



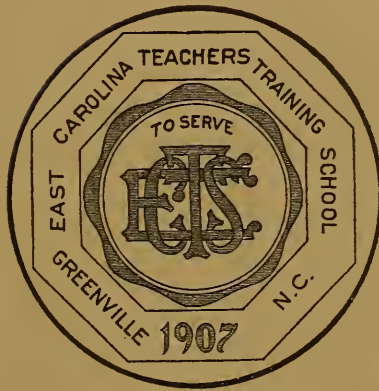






# The Training School

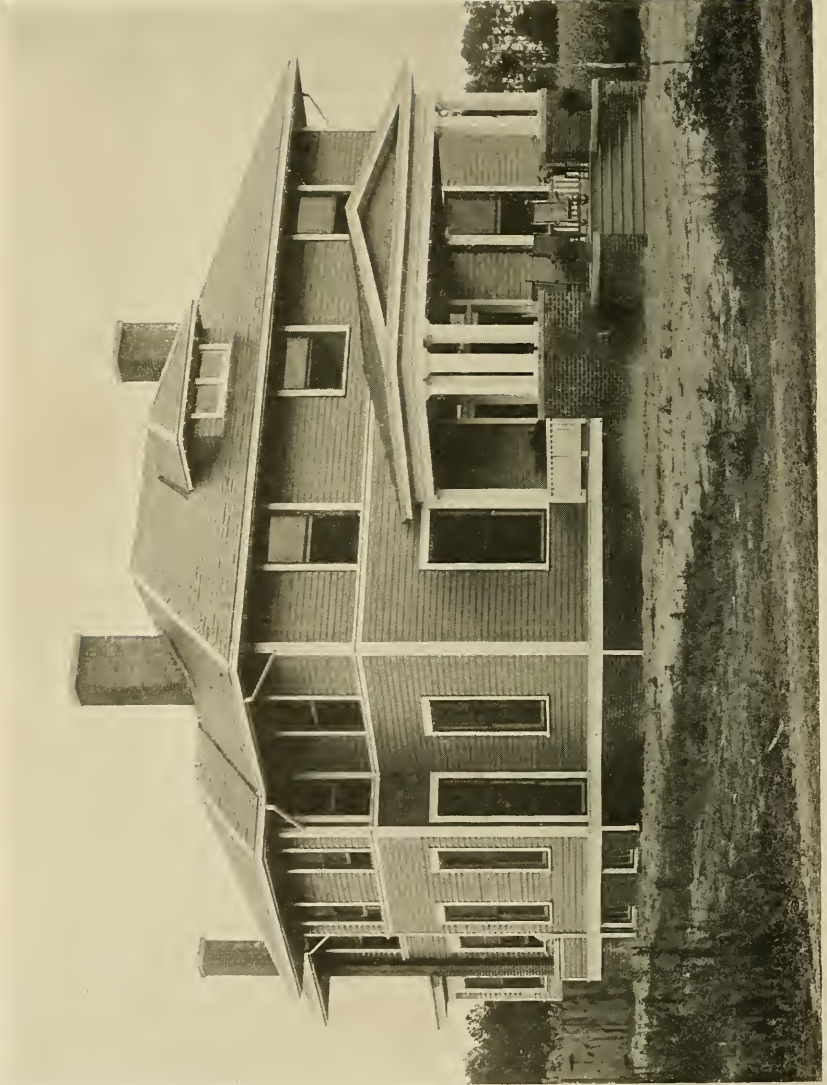
## Quarterly



July, August, September  
1914







THE PRESIDENT'S HOME.



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# The Training School Quarterly

VOL. 1

JULY, AUGUST, SEPTEMBER, 1914

No. 2

## *The Bondage of Precedent*

HON. HENRY A. PAGE

An address delivered before the graduating class of 1913.

I AM not unmindful of the fact that an address on such an occasion as this would naturally bear close relation to the purposes and aims of this institution, taking into consideration the fact that most of its students are young women preparing or prepared for teaching in the public schools of the State. If we allow the propriety of this limitation, and accept the usual and common interpretation of its borders and boundaries, such acceptance at once rules your speaker of the morning out of the list of possible performers on commencement occasions (a state of affairs which would be far from distasteful to me personally, and a matter of small moment), but in my opinion would at the same time exclude from our consideration and thought this morning some of the most important of the practical problems confronting our State and clamoring for consideration and solution. By this I mean to acquaint you at the outset with the fact that your president has imposed upon you for this occasion one who by both inheritance and training is incapable of making "the gurgling mountain torrent meander among monstrous boulders from its hidden home in the mighty hills to the placid bosom of the billowing deep."

For me no "blushing floweret diffidently raises its timid face among the brown leaves of the hidden fastnesses of the silent forest," no "gleaming shaft of glorious light breaks through the lowering cloudlet which obscures the dying rays of the setting king of the day."

"Such as I have give I unto you," and if it turns out that the offering is out of harmony with the occasion the indictment should be brought against the head of this institution, because his knowledge of my shortcomings was complete, and his liberty in selection unlimited. With this foreword, which is given by way of explanation, and not in apology, I would undertake to direct your attention to a growing tendency of human nature which in my opinion is the most

potent and powerful hindrance to progress in every line of human activity and thought. I would call this influence the bondage of precedent, meaning our inability or unwillingness to attempt to solve the problems of today without dragging in to such solution the processes of yesterday: the mistake we make in holding on to the means by which the successes of the past were attained, instead of giving all our energy and thought to the discovery of processes in keeping with the new problems.

Perhaps the trouble lies in our lack of positive convictions as to the purposes and aims as well as the end or destiny of human existence. Do we inquire into the why of things? Why the earth itself? Why the human race upon the earth? Why all the things we see and know, and what are their relations to each other and to us? A degree of harmony and interdependence between the forces of nature with which we come into contact argues an intelligence antedating the existence of things. The existence of the cause being established it should be easy for us to recognize from the harmony which exists in what we call the natural forces of the universe that there was and is a great plan, a deliberate scheme or schedule involving the universe, a definite purpose. When the divine voice commanded "let there be light," the impelling motive was not merely the exercise of control over the elusive forces of awakening nature, for idle or uncertain purpose, but rather the definite calling into existence of an element for which there would be imperative need in the unfolding of a definite plan.

Is it within our province to seek to know what this plan is? To undertake to so study and consider conditions as to determine as nearly as we may our own place and part in this world drama: what we are here for, what is expected of us, how we may creditably acquit ourselves and justify our existence? How else can we intelligently coöperate in working out a development of which we are manifestly the most important part? Therefore I take it, it is our business to bring ourselves into some definite and intelligent belief concerning the purposes and plans for which we and all things else exist, and then exert all our powers in coöperation with these purposes and plans. I am afraid a great majority of the human race never even once undertake to reason out any definite purpose for the existence of the world itself, and the forces and substances we are from time to time finding here which have existed through the centuries of human occupation without previous discovery. Why a store-house of unknown substances, coming to light as man's intelligence reaches higher levels? Why man himself with the same

