Christ for help.

Miss Sallie Best of the Junior class took charge of the music committee for the first time this evening.

Mr. C. W. Wilson led the Y. W. C. A. services Sunday evening, November 5. He opened his talk by asking the question, "Does the hour of crisis make the leader or reveal the leader?" He gave as examples the greatness revealed by Washington, Lee, Paul, and Joseph in the hour of crisis. He said: "There is no such thing as sudden rise to real greatness, but it is determined by real service—Christian leadership." He said that the four elements which were necessary for a life of real Christian service were: first, decision either for or against Christ; second, preparation, through prayer and Bible study; third, hope, which all real greatness must be based on; and, fourth, love, which determines our attitude towards life. Mr. Wilson made a talk worth while, giving the association some helpful suggestions.

Societies

The initiation meetings of the two literary societies, the Sidney Lanier and Edgar Allan Poe, were held on the night of October 7. The initiation of each society was followed by a reception at which the faculty were the only outside guests. There were seventy-eight new girls initiated into each society.

POE SOCIETY

After the initiation was completed and a word of welcome given by the president of the society, Miss Nannie Mack Brown, every one was invited into the library, which was attractively decorated in the society colors, red and white. The color scheme was also carried out in a salad and ice course. Music made the enjoyment of the evening complete. Miss Hill played a solo and Misses Hill and Fahnstock a duet. Miss Ernestine Forbes sang a solo and Mr. Austin sang several selections. Miss Muffy played the accompaniments.

The officers of the Poe Society for the year 1916-17 are: President, Nannie Mack Brown; vice president, Elizabeth Hutchins; secretary, Bernie Allen; treasurer, Lois Hester; critic, Virginia Suther; door-keeper, Katie Flora. This year the selection of the editor-in-chief of the TRAINING SCHOOL QUARTERLY fell to the lot of the Poes, and Fannie Lee Speir was elected. Sallie Franck is assistant editor.

SIDNEY LANIER LITERARY SOCIETY

The girls were awakened earlier than usual Saturday morning by the steady "Baa-baa" of a goat, which they found tied between the west

dormitory and the Administration building. There he stood in the Lanier flower bed with the society's colors, gold and green, proudly floating from his horns in the gentle morning breeze. The new girls began to feel very ill at ease, for they knew that Saturday night was to be initiation night, and the mysterious whispers of having to "ride the goat" now seemed a stern reality. Excitement ran high all day whenever a group of girls met, and many were the horrible tales conjured up in their minds.

At 8:30 p. m. sharp every new girl who was to become a Lanier was down in the basement, impatiently awaiting orders to third floor, where the initiation was to be held. The same idea is carried out from year to year, though it was more elaborated this year than ever and proved a greater success.

By 9:30 all had been initiated and were met in the hall, where punch was served.

They then assembled in the Y. W. C. A. hall for a short literary program. Miss Ophelia O'Brian, president of the society, made a short talk to the new members, giving them a most cordial welcome into the society, and setting forth its purposes. This was followed with an appreciation of Sidney Lanier's life by Miss Mae Sawyer, in which she commented on a few of his works. Miss Sherman, in her usual graceful manner, delighted the audience with two beautifully rendered instrumental solos. "The Marshes of Glynn" by Lanier was read by Miss Ruth Spivey, and the program came to a close with an instrumental solo played by Miss Lou Ellen Dupree.

The members were then invited into the recreation hall, where dancing was participated in for a short time. Delicious refreshments, consisting of cake and cream, and mints, in the society colors, were served, and this most enjoyable evening passed away all too soon.

The officers of the Lanier Society for the year of 1916-17 are: President, Ophelia O'Brian; vice president, Mattie Poindexter; secretary, Camille Robinson; treasurer, Annie Gray Stokes; critic, Virginia Sledge; marshal, Mildred Maupin; business manager of TRAINING SCHOOL QUARTERLY, Ruth Spivey, and assistant editor, Jennie Taylor.

Last year the societies pledged themselves to furnish the funds for beautifying the campus. To raise these funds, they are planning to give an intersociety play on November 27, and are now very busy practicing for it. The play is a Greek drama, "Ingomar," and is being coached by Mrs. J. J. Walker.

Athletics

The Athletic League of the Training School held its first meeting of the new school year on Friday afternoon, October 13. At this meeting 103 joined, but during the year the membership will probably reach 200.

The new officers are as follows: President, Helen Gardner, of Warrenton; business manager, Hallie Jones, of Stem; secretary, Ethel Stan-

field, of Leasburg; critic, Lois Hester, of Oxford; and Faculty advisory committee, Miss Comfort, Miss Graham, and Miss Waitt.

Playground games under the direction of Miss Ophelia O'Brian, of the Senior class, have been added this year, in addition to tennis, basket-ball, volley ball, and walking. The girls are manifesting a genuine interest in these playground games, for they realize that to become efficient teachers they must be a companion to their pupils at recess as well as in the schoolroom, and must have a large and varied collection of games from which to select those that are fitted for individual children. With that idea in view, Miss O'Brian has worked out a list of games which give exercise in language work, in running and jumping, and in training children to handle balls, the last being a preparation for the harder games of basket-ball and volley ball. There are others also of a quiet and restful nature, to be played indoors or out. The following is a program for one week:

1. Cat and Rat.
2. Center Catch Ball.
3. Circle Dodge Ball.
4. I Say "Stoop."
5. Japanese Tag.
6. Letting Out the Doves.
7. Third Slap.
8. Single Relay Race.
9. Hopping Relay Race.
10. Center Base.
11. Catch and Pull Tug of War.

There is a great deal of interest being shown in basket-ball. The players are now being tested for a place on the class teams. After these have been selected, practice will begin in earnest for the Thanksgiving match game.

Considerable interest is also being manifested in tennis this fall.

Classes

The Senior Class was organized on October 19th. From nominees, approved by President Wright, for president of the class, Lucile Bullock was elected. Other officers are: Vice president, Sue Walston; secretary, Wita Bond; treasurer, Ethel Perry; critic, Amelia Clark; historian, Ophelia O'Brian; class adviser, Mr. Meadows.

SENIOR HALLOWE'EN PARTY

The 250 students of the other classes, and the faculty and officers of the school, were the guests of the Senior Class at a delightful Halloween party given on Saturday night, October 28th. Each class was requested to meet at a different entrance to the Administration building. There they were met by ghosts, who led them through all parts of the dimly

lighted building, where they were given a hearty welcome by other ghosts, goblins, witches, devils, spiders, black cats, pumpkins, and clowns. The following interesting contests, all of which belong to Hallowe'en, were held: bobbing for apples; biting apples suspended on strings from the ceiling; guessing the number of grains on an ear of corn; and drawing cats. Miss Sophia Jarman, of the Junior Class, won first prize in the cat contest, and Miss Roberta Floyd, also of the Junior Class, won the prize in the corn contest, guessing within 9 of the correct number. Apples were served as refreshments.

OFFICERS OF OTHER CLASSES

"C," or Junior Class: President, Thelma White; vice president, Violet Stilley; secretary, Gladys Yates; treasurer, Elizabeth Evans; class adviser, Miss Jenkins.

"B" or Second-Year Academic Class: President, Rena Harrison; vice president, Mattie McArthur; secretary, Mary Hollowell; treasurer, Kathleen Venters; class adviser, Mr. Austin.

"A" or Second-Year Academic Class: President, Evy Midgette; vice president, Dearie Simmons; secretary, Ruth Liverman; treasurer, Fannie Jackson; class adviser, Miss Maupin.

"F" or One-Year Professional Class: President, Eleanor Uzzell; vice president, Jessie Lano; secretary, Dulcie Tharrington; treasurer, Hallie Marston; critic, May Clapp; historian, Townie Patterson.

School Notes

Senator Overman Before Training School Students Senator Overman was the guest of the Training School on Thursday, October 19, at luncheon and at the Assembly period. With the Senator were several citizens of the town, among them Messrs. F. C. Harding, F. M. Wooten, and Pierce.

At the Assembly the Senator made a talk to the students. When he arose to face the girls after President Wright's introduction, he said that he had not been invited to make a speech, so he was going to talk at random, but that he was coming back some time to show the president that he did know how to make a speech to girls.

He referred feelingly to his friendship with Governor Jarvis, calling him North Carolina's greatest Governor and statesman. He called the school a lasting monument to the memory of Governor Jarvis, and spoke of having heard him talk about the school. In commenting on the school, the Senator expressed the wish that girls from the west would attend this school, and that the girls from the east might attend a school in the west; that the men and women of the two sections would intermarry more, so that we might become more of a homogeneous people rather than a heterogeneous people.

In speaking of the education of women in the State, he recalled the fact that he was a member of the Legislature, and was Speaker of the House, that passed the bill for the establishment of the Normal College at Greensboro, and he considered it one of the things in his life of which he was proudest. That marked a new era in North Carolina; another era was marked when this school was established.

He spoke of the marked change he saw in the State now while he was making his campaign, in contrast.

He spoke of the marked progress in the State. He noticed now, in making this campaign, the contrast to what he saw in making a campaign twenty years ago, and he firmly believed these changes largely due to the educated woman. Progress is evidenced by the good school-houses, good roads, flowers everywhere, and signs of better living. In telling the girls that they will take the places of the women of today, and will have to carry on what their mothers are doing, he said that he knew that they did not realize what that meant. To illustrate that, he recalled an experience of his own. When he was a student at Trinity College, Senator Ransom made a talk to the students, telling them they would be the leaders; but none of his listeners realized what he meant. Many of those listeners are today the real leaders: two are United States Senators, three are members of Congress, several are judges, and others are leaders in the banking and the manufacturing in the

State. He incidentally referred to the fact that he had just spoken to the 800 students of Trinity and had organized a Democratic club of 450 members.

Senator Overman took a stand against woman's suffrage, but said that while he was opposed to it personally, he supposed it was coming, but that he was enough old-fashioned Democrat to feel that no State had a right to settle a thing for other States, so he believed woman's suffrage would come only by States.

He stated the fact that North Carolina had progressed more than any other State in the South except one, and she had a great future before her. He spoke scornfully of the low tax rate in this State, saying that it was a thing of which we should not be proud, as we were not cheap John people. He was in favor of liberal appropriations for the State institutions. The students applauded his declaration that he was in favor of higher salaries for teachers.

The students and faculty enjoyed very greatly the Senator's visit, and trust he will keep his promise to come again, although he will not have to prove that he knows how to talk to girls. He proved that fully on this occasion.

Hon. R. N. Page's Visit Congressman Robert N. Page gave a delightful surprise to the students and faculty of the Training School on November 2 by making them a visit and by giving them a talk at the Assembly period. President Wright, in introducing him, referred to the distinguished Page family and their work.

Mr. Page did not make a set speech, but his informal talk was full of thought and inspiration. He told the students that although this was his first visit to the school, he had been greatly interested in it from before the time you could see it. He, like others who have been connected with public life for some years, identifies this school with Governor Jarvis, as those who saw him during his last years heard him talk about the school and knew how near to his heart it was. To the public the school expresses the spirit of Governor Jarvis. Mr. Page said that as he rode up to the buildings and saw them for the first time, his mind reverted to the wonderful work of Governor Jarvis, the great services he rendered in his day, and the blessed memory of the man.

He asked, "What is the matter with the world?" His answer was, "Nothing"; the world is all right; the trouble is with people and their wrong ideas, the selfish men and women who put the wrong things foremost, thinking only of themselves and what they can get out of the world. "If the selfish get out of the world all they want, there would be little left in it." "The egregious selfishness of some pitted against the life of service others are trying to give makes it very hard for those who are unselfish," thinks Mr. Page.

The most beautiful part of this institution, of the president's work, and of all connected with the school, is that those who come here are being trained to devote themselves to a life of service. He liked to go back fifteen years and think of the few men who were changing the trend of the State. There was a time when one was ashamed of conditions, especially educational; but there was a band of men whose hearts were burdened, who waged battle against the mercenary spirit and became evangels of the children of the State; among them Aycock, McIver, Alderman, and Jarvis. This institution breathes the spirit of such men. The short-sighted and the profligate were against them. He asked if the girls knew that there were still people who complained because this school was built—not because they did not want girls educated, but because they thought it cost too much. He declared that he believed it worth five hundred times the cost of educating the three hundred here, and the time would come when there would be one thousand here training for larger usefulness.

He closed with the wish that no one should ever come here with the idea that she was getting something to use for herself alone. "To serve others" should be their idea, for that was the purpose for which the school was builded and exists. All should go out imbued with the spirit of service. He did not want them to get the idea that they should go out and work for nothing, but the prime object should be, what they can put into the lives of others. He quoted the ideal of the great Teacher: "He that would be great, let him be servant"—this is a self-evident truth, that the man or woman who serves the most gets the most reward.

Until he sat down Congressman Page did not know that the motto of the school was "To Serve."

The school sang "Carolina," as President Wright said, "to show Congressman Page that we love the State almost as much as he does."

**Hon. J. H.
Small Makes
Talk to Stu-
dent body**

The political campaign brought to the students of the Training School some of the finest speakers and thinkers in public life, and these men gave the cream of their thought to the students. Congressman Small visited the school on November 3 and made a talk to the students.

Congressman Small said that it had been his experience that of all audiences a body of students was the most critical. If one attempts to give them chestnuts or stale thought, these are detected. He had one thought to contribute, and the thought and the point of view of the man who has been seeing life at first hand all over the State for the past five weeks were far from stale. There was vigor and life in his talk and it was expressed in clear-cut sentences and well rounded periods, without waste of words.

"One of the most interesting studies of life is life," he declared. He said that as he had been going over the State during the past five weeks one of the most charming activities that make for the development of the best in life, one of the most interesting manifestations, most unique phenomena, has been the schools, the buildings, and the teachers. He has taken advantage of every opportunity to visit the schools, to peep in on them, to attend their morning exercises, to talk to the pupils and to the teachers.

This proved the statement that Professor Wilson made in introducing Mr. Small. He said the Congressman was interested in everything connected with the educational affairs of the State, and never missed an opportunity to advance the cause.

Mr. Small referred to the proceedings of the last meeting of the National Educational Association, which he had read, and said that he was impressed with the dominant thought of the meeting, which was epitomized by one of the speakers: "The time has come when education ought to be hitched up with life." He has been impressed, as he has visited the schools of the State and talked with the teachers, to see that they are so nearly connected with life.

There is no activity in the life of the State today, he thinks, more important, more nearly related to life, than the system of public schools; no factors in the system so important as the young ladies who are teaching in the public schools; and no factory turning out a product of greater value than this East Carolina Teachers Training School.

He discovered something of the spirit of education recently when he heard from President Wright that the disposition to get training was so great that the number of applications for admission to this school could not be met. He sees in this that the spirit of our young people who wish this training is getting ahead of the spirit of the people, who can furnish the opportunity, the ones who are responsible for the support of the school.

In going over the State talking politics, Mr. Small has not forgotten to show the people their duty to the public school and the duty of the legislative department to seize this opportunity to manifest this spirit. He expressed the hope that the next Legislature would not neglect its duty. As the system of public education progresses, he hopes that there will be no community so provincial, so isolated, that every child shall not have its opportunity for life. He said that he liked to call it public education, for it is an illustration of what has been woven into the warp and woof of the life of the best people of the State. He came back to the big thought: Education ought more and more be coupled with life. He said that he knew from the catalogue, from announcements, reports, and from conversations with students from this school, that the curriculum is such that the students are trained so that they can hitch up with life—the home, the school, the community, and all of the coöperative move-

ments without which the wheels of modern society cannot successfully go round.

Proof that life and school are linking up, that the old lines are breaking down, is furnished by the fact that the leaders in the public life of the day take time to turn from the strenuous work of a political campaign nearing its close to talk to students, and to give them thoughts that are throbbing with life.

Lecture on the Holy Land Was Much Enjoyed Mr. Norman A. Baldwin gave a delightful hour in the Holy Land to those who were fortunate enough to be at the Training School on Monday evening, October 23. He caught the attention of his audience at once by appearing in the costume of Palestine.

President Wright, in introducing him, remarked on the fact that he had lived in the Holy Land for twenty-two years, and he knew Jerusalem better than he did any other city. Mr. Baldwin said that he was only six years old when his father went to Jerusalem to live. Greensboro was the only town in America he remembered. His father was pastor of one of the churches there.

Mr. Baldwin first explained his costume, piece by piece, and said that it had been the typical costume for perhaps thousands of years. It is now used largely by the Mohammedans, because they have kept alive the traditions and customs of the East. As Mr. Baldwin proceeded, he quoted the Bible, showing the parts of the costume to which reference is made in the accounts of the life of Christ, as, "He laid aside his outer garment."

The audience was turned into an imaginary party of tourists, and Mr. Baldwin became their conductor, showing interesting pictures and maps, and explaining routes and situations. Never before had the Holy Land seemed such a real country of hills, rivers, and real people as it did to most of the tourists of the evening.

He compared places as they are today with the way they were in the time of Christ, recalling the Biblical references in a natural incidental touch by naming people in the pictures.

Those who heard Mr. Baldwin and saw the pictures will never miss an opportunity to hear him and to bring others with them.

Dr. Coman Conducts Service at School Rev. D. H. Coman, who was conducting a revival at the Methodist Church, conducted the religious service at the Training School one morning in October. He made an impressive talk on the importance of thinking right, reading the passage in the Bible that exhorts us to think on things that are pure and lovely. He made a fine impression on the school.

County School Committee Meet The organization of the County School Committee men from Pitt County were given a luncheon at their fall meeting by the Training School, at which time a general discussion was carried on regarding ways and means of improving our rural schools. It is the custom of this organization to meet twice a year for their mutual benefit, and much good is accomplished by the mutual exchanges of ideas. Prof. M. C. S. Noble, head of the department of Pedagogy at the University of North Carolina, was present, and delivered the principal speech of the day. There were also talks by President R. H. Wright, Superintendent Underwood, Mr. A. G. Cox, Dr. Laughinghouse, and Dr. Edgerton.

Model School Children Pick 645 Pounds of Cotton There are various ways to accomplish an end, provided one determines to accomplish it. For instance, consider the case of the pupils of the Model School, who wanted framed pictures to hang on their walls to make them more attractive and cheerful. Of course, they could have gone home and asked their parents for various sums, or they could have waited until the school authorities were ready to donate the pictures. But did they do this? They did not, because there was a better way, and, besides, they wanted these pictures right away—at once, immediately. You all know how children are when they want a thing.

So they went home and each got a good-sized bag, and then, as soon as school was out, they hurried to the nice, white cotton patch just opposite the Training School, and picked in an hour and a half 645 pounds of the fleecy staple. Result, about \$5 to expend upon said pictures, and a place where they can get more, if they want more pictures bad enough. And just to show that they are gluttons for work, these tots went back again and picked more cotton for the money to buy more pictures for their schoolrooms.

The work was directed by Miss McFayden, one of the teachers, who divided the children into their respective grades and gave them exactly an hour and a half to see which grade picked 153 pounds. They all went to work in great spirits, and all had the time of their lives. No picnic has ever been enjoyed half as much as this cotton-picking game. And, besides, they were earning their pictures. The first grade pupils, wee, tiny babies of around six years old, took part in the contest; the third grade picked 175 pounds; while the seniors, aged around ten years, picked 209 pounds, making a total of 645 pounds picked by them. We hope that they will get the best pictures that can be found, and that their walls will be the prettiest ever; because if they really do want them enough to work for them, then they deserve just as good as they desire.—*Greenville Reflector*.

Mr. Gordon**Berry Lec-
tures on "Sav-
ing Sight—Sav-
ing Citizens"**

Mr. Gordon L. Berry, Field Secretary of the National Committee for the Prevention of Blindness, who is delivering lectures in this State at the solicitation of a committee from the North Carolina Medical Society, gave an illustrated lecture at the Training School on the evening of October 30, on "Saving Sight—Saving Citizens."

Mr. Berry showed a number of interesting pictures the selection of which proved that he understood human nature. While a number of them were medical slides showing diseased conditions of the eyes, others were of scenes and groups where certain diseases were prevalent, and industrial pictures, so that the audience was kept interested and was not repulsed by the sight of too many unpleasant pictures.

He explained the different preventable causes of blindness, giving many facts and figures that were rather startling to his audience. He said that of the 248 children at the State School for the Blind in Raleigh, 50 per cent of them were needlessly blind. The great tragedy of it is that forty-eight of them might have their sight today if a few moments of time and a few cents worth of preventive treatment had been given these children at birth. It is costing the State \$10,000 a year to maintain and educate these children alone—nearly twenty times enough to educate them if they had their sight.

Superintendent Ray, of the Blind Institution, was with Mr. Berry and introduced him in a very happy manner. Mr. Ray has done a great work in the State for the blind, having given most of his life to them.

Dr. Laughinghouse introduced Mr. Ray and opened the subject of the evening.

**The New
Members of
the Faculty**

Miss Annie Ray, who had charge of the Primary Methods work in the Summer Term, has Miss Barrett's place for this year while Miss Barrett is doing special work at Columbia University. Miss Ray is from Kentucky, a graduate of the Western Normal School of Kentucky, and is from George Peabody College for Teachers. Miss Ray was in the summer faculty.

Miss Nellie Maupin, of Culpeper, Virginia, is a new member of the faculty, taking the place of Miss Helen Strong as teacher of Pedagogy and History. Miss Strong was married in June. Miss Maupin comes directly from Peabody College for Teachers. She is a graduate of the State Normal School at Farmville, Virginia, and has had several years of successful experience in teaching.

Miss Agnes Whiteside, of Tennessee, is the new teacher in charge of the third grade of the Model School, taking the place of Miss Schuster, who resigned to be married. Miss Whiteside comes directly from the

George Peabody College for Teachers. She has had very successful experience as a teacher.

Miss Lula Sherman, who last year took the place of Miss Hill in the Music department, has returned to fill her own place henceforth, much to the delight of the music pupils. The Music department was so crowded that it was impossible for two teachers to handle the work, so Miss Sherman was telegraphed for and accepted. She had a private class at her home, for which she made arrangements.

Again this year a long roll of applications for admission to the Training School had to be refused because of the lack of room. Almost enough were refused to fill the much needed new wing to the East dormitory. There are 295 students enrolled, exactly the same number enrolled during the whole of last year, and a few more than at this time last year. This is due to the fact that there are a few more town students and those who were willing to room in town, and there was a little more crowding up. The school simply cannot grow in numbers until more room is provided.

President Wright notified the people of Greenville that a special visiting day would be set aside for the town people who wished to visit the school. While visitors are welcome at any time, and the routine of the school will be changed in no way on the special day, it was deemed advisable to set a special time so that some one would be in readiness to pay special attention to visitors and take the pains to show them what they wished to see. President Wright accidentally found that there were people in the town who really knew nothing about the school and who heartily wished to see it, but who hardly knew when to come over. The second and fourth Thursdays of each month, from 10 to 12 o'clock, were set aside for this visiting hour.

A series of articles featuring practical arithmetic, by Miss Maria D. Graham, of the Department of Mathematics, is appearing in the *Normal Instructor and Primary Plans*. The articles have been attractively illustrated and given good placing in the magazine. The editor in a note at the end of the one in the November issue refers to the articles as "interesting and stimulating." The November article is "Problems Occasioned by a Thanksgiving Banquet." Others to appear later are "Live Arithmetic Problems from Current Newspapers and Magazines," and "Corn and Tomato Club Problems Based on an Acre of Land." All of these are illustrations of the work done in arithmetic at the Training School.

Instead of having merely an Arbor Day, the Training School this year has had a whole Arbor Week. Mr. Busbee spent a whole week planting the grounds as outlined in the spring issue of the *QUARTERLY*; he had a "perfect orgy of planting." The grounds will be well worth a person's coming far to see after these precious young plants, trees, and shrubs grow up. It has been a matter of deep gratification that the plants put out last spring have thrived. Only two died, thanks to the excellent manner in which they were planted, to the care the president gave them during the summer, and to the good seasons.

Miss Maria Graham, of the Faculty, during the spring and summer built a home in Greenville adjoining the campus. She and two other members of the Faculty, Misses Comfort and Jenkins, are keeping house together. Near the beginning of the year they had a house-warming, opening the home to the other members of the Faculty, officers, and all who were connected with these.

President Wright attended a meeting of the University Club of Raleigh during October and made a talk.

Mr. H. E. Austin recently attended a meeting of the State Board of Examiners in Raleigh.

Miss Lewis was one of the judges at the Farmville Community Fair.

Miss Armstrong judged the Domestic Science products at the Stokes Community Fair.

On Fire Prevention Day President Wright made a talk on the significance of the day, and gave the interesting facts and figures that had been sent out by the Commissioner of Insurance, and read the Governor's proclamation. The bulletin board was covered with statements sent out by the Insurance Commissioner.

*TRAINING SCHOOL GET-TOGETHER DINNER ON FRIDAY EVENING,
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The Training School

Quarterly



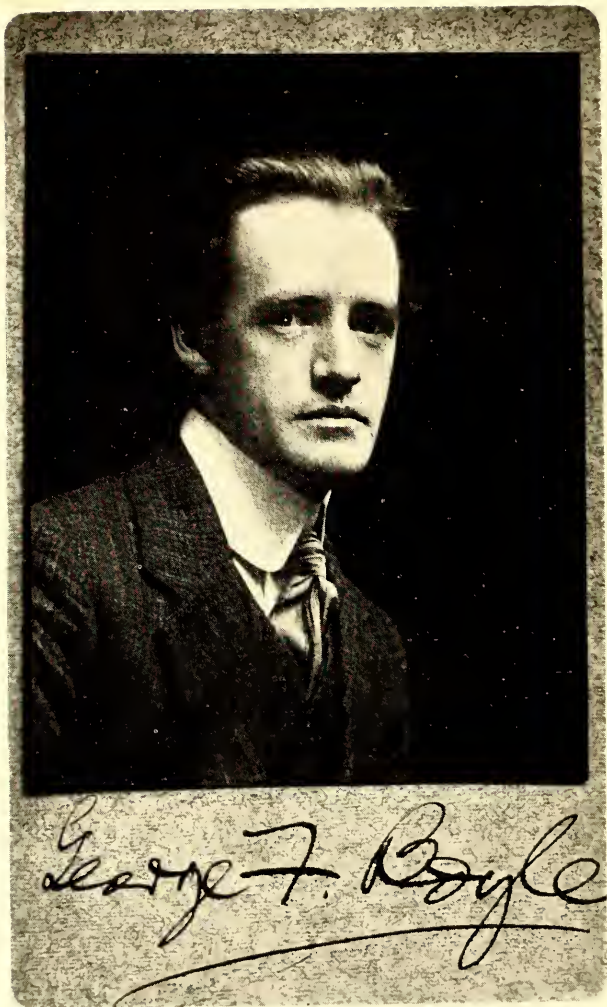
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The Training School Quarterly

VOL. III

JANUARY, FEBRUARY, MARCH, 1917

No. 4

*President's Address Before the Teachers Assembly at the Thirty-third Meeting**

ROBERT H. WRIGHT

Mr. President, Fellow Teachers, Ladies and Gentlemen:

AS I realize the importance of the teacher in the advancement of our State socially and industrially, as well as mentally and morally, I would not be true to the finer feelings of my nature were I to speak to you tonight without first thanking you for the very great honor you have conferred upon me by selecting me as your president. I do esteem it a great honor to be so favorably thought of by the teachers of North Carolina, than which there is not a nobler band of workers in our State.

Standardization of the School System

The true reward that comes to one for having wrought well is another opportunity for service. At present in our State this reward is constantly ours, for I am persuaded that there is not in our Union a State offering greater opportunities for constructive educational effort. Our people are bound by no traditions in education; they are open-minded to any real constructive effort. They say to us continually, "If the thing is good we want it." But we must show them the worth of any new plan. Our people want the best and they deserve the best there is. This is the time of all times in the development of public education in North Carolina for the teachers of our State to establish educational standards. The field is "white already to harvest." The teachers are ready and willing to do the work, but it cannot be done with any degree of uniformity nor with true efficiency until our General Assembly sees fit to pass an enabling act. Public education to be truly public must be provided for by public law. There is no public school system for the children of North Carolina. There are 108 public school systems in our State. There can be no standard set for 108 systems. Each system, to be a system, must have its own standard. One of the themes of this Assembly this year is *standardization*; but there can be no standardization until we consolidate.

*By courtesy of secretary of the Teachers Assembly of North Carolina.

**Status of
Schools in
North Carolina**

Look at the facts. It never hurts to turn on the light. The State Department of Education is supposed to be the head of the public schools of North Carolina, and it is, in so far as they have a head. The General Assembly of our State has fixed the status of public education in its public and private laws, and here is what we have: As of June 30, 1915, 100 county superintendents working under and with the State Department; 107 graded school superintendents, working independently—not under and with the State Department. Of the 10,477 teachers paid by public taxation, 1,762 are independent of the public school law. If a teacher wishes to teach in any school under a county superintendent she must stand an examination and prove good moral character. She must show herself fit to teach. If she wishes to teach in a graded school she must get a majority vote of the graded school board of trustees. She may be ignorant and immoral, but if she gets a majority vote she is a teacher. Of the 540,410 children attending the schools maintained at public expenses, 100,135 do not come under the State Department. Of the \$4,132,213.76 spent in 1914-1915, \$2,229,021.76 was not under the State Department, and the \$1,452,070.77 raised in 1915-1916 by the 1,844 special-tax districts does not come under the State Department. This means that almost half of the money spent for public education is without the jurisdiction of the State Department.

**Justice
Through
Gradation and
Certification
of Teachers**

The legislative enactments that discriminate against the so-called country schools are responsible more than any other one thing for poor country schools. A normal school or a college graduate has to stand an examination to teach the county school, but does not have to stand an examination to teach a graded school. As a result, all graded school teachers but 523 have had normal training, while 4,694 county teachers are without normal training. Yet we say we want to help the county schools. Let the legislators prove their words by their works. We must have for our State a law that gives us uniform gradation and certification of teachers. The present discrimination against the child born and reared on the farm must be done away with. In my judgment, this should not mean more examinations, but fewer examinations for teachers. Those persons without normal training or successful teaching experience should stand examinations, and those with sufficient normal training or successful experience as teachers should not be required to stand an examination. There must be a law for uniform gradation and certification of teachers in North Carolina, and the next General Assembly will not do its duty by the children of our State if it fails to put such a law on our statute books, for anything short of this will fail to give us a system of public education for the children of our State.

Our State has clearly demonstrated that examinations do not of necessity give us the best teachers; in fact, all an examination can do is to

keep the inefficient reduced to a minimum. In the county schools where we have the examination system there are nearly 54 per cent of the teachers without normal training, and in the graded schools where there is no examination, as a rule, there are less than 30 per cent of the teachers without normal training. Put the graded schools and the country schools on the same basis and more of the normally trained teachers will teach in the country schools. Of course, the examination is not the only handicap the country school has. Length of term, better salary, better organized work, modern conveniences found in the towns and not found in the country, and more social life in the towns, all work against the country schools. But good roads, cheap automobiles, and improved country conditions are fast removing many of the handicaps that have been felt by country schools. And if our State law would make the professional qualifications uniform I am sure we would soon have a much larger per cent of trained teachers in the country schools. The State owes it to the country child to do for him as well as it does for the urban child. A democracy means equal opportunity, not necessarily identical opportunity, for all.

**Keep the
Schools Out
of Partisan
Politics**

I am sure our people want, and that the good of our schools demand, that as far as possible public education be removed from partisan politics. This means that our superintendents should be chosen by nonpolitical boards of education. One of the worst things that could happen for public education in North Carolina would be the election of county superintendents by the people through the political parties, for this would necessitate the selection of politicians as superintendents, when what we need is professionally trained men and women whose politics is "better educational opportunities for the children attending the public schools." Trained superintendents are just as essential for efficient work as trained teachers, and I sometimes think more necessary, and you cannot get trained superintendents through the school of politics. They develop in a different environment. Do not take what I have said as being "down on" politics. Every man ought to have a political opinion and must have the right to express himself freely on political matters. But the schools are for all, and as superintendent he must be for all, and, above all, trained for his duties as a worker in any political party.

**Why a Com-
mission of
Education is
Needed**

It is perfectly clear to my mind that the people of our State do not know the exact status of public education, and that they will not be fully convinced until there is a careful study made by some competent commission. If the next General Assembly were to appropriate a sum of money sufficient to employ a committee of well trained students of public education and give them two years to make a thorough investigation, I am sure their report would awaken our people to the necessity of putting into law the recommendations of our State Superintendent; and not only this, but many other

things he wishes to have done, but knows it is useless to recommend. Today our people are already going in advance of our law, and in many respects are held back by the law from doing what they are willing to do. I want to see such a commission appointed and want it to have power to make a thorough study of public education in our State, not only of the so-called public schools, but of graded schools and all State-supported and State-aided institutions of education. Something of this nature is necessary for intelligent educational legislation. It is also necessary to acquaint thoroughly our people with the needs of our State educationally. I know of nothing that would more materially aid our State Department of Education in its efforts, and Superintendent Joyner is making heroic efforts to better the public schools, than to place the public schools of North Carolina upon a really efficient basis. Our first need is intelligent educational legislation. When we get this, then, and not until then, can we get really competent teachers for all the schools of our State. But this legislation must make teaching a profession. Teaching must become a profession before it can be standardized. But may I turn from this to another side of the question? To an aspect of it that is much more pleasant to me, and I trust will be equally profitable for you.

**Illiteracy
Must be
Eradicated**

We are spending \$4,132,213.76 annually, and are employing 10,500 teachers, in round numbers. What is the object of this enormous outlay, and what is the purpose of this army of workers? Is there any goal toward which we are all working? What is the real aim of public education in North Carolina? There must be a declaration of principles that will set forth the things we, the teachers, are going to strive to accomplish. In this declaration of principles will be found many things that a generation ago were not thought of as being a part of the duties of the teacher. We must recognize that public education is for *all* the children of *all* the people, and not for the favored few nor for the favored race alone. Ignorance and superstition are even today causing more suffering, more crime, more immorality and more waste than any other forces for evil in our civilization. Eliminate ignorance and superstition will vanish. The illiterate must of necessity be ignorant, but the lettered are not always enlightened. It should be the function of the public schools to eradicate the handicap of illiteracy. Illiteracy must be abolished from the citizenship of North Carolina. The stability of our government depends upon an intelligent citizenship. If illiteracy is not blotted out of our civilization, Nation-wide, our government will become the world's greatest governmental experiment. If blotted out our government becomes the world's greatest model in State organization.

**Essentials the
Schools Must
Teach**

Next, the public school must help to build character. A learned man without character is more dangerous than the immoral illiterate. The youth must be trained in morality, must be taught that a clean personal life and a pure public

life is essential to good citizenship, and absolutely necessary for successful living. He must be taught the necessity of honesty in his every act. For example, he must see the sin in putting three layers of nice apples or potatoes at each end of the barrel and inferior ones in the middle. He must be made to know the low grade of berries in the bottom of the quarts determine the price of the good berries on top. He must be made to see that honesty pays.

Again, the schools must teach health, not only individual health but community health. There are certain well known laws of health, certain known facts about contagious or infectious diseases that every teacher should make known to every child attending his school. I can remember when in our ignorance letters from a yellow-fever infected city were punctured and fumigated. Today we all know that screens to keep out mosquitoes is the best way to stop the spread of this dread disease. The schools must instill the laws of health into the minds of the children, and each must be made to realize that it is wrong for him to spread his communicable disease to his neighbor. Our people must be taught that it is really not necessary for every person, sooner or later, to have measles and whooping-cough. The time is soon coming when we will realize that a county hospital maintained at public expense, and a whole-time health officer maintained at public expense, are good investments for each county to make. A healthy body is absolutely essential for a serviceable citizen. Give us the right ideals and standards of health and the criminal classes and the feeble-minded will cease to multiply in our land. The institution at Kinston for the care of the feeble-minded—very necessary now under existing conditions in our State—is a monument to our ignorance and inefficiency. About 20 per cent of the blind in our State School for the Blind and the Deaf in this city are needlessly blind. Ignorance—no, inefficiency—has made them so. All those children in the Stonewall Jackson Training School are there because we back home have failed to do our duty by them. Instead of helping each who is born to become the best possible of his type we have a great vortex of physical and mental ruin into which we have been pushing helpless babes and unfortunate youths, and then we spend much of our time and money trying to pull them out. Some we get out, others never come back, but all carry through life the marks of our failures. Public health must be taught in the public schools.

One bright September day, at their mountain home, a father and son were talking about the boy's education. On tomorrow the boy was to start for the University. He was a bright youth. The father had struggled hard to save the necessary funds to educate his son. Finally in the conversation the father summed it up in these words, "Son, I want you to get an education so you can make a living without work." The son graduated and now gets along in life without much work, but he does not amount to very much. That is one of the false ideas in our

State that the schools must eradicate; for that education that does not make the one receiving it more industrious is a failure. The best educated man in North Carolina should be the most industrious man in North Carolina. All labor is honorable. It is one of the functions of the school to help each individual to find the thing in life he is best fitted to become and then to give him that training that will enable him to do the most possible in his chosen field of activity. It is not the work that is lacking in honor, but the worker.

Education should make each one active not only in his chosen field of labor, but active in the affairs of his church, his community, his State, and his Nation. The welfare of the individual is dependent upon the good of the community. No man can live the fullest life save as he assists in the development of the lives of those around him. True living is bound to be in coöperation with one's neighbors. Every schoolhouse, every church, is the direct result of coöperative effort. The welfare of each citizen is interdependent upon the welfare of every other citizen. Coöperative endeavor is just in its infancy in our State. Some day we are coming to coöperative selling and coöperative buying, and coöperative manufacturing. Many a dollar's worth of farm produce goes to waste annually in our State for lack of these. The schools must teach this to the next generation. It is too late for this generation, but the next should be saved. It is the task of the schools to see that they are saved. Community coöperation is of more value, cultural, as well as monetary, than a study of the humanities. I might name others, but I do not wish to tire you. John and Mary were on their way to church. John, burdened by his pent-up love for Mary, was too full for utterance as they drove along, but suddenly blurted out, "Mary, will you marry me?" She replied, "Yes." Before they reached the church, she said, "John, why don't you say something?" "I've said too much already," was his reply.

Teachers With a Vision the Great Need These things cannot come to pass unless we have a band of well-trained and efficient teachers and supervisors. The great need in our State today is more teachers with a vision; men and women who see constantly the 540,000 children standing in their ignorance with outstretched hands begging us to lead them from darkness into light; men and women who love children, who know there are no mean children, who realize that each child needs help and who are willing to spend and be spent for the sake of others; men and women with a purpose and with character, realizing that the spirit of the teacher counts for more in the lives of those taught than the subjects they are attempting to impart; men and women who see the limitless possibilities in the life of each child; men and women who are not willing that any one shall be lost to civilization; big-hearted, broad-minded men and women with a love for mankind that knows no bounds; painstaking and patient men and women who are willing to "labor and

to wait"; men and women with faith in mankind—yes, men and women who know there is good in every child, and that by search and endeavor it may be discovered and developed.

Only educational experts should be superintendents, for unless the supervisor knows better than the teacher the manifold duties of the teacher, he cannot be of the service he should be. It goes without saying that inefficient organization and supervision greatly handicap the efficiency of any system of schools. Our law should be so stringent that only those who are best fitted could become superintendents. I am sure the superintendents of our State realize the truth of this more vividly than any other group of teachers in our State. Their task is to stimulate each to his best effort and to coördinate the work of all. They, of all men, must have the vision. They must dream dreams and then help to bring their dreams to pass.

The strides of civilization have been so rapid for the past century that each rising generation finds it more and more difficult to keep apace with the times. The teachers of our children are the connecting links between generation and generation, and they hold the destiny of our State in their hands. They are the guardians of our liberty, the protectors of our Nation, and the promoters of our civilization.

The Vision "There is a path which no fowl knoweth, and which the vulture's eye hath not seen. Whoever looks into interstellar abysses knows that there is a highway which even the spirit of man in its most daring dreams has not trod. Forever nature moves under the compulsion of power which man does not appraise. The wind bloweth where it listeth, beyond human law, and the light that flashes through the universe is not kindled at man's forge.

"And yet we are beginning to understand our kinship with the life that seems alien—to understand that God and man are not divided by visible or invisible substance. The upward impulses of the race, finding expression in the beauty of art, the glory of ideals, and the triumphs of the spirit, attest that man is the moving instrument through which the type divine becomes articulate.

"There is something superior to the tenure of individual life. The music of Poe is greater than the frail tenement in which it sang. The thrush of today is dust tomorrow, but the choral song of birds is eternal. The statutes of Praxiteles have perished, but the genius of the sculptor of Greece has animated all succeeding centuries. What we see of the man passes, as all things visible pass, but thought does not die. The temple of Solomon has vanished, but the wisdom of its builder is a part of the word that excites the worship of the world. This is the real temple of the Great King of Israel.

"Civilization is greater than its cathedrals or its cities. Shakespeare lived but a fitful day, and Æsop we never knew, but what they wrote is

a part of the literature that lives on. Similarly, human love is tragic in its incompleteness, but the love that animates mankind is infinite.

"We are all a mystical and elemental part of the power that gives luster to a star, perfume to a flower, and melody to all life, but in reality we know little, if anything, of the cosmic secret of the soul. We are mendicants in the kingdom where we should be kings. In inattention to our inheritance, we are confronted by the sublime fact that life is greater than the living, for it outlives it.

"There is indeed an infinite highway toward which the race forever moves, but whose supernal vistas it has not yet discerned. For that path—the path of which Job in his vision dreamed—leads through the kingdom of heaven. And eye hath not seen nor ear heard the wonder of that invisible world that perpetually surrounds our faltering race."

"The works of God are all for naught
Unless our eyes in seeing,
See underneath the thing, the thought
That animates the being."

The responsibilities of life that rest upon this generation are greater than the responsibilities that have ever rested upon a previous generation. To meet these responsibilities demands better preparation than has ever been made before. "As good as I got" is not as good for my boy as what I got. We owe it to our children and to succeeding generations to give to the children of today the best possible preparation for the responsibilities of life. The future safety and prosperity of civilization rests more heavily and is more dependent today upon America than upon the rest of the world. It does seem to me that God has intrusted to our keeping His great plans for the human family. Shall we meet the demands of the day as true men and women or shall we become "mendicants in the kingdom where we should be kings"? Let us stir old North Carolina from mountain to sea that every child in her borders shall have an opportunity to develop into the best citizen that it is possible for him to become; that each child may be so developed that he can live the fullest and the richest life possible for him to attain. Let us give each child a fair start in the race of life, then we will have accomplished our task; anything short of this is less than should have been accomplished.

Minimum Requirements for Teaching in North Carolina

DAAPHNE CARRAWAY

WHICH is of more value, the life of a horse, the care of a corpse, the practice of medicine, or the training of the mind of a child?

In North Carolina there are those who have made a definite study of veterinary surgery and are qualified to pass on the merits or demerits of those who wish to enter that field of work. We also have an association of embalmers. The proper authorities in the organization say who shall or who shall not serve the public in putting away a lifeless corpse according to the best practices of embalming. For years a strict vigilance has been maintained by those practicing medicine for fear some incompetent person be admitted to that profession.

All this is well, and should not be changed only, possibly, to maintain higher standards. The horse is man's great friend. He is worth money and should be taken care of. To know that the dead bodies of our loved ones are laid to rest in the proper manner is a comfort. To have only competent physicians and experts restore to health those near and dear to us is of highest importance. Our bodies, the living temples of mind and soul, should surely never be so lightly treated as to have any one who has just finished seventh grade, or even high school, prescribe for their ailments. Never would we submit to that! Of all these things we are positive. We know we are everlastingly right.

Now let me repeat my original question: Which is of more value: the life of a horse, the care of a corpse, the practice of medicine, or the training of the mind of a child? Keep your answer. The hour has not yet come. I have some first-hand evidence to give you. Then we will talk over this matter before we "are ready for the question."

We have one hundred counties and a goodly number of town and city schools in North Carolina. Letters were sent to each county superintendent and the representative town schools asking for definite information. They were asked to state minimum scholarship requirements and minimum amount of professional training required of their teachers.

Many men of many minds gave interesting answers of varied kinds. Almost every county stands alone in requirements. Five county superintendents frankly say they have no requirements either in scholarship or professional training. Two others say they only require a second grade certificate on the seven elementary grades with no professional qualifications. Three others stated that teachers must have ability to pass county examinations, but that no professional training was required. Be it known, however, that two county superintendents require their

teachers to complete the high school course and have at least one year in college or teacher-training school.

In trying to get before you evidence from all over the State the following is quoted:

"We permit teachers who hold second grade certificates to teach, but they must attend the county institute and be a member of the Reading Circle."

"They must pass the examination sent out by the State."

"She must pass a satisfactory examination on the common school branches and attend at least one summer session of East Carolina Teachers Training School."

"Some are teaching in my county who have fairly finished the seventh grade and who have had no professional training outside of an institute."

"My teachers must pass on the elementary branches and Theory and Practice. Professional training is recommended, but not required."

"I have some teachers who hold a second grade certificate, but first preferred, based on five years' State examination and two weeks attendance of county institute or summer school—latter given preference."

"Those who teach for me must have about one or two years of high school, an institute or summer school."

"Teachers must have completed the public school course and had two weeks of institute."

"We have not quite reached it, but we are working for teachers to complete high school and have one year of professional training."

"Teachers must have high school education. Some of them have no professional training. All must hold teachers' certificates. Some of them, however, are second grade certificates."

"Those who teach must have three years high school and one year professional training."

One county superintendent gives the following classification and requirements of teachers:

1. Candidates must be 18 years of age and must be able to set forth the duties of teachers prescribed by the school law of North Carolina.

2. Must have completed the seven grades prescribed for the elementary schools of the State.

3. Must exhibit, besides a creditable knowledge of the subjects of the elementary course of study, special knowledge of the contents of a given list of twenty-six books.

4. Must possess professional information as follows: know phonics, titles of text-books adopted for use in North Carolina, familiar with Berry Writing Manual and Books I and IV, and know some educational games.

5. Must exhibit in her written work that she is familiar with the formal language in Hyde's Language Lessons I.

6. Minimum salary is \$25 and maximum of \$30 per month.
7. No Class A teacher can be employed longer than three years.
8. A person admitted to Class A will hold a second-grade certificate.

In this county there are six classes of teachers. Each class is a step higher and carries with it increased salary. A teacher in Class A may become a Class B teacher by complying with certain requirements, and so on up.

"Those who teach in one-teacher schools must have high school education and have attended at least one teachers' institute. The principals of two-or-more-teacher schools must have college training."

"All of my teachers must have completed high school course. A large majority of my primary teachers have some college and one year of normal training."

"My teachers must have four years high school and after ensuing scholastic year must have at least one year of professional training. Ninety per cent of my teachers have had professional training."

Now, friends, the above statements are not vagaries, but are the word of truth and soberness. They come from East, West, and Piedmont county superintendents. Draw your own conclusions and then see conditions in town and city school. The standards in the town and city school take on a Joseph's coat appearance. Observe a few rare bits of evidence.

Six city school superintendents have no minimum requirements. Five employ college graduates, while four require the teachers they hire to be a graduate of a standard high school and to have two years of professional training. Four other superintendents require two years of college training and one year of actual experience. There are four who accept four years of high school and at least two years of professional training. Two others say they must be a graduate of a standard college, and have one year of professional training. No standard is maintained by two other superintendents, but they are working toward securing no teacher who does not hold a diploma from a college or normal training school of standing.

Others say:

"So far as law is concerned, the towns can employ washerwomen."

"It takes four votes of the school board to elect a teacher, nothing more."

"The policy of our school is to employ only graduates of colleges. However, we sometimes employ undergraduates of colleges. The policy is all right, but the salaries are so small there is a bit of inconsistency between the requirements and the salary. This works a hardship in that we are often forced to take graduates of inferior colleges. Sometimes a splendid teacher is kept from the system because she has no diploma."

"Every teacher in our school who is not a graduate has had one or more years of successful teaching."

"There are no requirements, but I pass on the qualifications."

"Requirements are as high as we can justly demand now."

"Inexperienced teachers must attend a summer school."

"Teachers must pass the examination (but no definite information concerning what examination is given). No training is required."

"The regulation of the school board demands the graduate of some college, normal or university, but it is not lived up to. They also require two years of experience, but neither is that enforced."

"There is no definite standard observed, but all teachers have had at least one year of college work."

"All teachers in my school must have at least a high school education, one year at college, and training at a summer school."

"Some collegiate or normal training is required of teachers in my school."

"Two years of college work and one year of teaching as well as an institute or summer school is what we require."

"The teachers in my school must have finished four years of high school and have had six weeks of professional training. Reëlection is conditioned on attendance of summer school the summer following election, unless party shall have attended four summer schools in succession prior to her reëlection."

"My teachers must hold a first-grade certificate or a State certificate; must be a high school graduate, and have had one year's successful teaching experience."

"Teachers must have two years scholastic training equivalent to one year of normal training."

"We do not follow this strictly, but try to have two years of college work and at least one year of professional training."

"I require one year of college education unless teacher has had experience to make up for it."

"We ask two years' education above high school and two years' experience in teaching."

"Our teachers must be college graduates, have had two years of experience in a good school system, and attend a summer school every two years."

"Teachers in our school must be high school graduates, have four years at normal college or institution of equal standing."

"It is our custom not to consider an applicant who is not a college graduate unless she has had professional training, say at least two years, and has had successful experience. If she is a college graduate she should have at least one year's professional training."

"Every teacher in our school who is not a college graduate has had one or more year's successful experience."

"I am trying to get only those who have had special training, in a first-rate school, for the work done."

The above are actual conditions. The superintendents were also asked if they were satisfied with these conditions. From twenty-five county superintendents there come decided expressions of dissatisfaction and desiring a change. Some just said they were not satisfied, but said nothing of changing matters. Others stated a spirit of dissatisfaction and made definite recommendations that each teacher have at least two years of professional training, or high school and one year of professional training. One superintendent is in favor of stated requirements, but thinks it impossible until the State takes over the whole matter of certification. He hopes this will soon be done. Another superintendent thinks we are getting value received for money paid.

From the city and town superintendents we have eleven to say they are satisfied with their requirements, while nineteen are not and desire a change. Three others say they are not satisfied and will make a change soon.

"The last question asked the school men was, "In your opinion, should a primary teacher be allowed to teach with less than a high school education as her scholastic foundation for the work. In addition to this, what professional training should she have—one year or more?"

To this twenty replies came back, "Four years of high school work and not less than one year in an approved normal school." Two others declare the high school should be completed and two years of normal training.

To quote from the others we have: "Teacher should be a graduate of a good high school and have not less than two years of professional training."

"A rigid enforcement for a high school education will cripple the work and close schools for a year or so. Give them a few years to attain it."

"They should complete a high school and have at least one year in college or training school."

"A teacher should have a high school education and at least one year of professional training. It is unwise to be too abrupt."

"A four-year high school and one year of normal training for the first certificate granted for one year. Have county and city superintendents required to keep and submit to State Department at the end of each year a success rating for all their teachers. If a teacher makes a satisfactory success grade and reading course for one year certificate should be conferred for longer time."

"A high school graduate and one summer's professional training. Keep on taking some prescribed correspondence course and in summer take professional work until State gives life-time certificate."

"I am inclined to believe that requirements both as to scholarship

and professional training should be progressively raised so that by 1922 every primary teacher should be required to have two years' college work above high school and one year of professional training. Along with these requirements I think the minimum salary to be paid such teachers should be progressively increased by statute."

"If there is only high school training there should be at least two years of experience or professional training offered. This will have to be the case for some time in our rural schools, but the city schools cannot afford to drop down to this requirement."

"There should be a normal school requirement for all. I shall welcome the day when all teachers are required to have a normal school diploma and a State certificate."

"I am trying to raise the ideal of my rural teachers. There is a steady increase in the number who attend summer schools of good standing. With the small pay the teachers receive this number can never be proportionately large."

"Up until last year there were only four high schools in this county. The majority of the teachers of this county have been cut off from the advantages of a high school education. In my opinion it is imperative that they should have this to be efficient, and in addition should have professional training."

"The law does not state minimum scholarship nor minimum professional training."

"Teachers work in our rural one-teacher schools for a six months' term at \$40 per month. I think we are getting value received for the salary paid. For the salary we pay and for the length of term we offer I do not believe we have a right to make a minimum requirement of four years' high school work when several of our State high schools only offer two or three years of work. If all the country girls had the opportunity to take four years of high school work in their local high school, then I think we could afford to ask that they do that much work."

"To be able to fulfill all necessary requirements would take an increased salary, which I think will have to be given the teachers before they can become professional teachers. I am heartily in favor of a law providing for the certification and gradation of teachers."

"I should like to see the requirements such as will raise the standards of professional requirements and place the profession of teaching on a high plane."

"Some gradual practical changes should be made as speedily as conditions warrant."

Different superintendents suggest: "One year of high school and one year of professional training; at least two years of professional training; two years high school and two years professional training in proportion to educational advantages; two years of high school and one year of

professional training; complete high school and have at least one year in college or training school; a high school education, and at least one year professional training; it is unwise to be abrupt."

Can you not see something hopeful in this? "One of the greatest mistakes we make is employing inefficient young girls for our primary work." "If any teacher needs special training it is the teacher in the primary grade." "I am of the opinion that the people should not be satisfied with a teacher who is not a high school graduate with at least one year of professional training." "I would put the minimum at one year of professional training even for the small salaries and short terms that we have in the rural sections." "I think it is a shame that our colleges admit students who have not completed the high school course. We have high schools in all sections of the State and we should compel all students to complete the course in these schools before going to college or before starting to teach." "There should be normal school requirements for all." "Spend some time in observing good primary work and read some of the best works or papers on the subject." "Let's insist on better training and higher standards, and I believe better conditions, financially and otherwise, will come." "I should think that it would be better to announce that on and after a certain date, say, two or three years hence, the high school preparation would be exacted, that after another lapse of two or three years one year of professional training would be required, and that after a third lapse of two or three years two years of such training."

With the county and city school men from all parts of the State as witnesses we see some of the present requirements of teachers in North Carolina as well as the spirit of unrest and the suggestions for bettering conditions.

My friends, the facts are before you. I have tried to speak the speech they gave me, if not trippingly on the tongue, at least thoughtfully and plainly. You know part of the truth from eighty-eight school men of the State. Draw your own conclusions and act thereupon at once. This is no time for idle dreamers, but for those who are willing to think out their work and then work out their think.

Now, "gentlemen of the jury," what is your verdict? Speak!

The Rights of a Child

W. C. BAGLEY

(The Kinston Free Press recently published this in a department, "School and Community," which is edited by an editorial board composed of the superintendent and teachers of the school. The following note was introductory to the article: "A short time ago we became interested in the real question named above. In order to get a statement from one who could help us, we wrote to W. C. Bagley, one of the best known and strongest writers and thinkers in the field of pedagogy." The article is his reply.)

WE believe in the rights of the child.

We believe that every child has a right to abundance of sunshine and fresh air; to wide, open spaces where he may run and romp; to a patch of earth wherein he may delve for hidden treasure—and therefrom he may receive, perhaps, riches in the form of cabbages, radishes, tomatoes, and other garden stuff symbolic of wealth beyond the dreams of Midas; to trees which he may climb; to brooks in which he may wade; to a swimming hole and the privilege of cavorting therein; to a real hill down which he may coast; and to a pond whereon he may row and sail and skate.

We believe that every child has a right to warm clothing, occasionally patched and darned; a right to go to bed early and get up betimes; a right to an abundance of plain and wholesome food, including fats, proteids, carbohydrates, all in due proportion, but not excluding now and then a real "feast" with sweets in abundance and liberal portions of that indigenous American concoction known as pie.

We believe that every child has a right to grimy hands and a dirty face, with an equal right to recovery therefrom even at the price of much valiant though involuntary scrubbing behind and within the ears.

We believe that every child has a right to affection; to loving care and tender solicitude; to some one who will tuck him in at night, who will grieve when he is naughty, who will sympathize with his childish ambitions, and rejoice in his childish triumphs; who will take him at all times for the really serious little being that he is.

We believe that every child has a right to protection; to protection against pampering, indulgence, and sickly sentimentalism; to protection against moral dangers, but also to protection against goody-goodyism, hypocrisy, and cant.

We believe that every child has a right to discipline; an inalienable right to correction for his childish mistakes; a right to the kind of correction that will protect him against his own worst enemy—himself; a right to a wholesome regime of life in which stated and regular duties will have their proper place; a right to habits and ideals of industry, thrift, responsibility, and thoughtfulness for others.

We believe that every child has a right to instruction; a right to his share of the skill and culture that have been accumulated during the

ages; a right to his due portion of the ideas and ideals that constitute the spiritual heritage of the race; and we believe that this right is far too sacred to be thwarted by a naive trust in his own momentary interests and impulses.

We believe that every child has a right to freedom; to periods each day when within reasonable limits, he may follow the dictates of his own sweet will; but we believe also that he has a right to preparation for the larger and more responsible freedom of his adult years, a right to the kind of preparation that will make him master of his own interests and enthusiasms and ambitions—master of himself.

*The New Motherhood**

RUTH COMFORT MITCHELL

If she had lived a little while ago
 She would be wearing tranquil caps of lace,
 Withdrawing gently to her quiet place,
 Sighing remotely at the world's drab woe.
 Today she fronts it squarely as her foe,
 Not from the inglenook, but face to face,
 Marching to meet it, stoutly keeping pace,
 Armored in wisdom, strong to overthrow.

This is the work she always understood—
 The world in terms of home. Set free to flower—
 Unhindered now, her own brood long a-wing—
 In broader, all-embracing motherhood,
 Calm with the years and ardent with the hour,
 Indian summer with the urge of spring.

*By permission of the *Century Magazine* and of the author.

Is the Public Library Worth While?

MRS. A. F. GRIGG,

Librarian, Durham Public Library

THE free public library movement is a comparatively recent addition to the number of things that show the progressive spirit of the South. Although the South realized the value and broadening influence of this movement, it was so busy getting something to eat and the wherewithal to be clothed that this among many other necessities had to wait its turn. That a free public library is a necessity goes without question.

The free public library movement has a secure footing in the South now, and the next few years will see wonderful progress in its development. The amount and quality of this development will depend largely upon librarians, library trustees, and public school boards of education, and to a very great extent upon the public school teachers themselves.

We believe that every town that has a public school building should also have a free public library. This does not mean necessarily a separate building; the collection may be housed in any adequate convenient place. Why teach a child to read unless something to read is provided? The public school system that does not provide an opportunity to the child to continue the pursuit of knowledge begun in the schoolroom hardly deserves the name. The public school and public library are virtually working for the same purpose, and they should develop a comprehensive plan of coöperation whereby each one should be benefited. A plan something like this might be adopted: The public school to equip an alcove and room in the public library, and the library provide the librarian and the technical care of the books, cataloging, etc. It is better to have the library housed in a central building rather than in separate school buildings, for the value of training the child in the library habit is great. One of the greatest assets a child can have is the library habit, and much can be done by the individual teacher to instil the love of the library in the mind of the child. It is most gratifying to the librarian to have a little child in the first grade come in and say: "My teacher told me I could get up here. I can write my name now, so I want to get a library card and take the book home with me. My teacher has been reading it to me in school." Or have an older sister say: "Can Jack take out a book? He has been learning to write his name so he could take a book home from the library." We require that a child be able to write his name before he can take out a book, and sometimes not very much reading is done, but the pictures are enjoyed and the habit is formed early in the child's school life.

It is very much easier to interest the children in the lower grades, and it is a genuine delight to see how eager they are to find information and follow up the suggestions made in class. In the higher grades it is more difficult, and I believe it is because the opportunity of the library habit was not suggested earlier in their school life. Pupils here resort to all sorts of ways to get the work done for them. Just the other day a girl came to me and said: "Have you ever heard of the Matterhorn?" And before I thought, I was telling her something of the mountain, and when I was interrupted she said: "Thank you, that is enough. My teacher told me to find out something about it and I thought maybe you could tell me and I wouldn't have to bother with looking it up." I will know less myself next time and give her the opportunity to know more.

I know of no better medium than debates to foster the library habit for the older pupils, and now that girls are almost as interested as boys in debating it will serve for them both. Almost all the subjects for debates are current topics, and the bulk of the material is found in current periodicals. These periodicals are bound and used for reference only, so it necessitates that the work done be done in the library building. This has many advantages. It familiarizes the pupil with the arrangement of the material in the library; the value of the library as a help; and develops a great respect for the library tone and atmosphere, for in nine cases out of ten the interest is attracted to other subjects and these students become regular patrons of the library.

One reason people—and here I mean the older people as well as the children—do not use the library to better advantage, is from a feeling of embarrassment or timidity; they do not know just what they want or how to find it. They are not familiar with the arrangement of the books and they do not know how to use the catalog. If they could just realize that the pleasure as well as the business of the librarian and assistants is to find what they want or to show them how—how much easier it would be! The librarian does not know *everything* by any means, but she does know *how to find things*, for she is familiar with the library tools, and as library work is her hobby, she is always glad to take a ride, so whoever you are, do not hesitate to ask questions.

The librarian is very human and she feels a personal interest in all those who come to the library, and likes to follow up some of the help she tries to furnish. She likes to hear of the success of the remedy she suggested for the sick chickens, or whether the particular verb you wanted conjugated was asked on examination. Which side won the debate—the boys who were so certain or the girls who worked so hard and were less confident? Did your mother enjoy the story that was sent when you brought the message: "Mother says send her a good book"? The librarian is very like a chameleon; is able to change her color, as it were, at a moment's notice. For the questions come something

like this: "I want all the material you have on government control of railroads." And, "My teacher told me to find out what kind of games the children play in South America." After seeing that these young students are provided with sufficient material to satisfy them, she turns to the little woman who has been waiting, and in answer to her inquiry, she says: "Is Dr. Holt's book in? I want to see if I am mixing the milk just right for the baby." Then here is a young man who through force of circumstances had to stop school before he got to the high school. "Do you think I could get a better salary if I took a business course?" And as he shows me the photograph of a pretty girl he is carrying about in his pocket, I understand why he would like his salary raised, and I think it advisable to take a business course. No opportunity for monotony to intrude in library work!

Of course there are various ways and means devised to attract people to the library, for it is as necessary to advertise its wares as any other good thing, if you wish the best returns on your investment.

To my mind, the story hour is one of the best means I know of to stimulate interest in the library, for adults as well as children, for "the story told means the story read." At mothers' clubs where the welfare of the child in all its phases is discussed, books to be found in the library relating to the subject are briefly reviewed and others suggested. At the various literary and civic clubs, a review and discussion of the new books on the subjects are a stimulus to reading of these and perhaps others.