unknown and unfolding possibilities of development, reaching upwards for more light, ever and always? But little imagination is needed to reach the conclusion that somewhere back in the beginning, the whole scheme had a definite detailed plan. A planet placed in its setting by omniscience, controlled by what we call natural laws and stored with all the substances which the onmarch of human intelligence will ever need in order to work out its own destiny, the simplest forms of things on top, uncovered and in the sight of the primitive creatures who began this experience here in the ignorance of the infancy of the race. What is the problem or purpose and what the process? We cannot get away from the conviction that the experiment is in the nature of a scheme of development, with the earth as a school room and man the pupil: and the purpose to give the human race the opportunity to work its way out of ignorance into a knowledge as broad as the universe itself; to develop the creature man until he shall have gained mastery of the hidden secrets of the universe, including the latent powers within himself, and by this very process to reach at last kinship with the divine, not merely in goodness and purity, but also in the infinity of knowledge. The problem is one of development; the process one of growth through constant changes. The advance in knowledge uncovers a need hitherto unfelt, and the need in turn spurs inquiry and invention to supply the new want. If this then be the great plan and this the process there is no escape from the conclusion that in all the history of man's acquirements and accomplishments not one single triumph has ever been attained which was not subject to the revision of a fuller light of a later day: no atom of truth has been unearthed which time and further development has not proved or will not prove to be at best no more than a partial truth. In fact the process has been that the most cherished truths and the most boasted accomplishments of any particular age, have, by succeeding generations been shown to be mostly error. So men today evolve a theory or accept a belief, the sun sets to rise on a new day and yesterday's theory and yesterday's faith need amendment to fit the changes of the night. If this be true, if one bit of knowledge gained is but a stepping stone to the solution of the next unknown problem: if the conveniences and accomplishments of today are valuable only as they give a vantage ground for the betterments of tomorrow; if we had a clear realization of all this, would not the abiding conviction that we see but in part cause the straining of the eyesight to the coming ray of light, and turn the alert mind ever to the future, eagerly watching and striving for the next step upward? The acquirements and mastery of the present would

afford no further gratification than as they made a standpoint from which to peer into the mysteries of the future. We could never be satisfied with the existing status in any thing, because we could never get away from the fact that something better was just ahead, and the competition between men would find its fiercest expression in the search for that which was new. We would be eager to try out, to put to the test every suggestion that looked toward the betterment or broadening of the conditions that surround and proscribe human life. Contentment would become an unknown quality and research and discovery become the absorbing occupation of the race. Yesterday's hold upon today would be loosed and the bondage of precedent thrown off. But how has it been with us? What does the history of mankind show? That for the most part men have been content to exist upon the earth; regarding it merely as a finished home for their occupation, spending life in boastful contemplation of past accomplishments, (which have already been thrown to the discard perhaps), and hugging to themselves the delusion that they are part and parcel of the most progressive and enlightened age the earth can ever know. The means of living become to us the ultimate end and aim of life. We live here and are content to find pleasure and happiness and employment in the out-of-date things our fathers provided, and so leave the earth as we found it, unscarred by our endeavor. There has existed a curious conceit in all ages of living men that they have reached in the development of human life the highest point that is or ever will be possible of attainment; and so content has wrapped the folds of idleness and indifference around the very hope of progress and advancement.

There have been a few great minds in the history of the world that refused to accept the limitations of the known. The positive discovery of a new truth, or the equally valuable proof of the falsity of accepted truth has, at long intervals marked epoch making strides in progress, but it is certainly true that the attitude of the multitude has always been hostile to new ideas and discoveries. In the industries, not one of the great labor saving inventions of the centuries escaped the opposition and ridicule of multitudes of men. Most of the conveniences of modern civilization were in their early histories condemned as innovations, and prophecies of failure were the rule and not the exception. The history of the slow progress of human development has always been the same. Some great truth, hitherto unknown, usually contradicting accepted theories, given to the world, finds instant and general rejection, to wear its way into common acceptance after years of skepticism, only by its own inherent quality

of being the truth and by the process of slow assimilation. So grievous is the bondage of precedent.

If the minds of men had always been open and eager for the unfolding of the mysteries of nature and grace: if every man made it the chief end and aim of life to strive to the utmost to fully develop the latent possibilities within him, do you think the mysteries that surround human existence could have stood so long? Do you imagine, for instance that such men could have lived upon the earth for more than 5,000 years without discovering that it was round? Suppose an eager hunger for knowledge and power to have always existed, can you think for a moment that the tornado could still work its uncontrolled will upon the inhabitants of the earth, and the lightning's dread power remain unharnessed? That flood could destroy in one part of the world while drouth and famine reign in other portions? That poverty and want could exist in the sight and sound of luxury and waste? If the human race had from its beginning attacked the problems and mysteries and injustices lying in plain sight, from the vantage ground of zealous learners in life's school, do you think that in this good year of grace, after 6,000 years of accumulated culture and schooling in research after truth, one man could successfully lay claim to a divine right to rule over his fellow-men? To what heights and depths and breadths now unknown and undreamed of would the enlightened human mind have attained under such a program as is here outlined, in the period of man's stay upon the earth! Instead of the mere novelty of instant communication around the earth without material connection, might we not by this time have reached a stage of human ingenuity which made inter-planet communication common, and have so cultured and refined the gross material of humanity that God might direct us for the future face to face, or at least with but the glorious veil of the burning bush between? But the enslaving bondage of precedent has held the race to a snail's pace growth and I have no doubt that the great Designer in disappointment and disgust at our stupidity and sloth has many times since the day of Adam repented Him that He had made man!

But it is my purpose to bring this subject closer home to us, and to undertake to make an application of the principles I have been talking about to our political and industrial conditions here in North Carolina. I understand that most of my hearers are supposed to esteem other subjects above either politics or business, but these things so vitally affect the peace and welfare and happiness and prosperity of every individual and every family as to justify the

serious consideration and call for the best thought of every class and condition of people. This is especially true of you, my young friends, who are to give your time and talent to the training of those who shall constitute the next generation of active workers in our State.

In politics and with reference to policies of government we should congratulate ourselves that there exists in our day a widespread and growing demand for changes in political processes and practices and methods in harmony with the changed conditions of life with which we have to deal. Until the rise of the so-called progressive sentiment of recent years, which is now gaining ground within the ranks of all the political parties of the land, our theory of self-government was very largely theory and very little fact. It may be true, indeed it is true that every formal statement of the fundamental principles of government that has ever been issued or adopted in this country has had for its foundation stone the accepted theory of "government by the people," and yet every such propaganda has tacked on to it an aside or bracketed parenthesis in the nature of machine-made limitations and restrictions, declaring with startling candor and effrontery that the people are not yet capable of self-government. Into this gap between principle and practice a host of ambitious men who highly esteem their own fitness for the responsibility of government have thrown themselves, and the professional politician has prospered in the land! I am not now commenting on the kind of government they have given us. Acting as rulers instead of servants of the people, by the passive assent of the people themselves, they may have been as a rule both capable and patriotic. That is not the question just now. The trouble is that the parasite has grown so tightly to the parent trunk that it now assumes parental functions. Precedent is invoked to sanction as an inherent right a privilege which began as a license, and the tail is wagging the dog, in spite of the fact that the dog is at last awake and wants to wag his own tail! All over this land the people are coming to believe that they have attained to the capacity for real self-government, and are reaching out for the reins. The last argument of the standpatter is the Constitution, and the plea of infraction of organic law stands in the way of direct methods and positive policies in both Nation and State. It is no wonder that the demand for revision and amendment of our Constitution is gaining force as the people become better informed of its restrictive interpretations. But those who are profiting by the hidebound restrictions of this ancient document are busy with prophecies of disaster. We are being warned that it is a well nigh



sacred instrument, and that the very existence of the Commonwealth depends upon our reverence and respect for it. Let us see: it is invoked to protect and perpetuate a waste of public funds at a dozen points; to keep in force a system of taxation which results in robbery and confiscation on the one hand and special privilege on the other, and to procure escape from punishment for criminals who are able to pay the price. In its day I doubt not that it was a useful and able production, but many of its provisions have long since passed their day of usefulness, along with the style of our grandfathers' waistcoats and the cut of their stocks. It should have been revised and renovated and changed and capable of revision and renovation and change, along with these garments, to keep step with the changes that have taken place in need and opportunity. If the people are really capable of self-government at last where is the danger in permitting them the right to amend and alter the organic law of the State as occasion demands and by the same process used to keep other laws in harmony with the changing conditions? Danger to whom? And who dares to stand out in the open and say in plain English that the people are not fit for direct government? Our fathers had no more right to bind upon us the product of their minds than they did the product of their looms. There exist today conditions in government which they could not possibly foresee, still later changes will come tomorrow and next year, and there is stronger reason now for making our Constitution simple and direct and responsive to the will of the people than there has ever been for changing last year's style of dress.