Recently, in Durham, the Board of Library Trustees employed the services of a professional story-teller to establish the story hour in the various suburbs, and, as the demand grows, to extend it to other points in the country. In this way we hope to reach a number of children, and grown-ups, too, who otherwise would have no way of knowing that the public library with all its treasures really belongs to them. A regular plan and course of instruction will be followed with these stories.

The night schools held in the various manufacturing districts of Durham, with the aid of the public library, have been a wonderful factor in broadening the minds and opening resources to those whom force of circumstances had deprived of many opportunities, and it is a great privilege to be permitted to guide their ambitions and desires.

The use of attractive posters in various shop windows has been the means of calling the attention of the public to books on special subjects, to a very popular book the library has, and also to suggest reading lists, etc. The posters are really very unique and attractive; they are done by the pupils in the art department of the high school. The pupils are delighted to do something practical and are very interested in the returns. Of course, advertising pays well here, too.

The influence of the free public library upon us broadens our resources, and is one of the things that will help to keep us sane and fresh and young. Use it and see for yourself.

*Marketing the Canning Club Products**

JANE S. MCKIMMON

WITH an output in the summer of 1915 of 633,000 commercial containers filled with products from farms and gardens, the North Carolina Canning Club girls have been using various methods of putting these cans upon the market.

Back in 1912 the problem of getting the products before the consumer began, although the girls had only 70,000 cans and these were all filled with tomatoes. This was our first year in the organization, and both supervisors and girls were inexperienced in the commercial world. I can remember my consternation when the 70,000 cans were dumped upon me to sell, and every little club girl was asking that they be sold immediately as she needed her money.

Here we were with a large number of cans to be disposed of and with no reputation in the business world—worse than none, in fact, for we had to shoulder the reputation made by the usual carelessly packed product which the farm wife brought to the grocer! Thinking it would be a good plan to sell in bulk, I sent samples of our tomatoes to a large grocery house in New York. The products were examined and pronounced excellent, but in one of the cans there was found a light-colored tomato, and very properly the firm refused to take any product that could not be relied upon as uniform throughout.

This criticism at the very outset of our marketing career probably did us more good than anything that has ever happened to us. I felt that there might be a light-colored tomato secreted in every one of those 70,000 cans, and calling in to headquarters the fourteen supervising agents, we had a heart-to-heart conference regarding a standard pack, and agreed that we must not seek an outside market until we had proved at home that we could put up an article that could be relied upon. These women went back to their territories to dispose of what the club girls had produced among their own community housewives. If any can was found not to be what it should be commercially it was replaced by the club member or money was refunded. Strict rules and regulations regarding standards were enforced, and if a girl was found infringing the rules, either through ignorance or carelessness, she was not allowed the use of the label.

THE GIRLS' OWN RESPONSIBILITY

In a surprisingly short time these little business women learned the necessity of uniform packs, and the agents set to work inaugurating market campaigns and inspiring the girls to assume the responsibility

*By courtesy of the *Country Gentleman*.

of the disposal of their own products. This they did by loading wagons with cans and bringing them into the towns and villages, selling in this manner every can they had filled. In many county papers advertisements were run, saying that beans, peaches, tomatoes, berries, and so on, would be brought into town on Saturday by the canning club girls and orders might be left with the county agent, whose address was given.

All orders thus obtained were given first to one section, whose girls could club together in securing a dray or farm wagon, and the next week to another section. Cards were sent out at intervals requesting a statement of the number of products still held by a club girl, in order that the county agent might keep informed of how the girls were progressing. Sometimes a plan which we found in an old *Country Gentleman* was used: Signboards were placed on the farm gateposts listing the kind of canned goods to be obtained there and the prices, so that the hungry citizen riding by in his automobile might be induced to stop and purchase.

Sawmills and factories were found to be great sources of revenue. In fact, several clubs report that hands from the mills are sometimes willing to take the products even before the girls have time to label them. One of our girls, whose parents supplied milk and butter to a mill town in Gaston County, not only sold all her own cans but gave the other club members enough orders to exhaust their supply.

As the years go by and our output grows larger we are turning for our logical market to the local merchant. The housewives have had a chance to test our products and the commendations they give us have great weight with the retailer. In Moore County the merchants agreed to take everything the club girls of that county produced. These girls are backed by the Sand Hill Board of Trade and also by a large organization of women known as the Auxiliary to the Board of Trade. The merchants are supplied as they need products, and the wise little county agent reserves part of her club's output.

The Wayne County agent visits the grocers of Goldsboro every Monday morning inquiring about their needs and supplying many of them. They tell her they would as soon buy from the club girls as from anyone else. This agent also has asked prominent housewives who use club-canned products to write their opinions of the products as an advertisement, and the papers have agreed to publish them.

In Anson County the clubs have induced a great spirit of "Buy at Home" among the merchants. When these men were first approached they had one argument to present: "Maryland goods could be had for less money." They were shown the excellence of the quality of the home product and reminded that the girls and women who produced them would certainly demand the practice of reciprocity. If the merchants expected the farm women to stop buying their groceries from the big Northern department stores, the farm women would in turn expect

the merchants to cease buying their canned products outside the county. Beautiful exhibits in glass and tin put up by the club girls were placed in some of the grocery windows with this sign: "We Buy From the Country and the Country Buys From Us."

In one of the county papers this advertisement was inserted by a progressive merchant: "Union County Canning Club String Beans, as fine as can be put in a can. Every can sold under a positive guaranty. If not as represented your money back and no questions asked. Try a dozen cans."

PLANS FOR A SELLING ORGANIZATION

One newly organized club, through its businesslike supervisor, approached the merchants in two small near-by towns last spring and sold all the club products for fall delivery at a flat rate of twelve and a half cents a can. This was too much for tomatoes and kraut and too little for peaches and beans; but in the end things were so evened up that the girls came out with a very satisfactory profit. To know that they had an assured market also gave them great interest in canning the particular products required by the merchants.

We do not believe, generally speaking, it is the part of wisdom to try to market outside the State. To ship in less than carload lots is not only expensive but wholly unsatisfactory because of the danger of breakage and careless handling. Should we, however, receive orders by the carload this spring for fall delivery we should turn them over to counties of three years' experience and have the agent assemble the products at one shipping point. A request for prices on carload lots to the Argentine was sent in by an Argentine firm and we are much interested in filling an order to send there.

Since the amount of canned foods in our counties has so materially increased, we feel that better results may be obtained by organizing the club girls into a marketing association for the systematic disposal of their products, and plans have been set in motion to organize. The association will embrace first the individual club, next the combined clubs of the county, and finally the combined clubs of the State.

In the local club the whole membership shall constitute the marketing association, and from this membership the club supervisor or county agent will select an executive board of five members, including the chairman. These girls will be selected for their executive ability and will assume the responsibility of planning for the marketing of all that the club produces. It shall be the duty of this board to list the club products, to ascertain if they are of standard quality, and to search out a market. All local clubs will adopt a definite policy in their sales. They will realize that it is not a good policy to sell both to the merchant and to the merchant's customer and will confine their sales either to the one or to the other in any given market. The local boards will

meet frequently and will inaugurate market campaigns when it is necessary, carrying out such plans as were used last year or planning new methods to effect sales. All members of the local club will be expected to market their own products as far as possible.

Where the organization is a live one we expect all club products to be disposed of locally. However, if the production is too great for the local market the club organization may call upon the county organization for help. This county organization shall consist of the chairmen of all the local boards in the county, and shall meet at least once a month for conference during the marketing season. From this membership the county agent shall select a committee to form the executive board of the county coöperative marketing association. This board will undertake the marketing of all the surplus products from the local clubs, searching out markets in the county, taking products from a locality that has overproduced and placing them in a market where the locality is not meeting the demand.

Should this board find that with all its efforts there are too many products to be disposed of in the county, then it shall call for assistance upon the central or State marketing association, which shall consist of the chairmen of the county associations. From this membership the State agent in home demonstration work shall select a committee for the purpose of disposing of all the surplus club products.

Local and county boards are cautioned not to be too quick in calling for help from the larger organizations, but to remember that the spring months are good market months and may bring sufficient patronage locally to care for the entire output. Local prices are nearly always best, as the cost of packing and shipping must be added when an outside market is sought. For all products marketed through the central State organization there will be a commission charge of two and a half cents per dozen cans to defray necessary expenses.

Where the girls canvass the housewives for orders through the merchants, the newspapers always coöperate by writing up the market campaigns and the housewives are prepared to meet the young saleswomen half way. As soon as the orders are secured the chairman of the marketing committee or the county agent turns them over to the merchant. He is glad to fill them and often buys from twenty-five to fifty per cent more cans than his orders call for. Orders are divided among the girls for delivery.

BUY-A-CAN DAYS

Following up one of the successful canvasses, the Guilford County agent with the coöperation of the Greensboro Chamber of Commerce put on a "Buy-a-Can Day" in two towns. The newspapers headed their columns with "Halt! Buy a Can of Guilford Canning Club Tomatoes!" The movies threw on their screens this verse:

A little can of vegetables,
A little jar of fruit,
Anything our label's on
Is guaranteed to suit.

The mayor allowed the enthusiastic advertisers to stretch a banner across the street bearing the motto: "Buy-a-Can Day, Feb. 29. Girls' Canning Club Products." Exhibits in glass and tin were placed in the grocers' windows with "What you see in glass you will find in the tins." Demonstrations of preparing and serving club products were carried on in the stores. The county agent with two agents from neighboring counties and several club girls donned their white caps and aprons and proceeded to open cans of red ripe tomatoes and convert them into tomato bisque, tomato jelly and catsup, or served them whole on lettuce leaves with mayonnaise dressing. The string beans made excellent salad also—in fact, in Alamance County, where this demonstration idea originated, one merchant was sold entirely out of his products after the housewives saw to what uses they could be put. Buy-a-Can Day sent our products into every section of the city and advertised us in as many spots.

Last summer we canned in tin for market, tomatoes, string beans, soup mixture, peaches, blackberries, kraut and sweet potatoes. In fancy glass packs we put out jellies, preserves, jams, and pickles. All of these products sell well, but the string beans and soup mixture have topped the market in the percentage of early sales.

Last spring one of our women went out as a market agent to solicit orders from colleges, institutions, and hotels, and as a result we were able to give some of our most skillful workers large orders to fill in gallon cans. This was practically our first venture with the gallon can, but results were so satisfactory that we are prepared to make this a large part of our business in 1916. Some of the big hotels promised to put "Girls' Canning Club Products Served Here" on their menus, and have given substantial orders.

BY BRAND

I once heard an eminent economist say that there are only two ways of buying, one by pawing over articles until you can pick out the best, the other buying by the brand. Our girls are learning to sell by the brand; and it inspires you with faith in their desire to remain true to the standard when you see to what lengths they will go to obey regulations.

Two little sisters in Mecklenburg County getting fresh tomatoes early on the Charlotte market were able to place them at good prices with a merchant there. They packed them stem end down after grading as to size. In relating their experiences they said: "The merchant looked through to the very bottom of the box the first three mornings we

brought him our tomatoes, but after that he said: 'Little girls, I can buy your fruit by the top row.'” These little girls had learned to sell by the brand.

Up in the mountains, many miles from a railroad, I was attending a canning demonstration and was much pleased with the businesslike preparations made. The smoke was pouring from the canner as I arrived, the table was scoured clean, the girls wore their white caps and aprons, and “Rules and Regulations for Canning” was pinned to a convenient tree.

A man drove up who had once been a canner. Knocking the ashes from his pipe he pulled out his pocket knife and went to work peeling tomatoes. When he had filled a can he began calling for the capping steel with which to seal it. The club supervisor, a girl of eighteen, had for some time been watching him; and when he prepared to seal the can she said: “Stop, mister. You can't seal that can; it might get mixed with ours, and you haven't even washed your hands.”

The club girl is beginning to realize that she is developing a good business which depends absolutely on her own efforts for its maintenance. Many of the girls who joined the clubs in 1912 are our best business women today, having an assured trade with merchants or housewives who have found their products uniformly good.

The thought of earning the dollar was, in the beginning, the thing that brought them into the club. Almost every one of them in writing a history of her work began it with: “I joined the canning club to make some money for myself.” I have not thought it an unworthy motive; but they have remained in the work to value equally well the other fine things that come to them through earning that dollar.

Score Card in Hygiene

ALICE V. WILSON

(This score card is used at Winthrop College in the hygiene class)

HEALTH is wealth" and "health is a matter of control" are two statements that are being universally accepted as facts. Out of this acceptance there is arising an aristocracy, the proud boast of every member of which is "I have the health habit."

For the many girls and boys who are in this aristocracy and who would remain, and for the few who are out of it and who are ambitious to come in, the following suggested score card and detail statements are offered:

SCORE CARD

1. Water a day, minimum, even winter, 3 pints, 2 points.
2. Sleeping in open air or in room with three windows and door open in winter, 2 points.
3. Sleeping in open air in summer, 2 points.
4. Sleeping place free from malaria mosquitoes, 2 points.
5. Light-weight bed clothing, 1 point.
6. Hard mattress, 1; (7) small pillow, 1; (8) bed clothing aired daily and sunned weekly, 1; (9) rise regularly, 1; total, 4 points.
10. One or two glasses of water (cool, but not ice) before breakfast, 1 point.
11. Light exercise on rising, windows open, 1 point.
12. Cool or cold bath, followed quickly by vigorous rubbing, 4 points.
13. Teeth and mouth cleaned at least twice daily, 2 points.
14. Individual (a) drinking glass, (b) toothbrush, (c) towel, (d) wash-basin, (e) comb and hair brush, 3 points.
15. Mental hygiene: (a) alone ten minutes each day, preferably before breakfast, (b) one humorous statement or joke each day, preferably at table or just before going to bed, (c) all conversation at table interesting and pleasant, (d) thirty minutes each day for something enjoyable, 3 points.
16. Hygienic breakfast, satisfying these requirements and others: (a) clean dishes and attractive table; (b) food broiled, baked, steamed, or roasted, not fried (one time a week off); (c) no "quick breads" (two times a week off); (d) no highly shortened bread; (e) no highly shortened cake (one time a week off); (f) no tea or coffee; (g) no additional salt if food is salted in cooking; (h) no black pepper; (i) not one fly in kitchen or dining-room; (j) milk, hot or cool, but not iced, and taken only when mouth is free from food; (k) some food that requires chewing and moistening; (l) hominy or oatmeal, if used, cooked at least one and one-half hours, 5 points.
17. Rest twenty minutes, 1 point.

18. Toilet regularly after breakfast and twice more during the day at regular times, 5 points.

19. Hygienic study and reading: (a) book at arm's length or on table; (b) crown (not top) of head high; (c) feet flat on floor; (d) light good and over left shoulder; (e) moving air, 3 points.

20. Two glasses of water between breakfast and dinner, 1 point.

21. Rest twenty minutes before dinner, 1 point.

22. Hygienic dinner, satisfying these requirements with others: See No. 16—(a) to (i), inclusive; (b) at least one green vegetable cooked so as to retain the mineral matter; (c) salad of uncooked fresh material, fruit or vegetable, or uncooked fresh fruit; (d) minimum time at table thirty minutes, 5 points.

23. Rest after dinner thirty to forty-five minutes in moving air and shaded from light, 2 points.

24. Two glasses of water between dinner and supper, 1 point.

25. Vigorous outdoor exercise, but not within two hours after dinner, 2 points.

26. Hygienic supper, satisfying these requirements with others: See No. 16—(a) to (l), inclusive, 5 points.

27. Read or think something ennobling and quieting, 2 points.

28. Go to bed regularly (one night off), 1 point.

29. Clean hands, face, mouth, teeth, tongue, eyes, and nasal passages each night, 2 points.

30. Glass of water before going to bed, 1 point.

31. Two or three warm (not hot) baths a week in winter just before going to bed, more if necessary in summer, following by running quickly over body with cool or cold water or wet cloth, 4 points.

32. Hours of sleep, minimum, even in summer, ten, 5 points.

33. Sleeping position almost straight, face uncovered, 1 point.

34. All breathing, night and day, through nose, 2 points.

35. Hygienic clothing: (a) nothing uncomfortable; (b) nothing tight enough to leave marks on the skin when removed; (c) nothing next to the skin that is not boiled; (d) nothing worn at night (even in winter) that is worn in the day; (e) knit underwear and hose turned and aired at night if used second day; (f) warmth adjusted to weather; (g) feet dry; (h) ankles warm; (i) extra wrap or coat when cooling off, unless constantly moving, 4 points.

36. Walk and stand tall, crown of head high, 4 points.

37. Appearance: (A) at breakfast; (1) cleanliness of person; (2) good posture; (3) clothes; (a) well washed; (b) well ironed; (c) well brushed; (d) becoming in design and color; (e) all fasteners on; (f) (for girls) waist and skirt securely fastened together and bottom of skirt even; (4) shoes clean; (5) hair clean and artistically arranged; (6a) lips closed when chewing; (6b) mouth free from food when talk-

ing, 3 points. (B) at dinner, see 37 (a). (C) at supper, see 37 (a), 2 points.

38. No patent or headache medicines or calomel unless prescribed by a competent physician, 3 points.

39. No soda fountain drinks (one time a week off), 1 point.

40. Mouth covered when coughing or sneezing, 1 point.

41. (a) Hands washed before each meal; (b) hands kept away from face, 2 points.

42. No cigarettes (boys), 4 points.

43. No narrow-toed high-heeled shoes or stays (girls), 4 points.

Note.—Omit 2 or 3 according to season, and 42 or 43 according to sex. Name; age; date; average; increase since last score.

DETAIL STATEMENTS

In taking a cool or cold bath, the following should be adhered to strictly: The time for taking it is before breakfast. The body should have a distinct feeling of warmth, which is best produced by light exercise. The room should be warm. The bath should be taken quickly and followed immediately by drying and rubbing until the skin glows. Any one not in the habit of taking a cold or cool bath in the morning should accustom himself to it gradually, bathing a little more of the body from morning to morning until the whole body is included. The test of the good or bad effects of the bath is the feeling of warmth and well-being the person does or does not experience immediately after the bath. If one does not realize this feeling he may be almost sure that he is not taking the bath properly. If he cannot vary the conditions so as to realize it he had better let the bath alone for the present at least. For most girls, especially in winter, the sponge bath is better than the plunge.

In taking a warm bath the following likewise should be adhered to strictly: Time for taking it just before going to bed. The room should be warm. The body should be quickly run over immediately afterwards with cool or cold water or a cold wet cloth and well dried. A warm bath should never be taken before going out.

No kind of a bath should be taken within two hours after a meal.

For growing and preserving good teeth two essentials are, food rich in lime salts and requiring chewing, and cleansing. One such good food is whole wheat unshortened bread made into dry toast, crisp and brown. For cleaning the teeth a dry brush, dry powder, and dental floss, silk thread, or rubber bands, are necessary. The lower teeth should be brushed up and the upper down with a slightly rotary motion. The teeth far back in the mouth and the inner side of every tooth should be given special cleaning. It is best to have both the brush and powder dry and follow the use of these with the brush and an abundance of water. Something that slips in between the teeth is absolutely necessary for removing material from between them. Dental floss is considered

best. A good and inexpensive tooth powder may be made at home according to the following directions: Precipitated chalk, 2 tablespoonfuls; carbonate of magnesia, 1 heaping teaspoonful; flavoring, oil of wintergreen or peppermint; ingredients should be mixed thoroughly and placed in a covered container.

Care of the hair consists practically in keeping it clean by brushing and by frequent washing with some mild soap like Castile and plenty of water.

Care of the skin likewise consists practically in keeping it clean and rinsed free of soap. In case of pimples, red nose, and other complexion disturbances, the one safe thing to do, unless one is under the direction of a competent physician, is to let them alone, and work on the cause, which is frequently some mistake in eating, exercise or some other habit of enjoying living.

Care of the hand to the point of keeping it clean and soft is more difficult and probably more important than that of any other part of the body, the hand being considered by some even more dangerous than the fly. Frequent use of a good nail brush and of plenty of water and soap is the backbone of such care.

Literature in the Public Schools

LEON R. MEADOWS

THIS is a subject which cannot be stressed too strongly. It deserves the careful consideration of every teacher. The course in literature seems to be about the weakest in the public schools of today, and yet there is only one other which in my estimation merits greater attention. I have reference to the English language itself. After completing the public school course many students forget their Latin and Science; they pay no more attention to Mathematics than their daily transactions require; they care less for History than for the average light novel; rhetorical analysis in English loses all charm; and, as a result nothing of real pleasure is retained from the public school save the power they have to enjoy literature. It is a notable fact that people *will* read some type of literature, whether the type be good or bad. It thus becomes the duty of the public school not only to give the child good wholesome literature during his school years, but to direct his reading for the future—that is, to teach the child to choose between good and bad literature. Emerson says: “If we should encounter a man of rare intellect, we should ask him what books he has read.”

Literature is a potent factor in the life of man and, like all mighty influences, it works great good or much harm. People should learn that children’s minds begin to thirst after knowledge very early in life, and if not directed they are likely to go wrong. And the poor boy or girl who “strays from the path direct” feels for the rest of his or her life all the bitter truths of Josh Billings’ humor: “It is better not to know so much than to know so much that is not true.”

Bad literature is particularly unwholesome for beginners, for in this stage when the mind is easily impressed it is not infrequent that the taste for good literature is permanently perverted. At the start the reader can mold his likes and dislikes according to his better judgment, or the better judgment of the teacher; but the style favored and used first and longest eventually becomes his prison. Bad drink does not hurt the body more than bad literature hurts the mind. The intellect requires pure and solid thought as much as the body needs pure, substantial food. Good habits are as easy to make and as hard to break as bad ones; so it is more dangerous to read foolishly early in life than late. Once the thirst is acquired it is harder to stop the reader from reading than the drunkard from drinking; and the reader and the drinker come to like the brands to which they are accustomed.

In this day of condensed compilation and deep publication ignorance can no longer be called a misfortune; it is almost a crime. One hundred

years ago the mind sought diligently after knowledge; now knowledge knocks at the door of the mind; swing it open and learning will come in. Reading good literature is public school and college combined, and knowledge is power still. Literature helps all along; it is the lamp of the uninformed and a sure support for the strongest intellect.

Literature should begin in the first grade; in fact, it is very often the case that pupils have already become acquainted with some kind of literature even before they enter the public school. I do not mean to say that children should be required to *read* any literature at such an early age, but they can easily become acquainted with it from their teachers and other associates. However, the children should begin to read simple short stories just as soon as they are able to do so, and until then the teacher should *tell* them good, wholesome stories. Good stories well told will stimulate the thought of the pupils, not for reproduction alone, but so that they will be ready and anxious to tell and later write out similar stories that they have read or that are formed from experiences coming under their own observations. Such stories as those by Joel Chandler Harris, Eugene Field, DeFoe, Swift, and others of like character may be told to children of the lower grades. Nor should the teacher cease to tell stories to pupils as soon as the latter have learned to read and interpret for themselves, but such work should be continued throughout the grades and high school. Literature should be taught in connection with Reading and Language up to the seventh grade of the public school, after which a separate period should be devoted to it during the remainder of the child's public school career.

As to the *kind* of literature that should be introduced into our public schools it should be left largely for the teacher to determine. I say this because different conditions may require different kinds of literature, and the teacher after studying the environment should be able to choose the kind best suited to the pupils. This, of course, presupposes a well-trained teacher. But in no school should any save good literature be studied. The best writing is the easiest to understand. Genius puts simple truth in plain language. Many teachers hesitate to undertake classic literature because the disagreeable and laborious translating in school has left a bad taste. So some students go through life believing that the thoughts of Homer, Virgil, Ovid, Horace, and Xenophon are as hard to learn as their difficult languages. Those who think that one must become acquainted with dead languages in order to understand English literature should be corrected by Ben Jonson's statement that Shakespeare knew little Latin and less Greek, for he was the most perfect master of human thought and good English that the world ever saw.

According to Professor Charles A. McMurry, every pupil at the age of fourteen should have a thorough knowledge of the following subjects: Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of

Greek Heroes, by Kingsley and Hawthorne; The Lays of Ancient Rome, Paul Revere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the Story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred, John Smith, Columbus, Washington, and Lincoln. He goes still further and says: "The boy or girl who has grown up to the age of fourteen without a chance to read and thoroughly enjoy these books has been robbed of a great fundamental right: a right which can never be made good by any subsequent privileges or grants." The above is only one of many groups which might be suggested; some of these could be omitted and others substituted according to the environment of the pupils. If pupils, at the close of the seventh grade only knew these stories, or an equal number similar to them, thoroughly, we should be able to map out the following courses, but very seldom is such a list well known. Much, in the way of inspiration as well as information, may be gained by the student, and a great deal of time, worry, and energy saved by the teacher if the latter will map out from year to year a definite course to be taken up. Indefiniteness in the classroom causes the students to lose respect for both the teacher and the subject. Whether the course be long or short, simple or complex, the student should carry from it a definite conception of the work undertaken and completed. Few teachers would be content to have their pupils memorize only one poem each month; and yet, there are not many pupils who can give from memory sixty-three poems at the close of the seventh grade.

In making out courses of study the teacher should have in mind their correlation with the other subjects taught in school. This is a point which cannot be too strongly emphasized. Such correlation concerns not only "other subjects," and the greatest means in the economy of teaching, but also and equally the matter of literature itself. It has been truly said that there is no subject in which the sin of isolating a study so quickly and so lastingly revenges itself as the subject of language. On the other hand, the peculiar effectiveness of literature for developing appreciative power makes it more intimately helpful in every study than any other. The reason for this lies in the fact that the powers of both receptivity and expression depend inherently upon the power of appreciation.

Not only should the teacher look to correlation in literature, but that which is the most elevating should be chosen. It is not necessary to choose stories that have the moral points brought out too clearly; it is better to let the student find the morals for himself. On the other hand all literature that has even a tendency to degrade should be omitted from the course of study. Literature that causes independent thinking

will make a stronger impression upon the student and will remain with him longer than that which requires less thought.

However, the manner of teaching may have a much greater effect upon the pupil than the literature itself. One of the chief reasons why the teaching of literature is so difficult is because it is so easy. A great many people who have only a fair knowledge of how to read and write get the idea that they can teach literature. No greater mistake was ever made. It is a most difficult subject because it is by nature so broad and inclusive. To one teacher literature means philosophy, to another history, to another art, to another science, and to still others it may mean grammatical construction or rhetorical analysis. Each one is correct in his views, but literature really presumes a knowledge of all these subjects and many more. As printing has been called the art preservative of all the arts, so literature may be called the art comprehensive of all the arts. This being the case, we can see at once that the teacher of literature should possess rare traits of character and mind; he should know something about everything for the reason that everything is included in the something which he aspires to teach—a subject which is as broad and varied as life itself. Hence the importance of correlating the work so that one subject will throw light upon another. By so doing a considerable amount of energy is saved and the work is made lighter as well as more attractive for both the teacher and the pupil.

Especially should literature be correlated with grammar and composition. In fact, they cannot well be separated. Writing goes hand in hand with reading. The two combined exercise the creative power as well as the memory. He who writes without reading will write poorly, and he who reads without writing will become as a bottle too full to emit its contents freely.

Finally, we cannot afford to neglect the form in our efforts to get at the spirit of literature. The latter cannot exist without the former any more than personality can exist without the person. It may be true that the one is only a means to the other, but it is a means that is absolutely essential. The teacher who has an imperfect knowledge of rhetorical analysis and is indifferent to the fundamental principles of literary structure has builded a house upon the sands of destruction. Let us so present the types or models, that we teach, that the students will be able to master various types of literature after leaving school, and, without the "inspiration" of the classroom. Literature, thus taught, will function in the lives of our boys and girls.

The School Newspaper in the Colon School

JULIA RANKIN, '16

ASCHOOL newspaper has been found to be a good means of motivating English. The children take pride in writing for "our paper," while to write the same thing in a composition would be a burden and a bore. It makes the children observant and some develop quite a nose for news. Newspapers of all kinds should be read and discussed, and it seems to stimulate interest in reading. A school newspaper is being successfully published by the Colon school, in Lee County, and this is how it is done.

The school newspaper is written weekly by the advanced pupils under the supervision of the teacher in this two-teacher country school. Two editors and a printer are elected in the literary society and all pupils in the advanced room, from the fourth, through the eighth grades, are reporters. The editors are on the alert for news, and if certain happenings are not duly written by the reporters and placed in the box over which the editors preside, the case is reported to the teacher. Then it is taken up in the informal discussions held once or twice a week on newspapers in general and the *Colon News* in particular. In these discussions the editors report certain items that have been handed in and any one may suggest other news worthy of being used. The importance of each item suggested is discussed and a rough estimate made of the space it is supposed to cover; then the person who knows most about it is asked to write it and put it in the editor's box. In assigning this work care is taken to have as many children write as possible so that all will be benefited and none burdened.

All news is supposed to be in by 10:30 each Friday morning. Then the editors and teacher correct it, and it goes to "press." The printer takes two or three sheets of typewriter paper, depending upon the amount of news, and first marks off with pen and ruler the headings and two columns. Then he writes the news, taking care to have two leading articles to head the columns and the local items to fill in below. Only one copy is "printed" and this is read in the literary society on Friday afternoons by some one elected for the purpose. So the newspaper now takes the place of the "chatterbox" in the society. After the reading of the paper it is posted on the bulletin board until the next issue. All copies are carefully filed.

R. E. Lee

An address delivered by Professor W. C. JACKSON

T UNDERTAKE with diffidence the task which your partiality has imposed upon me—

First. Because nothing new nor original can be said of R. E. Lee. For more than fifty years his life, every minute of which was an open book to all the world, has been as minutely scrutinized and weighed as that of any man in modern life. Friend and foe and stranger have read every word he wrote, pondered over, remembered every word he uttered, noted the slightest gesture of every act.

Second. The time is long past when he needed any defense. And words of eulogy seem superfluous, for the memory of Lee is deeply, tenderly, genuinely, and affectionately enshrined in the hearts, not only of all Southerners, where he is beloved above all men, but of all true men everywhere.

Again, I am a partial and biased witness. In fact, I believe that there is no such thing as an impartial and unbiased witness, especially where personalities are involved. "There are those who think they are impartial and those who know they are not," remarks a discriminating biographer. I confess to a marked partiality for General Lee. My inheritance itself makes anything else impossible. Born in the Empire State of the South; son of a soldier who followed Johnston and Hood from Kennesaw Mountain to Franklin, Tenn., and starved eight months in Camp Douglas prison; of a mother who saw the flames and sifted the ashes of Sherman's march to the sea; reared where the voices of Stephens and Toombs and Hill still echoed through the land; taught in the stern school of post-bellum devastation and in the dark and bloody shadow of reconstruction, it is asking too much of human nature to expect me to be impartial.

Besides, I love Lee. He is more to me, I believe, than any figure in human history. There are others whose intellectual gifts are greater; there are others whose achievements have had more influence upon the affairs of mankind; there is none other in all history whom I *love* so much as the gentle, pure, kindly, kingly, godlike Lee. Professor Trent, in his excellent biography of Lee, expresses my own feelings exactly when he says: "For my enthusiasm I do not ask to be forgiven, although I feel that it is a serious fault in these critical days. My admiration for General Lee has always been considerable, but I questioned the full greatness of his powers until I began to study his life closely. Then I learned to see him as he is—not merely a son of my own native State, not merely a great Southern general, not merely a great American in whom citizens of every section may take just pride, but better than all these, a

supremely great and good man, whose fame should not be limited by the Chauvinistic conception of patriotism so rife among us today, but should be as wide as humanity, or, better still, as his own exquisite spirit of charity and brotherly love."

In all that I say, I have but a single thought: to exalt the life and character of Lee. I believe that we underestimate the power simply of character in the lives of our fellows, putting too much emphasis upon intellectuality. I really do not care whether Lee ranks first or second or third or elsewhere as a military leader; I do not care whether or not his letters constitute real literature. I am very little concerned about his statesmanship, his interpretation of the Constitution, or his attitude concerning slavery, and so on. What I am greatly concerned about is the wonderful simplicity, purity, and beauty of his character—his unselfishness, his beautiful devotion to duty, his high, unsullied honor and integrity—that he was a supremely good man. This has had and will have more influence on American history than any achievement of his military or political career.

It is not an easy matter to determine just what should be said with so great a theme and so short a time. With me there is always the temptation to deal with the purely human side of his life—his personal appearance, his intimate family life, the thousand interesting anecdotes of his career. These things, though I well know they are not the really important things, are nevertheless very interesting things. My interest in Napoleon has been rather piqued by the knowledge that he had fits. And so with one Julius Cæsar, who was very lean, and was lacking in personal impressiveness. Samuel Johnson had a habit of touching the trees and posts as he walked along the streets. If he missed one he would go back and touch it, however great and urgent his haste. George Washington had false teeth; his face was pitted as a result of the smallpox; he had enormous hands and feet, wearing a No. 14 boot. Lee wore a 4½, and always ate fish for dinner. Emerson had a habit of eating pie for breakfast, and Charles V. died of eating too much pie. I can imagine no more glorious death than that!

General Lee was an unusually handsome man. General Hunt says, "As fine-looking a man as one would wish to see, of perfect figure, and strikingly handsome." While at West Point he was described as follows: "Five feet 11 inches in height, weighing 175 pounds, beautiful white teeth, hair originally jet black and inclined to curl at the ends, eyes hazel brown, face cleanly shaved except a mustache, a countenance which beamed with gentleness and benevolence."

General Wise says: "No representation of General Lee which I have ever seen properly conveys the light and softness of his eye, the tenderness and intelligence of his mouth, or the indescribable refinement of his face. I have seen all the great men of our time except Mr. Lincoln,

and I have no hesitation in saying that Lee was incomparably the greatest looking of them all."

And, as we might expect, Sidney Lanier tops them all with: "Like some majestic god presiding at a terrible yet sublime contest of human passion."

With the courtier's, soldier's, scholar's eye, tongue, sword—the mold of form—surely Lee was in appearance the kingliest of men.

One could spend an entire evening with pleasure and profit recounting anecdotes of his interesting life—sidelights upon an intensely human soul—his fondness for animals, especially birds, dogs, and horses; his love for children and never-failing kindness to them and interest in them, and their universal love for him; his devotion to his invalid mother, and later to his invalid wife; his deep interest in his children and all the relatives and devoted friends of the family; the innumerable interesting incidents of the life of a great soldier; the wonderful devotion of his men to him.

I suppose that the soldiers of Napoleon, Cæsar, and Hannibal had as much admiration for the military prowess of their commanders as Lee's men had for him. I seriously doubt if they had the *love* of their men as did Lee. His soldiers called him "Marse Robert" or "Ole Marster." ("Marster" is a title often used, as you know, by the negroes to indicate divinity.) One day a soldier in camp kept speaking of "Ole Marster," and his comrade spoke up and said: "Which one are you talking about—the one at headquarters or the one up yonder?"

There is a great temptation to me to spend much of the hour contrasting the great civil leader of the Confederacy, Jefferson Davis, with the military leader, Lee. It is a significant and remarkable fact that Lee is far better known and much more honored than Davis. I believe that this is due in part to the fact that Davis represents all that was lost in the Confederacy—political ideals, the wreck of a government, disaster, failure, and all the strife and bitterness of civil and military leaders in a losing cause. Lee represents all that was saved—honor, courage, heroism, devotion to duty, all the glorious memories and the glamour of war.

Again, Davis, who was a man of great self-esteem and self-confidence and strong willpower, as well as great ability, was lacking in tact, and quarreled sooner or later with almost every civil and military leader in the Confederacy. Lee was a man of the utmost humility and possessed great tact; and although there were those who sometimes disagreed with him—very, very seldom—he never was antagonized, and he had not an enemy. In my opinion, Lee's memory will be fresh in the minds of men long after Davis is forgotten.

The spiritual life of Lee is one of the really beautiful themes of biography. I have read almost every letter of his that is extant, and all his dispatches, and scarcely one omits a reference to the guiding hand of

God, and I believe implicitly the statement of Rhodes, who said, "Sincerely religious, Providence to him was a verity, and it may be truly said that he walked with God."

Again, how delightful it would be to spend an evening with Lee and his redoubtable lieutenant, "Stonewall" Jackson, for their names are almost as one upon the lips and in the hearts of Southerners. Lee's opinion of Jackson is well known, I take it, but I doubt if Jackson's attitude toward Lee is so well known, and, besides, the proprieties of this discussion would demand the presentation of Jackson's views of Lee. [Professor Jackson here read letters and quoted authorities proving the esteem Lee and Jackson had for each other.]

My greatest temptation is to spend all my time discussing Lee as a soldier, for it is as a soldier that he achieved greatest distinction. However, I shall content myself by simply quoting some of the most competent military critics of modern warfare. [Testimony was given from Colonel W. R. Livermore, Roper, Roosevelt, Lord Wolsley, Henderson, and Battine—all of whom pay tribute to Lee's greatness as a soldier.]

To each of these phases of Lee's life, as well as others, the entire evening might be given, but I choose to pass them by with the references given, and call your attention to the *Three Supreme Hours* in the life of Lee—hours well known, yet whose repetition will never grow weary—three hours that reveal fully and completely the genius of his life and character. These hours and the lesson they teach I fain would have enshrined in the hearts of every true American.

The first of these is the 18th of April, 1861, when he bids farewell to his beloved commander, General Scott, and tenders to Secretary of War Cameron his resignation as a colonel in the service of the United States Government.

The second is the 9th of April, 1865, when he surrenders the Army of Northern Virginia to General U. S. Grant at Appomattox Courthouse.

The third is the 24th of August, 1865, when he accepts the presidency of Washington College, Lexington, Va.

The first scene is staged at the beautiful seat of Arlington, with its pillared porticoes, its stately columns, its lordly expanse of acres round about, ancestral home of the Custises, of Mrs. Lee, and the home of Lee since his marriage in 1831. Here his children were born and reared. Here he had returned from his various tasks in the service of his country for rest, for pleasure, for that sincere and rich reward of a genuinely home-loving man. This was Virginia soil, the land of his fathers, who had pledged their lives, their fortunes, and their sacred honor that it should be free, and had given their blood that the pledge should be redeemed. At the foot of the hill runs the placid Potomac, whose waters in a few short miles will flow under the shadow of the stately Mount Vernon. Across the river stands the city of Washington, and from the dome of its capitol there float the Stars and Stripes. It is the 18th of

April, 1861. Back and forth on the broad pillared veranda the lord of the manor paces, now glancing at the floating flag, now glancing at the sacred soil of his native Virginia. For more than thirty years he has followed that flag; followed it because he loved it devotedly and believed in it; followed it at the risk of his life; had given his own blood for it. For it he had crossed the deadly Pedregal; following it he had stormed the works of Cerro Gordo and Contrevos, and had scaled the heights of far-away Chapultepec.

This, too, is the man who but recently had uttered these words: "In this enlightened age there are few, I believe, but will acknowledge that slavery, as an institution, is a moral and political evil in any country." He had already liberated his own slaves.

And again, in January, 1861: "I can anticipate no greater calamity for the country than a dissolution of the Union. It would be an accumulation of all the evils we complain of, and I am willing to sacrifice everything but honor for its preservation. . . . Secession is nothing but revolution. The framers of our Constitution never exhausted so much labor, wisdom, and forbearance in its formation and surrounded it with so many guards and securities if it was intended to be broken by every member of the Confederation at will. It was intended for 'perpetual union,' so expressed in the preamble (Lee, of course, here confounds the Constitution with the Articles of Confederation), and for the establishment of a government, not a compact, which can only be dissolved by revolution or the consent of all the people in convention assembled. Anarchy would have been established, and not a government, by Washington, Hamilton, Jefferson, Madison, and the other patriots of the Revolution."

[Mr. Jackson here quoted the conversation between Lee and the messenger when he was offered the command of the United States Army.]

Yonder is the flag! With it wealth, honor, glory, position, power, fame, the applause of the nation he himself loves so well, and of mankind; here the condemnation of his country and many of his fellows; here untold suffering; here failure; here the death of all his dreams and hopes and longings and desires. But, here also, duty.

A few days later, "trusting in God, an approving conscience, and the aid of his fellow-citizens," he accepted the command of the army of the State of Virginia. This is the supreme individual *sacrifice* of American history.

I shall not dwell upon the second scene. It is too familiar and, to me, too tragic. The quarry is at bay. "The Army of Northern Virginia" had, in Gordon's picturesque phrase, literally "fought itself to a frazzle."

Down the line the command "Cease firing," and a few moments later the Army of Northern Virginia saw its beloved leader ride away towards the lines of General Grant. The whole world knows the story of that hour at Appomattox Courthouse—the sympathetic, generous, chival-

rous conduct of the victor, the nobility, courage, grandeur, the heroism of the vanquished.

All day long Lee's ragged veterans had looked for his return. It was late in the afternoon of this Sunday in April when they caught sight of him as he rode back to camp. He rode with head erect and with dry eyes, but every one knew that his heart was broken. They crowded around him in throngs, and in tears wrung his hand, sought to touch him, or to touch the beloved Traveler, and called down the blessings of God upon him; for Lee's men loved him, and Lee loved his men. "Men," said he, "we have fought through the war together. I have done the best I could for you. My heart is too full to say more."

On the following morning, after an affectionate farewell to his men, he rode away in solitary grandeur to his simple home in Richmond—a paroled prisoner of war. He was defeated.

The third scene is the 24th of August, 1865, when he accepts the presidency of Washington College, Lexington, Va.

After the war was over it was General Lee's sincere desire to acquiesce in the result and spend the rest of his days in some quiet, remote country home. He writes: "The war having been decided against us, it is the part of wisdom to acquiesce in the result, and of candor to recognize the fact." Again he writes: "I am looking for some little quiet home in the woods where I can procure shelter and my daily bread, if permitted by the victor." He applied to President Johnson for amnesty, but his application was refused.

Late in the summer of 1865 he accepted the hospitality of a very dear friend of the family, and took up his residence in a modest little home, such as he had desired, in a remote region of Powhatan County.

[The various flattering offers that came to Lee were here recited.]

When offered the presidency of an insurance company: "Do you not think," said the General, "that if my name is worth \$50,000 a year I ought to be very careful about taking care of it?"

The Trustees of Washington College, Lexington, Va., having heard that the General had refused all offers and that he would accept nothing unless he felt that he could earn his salary, tendered him the Presidency of Washington College. After mature deliberation he writes, on August 24, 1865: "Fully impressed with the responsibilities of the office, I have feared that I should be unable to discharge its duties to the satisfaction of the Trustees, or to the benefit of the country. Should you, however, take a different view, and think that my services in the position tendered me by the board will be advantageous to the college and the country, I will yield to your judgment and accept it."

At this time, Washington College had a faculty of four men, a student body of forty, and the salary of the President was \$1,500, *if it could be raised*.

This is the highest act of true patriotism of the age.

In these supreme hours of his life, Lee's character stands revealed in all its richness and nobility. The key to all is found in his own words to his son: "Duty is the sublimest word in our language. . . . There is a true glory and a true honor; the glory of duty done, the honor of the integrity of principle."

There are three figures in American history that stand incomparably apart and above all their fellows—Washington, Lincoln, and Lee. Washington and Lincoln were successful, and success helped to make each the heroic figure that he is. Lee stands by the side of Washington and Lincoln in spite of failure.

The end came to Washington's career while he was living in affluence upon vast estates, with not only the plaudits of his grateful countrymen sounding in his ears, but with the admiration and the applause of the world bestowed upon him. In the very zenith of its course, Lincoln's marvelous career was crowned with martyrdom—surest of all roads to sainthood and to glory. Lee died in poverty; he died struggling from day to day to earn his bread; he died a man without a country, not even recognized as a citizen of the government under which he was living; he died in overwhelming and crushing and disastrous defeat. That he stands today side by side with the immortals, Washington and Lincoln, is the greatest victory in American history, and is the sublimest tribute ever paid by any people to any man.

In the beauty and nobility and perfection of his character, Robert Edward Lee is, in my humble opinion, excelled by no man—not merely in our own history, but in all the history of mankind.

As the dead Lancelot is addressed by one of his sorrowing companions: "So thou wert the courtliest knight that ever bare shield; and thou wert the truest friend to thy lover that ever bestrode horse; and thou wert the truest lover of sinful man that ever loved woman; and thou wert the kindest man that ever struck with sword; and thou wert the goodliest person that ever came among the press of knights; and thou wert the meekest man and the gentlest that ever ate in hall among ladies; and thou wert the sternest knight to thy mortal foe that ever put spear in breast."

Time Allotment for Studying

RUTH LOWDER, '17

Report of a Committee of Investigation of how students in the Training School use their time.

DURING the fall term, when some of the students began to study, they thought they could not prepare all the work that was being assigned them in the time available for lesson preparation. Many complained that the assignments in some subjects were too long; others neglected the apparently easier subjects; and others spent most of their time in merely covering the assigned reference reading without being able to give deep thought to those phases of the subject that required thinking and deep study. They were beginning to feel that they were being asked to do impossible things.

They were delighted when they found out that the members of the faculty were deeply interested in the same question and were ready to coöperate with them in finding the solution of this problem. It was not solely for the students' sake that the teachers became interested, but they wanted to know for their own benefit whether they should lighten the work that was being given to the students or lengthen the assignments. While no teacher wished to take more than his share of the student's time, he did want his just share.

A time allotment committee from the faculty began to work upon this problem. Five girls were selected from each of the classes to work with this committee. These students represented every department in school. They attended all the committee meetings, and worked out an individual schedule, giving forty-five minutes' preparation time to each subject. Each girl was given a timepiece, so that she could tell exactly how long she studied and follow the directions given her by this committee. These study schedules were rigorously followed. The girls were asked not to interrupt student members of this committee during the study periods, so that the full time might be spent in concentrated study. At the beginning of each recitation a written statement was given to the teacher, telling the exact time spent upon the preparation of that lesson, and whether the assignment had or had not been completed during the forty-five minutes that were allowed for that particular subject.

After five weeks of this experimental work, and after numerous meetings of the students in sub-committees to discuss the best means of conserving their time during the study periods, the entire student committee was called together to give the results of their efforts. It was found from their reports that they had gained certain definite values—

1. By having only a definite time allowed for the preparation of

each subject the student was required to concentrate her time, thought, and energy upon that subject; and this resulted in the discovery that she could do the same work that she had previously been doing in less time, and that she was preparing it better. The students had discovered that they had been wasting their time during the study period, and, at the same time, they had discovered a vital principle in effective study.

2. Each subject received its proportionate time. Hitherto some of the students had been spending the greater portion of their time upon their hardest subjects, others upon the subjects that they liked, and still other students had been spending the greater portion of their time upon the subjects in which the teacher was strictest in his requirements. But when each subject had to be given its full forty-five minutes this was stopped and each subject received its full time.

3. Through this test, or work upon this time basis, students learned to conserve their time; they learned the value of time, how much even five minutes helped when preparing a lesson. Some students prepared lessons sometimes a day or two in advance. The students of the practice section were found to be crowded in their preparation.

4. The students found too much work was not being required by the teachers. If the allotted time was spent in real study upon each subject the students could satisfactorily prepare the assigned lesson.

Incidentally the students of this committee learned a great deal about themselves and their neighbors. It was found that needless interruptions were made by "Tiptoe visitors" during the study period. Frequently fifteen or twenty minutes was lost each night from this cause. One inattentive girl would come tiptoeing into the room to ask about some assignments, a careless one to borrow a book, while another to make a little social visit.

It was recommended by the student committee that the working schedules be submitted to all the students of the various classes, so the entire school might profit by the experience of the few. This recommendation was adopted, and the schedules were made out and placed in the rooms of the various class advisers where they are accessible to all the students.

The Three Education Bills

(These are the three bills that are placed before the present General Assembly of North Carolina by the educators of the State. Whatever their fate may be, just as they stand they are of interest to all in the State who are interested in education.—THE EDITOR.)

A BILL TO BE ENTITLED AN ACT FOR THE REDUCTION AND ELIMINATION OF ILLITERACY IN NORTH CAROLINA.

The General Assembly of North Carolina do enact:

Section 1. That the sum of fifty thousand dollars annually until January 1, 1920, is hereby appropriated out of the State Treasury to be apportioned by the State Board of Education under such rules and regulations as it may adopt, for conducting schools to teach illiterates over fourteen years of age.

Sec. 2. That the State Board of Education shall duplicate out of said appropriation the sum of money raised and provided by any county, any school district, or community for the conduct of any school in said county, school district, or community for teaching illiterates over fourteen years of age, for a term of not less than one month with an enrollment of not less than ten.

Sec. 3. That the State Board of Education is authorized to use annually not to exceed five thousand dollars of said appropriation for the organization and direction of said work of teaching illiterates under the direction of the State Superintendent of Public Instruction. All printing necessary for carrying out the purposes of this act shall be done by the State Printer as public printing.

Sec. 4. That this act shall be in force and effect from and after its ratification.

A BILL TO BE ENTITLED AN ACT TO CREATE A STATE EDUCATIONAL COMMISSION.

The General Assembly of North Carolina do enact:

Section 1. That there is hereby created a State Educational Commission consisting of five members of established reputation and successful experience in educational work, to be appointed by the Governor and the State Superintendent of Public Instruction, for the term of office of two years. It shall be the duty of said Commission to make a thorough study of the school laws of the entire public school system of the State, a careful survey of existing educational conditions and a comparative study and investigation of the educational systems of other States. Said Commission shall codify the public school laws of the State, and shall report to the General Assembly of one thousand nine hundred and nineteen with its recommendations of such amendments, changes and additions to the school law as in its opinion may be needed for a complete correlated, co-ordinated public school system.

Sec. 2. That said Commission shall also investigate the methods and cost of supplying text books to the public schools in this and other States and report to the General Assembly of one thousand nine hundred and nineteen the results of its investigation, together with its recommendations about this matter.

Sec. 3. Said Commission is hereby authorized to employ such clerical and expert professional assistance as it may deem necessary for its work and to call to its aid such other assistance as may be available, without expense to the State, from public or private foundations.

Sec. 4. That a sum of money not to exceed five thousand dollars is hereby appropriated out of public funds in the hands of the State Treasurer, not otherwise appropriated, for the expenses of said Commission and its work.

Sec. 5. That the compensation of the members of the said Commission shall be five dollars per day and expenses for the time actually given to the work of the Commission, and the compensation of all persons employed by said Commission for carrying out the purposes of this act, shall be fixed by said Commission. That the payment of the members of the Commission and of all employed under this act shall be upon requisition of the State Superintendent of Public Instruction, approved by the Chairman of the Commission. Said Commission is hereby authorized to have all printing necessary for carrying out the purposes of this act done by the Public Printer as other public printing is done.

Sec. 6. This act shall be in full force and effect from and after its ratification.

A BILL TO BE ENTITLED AN ACT TO ESTABLISH A STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS.

The General Assembly of North Carolina do enact:

Section 1. There shall be and is hereby constituted a State Board of Examiners and Institute Conductors, which shall consist of six members—three men and three women—of recognized ability, character, professional training, and successful experience in teaching or in supervising schools, to be designated as Institute Conductors, who shall be appointed by the Governor of the State upon the nomination of the Executive Committee of the North Carolina Teachers' Assembly, three for a term of two years, three for a term of four years, and their successors for a term of four years. All vacancies occurring in the membership of said board, by death or resignation or otherwise, shall be filled in the same manner for the unexpired term. The State Superintendent of Public Instruction shall be ex officio chairman of said board, and the State Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and the Cherokee Indians shall be ex officio secretary. The salary of each institute conductor shall be fixed by the State Board of Education upon the recommendation of the Executive Committee of the North Carolina Teachers' Assembly at a sum not to exceed \$2,500 per year exclusive of expenses. For immoral conduct, incompetency, failure to perform duty, or other good and sufficient cause, the State Board of Education may remove from office any member of said Board of Examiners and Institute Conductors, after due notice in writing to said member of the charges, who shall be given at least five days to appear and answer and offer evidence, and who shall have the right to appeal from the action of the State Board of Education to the courts of the State.

Sec. 2. Said Board of Examiners and Institute Conductors shall have entire control of examining, accrediting without examination, and certifying all applicants for the position of teacher, principal, supervisor, superintendent, and assistant superintendent in all public elementary and secondary schools of North Carolina, urban and rural, and no person shall be employed or serve in said schools as teacher, principal, supervisor, superintendent, or assistant superintendent who shall not be certificated for such position by said board under the provisions of this act: Provided, however, that the examination and certification of all applicants for second and third grade certificates shall be under the control of the county superintendent of each county or of the town or city superintendent of each town or city system

operated under special act or charter. Said board shall prescribe rules and regulations for examining, accrediting without examination, and certifying all such applicants, for the renewal and extension of certificates, and for the issuance of life certificates. No certificate issued by said board shall be valid until approved and signed by the county superintendent of the county or the city superintendent of the city in which the examination of the holder of said certificate was held, or in the schools of which the holder of said certificate, is issued without examination, applies to teach. Any certificate when so approved by said county or city superintendent shall be of State-wide validity, and in case said county or city superintendent shall refuse to approve and sign any such certificate, he shall notify the secretary of the State Board of Examiners and Institute Conductors and state in writing the reasons for such refusal, and said State Board of Examiners and Institute Conductors shall have the right, upon appeal by the holder of said certificate, to review and investigate and finally determine the matter.

Sec. 3. All State high school certificates, five-year State elementary school certificates, and first-grade county certificates in force at the time of the ratification of this act shall continue in force until the date of their expiration as stated in each certificate, after which the present holders of such certificates shall be subject to such rules and regulations as the State Board of Examiners and Institute Conductors may adopt in regard to the issuance or renewal, with or without examination, of certificates of the same class. Said Board of Examiners and Institute Conductors shall issue to all city superintendents, to all county superintendents, and to all assistant superintendents in service at the time of the ratification of this act, temporary superintendents' or assistant superintendents' certificates without examination, and prescribe rules and regulations for the renewal and extension of the same, and in cases of undoubted fitness, competency, and progressive efficiency, evidence of which shall be submitted in writing to said board, it shall issue to all such superintendents and assistant superintendents a permanent certificate without examination under such rules and regulations as said board may adopt. On or before July 1, 1917, the superintendent or other supervising officer of every city, town, or other specially chartered school that now has power and authority to elect teachers without a county or State certificate shall file with the State Board of Examiners and Institute Conductors a complete list of the names of all teachers, principals, and supervisors in service in the school or schools under his supervision during the school year ending June 30, 1917, together with a certified statement from them and from said superintendent or supervising officer of the qualifications, preparation, professional training, and teaching experience of each, and the recommendation of said superintendent or supervising officer as to the grade of certificate to which each is entitled. Whereupon, the State Board of Examiners and Institute Conductors shall authorize and cause to be issued to such teachers, principals, and supervisors, without examination, a permanent certificate of the grade recommended, subject, however, to the rules and regulations of said board for keeping permanent certificates in force.

Sec. 4. The State Board of Examiners and Institute Conductors shall prepare questions for the examinations authorized under this act, and the State Superintendent of Public Instruction shall cause lists of the questions so prepared to be printed, and shall, before the date of such examination, send in sealed packages, not to be opened until the day of the examination, to each superintendent or other person appointed to conduct said examinations in the various counties or cities of the State, a sufficient number of such lists. The second Thursday in April, July, and October of each year is hereby desig-

nated for said examinations, which may be continued from day to day for three successive days, under such rules and regulations as said board may adopt, but no examination shall commence on any other day than the first day of each period mentioned in this section, and no examination shall be held at any other time: Provided, however, that said board may in its discretion provide for special examinations to be conducted by such persons as it may appoint. Said examinations shall be conducted by the county superintendent of each county for all applicants in his county, and, in cities and towns of five thousand or more inhabitants, said examinations for applicants for positions in the schools under their supervision may be conducted by the licensed superintendents of the schools in said cities and towns. All examination papers shall be promptly transmitted to the secretary of the State Board of Examiners and Institute Conductors. All examinations of applicants for superintendents' certificates shall be conducted by the State Board of Examiners and Institute Conductors under such rules and regulations as it may adopt therefor. Upon the recommendation of the superintendent concerned, said board may grant a temporary certificate or permit valid in the county or city designated, to any teacher who at the time of the last preceding examination was not in the State, or who at such time was prevented by illness from taking the examination, as evidenced by the certificate of a physician. Such temporary certificate or permit, however, shall be valid only from the date of issuance to the date on which the State Board of Examiners and Institute Conductors shall make their report upon applicants at the next succeeding regular examination, and no such temporary certificate or permit shall be renewed.

Sec. 5. Said Board of Examiners and Institute Conductors may, with the approval of the State Board of Education, when adjudged by it to be absolutely necessary, employ competent persons to assist in the reading and grading of examination papers, and shall fix the compensation of such persons not to exceed five dollars a day for the time employed to be paid upon the requisition of the chairman of the board out of the funds provided under this act.

Sec. 6. After July 1, 1917, it shall be unlawful for any board of trustees or school committee of any public school that receives any public school money from county or State to employ or keep in service any teacher, supervisor, principal, superintendent, or assistant superintendent that does not hold a certificate in compliance with the provisions of this act. Upon notification by the State Board of Examiners and Institute Conductors to the State Board of Education or to the county board of education that any school committee or board of trustees is employing or keeping in service a teacher, supervisor, principal, superintendent, or assistant superintendent in violation of the provisions of this act, said State Board of Education shall withhold from such county any and all appropriations from the State Treasury for such school, and said county board of education shall withhold from said school any and all appropriations from the county school fund until the law has been complied with. The county, town, or city superintendent or other official is hereby forbidden to approve any voucher for salary for any such person employed in violation of the provisions of this act, and the treasurer of the county, town, or city schools is hereby forbidden to pay out of the school fund the salary of any such person.

Sec. 7. In cooperation with the Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and for the Cherokee Indians, said board shall plan, direct, and supervise the work of said schools, and shall have general direction and supervision of the work of all

teachers' associations and reading circles and of such other work as may be deemed necessary for professional training and home study for teachers.

Sec. 8. Said Board of Examiners and Institute Conductors shall plan, direct, and the six members of the board designated herein as Institute Conductors shall conduct, biennially in each county in North Carolina a county teachers' institute for not less than two weeks for the public school teachers of said county, at such time and place therein as may be designated by said board, having due regard in fixing the time and place to the convenience of the teachers and the recommendations of the county board of education and county superintendent. All public school teachers of the State, rural and urban, including all public high school teachers, principals, supervisors, and superintendents are hereby required to attend biennially some county institute continuously for two weeks or some summer school for teachers accredited by said board, continuously for one entire term of such summer school, unless excused from attendance by said board for sickness evidenced by the certificate of a physician or for other cause adjudged by the board to be providential. Failure to attend such institute or accredited summer school, unless so excused, shall debar any person so failing from teaching or supervising in any public school, high school, urban or rural, until such person shall have attended some county institute or summer school as herein required, and said board is authorized to cancel the certificate of any person failing to comply with the provisions of this section. Said board shall provide for separate county institutes for the teachers of each race, and is further authorized to provide for joint county institutes for two or more counties for the teachers of either race, and to provide for holding the county institute of any county in which an accredited summer school is conducted in conjunction with said summer school. Said board is hereby authorized to employ competent negro teachers to assist in conducting the county institutes for negro teachers and to fix their compensation, which shall be paid out of the funds provided in this act.

Sec. 9. There shall be the following classes of first grade certificates: (1) Superintendents' and Assistant Superintendents'; (2) High School Principals'; (3) High School Teachers'; (4) Elementary School Teachers'; (5) Elementary Supervisors', and (6) Special. Said State Board of Examiners and Institute Conductors may subdivide and shall define in detail the different classes of first grade certificates, determine the time of their duration and validity, prescribe the standards of scholarship for same, and the rules and regulations for the examination for them and for their issuance, and their renewal or extension.

Sec. 10. Any person who purloins, steals, buys, receives, or sells, gives or offers to buy, give, or sell any examination question or copies thereof of any examination provided and prepared by law before the date of the examination for which they shall have been prepared, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined or imprisoned or both in the discretion of the court.

Sec. 11. For the payment of the salaries and other expenses authorized under this act, and for carrying out all of the provisions thereof, an annual appropriation of not more than \$25,000 is hereby made out of the funds in the State Treasury, the same in lieu of the apportionment of about \$12,000 annually out of the county school funds for county institutes and of the annual expenditure of about \$1,000 out of the State Treasury for the expenses of the present State Board of Examiners.

Sec. 12. Sections 4162 and 4167 of chapter 89 of the Revisal of 1905, as

amended by the General Assemblies subsequent to 1905, and all other laws and parts of laws in conflict with the provisions of this act, are hereby repealed.

Sec. 13. This act shall be in force from and after its ratification.

Defects of the Present Plan of Examination and Certification of Teachers and Advantages of Proposed Plan

(This comparison of the present plan and the proposed plan clears up any doubt there may be about the new plan.—EDITOR.)

DEFECTS OF PRESENT PLAN

1. All teachers in the elementary rural public schools are required to be examined and certificated by the county superintendent of the county in which they teach: first grade teachers biennially, second and third grade teachers annually. There is no provision for them to secure exemption from this endless round of examinations on the same subjects. Their certificates are valid only in the county in which they are issued. The same teacher may be legally required to be subjected to a new examination on the same subjects in every other county to which he removes and desires to teach. There is no legal provision for the renewal of certificates without further examination, for the issuance of permanent or life certificates, or for allowing credits towards certification without examination for work done in standard colleges, normal schools, or high schools, or for successful experience. Previous preparation and successful experience count for nothing toward certification. All must be subjected to the same examination on the same subjects for all grades of certificates in the elementary rural schools.

2. All teachers in all city, town, and other public schools operated under special acts of the General Assembly are exempt from examination or certification of any sort by anybody.

3. Each county superintendent is authorized to prepare his own examination questions and grade his examination papers. With a hundred county superintendents, some rigid, some lax, all differing temperamentally and intellectually, it is possible to have a hundred different standards for the same grade of certificate in North Carolina; it is impossible to establish any uniform standard of qualification or certification for teaching or any State standard that will command or deserve the respect of the public or of the profession, or that will afford reasonable protection in either.

4. Some rural high school teachers, only those in State-aided rural high schools, are required to be examined and certificated; others are not. No high school teachers in city and town schools are required to be examined or certificated.

5. Under the present law there are no required qualifications in scholarship, professional training, or experience for superintendents of city and town schools, and only the glittering generalities of a liberal education and two years experience in teaching within the five years preceding their election for county superintendents.