The abnormal and disproportionate growth of the spirit of professionalism which is an outgrowth of overgrown reverence for precedent is largely responsible for the lopsided and topheavy condition prevailing in government and business and society. In passing I am going to be reckless enough to say that much of the ineffectiveness and many of the sins of omission being charged against the church are growing out of the excessive movement toward professionalism. Instead of a well-defined policy of conservation of energy and combination of effort, an economic use of all resources in harmonious unity of purpose against the common enemy, we find the attacking forces divided and still dividing into small semi-hostile camps, and the spirit of jealousy and little meannesses of rivalry crowding out zeal for righteousness. The mere multiplication of small church buildings, standing cheek by jowl all over this land, is in itself an indictment of the capacity of the church for really effective organization.

But the stronghold of antiquated precedent, the very bulwark of outworn and useless procedure is to be found today in the judicial department of our government. I have had a long and rather successful experience at the bar in North Carolina—as a client. That old couplet about feeling the halter draw with good opinion of the law cannot be quoted against me, because results have usually been in my favor. I have no personal grudge nor grouch. In fact personally I have no quarrel with the courts; but my observation of the administration of law, the rules of evidence, the controlling dominating power of precedent, the insistent demand and respect for authorities, the slavish adherence to obsolete forms, the multiplication and influence of technicalities, the constantly increasing ranks of surplus attorneys at law, the needless and expensive multiplication of litigation and the cloud of mystery and uncertainty associated with the whole process have driven my mind to the definite conclusion that the administration of law is so completely under the dominion of precedents long since dead and unburied that there can be no hope of reform from the inside, nor yet by amendment or the mere process of lopping off here and adding there. To modernize the court-room in harmony with simplicity, directness and real equity, calls for a bonfire of authorities and precedents and a new start. There is no such thing as an exact science or even a final arbiter which commands respect in the whole process from beginning to end. The very best we can get out of it is the opinion of some mere man, whose faith in his own opinion is based on the belief or utterance of some other mere man or set of men who preceded him, and this supporting opinion in turn depending on a still earlier utterance of a still more remote period, and so on and on back to Blackstone, or even Moses if you please! But the serious part of the whole farce or tragedy is that the final judgment favors one litigant or the other, just as the court happens to start at the tail of one line of opinions or the other, for there are always at least two conflicting lines of opinions into antiquity! Precedent grafted on to precedent, inheritances of forms and procedure from a past which have no proper relation to the conditions of today, an overcrowded profession, non-productive in its character, and at least in its surplusage, a grievous burden on productive industry, because in the very nature of the case it does not and cannot furnish service of real value in return for what it receives from organized society. It is no wonder that this progression of evolution of precedent has produced a result out of harmony with the direct tendencies of modern life, and become a grievous burden on the economic production and distribution of

wealth. Am I severe, do you think? Is this criticism of the system—not the men, mind you—unwarranted? Let us see.

Fourteen law suits were duly and solemnly tried in different court-houses in North Carolina. A learned and severe judge on the bench in each case to see that no violence was done to that mystifying product of precedent called law. Twice fourteen attorneys and more brought to bear on these cases the legal lore of the ages since Blackstone. Fourteen pompous sheriffs and bailiffs a plenty preserved order and demanded respect beyond the deserts of the place or the occasion. Fourteen panels of twelve good and true men each sat solemnly on the issues, and law and fact were duly and seriously weighed, and in each case a verdict found supposedly in harmony with justice and equity and law. Fourteen appeals were docketed and the cases reargued by the two dozen and more attorneys, and the learned justices of our Supreme Court pondered law and precedent, argument and citation and notation. The result: six were declared correct and affirmed, while eight went back for new trial. In other words eight out of fourteen were wrong according to the State's highest tribunal. In another batch of eleven every one was either reversed or dismissed or sent back on error for new trial. A clean sweep! A still later decision day brought forth seven new trials or reversals or dismissals out of twelve cases. A total of twenty-six found wrong out of thirty-seven cases. I am not presuming to say that the errors did not exist. I presume they were there all right, nor do I venture to criticise the men concerned, but what of the system? You or I or any other common layman can guess right half the time merely by the laws of chance, without being burdened with legal lore. And in the face of such a record as this we allow precedent to hold us silent while a machine with missing cogs grinds out our justice and absorbs our substance in the process, using for grist the cobwebbed precedents of a past long gone and in all other respects long dead! Consider the workings of the system: new outcroppings of technicality grafted on to old precedent, hearings and rehearings and appeals, *said*s and *aforesaid*s, *wherefores*, *whereases*, *hereinafters* and *aforementioned*, all hands guessing in the dark at problems which have no solution in reason or fiction, and the only point upon which all agree is that the case must not by any accident reach a conclusion from which there is no resurrection. Is it any wonder that they are literally filling the earth with ponderous volumes crammed from index to *finis* with differing and conflicting opinions of what law is?

Again I wish to repeat that I am not decrying attorneys in any

personal sense. It is the outworn system precedent has built up around them, wholly lacking in directness and straightforward effectiveness which I mourn and I hesitate not to pronounce many of the processes and even results the very refinement of absurdity. Every suit at law is in one way or another a distinct waste of the resources of organized society, a direct charge on the total productive capacity of the community. If the race had from the beginning zealously worked in harmony with the great plan of progressive development, it would have reached some thousands of years ago, the stage of prevention of crime by restraining the criminal instinct, and largely the prevention of civil actions at law, by general agreement or at least dominating assent to the basic principles of justice and right. Instead of moving in this direction our civilization seems to be promoting a tremendous increase in discord and strife, and providing greatly increased court facilities at the expense of law-abiding industry.

We hear much these days of the high cost of living, and economists and statesmen scan conditions of life everywhere in eager search for the cause and the remedy. Artificial conditions are created and changed and abolished and recreated in the effort to locate the evil, and still it abates not one jot or tittle. The trouble lies immediately in our sight on the surface of things, and we see it not because it is unconcealed. Organized society must benefit in some material way from the activity of each of its members if the organization is to be an harmonious whole. The ranks of our professions are crowded far beyond our economic needs. Thousands of men enter the professions in excess of a safe ratio between producers and nonproducers and in excess of the reasonable need of society for professional services. Many of these men are not needed in the places they are trying to fill, and even if they were needed many of them lack equipment and natural fitness to attain success in professional life. The surplus here causes a shortage of productive workers and the inexorable law of supply and demand does the rest. This violent variation from the economic ratio of distribution of energy is aggravated by a still further defection from our productive population to the so-called more respectable avocation of tradesmen, and the number of middlemen between the seller and the buyer is multiplied by four, the broker, the wholesaler, the retailer and the traveling salesman, each and all absorbing in cost and profit a portion of the value of the commodity, with the result that the seller receives too little and the buyer pays too much.