6. The tyro just entering the work of teaching, often as a stepping-stone to something else or as a mere temporary means of making a little money to do something else, is placed upon the same footing as the professional teacher. Under such a system there can be no adequate protection to the teaching profession or to the public against incompetents and charlatans; without professional protection there is no adequate inducement to strong

men and women to enter it as a life work, and no guarantee to the public and to the taxpayers against the waste of money and the sacrifice of the precious time and interests of their children by the employment of incompetent, untrained, and inexperienced teachers on the same footing and practically at the same salaries, in unjust competition with competent, trained, and experienced teachers. Every other profession in North Carolina has been granted by the General Assembly the professional protection that it asked for itself and for the public against incompetents and charlatans in the profession.

From the above explanation of the present law regulating the examination and certification of teachers in North Carolina, its injustice, its inconsistency, its lack of uniformity, though Article IX, sec 2, of the Constitution of North Carolina explicitly directs the establishment of a uniform system of public schools, its inadequacy to meet the changed conditions in the State and to conform to the progress in education along other lines, and to the demand for a better guarantee for better trained teachers and better service for largely increased expenditures for teaching, ought to be evident to everybody. A law enacted thirty-six years ago, fairly well adapted, perhaps, to the needs of that time, could hardly be expected by any reasonable man acquainted with the changed conditions since that time to be adequate to the needs of this time. It is out of date, a half-century behind progressive legislation upon this subject in many other States, and out of harmony with progressive educational thought everywhere upon this subject. Forty-five of the 48 States of the United States already have State examination and certification of public school teaches in some form.

ADVANTAGES OF PROPOSED PLAN

1. It will establish a uniform standard of qualifications for all public school teachers, urban and rural, without special privileges to any.

2. It provides reasonable protection to the profession and the public and to the children against incompetents and charlatans.

3. It provides for the rational certification of teachers with or without examination, and the classification of certificates according to the work to be done and the subjects to be taught.

4. It provides for academic and professional credits for work done on the basis of scholarship and training and successful experience.

5. It gives relief from the everlasting round of senseless examinations of the same teachers on the same subjects for the same grade of certificate by making provision for renewals of certificates without examination and for permanent and life certificates.

6. It will protect the members of the teaching profession from unjust competition with inexperienced, unqualified, and untrained teachers, and make it possible to develop and maintain a real teaching profession in North Carolina.

7. It will gradually eliminate incompetent teachers, stimulate professional pride, and encourage better preparation, scholastic and professional, by putting a premium upon this.

8. It will relieve superintendents from the embarrassment of personal and political influences in behalf of local applicants and from criticism and antagonism, injurious to the schools, from the friends and relatives of applicants refused certificates by them for lack of scholarship and for other good reasons.

9. It takes care of all the worthy among the present teachers and superintendents without further examination, and throws proper safeguards around entrance to the profession in the future.

10. With little additional cost it provides a much more efficient and systematic plan for examination and certification of teachers and for the conduct of teachers' institutes and all other teacher training work of the counties for the improvement of the rank and file of teachers.

11. It leaves open for those who are not qualified for first grade certificates and high school certificates, second and third grade certificates, so that no worthy person need be deprived of his means of livelihood. In the meantime he is afforded a better opportunity for professional improvement and for qualifying for higher and better paid work in the profession.



SCENES FROM "INGOMAR"



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The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: \$1.00 a year.

25 cents single copy.

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VOL. III

JANUARY, FEBRUARY, MARCH

No. 4

President Wright's Ad- dress Timely

The address by President Wright delivered before the Teachers' Assembly at their thirty-third meeting is published in full in this issue of THE QUARTERLY.

If one reads it carefully he will find that the vital questions the State has to face in educational affairs he met squarely and honestly, as those who heard it realized when it was delivered. The reports that reached the press were partial; it seemed there were two items stressed especially, to the exclusion of others of equal importance. While it will be published in full in the proceedings of the Teachers' Assembly also, it is not amiss to have it presented to the public in another form, and it seems especially timely as the bills asking for legislation on these questions are published also. The address is somewhat of a commentary on these. The master idea in this, as well as in the bills, is standardization of the profession, but the address gives reasons for the faith expressed therein.

Copies of Bills Interest- ing

Before this reaches the eyes of the public the three educational bills before the General Assembly of North Carolina will, perhaps, have met their fate. Whatever that may be, the bills as originally drawn are of great interest to the people of the State who have the working of educational affairs at heart. Although these bills may later have only historical value, they are worth publishing. It will be interesting to watch them as they pass through the hands of the House and the Senate, and compare with the original

the changes, amendments, and curtailments they no doubt will suffer. Whether or not they will have a quiet passage or will have to weather stormy gales, the mind of man knoweth not.

“Standardization” is the Cry

The big thought underlying the educational bills is standarization of the profession of teaching. This involves the standarization of the school system. There must be minimum requirements for those who are to practice the profession of teaching, else there would be no standard. Before one can know just what to do, how to proceed, he must know the exact status of affairs. This is a day when arbitrary statements are not listened to; opinions do not count for much unless based on facts. Each one may see one little angle of the subject; those who spend their whole time working on educational problems are in a position to see a number of angles, but they are, perhaps, too near to get proper perspective. The surveys in other States, in counties and in cities, revealed many things that have opened the eyes of the interested citizens. Sometimes they have revealed conditions that have been humiliating, and again they have found virtues.

The Teachers the Gainers

From a teacher's point of view, the proposed law on certification is greatly to be desired as it will free teachers from much irksome and unnecessary work and worry. The old round of examinations required of the teacher in the rural schools seemed foolish to one who has had normal training, perhaps with college background, has attended summer schools and institutes, and has had years of successful experience, and it is not just, because she is placed on an equality with an inexperienced girl who has hardly finished high school, but can pass on the content matter in the examination. If the examiners are sane, just men, all the qualifications and experience of a teacher will be weighed and she will be the beneficiary. Precautions are taken to insure expert judges.

The teacher in the town schools who is already exempt from examination, on first thought, may think that this may be a trap to put her on the same footing as the teacher in the country, but if she looks carefully at the bill she will see that she has had experience; usually she has had normal training; she has, perhaps, a diploma from an accredited college, and she is doing a definite grade of work. Therefore she will still be exempt from examination. If she is a young teacher just starting out she should equip herself professionally, or she should be willing to prove herself worthy. The teacher has nothing to lose and all to gain.

The Illiteracy Problem a Business Proposition The State was stirred by the thrilling campaign against illiteracy that was waged last winter. The moonlight schools went through a period of romantic interest, when the stories of sacrifice of those who taught in the schools and of the earnest endeavor and marvelous achievement of the adult illiterates stirred the emotions and appealed to the imagination. That period has served its purpose and has passed, giving place to another.

The first heat is over, and we feel the flush of success. But we are not through. The long, hard pull is yet to come. Henceforth it should be a business proposition. The hard-worked teachers of North Carolina should not be allowed to continue making a sacrifice of their time and energy without compensation for it, and compensation more substantial than the satisfaction that comes from the feeling of giving self.

What has been done can never be lost, but nothing should be left half done. It is wise that the method of distributing the money appropriated should be safeguarded so that not a dollar should go to waste; so that there will be no problem of illiteracy for those who come after to handle. This cause should have special appeal because it is a piece of work which, when done once, is completed. Former legislatures have passed laws that have provided for the future.

Keep the schools out of party politics, is a warning that should be heeded if the schools are to go forward without shiftings and back-sets.

Requirements, from None to Many What the superintendents themselves say in regard to the minimum requirements for teaching in the schools in North Carolina is interesting, especially in the light of the recent discussions on the status of the teaching profession in North Carolina. One can see that anybody can get a job in some place in the State, and that in others the requirements are so rigid that few there be that have the qualifications to enter therein. Between these two extremes are all shades and grades of requirements.

In the article by Miss Carraway in this issue of *THE QUARTERLY*, she uses the material from which she drew her conclusions in a report to the Primary Association of the Teachers' Assembly.

State Schools Should Not be Beggars State schools should not be beggars. Every two years the presidents, officers, and members of the faculty of the State schools are made to feel that they are paupers asking for something for themselves when they are merely placing before the representatives of the people the need of the institutions they

hold in trust for the State, to whom the institutions belong. The dollars and cents do not show up in the budget of the same year, and there is no way to measure adequately the monetary returns, but all agree that the State is enriched by the work of these institutions. They would never have been established if the people had not believed there was a definite work for each to do.

Nothing is heard about an institution when it is doing nothing. Failure hides its head and is silent. Success speaks out. The success of an institution is voiced by the students whom it has sent out. When it has used well what means it has it should be given more. It is as the man with five talents.

**Read With the
Eye and Then
Between the
Figures**

Read what the eye can see in the biennial report of President Wright, published in part, and then re-read, carefully reading between the lines. Notice the number of students who have been taught at this institution during the seven and a half years of its existence, and note the number who wished to be taught here, but had to be refused admission. Then wonder how many more would have tried to get in had they not known that there was no room. Notice the needs of the school and judge if each need enumerated is not more than a need. Yea, verily, each is a necessity.

**"Summer
Term" Not
"Summer
School"**

Many seem to think there is a special school run here in the summer time that is in some way detached from the regular school year. The eight weeks of summer really makes one of the four terms, three of which consecutively taken, make a year's work. One of the students has explained in the School bulletin in this issue of THE QUARTERLY the summer term in its relation to the regular work. The term "summer school" is used often referring to the body of students who are together here during the summer, but it is erroneous when applied in any other sense.

**The Girls'
Clubs for
1916**

Each year the reports of the work of the Girls' Clubs in North Carolina show rapid growth, and are full of human interest stories that would make good copy for feature articles. The ugly duckling is fast growing into a swan. The once scorned "women folks' work" is no longer to be sniffed at when it is paying mortgages, making the home comfortable, sending the girls to school, and fast getting them in trim to carry on their share of community work.

When in one year these clubs add a net profit to the wealth of the state of \$88,383.96, and this on an investment of \$29,432.50, it is enough to make the business world take notice. When 3,731 girls and 2,864 women, in the forty-four counties in which the work is organized, have filled 680,557 containers with some vegetable, fruit, jam, pickle, or preserves, that means work, but work which they enjoyed, for it led far beyond the actual work of putting it into the cans. It means getting out of the old rut in mind and body, and it means that these women and girls have that independent feeling that increases any one's self-respect. It means that a varied diet is on the table where side meat was once the staple article of food. This means better health, therefore clearer minds and better people.

"Housewifely arts" is the term used now instead of "household drudgery." Think of the mental effect of the two words, "arts" and "drudgery." Look at the evolution of the clubs so far as their interests are concerned. They started out as "tomato clubs," and that is all they meant; and, mind you, it was the girls, not the women. Then they gradually began to can other products of the farm and the orchard. Now they have branched out until they raise and put up practically everything that can be raised in this State. They have "winter gardens." Some grow spinach for market; some are making pine-needle baskets for market; and some are even making cross-stitch embroidery! Everything that women in the country can create or turn into a marketable product is getting attention.

They are teaching people how to make fireless cookers, iceless refrigerators, fly-traps, kitchen cabinets, scrubbing chariots, wheeled trays, ironing boards, and floor mops. They are getting water works put into the farm homes—51 of them last year, and five of them with shower baths. There are 3193 home conveniences and devices more in North Carolina now than there were before 1916. Nineteen more places have rest rooms to make a day's shopping a joy to the women from the country, whereas it used to be a tiresome, nerve-racking day.

Mrs. McKimmon speaks for herself in this issue on some phases of her work; but get her report for her work for 1916, and read that also.

**Durham Proving
the Value
of the Library**

Instead of stressing editorially the work that Mrs. Griggs is doing in Durham we have placed in the department of Reviews a digest of a report of this work by one who knows first hand about it. This report appeared in the *Library Magazine* last fall. Turn to it after you have read the article by Mrs. Griggs and see what Durham people think of their library.

**Time
Allotment
for Study**

That a schedule to study by is as essential to students as a schedule for recitations, the students of the Training School are finding out. A valuable piece of investigative work was done in the school recently which is helping the students to see what goes with their time and to plan to use it to the best advantage. These reports remind one of Arnold Bennett's "How to Live on Twenty-four Hours a Day." A report of the work from one of the student members of the committee is printed in this issue. It was interesting to get the results from the standpoint both of students and of faculty. Every school could adopt the suggestion, adapting it to their time. It would be a good plan for the schools whose students live at home to work out a schedule showing how much home work they do and what outside affairs make demands on their time. Incidentally, it may be a step towards counting points for home work. It is the next best thing to supervised study, and may finally be even better than supervised study, because it gives the student experience in organizing and keeping account of his time, making him realize the value of time.

The Teachers Assembly

BY THE EDITOR

IMPRESSIONS OF THE THIRTY-THIRD SESSION

The Teachers Assembly of North Carolina has become an important all-the-year-round organization. It has gone a long way since the days when the teacher considered it a mere excuse for taking a trip to the seashore or to the mountains. How could the inlander who was hungry for salt air and water pay serious attention to professional matters when he knew that every moment he spent on these was taken from the few precious hours he had for fishing and bathing and boating? This was in the days the Assembly met at Morehead City. When it met in Asheville it was so much time taken from mountain climbing or from sight-seeing. The novelty of each appealed to the man from the Piedmont section. As Pippa, he exclaimed, "O day, if I squander a wavelet of thee," etc. His business was recreation, the very spot they chose proved that they placed recreation before work.

How different the purpose of the crowd of busy, enthusiastic workers who assembled in Raleigh last fall! The lobbies and parlors of the hotels were full of prosperous men and women who were talking business as zealously as the salesmen. These are willing to come away from homes and pleasures at a holiday time—Thanksgiving. A football game of great interest was played, and men and women who love the game denied themselves the joy of seeing it because there were discussions of problems they were interested in scheduled for the same

hour. One of the striking things about this was that it was not the seasoned, older teachers altogether. Many of the most enthusiastic were the young ones. Young teachers at Morehead used to think teaching had to be excused; there was a note of apology when work was mentioned.

This year the badge was a convenience; it was not only a protection to the authorities and a means of identifying members, but it was a bond. It set apart the members, and when one saw the badge on another the two were no longer strangers.

There was a feeling in the air of activity and interest. The fighting spirit was abroad, but not the pugnacious spirit of fighting merely for the sake of the fight, but the spirit of fighting for a thing that was worthy of a fight.

It may appear vainglorious and boastful for one from the Training School to comment on the presiding officer, as he is one of us, but it did take a man who was versed in parliamentary law, who knew the inside and outside of all the questions that arose, who understood people, who was alert in season and out of season, and one whose motives were unquestioned, to steer through that stormy business meeting. It takes one of striking personality to command attention in the large auditorium. Whenever the president arose there was always immediate and undivided attention given to him.

The visiting men, Dr. Bagley and Dr. Briggs, seemed to have an un-failing supply of matter and were inspiring and helpful in the departmental meetings, especially in the high school and administration sections. Both men showed that they were in the habit of working out with teachers problems and were more at home in the sectional meetings than in the public assembly. Both, however, made fine impressions on their audiences. To the uninitiated, who take only a vicarious interest in the meetings, the public addresses perhaps seemed long and full of complicated problems; but to the interested, the logical development, the wise suggestions, and the sound diagnoses, were exceedingly interesting. Miss Brockhausen was with the primary and elementary sections, back and forth, giving sane, stimulating advice and strong inspirational talks that were definite and yet broad and suggestive. The fact that this was her second year with these sections proves what a high estimate the elementary and primary teachers of North Carolina have of her.

On "Governor's Evening" only one of the three governors, and he the one from a distance, was there. Two, the Governor of North Carolina and the Governor-elect, were both absent; but with good cause. Governor Brumbaugh made a deep and profound impression on the teachers of the State and on the people of the capital. His rugged, gigantic stature, magnificent and magnetic personality, permeated all he

had to say. The words of Emerson might have fitted well, "What you are speaks so loud I cannot hear what you say," but those who heard both found that what he was and what he said were one.

The sermon by Dr. McGeachy, of Charlotte, was peculiarly appropriate and logical. He showed that he understood how to handle a crowd. He stopped just when the attention of the audience was at the highest pitch, before there were any signs of restlessness, before anyone began to think of the Thanksgiving dinner, the game, or the afternoon meeting. When he completed his written sermon and then added a few words that were inspired by the actual assembly before him, the effect was heightened.

That evening, at twenty minutes to eleven o'clock, after the large audience, half of whom, perhaps, were not teachers, but just plain citizens, had listened to two speeches, Mr. Dykema arose to talk on the community music, as the crowd made a move towards the door; some were thinking of the last car out. But Mr. Dykema knew people and he knew the effect music could have. Here was his opportunity. He had ready a lantern and he had planned to illustrate what he had to say, but before he said anything he woke up the crowd. When those leaving found there was actual singing and not simply a talking about singing, they turned back. He divided up the audience and had them singing a round "Row, row, row your boat," old men, little children, even those who said they couldn't sing in the darkness opened up their mouths and lifted up their voices; under cover of darkness, some had the feeling they would not be caught. Soon the three-part round was in full swing, and the rocking of the boat was felt. Then he put on the screen other songs, "The Star Spangled Banner," a patriotic song; an old favorite love song, "Love's Old Sweet Song," "Dixie," "My Country, 'Tis of Thee"; and, after the crowd had gained confidence, a beautiful song, new to many in the audience, "Stars of the Summer Night." After the crowd had been fully aroused and interested he gave some good, strong argument for community singing.

In the departmental meetings one could not possibly get all from each, but by observing even a few minutes listening enough to get the way a subject was handled, catching the spirit of the listeners, then going into another meeting for the same purpose, one could get a comparative view; which departments are working and which are beating the air; which know what they are doing and how they are doing it; which have people in them who have a feeling of responsibility is keenly felt. We will not single out any section for special comment. Many excellent ideas were presented. Sometimes one stays to hear a thing that looks interesting on paper and gets a lot of hot air, or some ideas presented as new that have been worn also threadbare.

For instance, one teacher said she knew she was going to tell a thing that nobody could believe could be done with little children and thought she had made a great discovery, but at that moment THE QUARTERLY had in it the development of the same idea that had been carried out by the girls in this school, and the writer did not dream she was making a new or startling suggestion.

One of the unique and interesting things that the editor stumbled on was a demonstration on how to teach writing by the aid of the victrola. As the demonstrator of the talking machine operated it and made running comments on the rhythm of certain letters, some one stood at the board and wrote to the tune the instrument the machine was playing. For instance, the letter S, made to the tune of "Jack and Jill," had to become a perfect S before it fitted into the tune perfectly. The lady at the board explained how she taught the children to hold pencils; then chalk, etc. It was a live topic that might have been worth while in the department of music. This may be advertising a method and a talking machine; but if so, it is good advertising.

PLANS FOR THE THIRTY-FOURTH SESSION.

It has been announced that the next meeting will be held in Charlotte. The general trend of thought now seems to be along the line of surveys, trying to get at the actual status of educational affairs in the State, getting at the heart of troubles; and there seems to be a demand for an earnest, conscientious search for the causes of troubles as well as for finding out the actual strength. Each department will, perhaps, have at least one piece of careful work done for the purpose of finding out the weakness in the work of that section. For example, the primary section will have a survey of the points of work connected with the primary work in the State; the association of Grammar and Grade Teachers and Principals will find out about the grammar grades, the departments that have administrative problems, the superintendent, etc., will report on administration, in the like. This would be a stupendous task for any one section, but organized thus it will not fall heavily on any one. If it is found that several working independently arrive at the same conclusions it will be interesting. For example, if it is found that trained teachers is the main thing, that will certainly be classed as one of the vital troubles.

Suggestions

Introducing Map Study Into the Fourth Grade

"In order for a child to be able to read and understand a map successfully he must know directions, the symbols that have been selected to stand for certain place facts, something about distances, and how to use a scale in illustrating distances."

With these facts in mind I began the fourth grade at the Model School with maps. It seemed to me a most difficult subject but during the two weeks' work with the children I found it both interesting and enjoyable.

We began our work by making a map of the Model School grounds on the sand table. The children were delighted with the idea, and our first lesson was spent in deciding what we would have to put on the table to make a good representation of the grounds and how it should be done. They suggested that we have the boundary line, building, walks, hills, valley, and some trees. Later, as each problem came up they suggested what material should be used to represent each of these places.

Perhaps the hardest problem that came up at all was that of a scale to be used in putting the grounds on the sand table. They went to work on it, however, as soon as it confronted them and did some of the best thinking during this recitation period that was done during the study of maps. The result was that the scale was worked out by the children themselves, even the very one used. "How shall we measure the grounds?" was the question raised in this connection. This was settled by a suggestion from one of the children that we step it off.

We did most of the measuring at recess, although a few times it was necessary to use a part of the recitation period, and the very fact that the children were willing to give up their usual time for play was proof that they were interested in the work. Each child would beg to be allowed to measure, and they were all eager to have a part. The work was planned, as nearly as possible, for each child to have a part in both the measurements and the construction on the table. While the work of construction was going on the children were grouped around the table so that all could see, while two or three worked at a time. The class would offer suggestions to those at work and say whether or not a thing was done correctly.

At the end of one week the map on the sand table was finished, and what we had is given here. One boundary line made of chalk placed in the sand; a fence made of small picture wire and sticks formed

another; one was made of clay representing the sidewalk on the street, and a line made by removing the sand from the bottom of the table, which was made of zinc, had been made to represent the stream on the north side of the grounds. A school building that had been made of clay, modeled to a scale even to the steps, doors, and windows, had been placed on the table. Slight elevations had been made to represent the hills on which the building stood, and the valley on the east side of the building was clearly shown by a trench in the sand. Twigs from the various kinds of trees on the campus had been placed in the sand to represent trees. The walks had been made of clay to represent cement, and the small flower bed in front of the building was made of black dirt.

The children were very proud of their work when it was finished and invited the children of the other grades in to see it. They also said they had insisted on their mothers' coming to see the sand table before it was torn up, which showed us how interested they were.

A map of the grounds on paper was planned for as soon as the sand table was finished, and the children were just as eager to begin this as they had been the other. To draw this map a much smaller scale had to be worked out, thus giving a review of drawing to a scale in a new way. The measurements of the grounds had been placed on one end of the blackboard while they were working on the sand table, so it was unnecessary to do the measuring over for the map on paper. By making this map the children got some idea of the symbols used on maps, and the kind of line representing a stream or river, shaded places representing hills.

These maps were completed in three days, but the important question of hanging them and of learning directions was left over for a whole period of work. The children realized that all the maps should hang with the same side up so they could tell quickly whether or not the maps were of the same place, and from this idea they concluded that there probably is a set way for all maps to be placed. The decision was reached that all maps are placed with the north side at the top, and each child placed his or her map in the book just as it belonged. They there placed them on the wall with the north side up, getting the directions on maps clearly in mind.

This work was followed up with a study of the globe—the north and south poles, equator, oceans, continents, etc.—thus indirectly testing the children to see if they really had true concepts of the facts brought out in the introduction to map study.

The plan of making the school grounds on the sand table might easily be given in the third grade with somewhat simplified directions.

Opening Exercises

The morning exercises are far more important than most teachers realize. The spirit which dominates the morning exercises, in a large measure pervades the whole day. Sometimes a child's mood must be changed by the morning exercises before he can work well. Possibly he could not find his books and was scolded for carelessness, then he comes into the school room in an irritable mood.

Then, too, when the child comes to school in the morning, he has been playing and taking vigorous exercise. Should he be put to work at once or allowed to work off some of that stored up energy, and start the routine work by degrees? We have found in the Model School that the latter produces much better results, for the day's work.

Bible stories, prayers (repeated or sung), games, story telling, reading of some good continued story, or dramatization, furnish excellent means of beginning the day. It is natural for them to take the parts of the other people or animals. In their play they are continually impersonating some one or some thing. After all, we are trying to introduce more play into the school work, and the morning exercises offer a good opportunity for this kind of work.

The pupils are always interested in anything in which the teacher shows an appreciative interest. If she shows an indifferent attitude towards the exercises it will be reflected in the pupils, resulting in a failure.

F. L. S., '17.

The First Grade

It would be superfluous for me to relate the importance of opening exercises in the first grade, for every good teacher will agree that in order to do successful work she must begin well. What we want to do is to make the schoolroom a place of personal interest to the children, and we can do this through informal conversation. In this grade, as in all other grades, we are working against formality. We want the children to feel as free and easy at school as at home, and in the opening exercises we may hope to accomplish this result. In achieving this freedom, variation is the all-important factor. Little folks grow tired of doing the same thing over and over again from morning to morning, and soon lose interest. Then they look upon their exercises as a burdensome task which they must necessarily do.

Here are a few suggestions showing how we may vary our opening exercises in the first grade, and make them interesting. Teach a lively, snappy little song, one that is full of action, and can be made real through dramatization.

Singing games make a very interesting exercise, and the children are all wild with delight when they are told that they are going to learn a new game. The following games are a few of those used suc-

cessfully in the first grade at the Model School: "See Saw," "Carrousel," "Jumping Jack," "Our Holiday," and "Dance of Greeting."

One of the most excellent ways of coming in close contact with the child's home life during this period is through informal conversations. When the teacher manifests an interest in the child's pets and toys, then she has found the key to his heart. Talk with him about the simple, childlike things he is interested in, and in this way make the child feel that the schoolroom is a place he can go to find pleasure as well as information. Besides the language value that comes from these conversations, a bit of hygiene can be incidentally taught here, such as the importance of keeping the face and hands clean, wearing warm and sanitary clothing, and removing coats and overshoes upon entering the warm building. Notice and comment on all these little things.

Some mornings read or tell a good story, and the next day let the children dramatize it.

One day out of the week, perhaps, let one or two children learn a little recitation to say to the school, as a pleasant surprise.

Later on in the year the children will have learned to read pretty well for themselves, and they can learn a short story to tell to the school. This will encourage outside work which will be enjoyed.

One morning during the week may be devoted to nature study. This is the best time of the day for this work, as the child's mind is fresh and ready to receive impressions. It also encourages him to observe the different kinds of birds and flowers that are common in his vicinity.

AGNES THOMPSON, '17.

The Second Grade

Following are a few suggestion that teachers of the second grade may find helpful in planning opening exercises:

Fifteen minutes before the opening of school all pupils that have come to the grounds should enter the room, and during these few minutes much freedom should prevail. This gives an opportunity for social acquaintance with the teacher, delivery of messages, and to attend to various little matters that help to put things in order for work.

Fifteen minutes is the usual allotted time for opening exercises, and these may be begun by having the children sing a morning prayer. "Father, We Thank Thee" is a general favorite.

The remainder of the exercises can be devoted sometimes to teaching a new song, as "Good Morning, Good Morning" and "Sleep, Baby, Sleep," both of which can be dramatized. Sometimes it can be given to teaching short verses or poems, as "The Sheep," a poem which is correlated with the language work, "Pastoral Life." Often a nature

story can be told—a story for appreciation. Some of the pupils who read well could be chosen to select a story and read it to the school. This would be an incentive for better oral reading and tend to encourage home reading. The little game in which one or more children are chosen to shake hands with all the boys and girls who have clean hands gives a simple lesson in hygiene.

The dramatic idea might be occasionally carried out when the teacher chooses a group of children to leave the room and prepare something that they themselves decide to give to the other members of their class. Often they will dramatize a story or song before their attentive audience.

Then, miscellaneous topics can be brought before the class, such as number games in addition or any of the fundamental processes they are found to be deficient in, or nature conversations, etc.

It is well to close the exercises by singing some song that the children know, in order to get them in the right spirit for work.

S. F., '17.

The Third Grade

The opening exercises of the third grade in the Model School have consisted of a variety of forms. Story-telling has proved to be a favorite with the children, especially when the story has a humorous trend. Many morals can be indirectly put before their minds in this way, and are always quickly grasped by the eager minds. The children are often called upon individually to read a story to the class. Their preference seems to be personification of animals. Games such as "The Brownie Dance," "The Muffin Man," "Soldier Boys," or "Old Jack Frost," are played with eagerness and produce desired results. They call for action and prepare the children for the work to follow.

The story of "The Little Tailor" was dramatized by a few of the children under the direction of one of the student-teachers. The children were interested from the beginning, and were sorry to hear the closing words. Odd moments before school in the mornings, a few minutes at recess and one or two full rehearsals prepared the five characters to appear before the class. The children of the third grade were so delighted with it that the amateurs presented their play before the second grade a few days later.

HELEN GARDNER, '17.

The Fourth Grade

We know that "Well begun is half done," and interesting opening exercises will work wonders.

In the fourth grade the greatest interest is being manifested at present in the reading of "Tom Sawyer." The children all try to be present, that they may not miss any of the story, and they keep good order, that more may be read in the allotted time. They can hardly

wait for the time to come when they may find out more of Tom's wonderful adventures with "Huck Finn" or his "Aunt Polly."

To vary the exercises, they sometimes play singing games, such as "The Windmill," "Come Boys, Come Girls," "Fido's Photograph," or "The Mill Wheel." These they enjoy very much, since they are full of action and afford a place for working off some of their surplus energy before beginning the day's work. J. T., '17.

Material the Resourceful Teacher Can Find Without Cost

The resourceful teacher, when she wants to do a thing, does not give up merely because she hasn't ideal material with which to work. She knows much can be accomplished with materials which are to be found anywhere.

Let us see where she finds her material and what she does with it. "Save old calendars," she says, and we ask, "For what purpose?" This is what you find out. Occasionally you can find the pictures suitable for beautifying your schoolroom. Cut out the large figures to use in your number work. After both picture and figures have been removed the cardboard may be used in construction work. Save old catalogues, that is, seed catalogues, furniture books, and style books. Again we ask, "For what purpose?" "Let the children cut out the articles and make booklets, posters, charts," etc., comes the ready answer. Nature booklets can be made from articles cut out of seed catalogues. House booklets, in which each page can stand for a room, can be made of the furniture cut out of furniture books, while paper dolls cut out of the style books can be pasted in the house booklets. The stiff paper backs on these and other such books (which, if bought, would be expensive) can be used for making paper furniture to be used on the sand table and in the playhouse.

But why try to make a playhouse when one has no material to make it out of? Is it not better to let the children do without the training it gives than to have their parents complaining about the expense it amounts to? Expense is unnecessary; remember much can be accomplished with materials which are to be found anywhere, comes the answer from our resourceful teacher. For the house small wooden boxes, such as any merchant would be glad to give you, can be used. If two stories are required, one box may be placed upon the other. Scraps of wood can be used for partitions between the rooms. After the rooms have been made, doors and windows may be sawed out and finished up. Oh, yes, the tools, where are they to come from? Why, what child would not be delighted to bring a hammer or a saw from home to use at school for a day or two? Now that the house is built how shall we ever furnish it? What a delightful problem to solve! Several language lessons may be spent in discussing what is to be put

in each room, the children giving reasons for the decisions reached. Drawing lessons may be spent designing paper for the walls and weaving rugs for the floors, while many a good lesson in number work could be given in the measuring and making of furniture for the house. Groups of children may be given different rooms to furnish, affording an opportunity for individuality and originality to be expressed. And there you have your playhouse built and furnished, with the children thinking they did it all by themselves.

The possibilities of a sand table are numerous and varied. But many a teacher thinks she can not afford to keep up one. However, when such material as the list given below can be had for nothing, any one who will take the trouble can have a sand table. These are merely suggestions for materials and their use:

1. Toothpicks to be used in propping up drawings.
2. Pine straw to cover ground with, to use in thatching roofs and for weaving purposes.
3. Pine burrs to make shingles for shingle roofs.
4. Twigs to represent trees and bushes.
5. Cotton to represent snow.
6. Cardboard to make furniture.
7. Wire, which may be cast off wire used in electricity, for making wire fences.
8. Grasses, for making shrubbery and thatching primitive houses.
9. Clay for modeling animals, and Eskimo houses.
10. Sandpaper, in making roofs.

Other materials, as pebbles, thread, leaves, and spools, can be used to serve various purposes. I once saw a very attractive house and fence made out of cornstalks.

Do you really believe picture studies are next to impossible when one has not a great deal of money to spend in getting the proper kind of pictures? Why do you have to buy expensive pictures when one can so often get them from the picture section of magazines like the *Woman's Home Companion* or the *Ladies' Home Journal*? These are sometimes valuable in a lesson in picture study. Interesting picture booklets can be made of small prints from the really famous pictures, at the small cost of one-half cent each. Children would delight in making these.

Suppose you cut down your poster bill since the cost of paper has gone up so. Try using brown wrapping paper for your background, and plain white or cream wrapping paper for the freehand cuttings. If you can't get a supply of brown wrapping paper, why not ask book dealers to give you the bogus paper that comes on the books at book stores? I am sure they would as soon give it to you as to burn it. Paste can be made of flour and water. Many such posters can be made at the cost of a few cents.

Railroad folders and government publications, which can be had for the asking, are very useful in supplementary work.

If your schoolroom does not happen to be supplied with maps, drop a card to the Interior Department of the U. S. Government. They will be glad to send you one.

Remember that it is the resourceful teacher that is up to date, and very much in demand today.

VIOLA KILPATRICK, '17.

Farming on a First Grade Sand Table

The children in the first grade of the Model School suggested making a farm sand table where they could plant seeds and watch them grow; they had become interested in the study of birds, plants, and farm life in their nature study. This was in the spring of 1916.

Farm problems were discussed during morning exercises; nature songs and games were played and sung for rest periods; the animals on the farm were cut and rail fences were made for busy work. Many other things were correlated with the sand table farm as they worked.

The germination of seeds was taken up by the children by means of the following experiments:

They soaked a sponge in water, sprinkled it with mustard seed, and kept the sponge moist all the time. Then the seeds sprouted up all over the sponge.

They covered the bottom and sides of a dish with green moss, sprinkled dry dirt over a pine cone and set it in the middle of the dish on the green moss, then sprinkled a little more dirt at the bottom of the pine cone so it would stand up well, and put a little dirt on the moss. Next they sprinkled grass seed all over the pine cone and moss and kept it moist. This made a very pretty green dish when all the grass came up.

They took half of an egg shell, filled it with dirt, then planted mustard seed in the dirt and made a little hole in the bottom of the egg shell for water to drain through. As they kept the dirt moist, the mustard seed came up very quickly. It is a good plan to fix this so that the seeds will come up about Easter. The children may be allowed to carry them fixed in little paper boxes on baskets home to show their parents.

They filled a glass with water, then cut a piece of cotton-batting to fit inside of the glass at the top on the water, and sprinkled mustard seed, beans, or peas on top of the cotton-batting, so the children could see how the roots grow down and how the other part of the plant grows. They kept plenty of water in the glass so the seeds would grow well.

They filled a chalk box about half full of sawdust, then planted some beans in it and kept the sawdust damp. When the seeds began to

grow they took them up and looked at them in the different stages of growth.

All of these experiments were tried by the children, who took a great interest in studying the germination of seeds. The seed experiments were placed in the windows near the sand table and on the desk where the children watched them every morning.

While the children were studying the germination of seeds, they divided the sand table off by rail fences into three parts, first, for house and garden; second, for oat field; and, third, for barnyard. The children made a typical farmhouse and barn of cardboard; planted a garden of beans behind the house, grass in front, and an oat-field in front of barnyard. In planting the seed the sand was first moistened, then the seeds were sown. The beans, grass, and oats were kept moist by the children, and they enjoyed watching the sand table every day to see what they could discover first for themselves.

The children brought in some of the first plum and peach blossoms they could find, and stuck them in their garden on the table for the orchard. When the oats were high enough the children cut them and stacked them up in the field.

The children watered the sand table when necessary, and watched it each morning to see when the first seeds sprouted. They became much interested in their work and kept the sand table looking green and fresh nearly all the spring term. JESSAMINE ASHLEY, '16.

Playing Daniel Boone

The student-teacher to whose lot fell the teaching of Daniel Boone to the fourth grade, read everything available containing anything of interest concerning Boone, then made an outline of the story. From this outline the story was divided into four parts, and each part was developed and given in a thirty-minute period.

The story was developed with the children. Parts of the story were given entirely by the teacher, but many times a situation was explained out of which grew a problem. For example, this was a part of the story: "As the men were standing in front of their cabin, a whole band of Indians came up. The Indians were right at them; the men didn't have time to get their guns and they knew it was of no use to run. What could they do?" The children quickly responded, telling what they thought the men did and what they themselves would have done. Many problems like this arose which the children solved. The entire story was told in this way, the children making it very real by contributing stories from their own experience.

After the story was completed the children asked that they be allowed to play it. They decided to make an outline of the entire story in

order that they might be able to pick out the best parts to play. This is the outline they made:

1. Boone's Childhood.
 - (1) Love for hunting.
 - (2) His present from his father on his twelfth birthday.
2. Life in North Carolina.
 - (1) His marriage.
 - (2) His children.
3. How he came to know about Kentucky.
4. His first trip to Kentucky.
 - (1) Troubles in Kentucky.
 - (2) Hunting grounds in Kentucky.
5. His second trip to Kentucky.
 - (1) Building of road.
 - (2) Building of fort.
 - (3) He brings family to fort.
 - (a) Death of James Boone.
6. Life in fort.
 - (1) Capture of the three girls.
 - (2) Return of the three girls.
 - (3) Capture of Boone.
 - (4) His life as an Indian.
 - (5) His escape.
 - (6) The bad news he brought to the fort.
7. The attack on the fort.
8. Boone's life in Missouri.
 - (1) Death of his wife.
9. Death of Boone.
10. His body moved to Kentucky.

From this outline they selected "The capture and return of the three girls," "The capture and escape of Boone," and "The attack on the Fort." In order that they might know exactly how to play these parts, they were told again by the children, each part being told by a different child, thus some language work was brought in.

As they discussed each section they put on the board lists of characters and materials needed. When the children found that they could not play "The Attack on the Fort" without a fort they decided to build one out of poles.

The poles were furnished them from the woods surrounding the Training School, and work was at once started. First, they decided what size it should be, marking off with a hoe how far each side should extend. A ditch about one foot deep was dug around the outline of the fort. The poles were nailed together with strips from an orange crate, about ten being nailed together. These were stood upright in

the ditch; the ditch was then filled with dirt which was packed tightly to hold them steady. A gate was made of poles and put on with leather straps. After all the poles had been put up and the gate put on the children discovered large spaces between the poles. Fearing that the Indians could see the people in the fort, they tacked guano bags across the poles on the inside and filled other spaces with branches of trees. The hoes, axes, hammers, etc., were brought by the children at recess, thus making it possible for the fort to be completed that afternoon.

The next day the children chose characters for the play and each child told what he had at home that he could use in the play—such as Indian suits, pistols, rifles, bonnets, etc. That the children might have a better background for the play some supplementary reading was then given in “Hannah of Kentucky.”

The fort was built on top of a hill, the Indian camp was at the bottom of the hill, and a little stream of water at the foot of the hill was used for Otter Creek.

After all was ready they played the three scenes just for themselves, each child deciding what he should do and say. The next afternoon they played it for the second and third grades. Before going out to the playground the fourth grade selected their best two story-tellers and sent them to the second and third grades to prepare their audience to enjoy the play.

From “Playing Daniel Boone” the children not only learned the story of Boone and the part he played in the history of our country, but they also received practice in organizing, selecting, judging, story-telling, and handwork.

If interest is a measure of success, assuredly the playing of Daniel Boone was a success. The children’s enthusiasm was plainly shown by the attention they paid to the telling of the story, by the sighs and exclamations they made when Boone encountered some new difficulty, and by the varying expressions on their faces. Each day at the close of the period they begged that the lesson be continued and more of the story told. Finally, when the story came to an end and Boone’s death was told, one little boy said, “Oh, is that all? I didn’t want Boone to die.”

That we did not dwell upon the story until the children became tired of it was proved by the fact that after the fort was built and the story played twice the children continued to talk about Boone and ask for more stories about him.

JESSIE BISHOP, '17.

The Story of John Smith

In preparation for presenting John Smith to the fourth grade children, two weeks were spent in searching for material and studying in order that all the facts of his life might be thoroughly mastered by the student-teacher, and that she might see her work as a whole and have some definite idea as to the organization of it and the separation of it into the required number of lessons. The selection of the material was by no means an easy undertaking. She had to avail herself of the little incidents that were both of interest to the children and of historical value. Word-pictures were sought for especially, and these were blended with the facts in chronological order.

Having gathered all the material, she then went about making an outline which was of paramount value in the planning of her lessons. In all there were twelve lessons to be prepared, ten on the story itself, and two on the dramatization. After the material had been apporportioned, so as to distribute equally the work, the plan-making was begun.

As a background for the story of Captain John Smith, the story of Columbus, which they had had not long before, was used. The plans were made very flexible and the facts were presented in such simple language that they were readily understood by all the children. Whenever a word was especially descriptive of an idea, the student teacher used it, thus doing some excellent work along the line of vocabulary enlargement, both for herself and for the children.

An outline according to the time events in the life of Smith was then made from the material collected.

I. Early life: (1) Born at Willoughby, England, and, (2) his boyhood; (3) conditions in England; (4) an apprentice boy.

II. John Smith begins his adventures: (1) Crosses England into France; (2) renders a Scotch gentleman a service; (3) goes to the Netherlands; (4) goes to Scotland; (5) trip with the Pilgrims to the Holy Land; (6) In Hungary; (7) Sold as a slave.

III. His return to England: (1) Conditions there; (2) solution of the problem in England.

IV. Smith decides to go with London Company to Virginia: (1) Reasons for expedition; (2) voyage to America.

V. In America: (1) Arrival in Chesapeake Bay; (2) founding of Jamestown, 1607; (3) search for gold; (4) the struggles of the settlers.

VI. Explorations in Virginia: (1) Wish to find "South Sea"; (2) adventures with Indians.

VII. Return to Jamestown: (1) What he found there; (2) how he met the situation; (3) help received from Pocahontas.

VIII. More settlers come to Jamestown: (1) Captain Newport returns from England; (2) gifts brought to Powhatan.

IX. Powhatan plots to destroy Jamestown: (1) Reasons for this; (2) Pocahontas warns Smith; (3) Smith frightens Indian chief into peace.

X. Enforces discipline in Colony: (1) Reasons; (2) how managed.

XI. Smith returns to England: (1) Wounded, medical aid needed; (2) how Jamestown had progressed under him; (3) he does not return to Jamestown.

XII. Smith goes to North Virginia, 1614: (1) In service of Plymouth Company; (2) he explores northern coast of New England.

XIII. Smith starts again to New England: (1) Captured by French ship; (2) spends rest of life in London writing books about his adventures in America.

XIV. Last days of Smith: (1) Died in London; (2) buried in Church of Saint Sepulchre.

The new thoughts in the story had to be made very vivid and closely related with the experiences of the children for them to grasp them. Illustrations were used frequently to make the points stand out. Some of the points that were understood and liked best by the children were: Early adventures of Smith; in America; building of Jamestown; Adventures with the Indians; capture, trial before Powhatan—life saved by Pocahontas; Smith's return to England; coming of Lord Delaware.

The story was developed by the problem method, the teacher leading the pupils with Smith through the dangers he faced, and when the crucial moment was reached, they were thrown upon their own resources to work out the situation as if they were in Smith's place, under like conditions. Some very effective work was shown by the children's answers, which gave evidence of power to reason and imagine. If something silly or irrelevant was said, the child would be checked up by the class.

Two lessons were allowed for the dramatization as this was the form chosen by the children in preference to other means of reproduction.

The first lesson was given to the reproducing of the story in the form of an outline; the main points being obtained from the pupils by skillful questions on the part of the teacher, but every point named in the outline came from the children.

1. Boyhood of John Smith.
2. His travels.
3. His voyage to America.
4. The building of Jamestown.
5. His troubles with the Indians.
6. How Jamestown fared.
7. His return to England.
8. Jamestown saved by Lord Delaware.
9. His last days.

Compare the long outline made by the teacher and the one made by the children, and see how much work the teacher must do to get results.

The outline called for a review of the story, the organization, and judging as to the best name to give to the point that came next.

In selecting the event to be dramatized there were several things to be considered: (1) The adaptability of the Model School grounds, and the event that could be best dramatized on it; (2) the location of the places in the event selected as to their relation to one another; (3) the section of the story that would be of most value to them.

After thinking carefully, they decided on the section they had named: "The troubles with the Indians." This involved: (1) The expedition down the James River with men and guides to look for corn; (2) attacked by Indian warriors; the fight; (3) Smith captured by Indians; (4) carried through country and finally before Powhatan; (5) trial before Powhatan; (6) saved by Pocahontas; (7) Smith given to Pocahontas; (8) allowed to go back to Jamestown.

The places selected were Jamestown, James River, and Powhatan's village.

"Who were the people needed to play the story?" was the next question. The children named the characters needed and were left with the problem: Think over the children in the room and decide the part of the story you think they will play best.

The next day the plans made the day before were reviewed and each place firmly fixed in each child's mind. The characters were then chosen. In case two children were named for one character, they were voted on and the one getting the greater number of votes played that part. Each child in the room was given an active part in the playing of the story. The children were thrown on their own responsibility and their ingenuity in acting was a revelation. For instance, when Smith was captured by the Indians he showed them his pocket compass to amuse them, and they were very much surprised when they found that they could not stick their finger through air, as they called the glass; again when he was condemned to die an Indian squaw brought him a bowl of water to wash his face and hands, and a bunch of feathers to dry them on. These things were not mentioned while we were planning the story, but out on the grounds, amid the action, they remembered these things and met the emergency without any suggestion on the part of the teacher.

After working out the story of Captain John Smith, and seeing others worked out, I am thoroughly convinced that History taught in an oral form is by far the best way to present it to children. It means more work on the part of the teacher. Are they not, however, doubly repaid for their effort when they can prove to the masses of people that History is a live, interesting subject and not the dry collection of facts and dates?

LIZZIE STEWART, '17.

Reviews

Industrial Art Text-books. A Graded Course in Art in its Relation to Industry.

Authors: Bonnie E. Snow and Hugo B. Froehleieh. Illustrated by George W. Koch. The Prang Co., New York.

A new set of Drawing Books that every teacher wants to own! Only six of the series have come from the publishers. Those who have examined these six are anxiously waiting for the other two.

These Industrial Art Text-books teach that the ability to draw is a means to an end. Each book has eight chapters, and the same subject is taken up in the same number of chapters in each book. For instance, "Commercial Design" is Chapter II in each book in the series.

Each chapter contains most helpful suggestions to teachers, and each problem in construction is so plainly illustrated that any teacher can understand. A teacher interested in a particular subject can easily work up this subject from the first grade through the eighth grade. Some of the subjects are not practical for all schools, so can be omitted.

Subjects of chapters are given below.

I. Design and Color.

II. Commercial Design, showing the study of lettering, booklet making, etc., from the first grade through all the grades.

III. Costume Design begins with cutting the simple paper-dolls and their clothes, developing designing until they can design their own clothes.

IV. Interior Decoration begins with the doll's playhouse, familiar to all primary teachers.

V. Domestic Art includes weaving, sewing, crocheting, and knitting.

VI. Constructive Design, the art of making things, in which we find paper boxes, baskets, wooden toys, the boy's kite, and in sixth book a real footstool.

VII. Object Drawing is explained in this quotation from the chapter: "Continued practice in drawing from objects is the best means of developing the eye and hand. Ideas of shape and proportion must be gained through study of objects in the world around us. The hand can be trained to portray what the mind perceives and the eye visualizes. In drawing from objects it is possible to use a variety of tools, although we are accustomed to regard the pencil and the brush as the only legitimate implements. We draw with scissors and paper when we cut paper shapes of objects. We draw with clay when we model a farm."

VIII. Nature Drawing. "The children are led to look to nature for material that can be used in making decorative arrangements. In the primary grades flowers that are familiar and interesting are presented for study, and the shapes of their different parts are cut from paper. These shapes become elements of design and the arrangements that result are applied in constructive problems, adapted to the grade."

There are four color sheets in each book besides the abundant illustrations throughout the book.

KATE LEWIS.

The Social Studies in Secondary Education. "Report of the Committee on Social Studies of the Committee on the Reorganization of Secondary Education of the National Education Association." Compiled by Arthur William Dunn, Secretary of the committee.

This *Bulletin*, No. 28, for 1916, Bureau of Education, is full of valuable suggestions: "The social studies are defined as those whose subject-matter relates directly to the organization and development of human society, and to man as a member of social groups." The keynote of all modern education is "social efficiency," and all subjects, the report says, should contribute to this end, and whatever their value from the point of view of personal culture, unless they contribute directly to the cultivation of social efficiency on the part of the pupil, they fail in their most important functions.

All American social studies in high schools should have for their aim the cultivation of good citizenship. From the viewpoint of the committee, they consider wherein such studies might be made to contribute most effectively to the purpose of secondary education. The selection of topics and the organization of subject-matter should be determined in each case by immediate needs.

This report proceeds on the assumption that the secondary schools are six-year high schools divided into the senior and junior high school with three years to each. The course recommended in this report aims to provide a comprehensive, and, in a sense, complete course of social study for each period. Although the four-year high school is the prevailing type in this State, the course of study can readily be adapted. Geography, European history, American history, and civics are the studies outlined. With such a course of study the pupil who leaves school after completing the sixth grade will have acquired some experience with practically the whole range of social studies.

The committee can not emphasize too strongly its belief in the desirability of such careful adjustment of courses to local and current circumstances as suggested on pages 29-32. Community civics needs special adaptation to rural conditions and requirements. One of the chief purposes of civics should be to provide the pupil with a motive for the continuation of his education.

Part II of this report deals with civic relations of vocational life, the adaptation of civics to rural conditions, and the relation of civics to history. In the first of these topics it is said that the chief purpose should be "the development of an appreciation of the social significance of all work; of the social value and interdependence of all occupations; of the social responsibility of the worker, not only for the character of his work, but for the use of its fruits; of the opportunities and necessity for good citizenship in vocational life; of the duty of the committee to the workers; of the necessity for social control governmental and otherwise of the economic activities of the community; and of the part that government actually plays in regulating the economic life of the community and of the individual.

The report proposes for the last year of the high school a concrete study of "Problems of Democracy." These problems vary from year to year and class to class, but they should be selected on their immediate interest to the class, and their vital importance to society. . . . It is far less important that the adolescent youth should acquire a comprehensive knowledge of any or all of the social sciences than it is that he should be given experience and practice in the observation of social phenomena as he encounters them; that he should be brought to understand that every social problem is many-sided and complex, and that he should acquire the habit of forming social judgments only on the basis of dispassionate consideration of all the facts available. The best way for accomplishing this is by dealing with actual situations as they occur, and drafting into service the material of all the social sciences as occasion demands for a thorough understanding of the situation in question."

Part IV of this report deals with standards by which to test methods, the preparation of teachers, and the availability of text materials. "Probably the greatest obstacle to the vitalization of the social studies is the lack of preparation on the part of teachers." Suggestions are made as to what can be done in the high schools, teacher training schools, and in colleges and universities.

Finally, the committee reaches the conclusion that it is unquestionably true that the most effective teaching of the social studies can be secured when there is a supervisor or director trained in this particular field. Text-books are few now, but will be provided when the demand is realized by publishers.

LOIS HESTER, '19.

Bulletin (1915), No. 17, *Civic Education in Elementary Schools as Illustrated in Indianapolis*, by Arthur W. Dunnu, special agent in Civic Education, Bureau of Education.

Realizing that one of the most important functions of the public schools is to give instructions and training necessary for the intelligent

performance of the duties of citizenship, the editor of the bulletin shows how this need was met in the city schools of Indianapolis. It contains suggestions for all American schools, whether in the city, in the village, or in the rural district.

One of the characteristics of the Indianapolis course of study is its constant readjustment to immediate needs in the light of current experience. Before one can formulate a plan for teaching civics he must have a clear definition of "civics." The Indianapolis definition is as follows: "Civics is a training in habits of good citizenship, rather than merely a study of government forms and machinery. The broadening field of instruction in civics finds its limit only in the ever-widening content of the term 'citizenship.'"

The aim of the schools seems to be to make of education not a process of instruction in a variety of subjects, but a process of *living*, of *growth*, during which the various relations of life are unfolded—civics, geographical, historical, and ethical. In the first grade the pupil does not study "English" or language, he merely does things, talks about things, and hears about things. The teacher alone is conscious that she is giving the child his first organized lessons in civic life, as well as teaching language. Civics as a separate subject is not taught until the eighth grade. With this in mind, the following course of study has been adopted: Civics, geography, history, stories, and construction work are taught from the first grade through the eighth with the addition of community arithmetic in the second grade. In the first grade in civics, the family is the center of study, in geography, common plants and animals are studied; in history, national holidays and birthdays; in stories, nature furnishes the material; in construction, furnishing the doll house furnished work to be done.

In the third and fourth grades the same plan is followed, but it broadens out into the school and community life. In the sixth grade civics is divided up into the following heads: (1) Health—cleanliness of person and premises; (2) Wealth—care of property and fire prevention; (3) Knowledge—punctuality and regulation, studious habits; (4) Beauty—beautifying home, school grounds, and town; (5) Protection—protection of property and in crossing streets.

The following summary is a type lesson in community civics as it occurred in the eighth grade. It required several days for development of this lesson. "The pupils discussed informally what good health means to each one, and gave examples from their own experience of consequences of sickness. They discussed specific dangers to their own experience of consequences of sickness. They discussed specific dangers to their own health, such as impure food, water, or air. They explained how they individually care for their own health, or how at times they are careless of it. They discussed how, in many cases, their health depends not merely on their own care, but on the care of others,

and how the danger to health is increased where many people are gathered together." Then it goes on to show how the city made laws for the conservation of public health and the necessity for each person's doing his part as an individual in helping to carry out the laws. It also tells how the boys and girls discovered things for themselves; for instance, in the discussion of the duties of the board of health, one boy asserted that it passes pure food laws. Another boy disagreed, saying that the National Government made the pure food laws. This led to the working out of the problem and the reasons why it should be a national act.

This question is asked, "Is such civic education effective?" It is answered with this statement, "Whether the children who are now undergoing this training for citizenship will in reality be efficient citizens ten or twenty years hence cannot, of course, be foretold. But there is apparently ample evidence that they are better citizens now, and, moreover, that the present civic life of the city is appreciably affected by it."

It shows the growth of effective coöperation, and that each child realizes his measure of responsibility for the welfare of the community, home, and school. It says that the growth of desirable habits which is the chief purpose of civic education is observable, also, that not only the teachers observe a change in school conduct, but that the parents inquire what is being done in the schools to cause such a transformation in home conduct.

Community arithmetic is not a separate course from the regular arithmetic. In this type of arithmetic the children, as far as possible, make their own problems from data acquired from their own observation and research. They have problems that grow out of their work and problems that are real. Often they are related to food, clothing, cost of building, cost of furnishing the home, cost of preparing a meal, etc.

In summing up the results of this kind of instruction one finds it does two things especially: (1) it helps the child to understand the nature of his community, his dependence upon it, and his responsibility for it; (2) it cultivates habits of right action as a member of the community, and in relation to its government.

F. L. S.

In the *Bulletin* for January, 1917, published by the North Carolina State Board of Health this question is answered: "Is it just and right that the farmer may know what he gives his plants, and unjust and wrong to allow the parent to know what he gives his child?" On the front cover of the *Bulletin* are two columns. One column gives a set of definite facts about a bag of fertilizer, and the other about a bottle of dope; one is for the plant, the other is for the child; still the farmer

often knows better the composition of the fertilizer he uses under his farm products, than he does about the composition of the medicine he gives his child or takes himself. The editor of the *Bulletin* protests that this should not be so, but this condition will certainly continue to exist as long as "patent medicines," that is, these that are secret, are used. Except to the manufacturer the composition of the secret remedy is unknown. The name and amount of its ingredients are purposely and obstinately denied the user.

The editor reminds us of the fact that people who take secret remedies of unknown composition have no way of knowing what they are taking, either qualitatively or quantitatively, or what are to be the effects of the unknown drugs when taken in varying doses and for variable periods of time. Yet, if one goes into a country store he will see the shelves filled with these secret remedies. Many of the people purchase these medicines, for all kinds of illnesses, not knowing in the least what they are using them for. These medicines taken in this way often have serious effects upon the health condition of those who take them.

Some startling facts are set forth. Does it enter the minds of our people, that the people of the United States expend annually upward of \$500,000,000 for medicine? Much of the medicine used is the secret remedies. The report of an investigation of the State Sanatorium will give the reader an idea to what extent the secret remedies are used. This investigation showed that 40 per cent. of the 398 patients at the Sanatorium had taken secret remedies, expending a total sum of \$1,314.85, or \$8.01 per capita. Of course the money spent by the patients for these medicines counts for very little compared with the time lost while relying on the medicine to cure their diseases.

A bill has been introduced in the legislature for the purpose of making secret remedies under various and sundry trademarks come out in open formula. There is no fight against the so-called "patent medicines," official remedies, and remedies compounded on the prescription of a physician. North Carolina is the first State in the Union to attempt the open formula. This is especially interesting because the laity has lumped all patent medicines into the same group. It has been pointed out that the open formula will abolish fraud and will encourage the manufacturing and sale of medicines having merit.

IOLA FINCH, '19.

In the September, 1916, issue of the *North Carolina Library Bulletin* there is an article on the Durham Public Library, by Mrs. B. W. Brooks, in which she says: "We are fortunate in having as librarian, Mrs. A. F. Griggs, to whose untiring labors, as well as her interest and enthusiasm, is largely due the present success of the library." In this issue of THE QUARTERLY there is an article by Mrs. Griggs.

Mrs. Brooks shows in her article what a great work this library is doing. It was established in 1897; the funds for the building and books were secured by the board of trustees and the woman's board. A trained librarian was secured in 1911 and the books were classified and catalogued and new books constantly added. More people visited the library, and finding what they wanted, were encouraged to come again, until the library is now a most popular place.

It is used by high school pupils for reference work, and by the graded school teachers for story books and classics. It is of great use also to the county teachers, who are allowed to take as many as a dozen books away at one time. The country people have the privilege of using it too, and in increasing numbers are taking advantage of it.

The five women's literary clubs of Durham also find it of great aid in carrying out their programs. Each year the Halycon Club and the Tourists' Club donate to the library the books which they have studied that year.

The reading room which is well supplied with newspapers and periodicals is a source of profit and pleasure, and is visited by many, both young and old. There is also an alcove for the children.

A branch library was established in West Durham in the community house of the Welfare Club sometime ago. This furnishes good literature to many people in this mill village and is helping greatly to instil a love of higher things. As a part of the work, a weekly story hour has been begun, and is proving very popular with the children. This story hour has proved such a decided success that similar ones will be established in other mill sections.

A library under the supervision of the librarian has recently been started by the colored people, the money being given by some of the well-to-do negroes.

When other towns see what a great influence the Durham library is exerting it will encourage them to push the library question further.

J. T.

These items from *Legislative Circular*, 1917, No. 1, issued by the United States Bureau of Education, are of peculiar interest in North Carolina now:

In a number of States amendments to the Constitution affecting the schools were voted on at the election on November 7, 1916. The Bureau of Education has received definite reports of the results of the election on several of these and they are summarized below:

Alabama.—Raising to 4 mills the maximum county tax that may be levied and providing for a district tax (after county tax of 3 mills is voted) of 3 mills. County tax to be voted by majority of qualified electors of county; district tax, by majority of electors of district. Previously a State tax of 3 mills was mandatory and a county tax

of 1 mill could be voted by three-fifths majority. Now possible to have a combined tax (State, county, and local) of 10 mills for a district school. Amendment ratified by majority of 21,798.

Arkansas.—Authorizing any school district to vote “any school tax at the annual school election not to exceed 12 mills.” The old maximum limit was 7 mills. Amendment ratified.

Colorado.—Requiring the State Treasurer to invest the school fund in school district bonds and in first mortgages on farm lands. Amendment ratified.

Louisiana.—Designed to make women eligible to all public school positions, such as board membership, parish, and State superintendency, etc. Amendment defeated.

Nevada.—Permitting the investment of the State permanent school fund in farm land bonds. Amendment ratified.

North Carolina.—Art. II, Sec. 29. “The General Assembly shall not pass any local, private, or special act or resolution . . . erecting new townships, or changing township lines, or establishing or changing the lines of school districts” . . . (a new section).

Art. VIII, Sec. 1. “No corporation shall be created nor shall its charter be extended, altered, or amended by special act, except corporations for charitable, educational, penal, or reformatory purposes that are to be and remain under the patronage and control of the State” . . . Assembly must provide by general law for chartering corporations. Amendment ratified.

North Dakota.—“Amending Section 216 of the Constitution of the State of North Dakota by establishing and locating a State normal school in the City of Dickenson, County of Atark.” Amendment ratified.

Oklahoma.—Proposing to repeal Section 12 (a), Art. 10 of the Constitution. Said section reads as follows:

“Section 12 (a). All taxes collected for the maintenance of the common schools of this State, and which are levied upon the property of any railroad company, pipe line company, telegraph company, or upon the property of an public service corporation which operates in more than one county in this State, shall be paid into the common school fund and distributed as are other common school funds of this State.” Amendment defeated. (Voted on in August.)

Texas.—Authorizing the legislature to enact a law or laws whereby counties may levy a school tax of not exceeding 5 mills and whereby school districts may levy a tax of not exceeding 10 mills. No county school tax is now levied, and the maximum district tax is 5 mills. Amendment defeated by a majority of 7,099.

Wyoming.—Permitting the investment of State permanent school fund in farm mortgages and other securities authorized by law. “None of such fund shall ever be invested or loaned except on the bonds issued by school districts, or county bonds of the State, or State securi-

ties of this State, or of the United States, or on first mortgages on farm lands or such other securities as may be authorized by law." Amendment ratified.

The following States report that no amendment or referendum law was voted on at the recent election: Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, Pennsylvania, South Dakota, and Wisconsin.

The United States Commissioner of Education, Dr. P. P. Claxton, issued a call for an "America First" conference held on February 3d immediately following the annual meeting of the Chamber of Commerce of the United States of America. This conference dealt with the industrial phase of Americanization and was the first of a series of "America First" conferences to be known officially as the "National Conferences on Americanization through Education."

The conference on February 3d, was under the auspices of the Bureau of Education in the Department of the Interior, acting in coöperation with the National Committee of One Hundred. This committee was appointed by the Commissioner of Education on September 1, 1916, to assist the Bureau in conducting the "America First" Campaign. The Committee on Immigration of the Chamber of Commerce of the United States of America also participated in the program.

The recorded coöperation of hundreds of industrial establishments and chambers of commerce in the "America First" Campaign has brought into the foreground the demand for a definite plan of Americanization by industries and commercial organizations. For some months a tentative plan has been in process of formation in a series of consultations between Bureau officials and the Immigration Committee of the Chamber of Commerce.