My young friends, I hope I have not wearied you, and I come now to the application of what I have tried to say; my real message to

you. Teach those who shall be entrusted to your care that there is a dignity akin to that of deity in real creative labor. Show them that contact with clean dirt is not defiling, and that overalls are badges of honor. Inspire them with the creative instinct, with an eagerness to cause something to grow, to exist, on every bare clod; to lend their brawn and brain to nature and labor in copartnership with her. Point out to them that the hills and valleys before them challenge to combat, and every yawning canyon dares the engineer; that the mountain is there to be overcome by man's genius, and the rivers to be turned to his use. Make them to gloat in eager anticipation that a noble vessel shall turn and move at their wills in the midst of the sea, or that their masterful hands shall guide the flying wheels of commerce.

Then point out the crowding throng of those who serve for fees; the outstretched hands and itching palms, whether in kitchen, behind the counter, at the bar or in the pulpit, and give them to know that these, all these, are dependent for daily bread upon the whims and caprices of their fellow-men.

## “For to Me to Live Is——?”

Phil. 1:21

H. C. D. MACLACHLAN

Commencement sermon for 1914

I WANT you to imagine that the last word is left out and a mark of interrogation put in its place so that the text will read: “For to me to live is——?” Every one of us whether our lives be low or high, whether we be drones or workers in the hive, have some supreme end which we set before us in life. And the question of questions for us all is this—Is the end that I am setting before me the best end? Is it an end really worth while at all?

I. *Pleasure.*—A great many people, at some time or other of their lives at least, would alter Paul’s words to read, “For to me to live is pleasure.” Young people especially are apt to want to reduce the whole of life to these terms. They want to “have a good time”; to seize the passing moment and make it quiver with joy; to pluck all the luscious fruit that hangs so temptingly within their reach; nay, to shake the very bough itself in order that the tree may yield all its fruit into their lap at once. And I am not speaking of the lower sensual pleasures—I would not dishonor the bright young faces before me by so much as mentioning in your presence those “dead sea apples that turn to ashes in the mouth.” But there are other forms of pleasure-seeking than these, namely, those amusements and pursuits, which carried to excess, minister only to the selfish joy of life and deaden the sense of duty and responsibility. To be a pleasure-lover one need not be vicious; one need only be weak, inconsiderate and selfish.

For consider this, that to live for pleasure is *beneath the dignity of man*. It is to lower him to the level of the brutes that perish. “A being,” says Thomas Carlyle, “animated only by the sensuous springs of pleasure and pain ought properly to go on all fours and not lay claim to the dignity of being moral.” The thing that distinguishes a man from his horse or a woman from her lap dog is just that the latter if left to themselves would never seek anything but their own satisfactions and comfort; whereas, the former—the man, the woman—have that in them which is ever calling for the sacrifice of these lower elements for the sake of the higher goods of life. Pleasure again, as an end is self-destructive. It is a house divided against itself. To seek it for its own sake is inevitably to miss it and find instead only satiety, ennui and disgust; for true pleasure is coy, and

comes only as the reward of work well and faithfully done. The thirst for pleasure is never satisfied. Like the daughter of the horse-leech it cried ever, “Give, give.” Its demands grow with its satisfactions. What pleasure-lover has not found that the thing that pleased him yesterday wearies him today and will disgust him tomorrow, so that by his indulgence in pleasure he loses in the long run the very capacity for pleasure altogether? This is “the crime of sense avenged by sense,” of which the poet speaks. It is the penalty that nature exacts for the breaking of her immutable, spiritual laws. It is God’s protest against trying to satisfy an immortal soul on the husks of the earth. Jingle the folly bells long enough and they end in a dirge!

II. *Culture*.—Another aim that some set before them in life is that of self-culture. And it is good so far as it goes. There is something very beautiful and fascinating about the old Greek ideal of making a fine art of life and chiseling out of its raw material a perfect model of symmetrical manhood and womanhood. It is good, other things being equal, to be cultured. It is good to read books. It is good to keep in touch with all that is highest and best in the world around us. Browning, Tennyson, Emerson and Carlyle *are* food for the soul. God is not honored, but on the contrary manhood and womanhood is lowered by ignorance and uncouthness of any sort whether of mind or manners.

But when culture is made the sole end and aim of existence it simply misses the whole point of life. In the first place it is selfish at heart. It thinks only of the chiseling of its own features and the moulding of its own form, while the rest of the world may go ugly and miserable for all it cares. It turns with contempt from the suffering and sin of the world as things which interfere with its high-art programme and disturb its philosophical calm. It begets dislike for “the common people” as it calls them; it bids us draw our academic togas around us and pass disease and squalor by on the other side. Even if it take the form of charity (and it sometimes does) it is apt to be that of a cold dilettante playing at “my lord benevolent” or “my lady bountiful,” rustling in silks and satins among the denizens of the slums in order to catch a new culture-sensation.

If you think the picture is overdrawn hear what Nietzsche, one of the modern prophets of this culture-gospel, has to say about the common people: “There are only three respects in which the masses appear to me to deserve a glance—first as blurred copies of great men, executed on bad paper and from wornout plates; secondly, as opposition to the great; and lastly as instruments of the great; for the rest let them go to the devil and statistics.”

But if to be argued—and culture often enough goes that far—that it is not the chief business of life to uplift the weak and fallen, I answer that, even if that were true, the culture-gospel would yet bring no ultimate satisfaction to the soul. It is beautiful but unsatisfying. Man's soul is made for higher things. If man were made only for this life; if he had no social sympathies; if he were not linked by ties that cannot be broken to the sin-sick world around him; if the university professor were not the brother of the thief in the slums and the member of the woman's club the sister of Magdalene on the street—then I grant you that Christ was wrong and Athens was right when it made self-culture the chief end of life. But so long as man is man—so long as the pain that wrings my brother's heart is my pain also, which I cannot wholly assuage until I have first helped him—so long as the greatest thing in the world is not the laurel wreath of the poet, but the Cross of Love—so long as the simple story of an act of heroism and self-sacrifice by some day-laborer or ship's-stoker can make the heart even of the university graduate beat faster than the most moving lines of Shakespeare or Homer—just so long will the heart of man refuse to be satisfied with any philosophy of life that bids us set self upon a pedestal and bow down and worship it as the vision beautiful.

This is no theory of mine; history has tested it. If ever the culture ideal was honestly tried it was by that group of men who at the end of the 18th and the beginning of the 19th century circled round Goethe and Schiller. Their avowed gospel was *la culte du moi*—the culture of myself. They are eloquent, learned, witty, and some of them were wise. They wrote poetry, philosophy and history; they created schools of thought; they gave a name to a new period of universal literature. But in the science and philosophy of living they miserably failed. They were dissatisfied; they were restless; they were ennuied; all of them were unhappy. Having cut the conduits through which flowed into their lives the stream of common human sympathy, their own stream of life ran, sparkling, perhaps, but lower and lower until the channel was almost dry. Some ended in the mad-house; one committed suicide; others took refuge in the communion of Rome; still others, like Heine, grew bitter and sarcastic with life; and all confessed that the whole culture-scheme of life was a hollow mockery of human hopes. Goethe in his journal says that he had never known three weeks of genuine happiness in all his life. And this is what Shelley who had adopted their gospel of life, confessed just before the blue waters of the Bay of Naples closed above those lips that sang so sweetly yet ineffectually:



“I could lie down like a tired child  
 And weep away this life of care,  
 Which I have borne and still must bear;  
 While death like sleep, should steal o'er me,  
 And I should feel in the warm air  
 My cheek grow cold, and hear the sea  
 Breathe o'er my dying brain,  
 Its last monotony.”