The bearing of this conference upon education and industry is significant. It brought into practical relation employers and educators. This was effected by the nature of the call for the conference. Those invited included officials of chambers of commerce, plant welfare directors, representatives of labor and immigration departments and commissions, and school authorities.

Each session of the conference was opened with an address and then conducted as a round-table discussion of various questions printed in the program and relating to a national policy of Americanization.

Owing to the growing interest of industrial men in the subject, many delegates and others attending the annual meeting of the Chamber of Commerce of the United States remained over for the "America First" Campaign conference.

Succeeding conferences appealed to various other organizations, groups, and individuals interested in general features of Americanization.

Alumnae

The Alumnae should begin making their plans early for a big gathering at the school during commencement.

Whenever you change your address please notify the business manager of *THE QUARTERLY*. Quite a number of the alumnae and old girls who are subscribers are teaching at a new place. We have only the address of last year and the home address. In some cases where *THE QUARTERLY* has not reached the subscriber we have found that it was sent to the old address and the business manager had no means of knowing that the address was changed. The Business Manager and Editors keep their eyes and ears open and when they hear of a change they correct the mailing card. Please, whenever your copy does not reach you, or whenever you have any complaint to make, make it directly to those in charge and mistakes will be cheerfully corrected.

Show *THE QUARTERLY* to your fellow teachers in your school. Show it at your teachers' meetings. When you have found something helpful in it pass it on to others and tell where you got the idea. Let our world see what we are doing.

Send in not only any news about yourself and your work but tell us what you hear of other old girls. One of your number has a short article in this issue telling of one piece of work she is doing. Suggestions for improving *THE QUARTERLY* will be thankfully received. We wish to know what you would like to have. Sometimes we are not sure what line of work the readers wish to have taken up. The magazine is for you and we wish to give you what you need and wish to have. If you are having problems you need help in solving, if we have not the same problems at the Model School we can find somebody who has the same and who will gladly tell you what they are doing. We have an opportunity to look out over a larger field than most of you have and we can find suggestions perhaps more easily.

The next issue is the number that is partially devoted to the inside matters of the school, the number that belongs partly to the Senior Class. They are given a fourth of the space. In this number each year we like to feature up the school so that as one in later years turns through the files he can measure the growth of the school by

the years. The growth of the work done by the alumnae is a large part of the growth of the school. Make that a number that will show what you, the alumnae, are doing now.

If THE QUARTERLY has meant anything to you, if you have heard others comment on it, drop a line telling us so. We wish to collect a few of these words of approval that have come to us from time to time and put them in the next issue just to let you see what people are saying about THE QUARTERLY and to let you see how it stands with the world. One of your number who is studying in another institution took the trouble to let us know what her instructor said to her class about THE QUARTERLY. We shall tell you later what was said and who the girl was, but it was a fine impulse that made her drop a note telling about it.

A few of the Alumnae have written asking whether or not the advanced course in Geometry will be given this summer. If there are enough students to justify the formation of a class this course will be offered but it will be well for all of the old girls who are thinking of coming back some time to take this work to get together and plan among themselves to come this summer. Miss Bloomer Vaughan is one who has requested that the course be given. She would like to know if there are others who will come with her this summer for this course.

Many of the students now in the Training School are from communities in which graduates are teaching. It occurred to the Editor that perhaps these students could give some news about these old girls and what they are doing in their communities. The items below are what they reported.

Louie Delle Pittman, '13, who is in the midst of her second year as teacher of the second grade in the Selma Public School, is doing excellent work, the people of Selma think. She is a great favorite among the teachers and the town people, and her superintendent speaks highly of her work.

Mary Weston, '14, the people of Macon say, is a very enthusiastic worker both in the school and for the community. This makes her popular. She and the people evidently like each other, as she has been teaching there ever since she finished school.

Lola Brinson, '16, is principal of Southwest School, Onslow County, a two-teacher school. She has the fifth and sixth grades. She is making good both in the school and in the community.

Helen Daniel, '14, is teaching the primary grades in the Epsom High School, Vance County, her home county. She has done excellent work, the Vance County people think, and they consider her one of the best primary teachers in the county.

Leona Cox, '15, is also teaching in Onslow County. This is her second year in the Richlands Graded School. The people like her and her work.

Selma Edmundson, '16, is the primary teacher at Nichols Schoolhouse, nine miles from Greenville. The report comes, "Everybody likes her," and she is doing well in her work.

Naomi Dail, '16, is teaching the primary grades, the first three grades, in the school at Pink Hill, Duplin County. She has a music class in addition to her other work. She is doing well.

Fannie Lee Patrick, '16, is principal of the Fleming School, District No. 11, about four miles from Greenville. She is getting along well.

Gertrude Boney, '16, has the primary work in a three-teacher school at Fountain. Fine reports of her work and of her popularity have reached the Training School.

Louise Stalvey, '16, has the primary work in a two-teacher school not far from Farmville. She and the people seem to like each other very much.

Viola Gaskins, '16, is teaching at Falkland.

Mavis Evans, '14, who teaches primary work at Forbes Schoolhouse, is also teaching public school music in the school and has a class in piano.

Lillie Tucker, '11, is teaching the intermediate work in a three-teacher school near Rocky Mount.

Esther Brown, '15, is teaching the first and second grades in the Lake Landing School. This is her second year there and the reports are that her work is very satisfactory.

Mary Bridgman is reported as doing good work in the fifth and sixth grades in the Engelhard Graded School, Hyde County.

Ella White, '15, is still teaching the first and second grades in the Lake Landing School. She is doing good work, especially in drawing.

Judging from the number of letters that have been received asking for information about athletics, requests for addresses for goods, etc., the enthusiasm for athletics the girls have while in school carries over after they leave here and they arouse enthusiasm in the communities in which they teach.

Ella Bonner, '16, writes that she, her girls, and some girls in the community who are not attending school, are going to have a basketball team. They had ordered a ball and were getting the court ready. She wrote for rules about laying off the court. Ella is teaching near Pacolus, Pitt County.

Louise Smaw, '16, wrote in the fall that her school, at Grifton, had raised some money to purchase athletic apparatus. She is the coach for basketball and for other outdoor games.

Millie Roebuck, '15, has organized a basketball team at Robersonville. She wrote to Miss Comfort in the fall for detailed instructions about the game and coaching it.

Sallie Lassiter, '16, writes from Jackson that there is enthusiasm about basketball in that town.

This letter from Gladys Warren, '16, speaks for itself:

"First, I must tell you Moss Hill is one of the garden spots of the world: but we are hoping to make conditions even better, for we are building a new brick building now. I have organized a tennis club, and we are planning to enter the tennis tournament at the county commencement in April, also in basketball; our high school pupils especially are very enthusiastic athletes. I have thirteen music pupils, two of whom are boys; and I must tell you they afford me lots of problems as well as pleasure. What we consider one of the best organizations of the school is our recently organized glee club of twenty-five boys and girls. They are very interested and have done very good chorus work considering they never have had any of that kind of work before. They sang two songs at the fair in Kinston on Educational Day as a beginning in glee club work."

Martha Lancaster, '16, says that there is no grade like the first, even though she has forty-five pupils who keep her more than busy all the time. She is also coaching playground games for all the grades. Last fall Matha went through the thrilling experience of teaching her first observation lesson before her county superintendent. Several members of the Training School faculty were present.

Kate Sawyer, '15, taught first, second, and third grades in the public school at Merritt before Christmas. The Betterment Association helped the school to buy new desks for the entire school. Kate is now teaching in a one-teacher school near Grifton.

Mamie Ruth Tunstall, '13, is teaching music at Grimesland again this winter. Mamie Ruth attended the Teachers' Assembly in November.

Kate Watkins, '14, is in Raleigh this winter taking a business course. Kate was present at the get-together dinner which was given during the Assembly held in Raleigh.

We are grieved for the sorrow that has fallen upon Trilby Smith in the death of her mother. Trilby has given up her work in Grimesland and is staying at home.

Ruth Proctor, '15, who is doing primary work in the Dixie School, taught a model third grade reading lesson before a group teachers' meeting which met at her school recently. Ruth attended the Teachers' Assembly in Raleigh in November.

Lula Fountain, '14, Rocky Mount, attended the Assembly in Raleigh and gave reminiscences of the class of '14 at the get-together dinner. Lula's grade gave a Christmas program and had several other grades as guests. Lula is now looking forward to attending commencement.

Mary Moore, '13, in December, at her home near Greenville, was married to Mr. Leon Nobles. They are at home in Greenville.

Clara L. Davis, '15, Atlanta, Ga., on January 24, 1917, at the home of her sister, in Fayetteville, was married to Mr. Charles L. Wright of Washington, N. C. A public reception was given at the home of Mr. Wright after their arrival in Washington. They are at home in Washington. The groom is a member of the firm of Credle & Wright.

Leona Cox, '14, and Emma Brown, '15, who are teaching at Richlands, have organized an athletic association and literary society. Some time ago they gave a carnival to raise funds for the occasion. Mr. Karl Jansen gave an entertainment at their school before Christmas and they used the proceeds from this for playground equipment for the little folks. The Farmers' Institute meets in Richlands soon, and Leona and Emma expect to use that day as Community Day.

Luella Lancaster, '14, writes as follows:

"I am enjoying my work with my thirty-three youngsters immensely, yet I feel the magnitude of the job keenly. The majority of my grade come from the factory district; only a few of the children come from homes where there has been much opportunity for gaining the richest experiences of child life. This makes my work harder, of course, but I feel that at the same time I can do such a great deal for the children and, through them, even the homes. My, how I work! And doesn't it make you feel good to hear them say, on a 'one-session day,' 'I want to come back after dinner'? Right now our entire faculty is extremely interested in working out our playground problems. We have succeeded in getting the community pretty well aroused. January 12th and 13th we gave in our auditorium 'Alice in Wonderland,' the parts taken by members of the faculty, pupils of the school, and some of the young people of the town. I was Mother Goose, and some of my children and some of the first grade children were Mother Goose boys and girls. The proceeds from our play go to buy playground equipment. We have already secured some little equipment from odds and ends, such as hurdles for races for both boys and girls; jumping bars (made of wood), for both boys and girls; two small iron acting-bars. Two teachers are on special duty as yard monitors each week, but each teacher is on the grounds also, and must play some organized game with the children at least twice a week. She can choose her day and call on other teachers to help her. It is wonderful to see the change that organized play puts in a school yard, especially when there are so many children like there are here. I never miss a chance to play. I want to know just as many children as possible, and this is such a good way to know them. To play twice a week is not enough for me. In the teachers' sitting-room Mr. Bachman has placed a copy of 'Bancroft's Games,' etc., and we use it to select suitable games. I introduced last week 'Bear Pit' with the boys of about twelve and thirteen, and as young as ten, and it was a decided success. The smaller boys like the relay races. Even the girls of fifth grade like the 'Cat and Rat' and 'Farmer in the Dell.' Last week we played 'Raise the Gates as High as the Sky.' The only trouble is there is but one of me, and I want to play with each crowd."

School Activities

(The students-editors are this quarter indebted to other girls for efficient help in this department; they wish to thank especially Misses Martha O'Neal, Jennie McGlohon, and Lizzie Stewart.)

Young Women's Christian Association

REPORTS ON BLUE RIDGE CONFERENCE

On the evening of Saturday, January 6, the evening of our monthly business meeting, the Blue Ridge reports were given. These reports were given by the eight girls, Lillie Mae Whitehead, Agnes Hunt, Fannie Lee Speir, Ophelia O'Brian, Martha Elvin O'Neal, Helen Gardner, Hallie B. Jones, and Jennie McGlohon, who went from this school last spring as delegates to the Blue Ridge Conference. Four of these girls were sent by the Association and four volunteered to go and pay all their expenses.

This Conference is held ten days each year, for the purpose of giving girls training in order that they may carry out the purpose of the Young Women's Christian Association among the students back at school the following year.

These reports were given to show the girls just what is done at the Conference, to create a desire to go, to make them feel the need of being represented, and to make those chosen feel that it is worth while to make a sacrifice to go.

Reports were given on the following subjects: "The Purpose of the Conference at Blue Ridge and the Purpose of the Blue Ridge Reports," by the president, Martha Elvin O'Neal; "The Trip," by Hallie B. Jones; "Our Arrival and Our Departure," by Lillie Mae Whitehead; "Our Reception," by Agnes Hunt; "The Religious Life," by Fannie Lee Speir; "The Recreation," by Helen Gardner; and "Some of Our Experiences While at Blue Ridge," by Ophelia O'Brian. They also told about the songs and yells they learned, and the whole delegation sang the songs and yelled the yells.

There was a special effort made to make the reports interesting, and from the response made by the girls this proved to be so.

RECENT ACHIEVEMENTS AND PLANS

Here are some of the things the Association has done and is planning to do.

The Sunshine Committee, by making and selling candy to the girls in school, made money to pay Santa Claus to the children of the

workmen on the place. This made the Christmas time happier for them than it might have been otherwise. This committee has bought bowls and narcissus bulbs. As the flowers bloom they place them in the different classrooms, thus scattering sunshine. Besides this, they have sent flowers to some girls who have been taken to the hospital and have kept flowers in the auditorium and Y. W. C. A. Hall.

The Mission Study Committee by systematic giving has raised money for home and foreign missions. This committee, realizing that more interest will be created by some definite piece of foreign and home mission work from which they will hear some definite results from their money, are making investigations to see where will be the best place to put their money. This committee gave \$5.00 to the Associated Charities organization in town Christmas, to be used to help some needy family. They have organized a Mission Study Class since Christmas, with an enrollment of 60 girls.

The Bible Study Committee has attempted this year to connect the Bible class with the Sunday Schools in town. This is a new plan with us and we are hoping and believe it will be a success.

Through the efforts of the Membership Committee we have 170 members this year.

The Music Committee has provided excellent music for every service and with only one or two exceptions we have had special music in the form of duets, solos, both vocal and instrumental, Glee Club numbers, and Victrola selections. This committee has purchased one dozen new hymn books.

The Association News Committee has made very attractive posters for all the Sunday evening services and also some for special services. They have posted on the bulletin board interesting clippings and references to entertaining articles.

Our Religious Committee has planned for variety in the religious services by having once a month, in turn, a teacher in school, a minister, a committee and a class to conduct the Sunday evening services. For the Friday evening prayer service we have had a very interesting continued story.

Our Room Committee deserves special credit for keeping the Y. W. C. A. Hall and the auditorium attractive for the services. They are now planning to get two dozen new chairs and some curtains for the Y. W. C. A. Hall.

The Social Committee is planning some special social affairs to be given at an early date.

The Finance Committee has done excellent work in collecting dues and keeping all the finances of the Association as they should be kept.

The Secretary has kept a record of all the meetings and has sent monthly reports to the South Atlantic Field Committee, to keep them in touch with the work of the Association.

The president, with the help of the Advisory Board, has suggested, guided, and directed the work of the Association.

The Association is now planning to raise funds to send delegates to the Blue Ridge Conference in June.

The schedule of Y. W. C. A. activities is as follows: Mission Study class, Tuesday night; prayer service, Friday night; Bible class, in connection with the Sunday School, Sunday morning; Sunday evening service each week; the monthly business meeting the first Saturday night of every month; and cabinet meeting once a week.

SUNDAY EVENING SERVICES

Rev. A. G. Harris, pastor of the Presbyterian Church, led services on December 5th. He took as his subject, "The wiles of the devil," and as his text, "Put on all the whole armor of God, so that you may overcome the wiles of the devil." He enumerated the ways in which Satan gets hold of people by disguise and false labels, by striking in strategic places and in strategic times, by intellectual doubts, by nibbling tactics, and by postponement. Mr. Harris preached a very direct, earnest sermon. Special music was rendered by the choir. Miss Agnes Hunt played an instrumental solo.

Mr. Leon R. Meadows led the services on December 12. He read the fifth chapter of Matthew for the Bible lesson and opened his talk by citing the Scripture, "Ye are the salt of the earth, but if the salt have lost its savor, wherewith shall it be salted?" He pictured two lives that may be compared to the salt and saltless lives. The saltless life is a life of selfishness, dishonesty, unfaithfulness and low ideals. The selfish life is always looking out for self, but the thoughtful, of other people. The dishonest life is a life of deceitfulness, the unfaithful life is the life that starts out with good intentions but does not hold out. The life of low ideals is a life that is not what it should be, such a life as illustrated by Judas. The salted life is a life of service, faithfulness, and high ideals. The life of service is the life that is always giving out to others and willing to make sacrifices. The life of faithfulness is the life that does not waver, but is always willing to struggle and strive for success. The life of high ideals is the life that is noble and uplifting. He left the question with the association, "Which life will you take, the saltless or the salted life?" An instrumental solo was played by Miss Ina McGlohon.

The Junior Class conducted a beautiful Christmas service. The Christmas story as found in the second chapter of Luke was read by the Vice-President of the class, Miss Violet Stillely. A very interesting Christmas story, "Why the Chimes Rang," was stold by Miss Luna Lassiter. Van Dyke's essay, "Christmas Living and Christmas Giving," was read by Miss Elizabeth Hutchins. A duet was played by

Misses Agnes Hunt and Bess Tillit. A quartette sang an arrangement of "Holy Night," and the choir composed of members of the Junior class sang "Little Town of Bethlehem." The Association was dismissed by a Christmas prayer said by the class.

The Mission Study Committee led the services January 7. The Scripture lesson was read by Miss Iola Finch, chairman of the committee. She stated that the Mission Study classes would be organized soon, and that Miss Davis would be the teacher. She urged every girl to join the class and become interested in the work. Miss Bess Tillit read a very interesting Japanese story. Extracts and letters from Miss Rosa Lowder, who is now a missionary in Korea, were read by Miss Harris. The purpose and result of foreign mission study classes was read by Miss Lizzie Stewart. Miss Louise Croom, played a very beautiful instrumental solo, and there was special music by the choir.

Mr. H. E. Austin led the services on January 15. He took as his subject, "The meaning of the Shining Face," and a recipe for gaining it. He said, "The face mirrors the real personality of any one," and that your deeds will be revealed in your face. Be sure your sins will find you out; no man can sin and remain the same. The marks of sin are graven upon the countenance as well as the marks of health. The recipe for gaining the beautiful face was illustrated by the story, "The Great Stone Face." A duet was sung by Misses Ethel Stancell and Flora Hutchins.

Rev. J. J. Walker, pastor of the Christian Church, conducted the services on January 21. He took as his subject, "Applying the Test and Results." He gave as example the test that God gave Gideon and his army. The tests that were applied to Gideon's army were willingness, eagerness, and courage. He said that the amount of service we do is determined by our willingness, and that Christianity is a call of service and sacrifice and depends more on you and me and mankind than anything else. The greatest powers are given to those who are courageous, willing, and eager. Mr. Walker preached a very interesting sermon which was very much enjoyed by the association. There was special music by the choir and an instrumental solo was played by Miss Ophelia O'Brian.

Athletics

The interest in athletics has continued and better spirit has been shown than ever before.

The Thanksgiving basketball game was played by Juniors and Seniors on Thanksgiving morning at 10:30 o'clock. The game was won by the Seniors, with the score of 16 to 6. The game the year before was won by the same class, '17, with a score of 13 to 5. An unusual amount of enthusiasm was manifested and the game was one of the best and most sportsmanlike of any that has ever been played here.

Miss Ophelia O'Brian has continued the work in playground games. The girls have taken much interest in them and enjoyed them very much. In the fall she worked up a demonstration of playground games for the teachers of Pitt County, when they had their last regular meeting. All of the classes were contestants, each class taking part in two or three games.

On account of bad weather there has been very little done in either basketball, tennis, or volleyball during January. The girls are looking forward to the time when the spring opens so they can begin their play again. The cross-country walking has continued whenever it is possible to go and the classes are jealously watching their score.

As soon as the weather will permit, the match games in basketball will begin so that it can be decided which classes will play in the tournament which is to be held during the month of February or March.

The try-out games of volleyball and tennis will begin in February.

Classes

SENIORS HAVE CHARGE OF NORTH CAROLINA DAY

Friday, December 15, instead of December 22, was celebrated as "North Carolina Day" by the students of the Training School. The members of one section of the Senior Class, under the direction of Miss Davis, of the Department of History, gave a program on the life and work of Archibald Murphy, "The Father of Education in North Carolina." Miss Lucile Bullock, president of the class, was the leader, making the announcements and explanations. Miss Flora Hutchins gave a biographical sketch of Murphy. Miss Blanche Satterthwaite told of his work as an educator. Miss Sue Walston read his remarks to the Literature Society of the University. Miss Mary Cowell told anecdotes and stories that revealed the conditions of school life in Murphy's day and made the listeners draw contrasts as to the conditions of today. Miss Sallie Joyner Davis at the conclusion of the program gave a brief summary of the work of Murphy. The program was based on the bulletin sent out to the schools as a guide to the celebration of the day, but was supplemented very much, showing careful outside reading and preparation. It meant a great deal to the school to pause and look back at the beginnings of things and study the life, work, and personality of one of the leaders, one of the pioneers in a great work.

SENIOR TREE PLANTING

On November 17, 1916, the Seniors, following the custom established by their sister class, planted a tree on the campus. The tree is known commonly as the wild peach, but botanically "*Lauro Cerassur Carolinensis*."

At 11:45 the school was requested to meet in the auditorium and, led by the Senior class, marched out on the campus, where a short program was given. The Seniors formed themselves in a circle about the tree and sang a song to it composed by members of the class. Miss Ruth Spivey then read an interesting paper on "The Value of Trees." The class poet, Miss Lillie Mae Whitehead, then read a poem, "The Evergreen," inscribed to this particular tree. Each member of the class in turn put a spade full of dirt on the roots of the tree, after which the "spade" that is used for all official tree-plantings was presented to the Junior class by Miss Sue Walston. After the tree had been planted and the spade disposed of, Miss Lucile Bullock, president of the Senior class, presented the tree to the school. In the absence of President Wright, the tree was accepted, in behalf of the school, by Mr. C. W. Wilson on one condition: that he be not required to call the name. After the class song was sung the class marched over to the tree planted by the class of '15 and sang the '15 class song, and from there to the silver maple planted by the class of '13 and sang the '13 class song. The first tree planted on the campus was by the class of 1913, the sister class of the class of 1917.

SENIOR TEAM ENTERTAINED

The Senior basketball team of the Training School, the victorious team was delightfully entertained on Monday afternoon, December 4, by the Junior team, the defeated team.

The reception hall was attractively decorated in the two class colors, purple and white and blue and white. At 4 o'clock sharp the Seniors, dressed in bloomers, led by their captain, Miss Ruth Spivey, were welcomed with a yell. The Captain of the Junior team, Miss Grace Whitaker, then asked all to be seated on sofa pillows on the floor, to make ready for a track meet. The first event was a peanut race, in which the Seniors carried the peanuts in a spoon from one end of the hall to the other. Peanuts were then served. The Seniors were then asked to answer in athletic terms a list of catchy questions, and the winner, Miss Jessie Bishop, received as a prize a drum and drumsticks, with which she furnished music during the afternoon.

Two other races, the obstacle race and the needle race, resulted in much fun. After these the Seniors, because they were such "Crackerjack players," were served crackerjacks. The afternoon passed quickly with much fun and enjoyment for all, and the Seniors went to their rooms yelling "Juniors, Juniors, they're all right."

JUNIORS ENTERTAIN "A's."

The Junior class entertained the "A" class, the baby class of the school, on Saturday night with a children's Christmas party and

Christmas tree, the guests in addition to the "A" class were the members of the faculty who are class advisers of their sister classes.

Every "A" had a Junior escort and it was each Junior's business to see that each "A" had a good time. In the receiving line were the class officers. President, Thelma White; Vice-President, Violet Stilley; Secretary, Gladys Yates; Treasurer, Elizabeth Evans; class advisor, Miss Jenkins.

All were dressed as little children and they really seemed like little girls and boys in their eagerness to get their presents that Santa Claus, who was Ruth Fenton, took off the Christmas tree.

The brownies, Pattie Farmer, Cora Lancaster, Charlena Hart, and Sadie Thompson, dressed in Christmas colors, assisted him in distributing the presents. Everybody received a doll and a stocking of Christmas "goodies" after Santa Claus had been assured that they had been good little boys and girls.

Before the Christmas tree a program was given under the direction of Ruth Cook. The musical numbers on the program were a duet by Agnes Hunt and Bessie Tillitt, a vocal solo by Lula Ballance, accompanied by Sallie Best, and an instrumental solo by Lida Thomas. Blanche Ross, dressed as a doll, recited a Santa Claus piece. The last number on the program was an adapted scene from "The Birds' Christmas Carol." The Ruggles family led the way across the hall to the Christmas tree.

Some of the Juniors to whom credit is due for the success of the Christmas party are, Thelma White, Minnie Exum Sugg, Mary Banks, Ruth Cook, Gladys Yates, Camille Robinson, Bess Tillitt, and Pattie Farmer.

SENIOR RILEY PROGRAM

On Saturday morning, January 27, 1917, the Senior Class entertained the school with a delightful program in commemoration of our great child poet, the Democratic poet of America, James Whitcomb Riley.

The entire class, dressed in white with their blue class ties on, sat on the stage. Miss Lucile Bullock, President of the Senior Class, presided.

After the usual devotional exercises, Miss Bullock gave a few introductory remarks, explaining the program and why they had chosen Riley in preference to any other American poet. She said that it was the purpose of the exercise to let the school become better acquainted with the spirit of Riley and his works.

An exceedingly interesting biography of Riley was given by Miss Alavia K. Cox. His philosophy was well illustrated in this by one of his poems, "When a Hand Rests on Your Shoulder."

The poem through which Riley won his fame, "Leonanie," was read by Miss Myrtle Lamb. This poem was an imitation of the style of Edgar Allan Poe, although he professed a strong dislike for Poe personally. "Grandfather Squeers" one of his humorous poems, and "There Little Girl, Don't Cry," showing his philosophical point of view, were also read by Miss Lamb.

The class then sang as a chorus, "There Little Girl, Don't Cry." "When Old Jack Died," and "Happy Little Cripple," showing his knowledge of child nature, were read by Miss Sue Walston, also "Fishing Party," showing his knowledge of human nature.

"Orphan Annie," "Raggedy Man," and "Our Hired Girl," all showing his knowledge of child nature, were given by Miss Eunice Hoover. Miss Hoover is especially apt in reading dialect, and the drawl and manner in which she read those humorous selections was exceedingly delightful.

Miss Virginia Suther sang the lovely lyric, "Sweetheart of Mine," that has in it the favorite motto from Riley, "Just Be Glad."

"Dixie Medley" composed of Southern melodies Riley used to pick on the banjo was played on the Victrola.

At the conclusion of the program the class marched out, singing their class song.

Miss Hallie Jones was chairman of the committee that was responsible for the program.

On December 20, 1916, the Senior Class entertained their sister classes, the B's and F's. An account of this will be given in the next, the Senior, issue of THE QUARTERLY.

Societies

The details of "Ingomar," the play given by the two societies, jointly, for the purpose of raising money for the campus fund, are given elsewhere in THE QUARTERLY, among School Notes.

The play was quite a success, artistically speaking, but financially it did not fulfill the hopes of the society members. This was perhaps wholly due to the fact that the streets were torn up, all over town, and all streets leading to the school were blocked. A great many people usually come in automobiles.

LANIER SOCIETY

The big event of the Lanier Society each winter is the celebration of Lanier's birthday by bringing to the school and the townspeople a speaker of reputation to deliver an address of literary value. This year Dr. T. P. Harrison, of A. and M. College, was the speaker. A report of this is given among the school notes.

The Lanier Society has been making a study of Sidney Lanier's life, for the past few meetings, which has been both interesting and instructive. The following program was rendered December 9, 1916:

Current Event Report	Sadie Thompson
Reading	Ellen Renfrow
Current Event Report.....	Sarah Williams
Woman's Suffrage	Mae Sawyer
Lanier's College Life	Cora Lancaster
Instrumental Solo	Elizabeth Spier

This is the program for January 27, 1917:

Lanier as a Soldier.....	Thelma White
Piano Solo	Sallie Best
Current Events	Ida Walters
Vocal Solo	Neta White
Two Piano Numbers.....	Agnes Hunt and Louise Croom

The debaters are hard at work on the debate that is to be given in March. The debaters will be chosen from those who are in the preliminary debate. The Laniers have the negative side.

POE SOCIETY

The Edgar Allan Poe Literary Society has challenged the Sidney Lanier Society for a debate in March. The query is: "Resolved, That the Federal Government should own and control the railroads of the United States." The Poes have the affirmative. Six girls from the Poe Society were elected to take part in the preliminary debate, which is to be some time in the latter part of February, at which three girls will be selected to act in the final debate.

The Program Committee has rendered some very interesting as well as instructive programs this winter.

The following program was given December 9, 1916:

Instrumental Solo	Ina McGlohon
Reading—Poe's Life.....	Virginia Suther
Instrumental Solo	Eunice Hoover
Talk—Poe's Works.....	Mr. L. R. Meadows
Poem—"Ulalume"	Violet Stille

A "comic" program was given January 27, 1917:

"Old Maid and Young Maid at Church".....	Mary Wooten
"The Old Woman Who Lived in a Shoe".....	Group
"Old Black Joe" (dramatized).....	Helen Gardner
"Way Down Upon the Sewanee River".....	By Society

School Notes

**Concert by
George F.
Boyle**

The school, thanks to the efforts of the pupils of Mr. Boyle in the music faculty, had a concert by the great musician, George F. Boyle, the famous Peabody Conservatory teacher. The date was January 22. The *Reflector* has this to say of the concert:

"The concert by the great pianist, George F. Boyle, which was given under the auspices of the Women's Club and the Training School on last evening, was the most brilliant musical event Greenville has ever had. It is, perhaps, the first time a great pianist has ever played before a Greenville audience. The people showed their deep appreciation by the way in which they applauded Mr. Boyle and the repeated encores. It seemed as though they could not let him stop. He came back twice after the last number on the program. The audience was not only appreciative, but was very attentive.

"The Gluck 'Gavotte' was played with elegance. The group of Chopin numbers was the most popular with the music lovers. Of this group perhaps the Nocturne was the favorite, but many liked best the wonderful martial spirit of the Polonaise. The most popular group with the entire audience was the group of his own compositions. The appeal of the modern music to the younger people was noticeable. The rhythm of the Sgambati numbers made strong appeal. Never before had most of these in the audience heard the familiar Wedding March played as it was played last night in the Midsummer Night's Dream music. The fairy music in that was played with remarkable lightness and beauty.

"The encores were Schumann's 'Prophet Bird,' Schumann's 'Whims,' and Macdowell's 'Water Lily,' all of which were beautifully poetic. He also played 'Morning' a second time.

"Every number on the program made its appeal to some special group in the audience. This proves that it was a well balanced program. The audience was struck by the genuine air of manliness and the freedom from mannerism in Mr. Boyle. Geniuses have the reputation of being freakish; hence Mr. Boyle was somewhat of a surprise to many."