No, my friends, if in order to be cultured I have to shut myself up with my books and train my mind in niceties of thought which have no bearing on the hopes and fears and burdens of common men; if what I call my “culture” make me weep tears over the imaginary sorrows of Browning’s “Pompilia” or Shakespeare’s “Desdemona” while I steel my heart against the cry of the poor and the needy at my own door; if it make me glow with second-hand fervor as I read of the patriotism of Garibaldi or Washington, while I will not lift my finger to save my own country from the dominion of evils almost as great as those against which these heroes fought; if it make me write panegyrics on the saints and martyrs of bygone days, when I will not sacrifice one hour of my own ease and comfort to benefit a single human being, then I say that *that* culture is not of God, but of devil.

True culture is a different thing. It is not of the head alone, but of head, heart and will; of the whole man, of the complete life. It studies that it may serve. It reads Shakespeare and Goethe, Dante, Kant and Hegel; it enjoys Beethoven, Mozart and Wagner; it admires Michael Angelo and Fra Angelico,—not in order that it may wallow in a golden sea of sentiment far from the storm and stress of a sinning, suffering world, but in order that it may distill the very heart’s blood of these Masters of life and thought into a healing draught for the distempers of the world.

It matters little whether you have read Plato or Robert Browning, but it matters much whether you have caught Plato’s vision of the kingdom of God on earth, and have learned Robert Browning’s secret of the love of love. It matters little whether you are an expert in foreign languages and can read the ancient masterpieces but it matters much whether you can read God’s masterpiece, your fellow-man, and speak familiarly in the mother-tongue of love. It matters little whether you have the air of culture, the ease of refinement and the polish that comes from long familiarity with the intellectual goods of life; but oh! my friends, it matters infinitely much, whether you are hoarding your gifts of head and heart, be they many or be

they few, like the miser's gold for the mere pleasure of counting them over to yourself, or whether you are pouring them forth in a glad unstinted flood for the happiness and profit of your fellow-man.

III. *Duty*.—Rising still higher in the scale, we come to duty as another end which some would put for themselves in life. And it is indeed a noble aim. Without it life is a mere drifting with the tide, a driving with the wind. It is the ideal which gave grandeur to the religion of the Old Testament; which in stoicism was the bone and sinew of pagan philosophy; and which, when life was being reduced by the popular philosophy of his day to a mere calculus of bread and butter, thundered and lightened in the pages of Thomas Carlyle.

Especially do our own times need a prophet of duty. This is the age of coaxing and begging—of easy ways of doing difficult things—of short cuts to knowledge and success—of “six weeks preparation for reading Cæsar”—and I know not what other sacrifices to the god of “having a good time.” The kindergarten, from being a method of teaching little children is rapidly becoming an universal principle of education running all the way from the infant to the graduating class. Lessons are to be made above all things easy; hours must be shortened; home tasks are to be abridged (in some States they are not even permitted by law in the grammar grades); the teacher must predigest the lesson for the pupils in order that the latter's mental processes may be made as little laborious as possible. If the child does not want to study Latin, then let Latin go. If it does not like the teacher send it to another school. And the danger of it all is that we shall rear a generation of kindergartners, who having been trained from their earliest years to confound work with play, and have the hard things done for them, are going to move through life along the line of least resistance—which is the way of the dead rock and not the living soul!

For such a generation even the church is losing its old note of authority. There was a time when the church commanded the world. You remember the scene in “*Richelieu*” when the Cardinal protects his niece from her royal lover:

“Then wakes the power which in the age of iron  
Burst forth to curb the great and raise the low.  
Mark where she stands! Around her form I draw  
The awful circle of our solemn church!  
Set but a foot within that holy ground,  
And on thy head—yea, tho' it wore a crown,  
I launch the curse of Rome.”

But today all that is past, and the church must go down on its knees and beg people to fill its benches, or else turn its services into cheap entertainments or lyceum bureaus in order to get men and women with immortal souls to give an hour and a half a week to the worship of the God of heaven!

And yet great and necessary as this ideal of duty is, it is nevertheless inadequate for the full satisfaction of the soul. To begin with it is a cold and distant thing. It has no power to stir the heart with enthusiasm or to set it on fire with holy zeal. It begets the obedience of the slave rather than the willing service of the son—it is like the whips of Xerxes that drove the Persians into battle, not like the patriotism of the Greeks that sent them singing to victory or death. It leaves no room for initiative—for the spontaneity of love. It has no inner dynamic. It commands, but it does not help to obey. It says "Thou shalt," but woe betide the man who tries and fails. Now, what we all need supremely is not the knowledge of our duty but the power to do it—not the voice of conscience (most of us hear that clearly enough) but the ability to obey its behests—not the call from the heights bidding us be up and doing, but the strong right arm that reaches down and helps us to do the thing it bids. Go to the drunkard with the gospel of duty, read him a page of Seneca and Carlyle and he will answer, "I know that as well as you do. My conscience tells it to me even better than your Seneca and Carlyle. But, my friends, my will is powerless. What I want is the inner power to obey. What I need is not a law to condemn me, but a Saviour to help me, and without that, all your talk about the beauty and grandeur of duty is but as sounding brass and a tinkling cymbal. Instead of Seneca and Carlyle give me St. Paul. He understood my case. He has told me all about myself in the 7th chapter of Romans. Listen to him: "The good that I would I do not and the evil that I would not I do"—that's me. "I find a law in my members warring against the law of my mind and bringing me into subjection to the law of sin in my members"—that's me. "O, wretched man that I am, who shall deliver me from the body of this death?"—that's me. "I thank God through Jesus Christ our Lord"—that's what I need, that's what I, too, want to be able to say."

IV. I have left myself little time to speak of the last and greatest aim of all—"For to me to live is Christ," or as we may put it just as well—"For to me to live is Love." This is the true and final answer to the riddle of life. Above pleasure, above culture, above duty stands the Christ of Galilee, saying: "Come unto me all ye that labor and are heavy-laden and I will give you rest." Love is su-

preme because it is the all-inclusive aim. Pleasure is in it, for "at thy right hand are pleasures forevermore." Culture is in it, for "all things are yours, whether Paul or Apollos, or Cephas or the world or life or death or things present or things to come, all are yours and ye are Christ's and Christ is God's." Duty is in it, for "the law is our school-master to lead us to Christ." Love is the fulfillment of all three. Pleasure without love is the grinning of a death-mask or the growling of a dog over a bone. Duty without love is the cold glitter of the northern lights across a frozen sea. Culture without love is a beautiful but lifeless statue at whose base alike murder may be done, or first love plighted without bringing a tremor to its marble heart. But add love and what a change! Love is pleasure finding itself in a cup of cold water and a helping hand. Love is culture girt about with a linen napkin and washing the disciple's feet. Love is duty saying, "Neither do I condemn thee; go and sin no more."

But above all love is *dynamic*. It helps to accomplish what it demands. It *gives* the power to do its will. It takes the very spirit of the loved person or thing and makes it dynamic in you and me. Like duty it calls upon us to scale the heights of difficulty and self-abnegation; but, unlike duty, it stoops down itself and helps the weary traveler up the steep and rugged path.

"Joy is a duty, so with holy lore  
The Hebrew Rabbis taught in days of yore,  
And happy human hearts found in their speech  
Almost the highest wisdom man could reach.

But one bright peak still shineth far above,  
And there the Master stands, whose name is Love,  
Saying to all whom heavy tasks employ,  
'Life is divine, when duty is a joy.'

And now, young ladies of the graduating class, you and I meet here perhaps for the last time, as "ships that pass in the night," you to go your way and I to go mine. Only this let me say in parting: though you leave these walls never forget you are still in school that "every day is a fresh beginning, every hour is the world made new"; that your learning will never end until "the golden bowl is broken and the pitcher broken at the fountain." Nay, not even then will it end; for beyond this earthly sphere we dare believe there are still other spheres of promotion, still vaster opportunities of service, yet "other heights in other worlds, God willing."

May I, therefore, give you a motto for all future time. It is the little Latin word, "adsum, I am here," which Thackeray uses with

such effect in his Death of Colonel Newcome. You remember the story. The old war-scarred veteran is slipping gently out with the tide. His mind is wandering. Now he is back in India giving orders in Hindustani to his troops; now he is living again in a woman's love and twice he calls her name, “Leonore, Leonore.” “At the usual evening hour the chapel bell began to toll, and Thomas Newcome's hand outside the bed feebly beat time. And just as the last bell struck, a peculiar, sweet smile shone over his face and he lifted up his head a little and quickly said, ‘Adsum,’ and fell back. It was the word we used in school when names were called; and lo, he whose heart was as that of a little child, had answered to his name and stood in the presence of the Master.”

So, young ladies, may it be with you. When opportunity comes, say, “Adsum, I am here.” When duty calls, say, “Adsum, I am here.” When the world craves your help, when your country claims your services, when God asks for your heart, say, “Adsum, I am here.” And when at last the summons comes from the Far Land, and you trim your sails to glide across the bar, may you be able to say yet once again, “Adsum, I am here”—here in my place at school—here to begin a fresh day's work in a higher grade, where faith is sight, and hope fruition, and love at once the task and the reward.

“And none but the Master shall praise you,  
 And none but the Master shall blame,  
 And no one will work for money,  
 And no one will work for fame;  
 But each for the joy of the working;  
 And each in his separate star  
 Will draw the thing as he sees it  
 For the God of Things as they are.”

## *The Function of the Teacher as an Interpreter of History*

SARAH A. DYNES

THE function of the history teacher in either the elementary school or the high school is not to extend the boundaries of historical knowledge. His work should be the interpretation, in terms of the pupil's experience, of such portions of history as may be selected for study. The achievements of the historic personages in terms of purpose and effort which have been formulated by historians the teacher will endeavor to make comprehensible to the learner. He must get and he must stimulate pupils to gain a clear image of the historic personage or the event to be studied. He is justified in using whatever material may seem necessary to render perceptible to the mind of the learner under his guidance the significance of the persons or the events. The teacher's knowledge of the meaning and significance of what he is teaching must be supplemented by persistence in collecting illustrative materials and skill in using them.

The most glaring defects in history teaching have been pointed out again and again during the past quarter of a century. Nowhere are they more forcibly and clearly stated than in the following descriptions: "The teacher assigns a fixed number of pages in the text-book to be memorized; pupils repeat the text in recitation; they are examined in the text-book at the close of a certain number of weeks; the subject is then dropped, and usually most willingly. The result is that pupils pass from these schools by the hundreds with a brief mental encumbrance of names, dates, and events—mere baggage. In other schools no text-book is used. The teacher talks and pupils take notes. The teacher is not a special student of history, but he can talk text-book on a small scale. The notes of the pupils are swept into a table to be memorized. The recitation is the story after the teacher, and with unique variations by the pupil. The text-book abbreviates the larger work; the teacher abbreviates the text-book; the pupil abbreviates the teacher. The results are a meager amount of disconnected facts and a certain uncertainty in the mind of the pupil which leaves him conscious of his own ignorance. Instruction in history conducted in either of these ways is time wasted, money wasted, energy wasted, history perverted and intelligent elementary knowledge of the subject stifled."

Some of the defects in the teaching of history at the present time are due to causes largely inherent in school conditions and are far beyond the control of any one person. To detect and to analyze such defects, to call attention to their existence and to suggest possible remedies are duties which no genuine teacher fails to perform. Comparatively few people, either children or adults, read history by preference when there is no compulsion (merely for the sake of the pleasure it affords them). Any teacher with a reasonable degree of tact can verify the truth of the above statement for himself. If children are to read and study history either for pleasure or profit and are to keep up the practice after school days are ended, the taste for it will have to be inculcated while in school. The teacher's first problem is how to arouse an interest strong enough to overcome the pupil's passive indifference. The best teachers of history in the lower grades are the teachers who create a proper atmosphere for the reception of what is to be taught. They stimulate the pupils to observe and to make mental pictures. In all their teaching the vivid impression of concrete objective reality receives emphasis. They make an opportunity for each child to see, to touch and to handle the things talked about whenever it is possible, and they plan to compel the pupils to use what they know in new combinations. The inexperienced teacher and the poor teacher usually make the mistake of *telling* the pupils *too much*. To their minds an accumulation of historic information seems to be the goal to be reached. They fail to realize that elementary work in history must be picture-making not merely word-getting. History teaching must stimulate curiosity, observation and imagination. When a child secures information at the expense of these mental characteristics, he has paid too high a price for his so-called information which upon investigation will, in all probability, prove to be an accumulation of words which are symbols to some people, but to him with his limited experience, the words symbolize nothing because they have been filled with no meaning or significance comprehensible to him. Graphic illustration must be utilized to help out verbal expressions. Yet some teachers make the mistake here also, of introducing too many pictures and diagrams so that the children are not given sufficient time to realize what any one really illustrates. The teacher is so intent on the manipulation of the material that he fails to note whether the children are listless or alert, and whether each child is interpreting the illustration presented. One illustration well used is better than a parade of twenty handled superficially. The pupil's needs must determine the character of the illustrations. Clear, vivid impression is the

essential aim for the teacher to keep in mind. Experience teaches us that illustrations which stimulate one class may only confuse another. Consequently the teacher must be ever on a voyage of exploration to discover what experiences the pupils have had in school and out of school that will throw light upon the best way of introducing new material to them so as to stimulate their realizing imagination.