PROGRAM

- Sonata Appassionata*Beethoven*
Allegro assai-piu allegro
Andante con moto
Allegro ma non troppo-presto
- (a) Melodie (arranged by Sgambati) }*Gluck*
(b) Gavotte (arranged by Brahms) }

(a) Ballade in A flat	}Chopin
(b) Nocturne in F sharp major		
(c) Polonaise in A flat		
(a) Morning	}G. F. Boyle
(b) Evening		
(c) Spring Breeze		
(a) Vecchio Minuetto	}Sgambati
(b) Gavotte		
Midsummer Night's Dream	Mendelssohn-Liszt

Address by Prof. W. C. Jackson Prof. W. C. Jackson, head of the Department of History at the State Normal College, on Saturday evening, January 20, at the Training School, delivered a charming and thoroughly interesting address on Lee. Although it was the day after Lee's Birthday, this was the annual celebration by the school of Lee's Birthday. Prof. Jackson said that he loved Lee better than any other hero, and he fully proved before the evening was over his love for him. He had collected with care personal stories, intimate facts of his private life and tributes other great men have paid him, and interpreted these with sympathetic understanding. When the evening was over those in the audience felt as if they had had a delightful evening with Lee, and had left him with clear understanding and increased love and respect. The address is printed elsewhere in THE QUARTERLY.

Mr. Jackson was very happy in his opening remarks. He said: "Permit me with my first words to convey to you, from the faculty and students of the State Normal and Industrial College, most cordial greetings and the sincerest good wishes. All of the daughters of North Carolina are sisters, and I count myself twice happy to be the bearer of a message from one part of the family to another—a message of love, of sympathy, and coöperation. A good friend of mine is constantly saying: 'civilization is getting acquainted.' Accepting for the time the definition, I entertain the earnest hope that this great institution and the institution from which I come may attain to a very high degree of civilization."

Address by Dr. Harrison Dr. T. P. Harrison, of the Chair of English of the A. and M. College, on Saturday evening, February 3, delivered an able address on O. Henry. This was on the occasion of Lanier's birthday, which is celebrated annually by the Lanier Society. Every year except one they have brought some speaker of note to the school to deliver a literary address. In the past there have been addresses by Dr. C. Alphonso Smith, Dr. D. H. Hill, Dr. Benjamin F. Sledd, Dr. Frank C. Brown.

Talk by
E. A. Miller Mr. E. A. Miller, of the United States Department of Agriculture, was a visitor to the Training School Tuesday, December 5. In his interesting talk to the students he gave them the feeling that the government was as a father whose purpose is to help his children over their difficulties. It is not a kind of policeman holding the big stick over the people, nor a big show fair in Washington, nor a big piece of machinery without much humanity. It is a big organization manned by human beings for human beings.

Mr. Miller said that he received inspiration from school people; he needed to get out from the office life and see things at first hand. He brought home to his listeners the fact that you cannot sympathize with people or help them unless you understand their business; therefore those who teach in rural schools must understand agriculture. It is the business of people today to reattitudinize the people in rural life, making them realize the great advantages they have.

Mrs. W. H. Hollowell and Miss Willie White were visitors to the Training School on the morning of February 2, and talked to the students. Mrs. Hollowell talked on the importance of teaching fire-prevention. Miss White told the girls something of the work of the girls' clubs. She is a demonstration agent in Wilson County. She spoke especially of the improvement in conditions where the clubs have been organized for some time.

The club women of the tenth district of the North Carolina Federation of Women's Clubs met in Greenville on February 1 for their reciprocity meeting. They were guests of the Training School for luncheon and a music recital was given in their honor in the afternoon in the auditorium. Mrs. K. R. Beckwith, who is sub-chairman of the State Department of Civics, was on the program and made a strong talk on the subject of civic improvement. Miss Daisy Bailey Waitt spoke on the Endowment Fund, which is the chief topic of interest to the State clubs this year. She also told something of the work of the clubs in the Department of Education. Miss Jenkins was on the reception committee. Mrs. Robert H. Wright, as president of the End of the Century Club of Greenville, was actively interested in making the day a success. Miss Muffly directed the musical features; Misses Hill, Sherman, and Fahnstock played; and Mr. Austin sang. Groups of students were on the musical program.

Annual Meeting of Trustees

The Board of Trustees held a meeting Tuesday, December 7. President Wright made his biennial report, in which he gave a detailed account of the work and growth of the school, and gave an itemized statement of the special needs

of the school. The board carefully went over this report and decided to ask the General Assembly of North Carolina for the sum of \$111,000 to meet these needs. There was no appropriation for permanent improvements from the last Legislature, therefore it is more urgent that there shall be a greater appropriation now. It is important that another story be added to the Model School, and before that can be done the Training School will have to buy from the town the building as it now stands. There should be another wing added to the dormitory, thus making more room for students. There can be no growth in numbers until more room is added. A gymnasium is one of the great needs that the students in the school are especially interested in. Both teachers and students realize daily what a handicap it is not to have an adequate library, housed in a special building, and with a trained librarian in charge. There is no place for the library as it is, and if a library building is put up the other things will follow.

President Wright told the students in Assembly what things the board were asking for. He told them of a number of little things that would mean much to those living in the school, but would seem insignificant to outsiders, for instance a system of hot water that will not run mud, a system of drinking water in each building, some furniture for the parlors, and screens on the second floor.

**Pictures from
Health Car**

The students of the Training School thoroughly enjoyed seeing the moving pictures shown by the representatives of the State Department of Health. While they appreciated the lessons on the mosquito, the story in movies that revealed the causes of typhoid fever, and the truths lying under the tuberculosis picture, they enjoyed the attractive form in which these truths were given, and the fact that they were shown a comic series at the end left them with a good feeling. The health lessons will stay longer than if they had been presented more directly.

At the close of the evening Dr. Laughinghouse made a talk on the importance of health measures, and gave them facts and figures proving the need of greater care and concern. He drove home the lessons of the pictures.

**Christmas
Music
Recital**

The annual recital by the music pupils of the Training School on the evening of December 18 was one of the best ever given at the school. The musicians seemed to enjoy it, playing with ease and precision and showing the excellent training they had had. Misses Hill, Fahnestock, and Sherman are to be congratulated on the impression their students of piano made. The two choruses, one by the school and one by the Glee Club, under the direction of Miss Muffy, were particularly beautiful.

Before the first number President Wright made a few comments to the audience on the subject of listening. This seemed to get all in a listening, appreciative mood.

A pleasant surprise to the school and President Wright, as well as to the audience, was the presentation by the pupils of the department of four reliefs by Donatello, from the altar of San Antonio, Padua. These are to be placed on the walls of the music corridor in the Main Building. Miss Bess Tillitt, as spokesman for the department, called the president from the audience to the stage, and in a graceful manner presented the Christmas gift to the school. She said that the teachers of the department must have as their motto, "Let us then be up and doing" as they had inspired their pupils to do something for the school. President Wright took this occasion to announce that the Board of Trustees at their meeting last week authorized him to secure the services of some competent person to supervise the decoration of the buildings. The students showed their appreciation of this announcement by the manner in which they applauded.

President Wright in his thanks expressed his great appreciation of the gift. His face, when he responded to the call to come to the stage, showed mingled surprise and delight. There was no doubt in the minds of the audience that he was called up unexpectedly.

Every single one on the program did well. Perhaps the favorite of the evening was Miss Lou Ellen Dupree, the most advanced pupil in piano. She played Haydn's "Adagio" with a great deal of expression and entered thoroughly into the spirit of Gluck's "Gavotte in A." She and her sister Norma, played Moszkowski's "Spanish Dance No. 1" in a charmingly sprightly manner.

Miss Nannie Maek Brown played Chaminade's "Scarf Dance" in a way that made the audience feel the swing and movement of the dance. Miss Louise Croom in her numbers showed fine technique and sympathetic interpretation. Miss Agnes Hunt played with a delicacy and lightness of touch that was pleasing. Miss Eunice Hoover's playing of Massenet's "Black Butterfly" was light and airy. Miss Elizabeth Speir showed by the manner in which she interpreted Lack's "Idilio" that she has temperament. Misses Ruth Lowder and Blanche Satterthwaite played Moszkowski's "Spanish Dance No. 2" with a joyous swing. Miss Ophelia O'Brian played with precision, yet ease. Miss Loretta Joyner brought out the melody and rhythm to Nevin's "Barchetta."

The most brilliant numbers on the program were the "Torchlight March" played by Misses Ethel Smith and Sallie Best, and "Mitzi Katzchen" played by Misses Lyon, Hoover, Lancaster, and Wiggins, was one of the most enjoyable numbers on the program.

The program follows:

PART I

Gounod—Ring Out Wild Bells.....	Chorus by the School
Bach—Bournee	Louise Croom
Hollaender—Canzonetta	Ophelia O'Brian
Hollaender—Spring Song	Agnes Hunt
Haydn—Scherzo	{ First piano, Nannie Mack Brown Second piano, Ophelia O'Brian
Lack—Idilio	Elizabeth Speir
Godard—Lullaby from Jocelyn.....	Soprano, Neta White
Nevin—Barchetta	Loretta Joyner
Massenet—Black Butterfly	Eunice Hoover
Behr—Mitzi.....	{ First piano, Helen Lyon, Eunice Hoover Second piano, Cora Lancaster, Irene Wiggins

PART II

Horn—I Know a Bank.....	Chorus, Glee Club
Moszkowski... {	Spanish Dance No. 1—Lou Ellen Dupree, Norma Dupree
	Spanish Dance No. 2—Ruth Lowder, Blanche Satterthwaite
Haydn—Adagio.	
Gluck—Gavotte in A.....	Lou Ellen Dupree
Reinecke—Gondoliera.....	Two pianos—Louise Croom, Agnes Hunt
Chopin—Prelude (Raindrop).	
Chaminade—Scarf Dance.....	Nannie Mack Brown
Scotsan Clark—Torchlight March.....	Ethel Smith, Sallie Best

“Ingomar” The audience at the Training School last night found “Ingomar,” the Greek play, even more beautiful and enchanting than they expected from the advance reports of the play. The details of the story were new to almost everybody, although each had a feeling that he was vaguely familiar with the play. All followed the gradual unfolding of the plot as they would follow a delightful story. When the familiar words, “Two souls with but a single thought, two hearts that beat as one,” were so beautifully uttered by Parthenia, a wave of satisfaction passed over the house as if people were recognizing an old friend.

The play required good acting on the part of the leading actors, for there is much play between two characters when one is obliged to off-set the other. There were also spectacular scenes, groups that gave variety and life to the play.

The star who held all parts together and who was seldom absent from the scene was Parthenia, and Miss Viola Kilpatrick as Parthenia gave a delightful interpretation to the part. She was particularly good in her quick change of mood, from one with “much of the child in her,” prattling pretty sentiments she only half understood, to the noble woman ready to do and dare all for high principles and worthy feelings she fully understood. As the beautiful Greek girl of charm and refinement she formed a pleasing contrast to the rough, boastful, ignorant Ingomar in the first act, and was in equally pleasing harmony

with the Ingomar she had civilized in the last acts. Miss Ophelia O'Brian as Ingomar, a difficult part indeed for a young lady to take, threw herself into the part and acted remarkably well. It is difficult to say which part she played better, that of the crude, bragging barbarian, who scorned all women, or of the transformed creature who was putty in the hands of a woman.

Miss Camille Robinson as Polydor, the rich, crafty, revengeful old man, who was first suitor for Parthenia's hand, and later her arch enemy, did some of the best acting in the play, and she lived the part so completely that the audience was not once conscious of any personality before them except that of the old man.

Miss Gladys Yates, as Myron, first as the cringing cry-baby slave of the barbarians, and later in his home as the husband jealous of his authority, yet following every wave of opinion, carried the audience with her through all of the fine shades and sudden changes the part required. The part of Actea, the match-making mother and the wife was well played by Miss Ruth Cook.

Miss Flora Hutchins, the majestic Timarch of Massilia, and in the background the soldiers with their glittering armor and gorgeous robes made an effective scene. They were heralded with the blast of a trumpet by a lonely page.

The barbarians, in their costumes of bright colors and skins and with their helmets and shields, made excellent group scenes.

The stage was simply but effectively arranged in several Greek styles in the first and last scenes, and with the suggestion of woods in addition to the back curtain in the other scenes. This simplicity of setting made the acting stand out all the more.

Mrs. James Joseph Walker, who worked untiringly for the play, deserves full credit for her excellent coaching, and, indeed, for the whole success of the play. The excellent training she gave the actors showed up well last night, and she deserves all the more credit when one realizes that they are not her pupils in expression. She took them as strangers less than a month ago and trained them.

Between acts the music teachers of the Training School, Misses Hill, Sherman and Fahnestock, played to entertain the audience.

The only drawback to the play was the fact that there was not a large audience. This was largely due to the torn-up condition of Fifth Street. But those who were there followed the play closely and systematically, appreciating the finer points. They enjoyed the rooting of the two societies from groups of girls in the gallery.

The societies are to be congratulated on their success, and the public hope they will soon raise the full amount needed for the work they trust to do on the campus.—*Greenville Reflector of November 28.*

PLACES OF ACTION

ACTS I and V—Market Place in Massilia.

ACTS II and III—In the Cevennes.

ACT IV—A Rocky Pass.

PERSONS IN THE PLAY

INGOMAR, leader of a band of Allemanni.....	Ophelia O'Brian
PARTHENIA, daughter of Myron.....	Viola Kilpatrick
Actea, wife of Myron.....	Ruth Cook
Myron, an armorer of Massilia.....	Gladys Yates
Polydor, a merchant.....	Camille Robinson
Theano, a neighbor of Actea's.....	Vera Bunch
The Timarch of Massilia.....	Flora Hutchins
The Herald of the Timarch.....	Lula Ballance

CITIZENS OF MASSILIA:

Neocles	Beatrice Tucker
Amyntas	Ruth Fenton
Apollo	Ava Bowden
Adrastus	Luna Lassiter
Elphinor	Blanche Satterthwaite
Lykon	Helen Gardner

ALLEMANNI:

Alaster	Ruth Spivey
Trinobantes	Ola Carrawan
Ambivar	Rosa Vanhook
Novio	Sallie Barwick
Samo	Ethel Stanfield
Alem	Mattie Poindexter

CITIZENS: Hegesistratus, Leotycludes, Hydarnes, Ephialtes, Artaphenes, Artemisia, Alemæon, Cypselus, Zapyrus and others: Alax Bradley, Jessie Howard, Rena Gilligan, Ethel Perry, Orena Hollowell, Lyda Thomas, Elizabeth Hutchins, Flora Barnes, Una Brogden, and others.

GUARDS: Bessie May Futrell, Violet Stilley, Myrtle Brendle, Hallie Jones, and others.

ALEMANNI: Rena Harrison, Ruth Lowder, Sallie Franck, Fannie Mae Finch, Eula Peterson, Eettie Allen, and others.

Get-Together Dinner The "Get-Together Dinner" was a happy occasion. It was truly a getting together; those of the past and the present, together took a little peep into the future. There was a homelike, genial air throughout the dinner. Governor and Mrs. Brumbaugh were the guests of honor and they were taken in as members of the family and seemed to feel at home, also. When called on for a few words Governor Brumbaugh remarked that he was glad to hear the reminiscences of those who

spoke before he did; they gave him an insight into the struggles of the past, he saw the institution as it was growing, and he felt the triumphs and success that had come to us. He told them something of his own early days. He said that the small college or the small school had an influence that the large school could not have, and that we who are so near the beginning of the school, while it is still small in numbers, have something that those who come after will not have. He spoke of the vast importance of the work in which the school is engaged.

Every one present felt greatly impressed by the big, rugged, strong, massive personality of the man. It was an inspiration to meet him and his charming wife.

A representative of each class responded to a call for a report from the class. Mary Woodburn, for the first class, told something of the times we had getting started and of the delight her group felt in being the first in everything. Miss Alice Medlin spoke of the Class of 1913, telling in a few graceful words their hopes and aspirations. Miss Lula Fountain commented on the fact that her class had more at the dinner than any other class, and let all know that they were for whatever the Training School did. Miss Kate Tillery made a delightful impression by the happy manner in which she recalled to the minds of the 'old girls' the little inside affairs that cause amusement, weaving in pet expressions of the faculty and making witty allusions to hobbies. Miss Louise Smaw, for the class of 1916, spoke for the baby class, and proved that the babies were strong enough to make themselves felt. The Faculty was called on for the "School, Past, Present, and Future." Mr. Wilson responded to a call to tell of the past. He reminded them of the days when the school opened, when all the furniture had not come, of the conditions of the campus and the streets. Miss Jenkins gave them news of the present, telling them of the changes in the town around them, of the campus planted in grass and shrubbery, and of the little inside things that only the initiated could appreciate. President Wright led them into the future, giving some idea of what we have a right to think we can do, judging from what has been done. He filled the students with confidence in the future and made them realize they had had a big part in laying the foundation.

Those present were as follows: Governor and Mrs. Brumbaugh. President Wright, Mr. C. W. Wilson, Messrs. H. B. Smith, Hoy Taylor, S. B. Underwood, Misses Elizabeth White, of Baltimore. Muffy, Lewis, Waitt, Hill, McCowen, and Jenkins, of the Faculty. From the class of 1911, Miss Mary Woodburn; 1913, Miss Alice Medlin; 1914, Misses Mattie Cox, Annie Hardy, Carrie Manning, Lula Fountain, Agnes Pegram, Bessie Doub, Grace Smith, Annie Smaw, Mary Weston, and Essie Woolard; 1915, Misses Bettie Spencer, Millie

Roebuck, Kate Tillery, Alice Tillery, Esther Brown; 1916, Louise Smaw, Allen Gardner, Martha Lancaster, Sallie Lassiter, Janet Matthews, Lucile O'Brian, Dinabel Floyd, Sophia Mann. Several who have attended the school, taking one-year professional course, were present also. Among these were the Misses Fleetwood, Lillis Barnhill, Allie Bert Brown, Blanche Boyce, Bessie Stafford, Iris Ives, Ethel and Virginia Ives, and Blanche Bullock.

The dinner was served in one of the Sunday School rooms of Edenton Street Church and was furnished by one of the circles of ladies in the church. It was beautifully served and the menu was excellent.

The Faculty Committee in charge of arrangements was composed of Misses Waitt and McFayden, and Mr. Wilson.

ELSON ART EXHIBIT.

The Elson Art Exhibit was at the Training School from the sixth of December to the ninth. The purpose in having this exhibit was to bring to the school and the people of Greenville, pictures which were the work of the world's greatest artists, so the people might learn to appreciate true art through the works of the masters. All the schools—the Training School, the Graded School, and the Model School—made a study of these pictures. Also many visitors from the town came during the time it was here. Ninety dollars was realized from this exhibit. The money will be spent in buying pictures for the school.

The Model School children are going to buy four pictures, which were in the exhibit, with the money they made in picking cotton.

The date set for the annual Senior play is April 29. The play selected is "The Rivals."

School Bulletin

The Summer Term

LYDA TYSON, '19

The summer term of the Training School is not apart from the regular work. The school is running all the year except six weeks during a part of August and September. There are four quarters during the calendar year; it takes three of these quarters to make a year's work. In certain courses a girl can take two quarters: for instance, the winter and spring, and come back in the summer and take the third quarter. She can also make a whole year in the three summers and teach during the winter. Courses offered in the summer term are regular courses in the work of the school. The most popular course is the one that has the most primary work in it, because most of the teachers feel their lack in primary methods. Many of these are teachers of one-teacher schools or those who are doing the lower grade work in two- or three-teacher schools, and feel their immediate need of this work.

The public school law of North Carolina requires each teacher to attend an institute or summer school every two years. All teachers who take the full summer term at the Training School are excused from taking institute work. In some instances certain counties have not held an institute because all of their teachers who were required to attend an institute have agreed to come to the summer term. These counties are Beaufort, Craven, and Pitt. Pitt County has never held an institute since the Training School has been established.

The cost of instruction for each summer term is approximately \$5,000. The boarding department of the Training School is always self-sustaining. The cost of board, laundry, and room during the summer is \$12.50 per month of four weeks; the registration fee is \$2.50, and the book fee \$1.50. This makes a total of \$29 for the term of eight weeks. Students boarding in town only have to pay registration and book fee. The dormitory will hold comfortably 240 pupils. Those beyond that have to room in town. It is difficult to get many rooms in town because the rooms and board are scattered and the people cannot afford to take the students at the same price the school does. As a rule the applications begin pouring in early. By February 1st a number of applicants have already been received.

The number of students during a summer term has never dropped below three hundred. By years the numbers are thus: 1910, 330; 1911, 300; 1912, 359; 1913, 322; 1914, 328; 1915, 394; 1916, 398. The reason the number has not grown larger is because of the limited dormitory room. Each year a number of applicants are turned away.

Four-fifths of enrollment have taught, for the most part in public or rural schools. The other one-fifth are teachers in training who expect to begin the work in the fall. No man or woman is coming to the summer school and work hard unless he is going to put it into immediate use.

There are few special features outside of routine work, such as lectures and entertainments, given during the summer. Founder's Day, July 2, is usually celebrated by having some special speech or exercise. Four or five professional or semi-professional lectures are given during each summer. As a rule there are one or two social entertainments. The summer term is a little shorter in time than the others, but the full amount of work is done, therefore few activities are allowed to interfere with classroom work.

Fifth Biennial Report of East Carolina Teachers Training School

Dr. J. Y. Joyner, chairman of the Board of Trustees of East Carolina Teachers Training School, in his letter of transmittal in the biennial report, calls special attention to the urgent needs arising out of the increasing popularity, the enlarging service, and the growing demands of the public upon the institution. He interprets the popularity of the school as an evidence of the fact that people are demanding trained teachers. He says:

This school is working with almost unprecedented success for the training of teachers for the elementary schools, especially the rural schools, upon which the vast majority of children of the State are dependent for their education for citizenship and for life. The importance of the work to which this school has been set, and the success with which it is doing that work, merit and demand the support of the General Assembly to the utmost of its ability to enlarge and strengthen such a work.

The facts set forth in the reports herewith submitted are in themselves unanswerable evidence of the urgent needs of this most useful institution for enlargement and better equipment that it may meet the urgent demands upon it by teachers eager and ambitious for better training, by the public daily becoming more discriminating between good and poor teaching and more insistent for better teaching, and by innocent children daily suffering from lack of more efficient teachers.

The report of the Board of Trustees sets forth the needs of the school and recommends that funds sufficient for meeting these needs be appropriated. Their recommendations are based on the recommendations of the President.

This part, as the report is perhaps of special interest to the public, therefore is given below:

The facts revealed in the President's report demonstrate clearly that this school is constantly growing in the favor and the confidence of the people. The increasing patronage and the ever increasing number of applications for admission emphasize the urgent need for increased capacity for the accommodation of eager and ambitious young women in whose faces the door of opportunity for increased efficiency for better service to thousands of children in the elementary public schools by better training in this institution for such service must be closed every year for lack of room and a few paltry dollars to provide it.

During the seven years of its existence this school has enrolled 4,282 students and has been compelled to turn away, for lack of accommodation, 1,817 students. How many more have been deterred from even applying because of the advertised fact that the institution was already filled to its utmost capacity, it is impossible to estimate. It has been the constant purpose of the faculty and of the Trustees to hold the school unswervingly to the fundamental aim and purpose for which it was established: the training of teachers for the elementary schools of North Carolina.

In consideration of the useful service that the school has rendered and of the constantly growing demand for increased service, which is impossible without increased capacity for such service, the Board of Trustees appeal with confidence to the General Assembly, representing the people from whom are annually coming these urgent demands for increased accommodations and equality of opportunity for their daughters, to supply the means for increasing the capacity and service of the school, as honestly set forth in the subjoined recommendations of the Trustees and the President of the institution. These recommendations and estimates have been carefully prepared after a thorough examination of the work and needs of the school, and a careful scrutiny and investigation by the Executive Committee.

The Board has endeavored to keep constantly in mind the many demands upon the State for needful appropriations for many other purposes, and has sought to limit their recommendations to the present pressing needs. Unless these are supplied the future growth and expansion of the school will be impossible, and present demands cannot be met. When the State is progressing so rapidly along all lines, we feel sure that the progressive representatives of a progressive State in this General Assembly will provide the reasonable necessities for this useful school to keep step with the universal progress in this time of unusual prosperity.

THE PRESSING NEEDS OF THE SCHOOL

Believing, after the most careful examination, that the following are urgent needs for the growth and development of the school, and for meeting, in part at least, the immediate demands of the people upon it, we beg to recommend the appropriations, carefully and economically estimated, for meeting them.

1. *Indebtedness.* The General Assembly of 1915 made an appropriation of \$18,000 to meet the indebtedness incurred for the erection and furnishing of buildings. This, as will appear from the treasurer's statement, was strictly applied to the purposes for which it was appropriated, liquidating in full all of the debts.

On April 1, 1915, as will appear from the report of the President, the roof of the dining-room was destroyed by fire. It seemed advisable and economical that the opportunity should be used to relieve the congestion of the dining-room and reduce the danger of fire by carrying out the original plan of throwing all of the original building into a dining hall and adding a modern kitchen

with a fire wall between it and the dining-room. The additional cost of this was \$2,500 over and above the amount received from insurance. The increase of 150 students in the capacity of the dining-room, the increased comfort and beauty, and the added protection from fire in the future, more than compensate for this indebtedness.

2. *Paving.* The town of Greenville has put down a large quantity of concrete sidewalks. Among other streets decided upon is the street running in front of the Training School property. The paving of this sidewalk has increased the indebtedness that the institution is not able to meet from its maintenance fund. On the school grounds the walks from the street to the buildings, and from building to building, were made of boards. These boards were not only very unsightly, but were a constant source of expense for repairs. It was deemed advisable to have these walks laid. There is an indebtedness of \$2,335.45 for this concrete work.

3. *Hot-Water Line.* The main line of pipe conducting hot water from the heater in the power plant to the bathrooms and other places in the several buildings where hot water is used is in very bad condition. It is causing considerable expense to keep it up, also making it necessary constantly to dig up the grounds. This matter was called to the attention of the General Assembly of 1915, and they were urgently requested to make the appropriation necessary properly to install this line of pipe. It will cost \$3,000, and by all means should be provided for.

4. *Repairs.* The buildings have been in use now for over seven years, and during this time have been of little expense to the State for repairs. It is now necessary to give attention to these buildings. Also to replace some of the furniture. Some of these repairs must be made within the next six months and some of the furniture, by all means, should be purchased at once, as the students do not have sufficient furniture in their parlors to receive guests, even though the guests come in small numbers. We have gone over this item carefully and have made the most conservative estimate we can of the urgent needs, and the estimate is \$2,500.

5. *Model School.* In an institution like this a school building with classes for observation and practice teaching is an imperative necessity. The Model School, now in use, was erected on our property by the town of Greenville. We promised at that time to pay for the cost of erecting the building as soon as possible. This Model School at present has but four rooms, which means that the students cannot observe work above the fourth grade, neither can they do practice teaching in work above the fourth grade. The graduating classes, now, are so large that they cannot do their observation work as it should be done in four rooms. It is, therefore, necessary for us to provide at least four more rooms. This can be done by paying for the Model School building now in use and adding a second story, thus completing the original plan of this building. The cost of this will be \$20,000.

6. *Addition to East Dormitory.* The President's report shows that during the regular school years of 1914-15, 1915-16, and the fall term of 1916-17, the enrollment is practically the same. This is true, because the dormitories have been absolutely full since the additions made out of the appropriation from the General Assembly of 1913. The school has refused admission to 1,817 students. It is, therefore, urgently requested that you make an appropriation sufficient to add the wing to the East Dormitory. This will increase the capacity of the school by 80 students. The cost of the building and furniture is estimated at \$20,000.

7. *Gymnasium.* A school that trains teachers should, of all institutions, give the student body healthful exercise. It also should give to its students a

knowledge of the plays and games they should teach in the public schools. This cannot be done without a gymnasium. The students who have attended the school are so conscious of the necessity for a building of this kind that the Alumnae Association is doing all it can to raise funds for the erection of such a building. This will take a long time, however, as the building should cost at least \$40,000. We, therefore, request that this appropriation be made.

8. *Library.* The school does not have a library. A room in the Administration Building is being used for the library. This is totally inadequate. One thousand, nine hundred and twenty volumes completely fill all of the available shelf space, and the room is entirely too small for the present student body. A library should be erected as soon as possible, and our estimate of the cost is \$20,000.

The aggregate of the appropriation recommended and urgently requested for meeting the pressing needs of the East Carolina Teachers Training School for indebtedness, repairs, and additions, buildings and equipment, is \$111,000. The Board of Trustees, mindful of the many demands upon your honorable body, have sought to be as conservative and economical as possible in these recommendations and requests.

MAINTENANCE

The present annual appropriation for maintenance is \$50,000. After careful investigation, the Board is convinced that it will be impossible to maintain the present high standard of work in this school, to retain the high class of teachers needed for such work, and to provide for the increased patronage so urgently demanded without an increase of at least \$10,000 in the annual appropriation for maintenance. Therefore, an annual appropriation of \$60,000 is absolutely necessary and urgently recommended.

Respectfully submitted for the Board of Trustees.

J. Y. JOYNER,

Chairman, Board of Trustees.

The Treasurer's Statement

The treasurer's statement giving in detail the receipts and disbursements for the two years shows the strict business methods used in accounting for the funds of the school. Those who are especially interested can obtain a copy by dropping a card for the report.

The President's Report to the Board

The President reviews the enrollment by years, thus giving a clear idea of the remarkable and constant growth of the school. He enumerates the donations, sets forth the needs of the school, making recommendations as to necessary buildings and equipment, and reports certain conveniences that should be added and repairs that should be made. Most of these are incorporated in the report of the Board given above.

The introduction, which gives the condition of the school, is here given :

From the above table it is seen that the total number of students enrolled since the school first began is 4,454. Not counting any student's name twice in twelve months, the total net enrollment is 4,282.

For lack of room in the dormitories, we have been forced to refuse admission to 1,817 students. Our dormitory capacity is 240. This means that we

have refused more than enough since the school first began to fill the dormitories seven times, and the school is just beginning its eighth year.

The health conditions in this school have been entirely satisfactory. We are now in our eighth year, and we have never had a death nor an epidemic.

From the beginning we have held the school entirely to the purpose for which it was established, viz., to train teachers for the schools of North Carolina. If a student agrees to teach for two years, there is no charge for tuition. At present we have only five students who are paying tuition. This means that practically all the students in this school have signed the agreement to teach when they leave us.

A glance at the Courses of Instruction outlined in our catalogue will show that we are offering only those subjects that will help to make efficient teachers. We are trying to meet the needs of the rural school as well as the needs of the graded school. The country school for a long time has been the neglected school in our State. In our One-Year Courses, and summer work, we find a large number of country teachers taking instruction and many others who are preparing themselves to teach country schools. But this does not mean that the *graduates* of this school are not going into the country schools. Over 75 per cent of our graduates are teaching country children. Of the 4,282 students who have attended this school, almost all of them, except the present student body, are teaching in the public schools of our State.

Drugged English as She is Spoken

"I want some consecrated lye," he slowly announced, as he entered the store. "You mean concentrated lye," suggested the druggist as he repressed a smile. "Maybe I do. It does nutmeg any difference. It's what I camphor, anyhow. What does it sulphur?" "Eighteen cents a can." "Then you can give me a can." "I never cinnamon who thought himself so witty as you do," said the druggist in a gingerly manner, feeling called upon to do a little punning himself. "Well, that's not bad ether," laughed the customer, with a syruptitious glance. "I ammonia novice at the business, though I've soda good many puns that other punsters reap the credit of. However, I don't care a copperas far as I am concerned, though they ought to be handled without cloves till they would not know what was the matter with them. Perhaps I shouldn't myrrh-myrrh. We have had a pleasant time, and I shall carraway—" It was too much for the druggist and he collapsed.—*From the Chemical Trade Journal, and reprinted in the Carolina Chemist.*

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