Only those teachers who know how to play with little children should be selected to teach them history, for that is the test of one's ability to understand them. It is in free unrestrained play that the traits of character and dispositions of children are revealed. The child is at home in his own social group. The trained sympathetic teacher observes the way each child treats his playmates. He will notice the child's inclinations, ambitions and inventiveness. The child's merits and defects are manifested to the discerning eye. How much a teacher may gain from persistent observation will depend upon what that teacher takes with him. To understand the inner nature of children is evidence of psychological maturity. Some people never can become mature in this respect. Both by nature and by training they are unfitted to interpret the actions of little children. They are utterly blind where child nature is to be judged and are constantly blundering in this direction or that. It is utterly impossible for them to understand either the joys or sorrows of the child-like heart. Such people can never become sympathetic enough with children to be fit to teach them history. The history teacher in the lower grades must know how to interpret children's play as well as their serious moods. He must be conscious of their aspirations and he must be fully aware of their faults and the dangers to which they are exposed. The teacher must know how to give indirect suggestion and put the child at ease. Conversational lessons are most helpful opportunities for the pupils to question about points that are not clear; and for the teacher to stimulate the pupils to make comparisons and contrasts. If the teacher's knowledge of what he is to teach is in an enthusiastic contagious form so much the better, for he will be likely to exemplify by both word and deed that history is interesting and worth studying. He will suitably amplify, illustrate, and vivify what the pupils contribute. He will rearrange facts so as to make them appeal to different types of mind. He will awaken curiosity and arouse a desire to know more about each hero or topic introduced. It is in these ways that he interprets history to children through their own experiences. He is widening their horizons constantly and is helping them to enlarge the personalities. All teaching



in the first four grades must be largely objective in order to make sure that the pupils are getting definite impressions which are of primary importance.

Pictures are cheap and plentiful and photography helps to bring into clear view the soldier with his uniform and weapons, and the hero dressed in deer skin, or homespun or gorgeous robes. Construction work gives the child an opportunity to show what conception he has formed of the wigwam, the bow, the arrow, the canoe, the boat, the dress, the customs of other days. The child's historical imagination develops slowly. It is very easy for him to admit into his picture of far away times and distant scenes, the familiar surroundings of his every-day existence. The teacher and the pupil may listen to the same story, read the same passage, and yet the mental experience of the one is not the experience of the other. To the child a king means gorgeous robes, a crown and a sceptre. The history that is full of color, glitter, conflicts, stirring adventures told by a narrator skilled in arousing and exciting his sympathies and his susceptibilities will make a lasting impression. He wants moving pictures and an opportunity for self-expression.

Young children not only prefer a story in which action predominates, but they understand best that kind of action in which they might participate. Such actions as hunting, fishing, traveling, building, amusements of various kinds, road-making and household occupations appeal to them. The manners and customs of the Greeks and Romans, the Germans, the English, or the Americans of Colonial days can be interpreted so as to make them observe more carefully the manners and customs of their own day. The portrayal of the experiences of a Roman child, or a Greek child or a Colonial child will broaden their sympathies in a natural way. The information gained incidentally while trying to realize the life of children in other lands and other times will be of service in their later historical work. Pictures, poems, dramatic plays and stories well told are to be utilized in leading pupils to an appreciative realization of the topics discussed. Stories describing the objective deeds of heroes and heroines of stirring adventure the young child can understand. The physical daring of Boone, the physical hardships of Lewis and Clark arouse the admiration and enlist the sympathies of young children. No other subject in the elementary school offers a greater wealth of possible material for stimulating the pupil's imagination. The pupils in our classes can reproduce vividly in their mental processes the pageants, explorations, and amusements of other days if the senses and the memory have been trained to furnish the necessary

material out of which the imagination can construct the pictures. If such stimulus is not afforded in the early years of school life the pupil's power to appreciate history later is greatly impaired. When pupils in the upper grades of high-school work are asked to reflect, to trace relations, to compare, to contrast, to pass judgment, the value of each mental process will depend largely upon the accuracy with which their imaginations can revive the pictured scene. No normal child is wholly unimaginative, but some forms of imagination are infinitely richer than others. Nothing worth while can be done in studying history unless the pupil has the concrete images that the language of teacher or book or classmate ought to suggest.

From the foregoing the teacher of history can readily see the primary importance of sense-training in history. It is only through imagination combined with sympathy that any student of history can hope to appreciate the point of view, enter into the feelings or understand the motives and character of any important personage. Sense material such as armor, uniforms and pictures of various kinds present to the child the outward appearance. There is little excuse for a teacher who can not make children realize the contrast in outward appearance of the furniture, the house, the conveyances of a past age when compared with his own. Crude primitive life in America is comparatively easy to portray—the food is coarse, the clothing is clumsy, no carriages nor trolleys, nor railroads, no good roads, only buffalo trails, Indian trails or bridle paths. The past can never be reconstructed by a person who has mere verbal imagination. The success of history study is dependent upon rich concrete imagery. Words must feast the eye and delight the ear, if the times they describe are to be pictured by the student. The crudity of imagination in many adults is due largely to defective education. Accurate, sympathetic observation of the society in which one lives is one source of appreciation in history. The teacher must constantly stimulate the pupil by questions and by suggestions to use his own past experience in trying to understand each new situation until the habit is formed. All children know more than they are conscious of knowing. The teacher must see that the old experience is revived. Stories not only enrich a child's experience but they increase his comprehension of his former experiences. Gesture, pantomime, and dramatization help to secure imagery and to stimulate expression. The teacher of history ought to appeal to the child's mind by as many avenues as possible—eyes, ears, hands and vocal organs.

Any historic personage introduced to little children at all should

be dwelt upon long enough to enable the children to feel acquainted with him. If the acquaintance ripens into friendship, so much the better. If he is a hero on the American frontier, make border life vivid. Let them see the hunter, the trapper, the man taking a load of skins to a market, twenty or thirty miles away. Let them provide a meal in the borderer's home and contrast the duties of the house-keeper, Mrs. Boone for instance, with those of an Indian squaw. Let them construct forts and blockhouses; let them attend a "raising" or a "logging bee" and build a worm fence and visit a cattle range. In grades five, six, seven and eight, as well as in all the years of the high school, the incident must be located both in time and in place. The place must be found on a map. All must see it. A route must be traced and its difficulties, hardships or pleasures must be made real. In grades five and six the time must be fixed in the pupil's mind, not by a date such as 1735 or 1775 or 1820, but rather by comparison with something that he knows and which may serve as a time measuring unit for him. The above dates are significant to a teacher. They can be made significant to a high school class but time is wasted in trying to give them significance to children of ten or eleven. Their time-sense is weak. It is much wiser to have them remember an event that happened in 1735 (the birth of Daniel Boone for instance) as the time when Washington was only three years old. The next (1775) event, the settlement of Boonesborough may be located in time by saying it was settled just a month before the battle of Lexington. The last event (1820), the death of Boone, can be remembered by noticing that he died just as Missouri had decided to apply for admission into the Union, the United States had grown from thirteen states to twenty-four and Washington had been dead for years. Any close observer of children has noticed that the time sense develops slowly. When grandfather was a little boy has significance for them. They naturally use BEFORE and AFTER some event which is significant to them. When uncle was six or mother was ten is comprehensible. John Fiske resorts to the device of locating events in our great, great-grandfather's day to give the impression of long ago to pupils in the upper grammar grades. In tracing a route, indicate mountains, rivers, forests. Put in the local color whether marsh or swamp or prairies or wilderness. Let them feel the exertion, the fatigue, the hunger, the cold or the intense heat, the dangers, the joys, the beauties that were experienced. This is the time and place to make strong appeals to their concrete imagination and to their enthusiasm for brave heroic deeds, performed by real men whom all delight to honor. Imagination and the power of

inference run parallel. When children realize the scenes and situations, they will infer readily. Naturally their inferences will show little critical power at first. The teacher by tactful, skillful questioning can greatly improve the pupil's ability to make legitimate inferences.

Pupils in the fifth and sixth grades can get more history from the lips of a teacher than from a book, even if the book is easy reading. Consequently oral work should be continued in both grades. If the history period is made interesting and the teacher is a skillful interpreter there will be little need of encouraging outside reading. The writer has in mind now, two sixth grade teachers, one of whom gave three lessons on Columbus and the other one gave three on Alfred the Great. The parents of the pupils of the first class were hunting through every book-shelf in the house for days afterward to satisfy the children's demand for more stories about Columbus. It was almost impossible to get the children to leave the recitation room in which the lessons on Alfred were given. After the close of school, they crowded in to get a closer view of the pictures and ask if there were any books for children containing stories of Alfred the Great. Both teachers have had good training in history and have a keen sympathetic interest in children. In oral teaching the teacher must be constantly on guard not to introduce too many details. A few well chosen ones skillfully presented are better than a score, even if each one of the score is both accurate and important. Neither the historian nor the teacher knows the last word about any historical personage and there is no necessity of trying to teach *all one knows* even. The chief thing is to arouse an interest that will keep on growing and to point the way to still further knowledge. The prime essential in every lesson is to make sure that what is being discussed is really understood. The ideas and vocabulary must be comprehended. If the work can be kept simple, objective and comprehensible during the first six grades, the historic foundation for the seventh grade will be all that teachers of that grade could demand.

Every teacher of experience has seen some critical power in weighing evidence shown by children of ten to twelve, but it is unwise to emphasize this critical attitude early. The teacher, however, should be careful not to confuse fact and fable in her stories and discussions. There is no danger in widening the historic sense as fast as the pupil's experience will warrant us in doing so, no matter what grade he is in. Of course, it is both easy and natural to make use of the pupil's collecting instinct to lead him to see the value of preserving the rifle that Boone used, the powder horns he made for

his grand-children, the picture of the stone house in which he died in Missouri, the letters he wrote, and the portraits of the hero. They would even be interested in knowing why there was such a demand for his auto-biography and who helped to write it. They enjoy hunting up pictures of forts, hunting-cabins and descriptions of the rifle he used. They would be interested, too, in knowing just where one could see Boone's rifle now and how it came to be preserved. Such work develops their historic sense. Abundant opportunity should be given children to express what they know by means of constructive work and oral and written language.

Instruction in the intelligent use of text-books and collateral reading must be given in the last two years of the grammar grades and in the high school work of each year. The experienced teacher knows that it pays to examine even a text-book with great care, if he hopes to make of it a serviceable tool in enabling his pupils to comprehend what it suggests as topics for study. The teacher endeavors to learn first the class of students for which the book is intended; and then tests the character of the book. He discovers the strong points, the exceptional merits and the chief defects. He anticipates what passages will probably offer considerable difficulty to his pupils. He considers the amount of outside reading necessary to make the statements of the text-book intelligible. He makes note of the amount of suggestion for additional reading contained in the book itself. He then considers what further illustration and interpretation must be supplied by the teacher to make certain passages clear. He decides how much use he may make of contemporary material. He considers the possibility of introducing biographies to help to make the events more real and to unify the various elements discussed in the period. He decides upon a certain amount of map work and chart making and the passages of literature, both prose and poetry, which may help to make the pupil's impression more vivid and hence more permanent. After the class work has begun, the individuality of the pupils must be studied. One pupil can gather readily just what an author says, whether the author be the text-book maker or one of the real historians and yet he manifests little power in either analyzing the material or recognizing its significance. Another student readily gets the substance of the paragraph but is quite unable to tell just how the author stated it or any portion of it. Or if he reads three different renderings of an event he can not keep them separate. Some can analyze well and outline readily; others must receive individual attention in regard to grouping facts. All must be trained to use indexes, tables of contents and to construct and interpret maps

and charts. Some will have to be taught how to use a dictionary and an encyclopedia.

No teacher who is ignorant of the meaning and significance of history, or who is a stranger to the pupil's points of view at various stages of his development is likely to arouse a permanent interest in history. Nor can he assist the pupil in learning how to study history intelligently. To teach history effectively is a task that taxes the inventive genius of the ablest and most experienced teachers. No one is ever too well prepared to teach even the simplest lessons in history, for each lesson is an exercise in applied psychology. No other subject in the curriculum of the public schools taxes the resources of both the teacher and the taught more than history does. The teacher must search in every direction to get sufficient light upon past events to make them comprehensible to himself. He cannot hope to reveal what he knows to his pupils without first ascertaining what they are capable of understanding. That means a study of the earlier history of the pupil and a study of the nature of his experiences. It is only by knowing the mental processes which the subject of history is capable of stimulating a learner to perform, that a teacher can determine what will assist in interpreting it to the learner. The expert interpreter has become so sensitive to signs of mental activity that he appreciates quickly and with a considerable degree of certainty the kind of presentation best fitted to call out the mental activity of the pupil under given conditions. Human sympathy is essential. No teacher can explain what he does not understand. Pupils will understand best what the teacher sees clearly, feels keenly and tells with zest.

## *Public School Music*

MAY R. B. MUFFLY

**P**UBLIC School Music was introduced into the Training School at Greenville in the summer of 1910.

At that time, during the four succeeding years, and at the present day, the aim was and is the freeing of inherent powers through self-expression. To develop these latent powers four means have been employed:

1. Chorus singing.
2. Music for the grades.
  - a. Song work.
  - b. Technique—the study of the elements of music.
3. Singing Games.
4. Rhythm.

### CHORUS WORK.

Educational values of the highest order are offered in chorus singing; among the values which have been attained in the Training School are opportunity for higher forms of self-expression, organization and unity in the student body, and accumulation of musical repertoire. These aims have been attained at one and the same time by chorus singing with attention concentrated upon the meaning of the song. Many other valuable ends have been achieved also, such as æsthetic experience, recreation, outlet for motor energy, concentration, social coöperation and a true sense of moral values; but self-expression, unity and musical experience stand out foremost as the result of united effort of student body and leader.

In song singing the individual finds self-expression by acquiring the thought, making it his own and giving it out again. Chorus work demands that all individuals act with uniformity, subordinating selfish interests for the common ideals; this demands close mental unity which is the spirit of the chorus. Under this influence the thoughts and feelings of the chorus turn in the same direction, whereby power is developed in the group, free and more vivid expression is given to individual thought, an outflow of social good will is generated and spiritual uplift attained. Thus the highest forms of self-expression may be reached by the individual uniting himself with the group-thought, and using the singing voice as a sympathetic medium.

The Training School finds an every day opportunity to use this chorus work for the benefit of both school and individual. In the morning assemblies, the literary societies, the class activities and entertainments of all kinds the chorus singing is constantly serving its purpose.

The opera "Mikado" given by the Literary Societies in 1912 gave positive proof of the value of this work and the necessity of maintaining it at its best.

#### MUSIC FOR THE GRADES.

The real teacher training in music work is done in the work for the grades; here method is taught through subject matter and learning is made vital through doing. The work naturally divides itself into two forms—song work and the study of musical elements. The student teacher learns a large number of songs, suitable to the needs of children. The study of the elements of music is begun when she has acquired a sufficient musical experience through these songs to serve as a musical basis for this study. This is the order she must observe in teaching her own class when she becomes a teacher.

The success of song work depends so largely on the way the song is presented that the student teachers are trained by the following method:

1. Model lesson presented, student teachers responding as children.
2. Plan of lesson written up by student teachers.
3. Plan carried out by student teachers in practice classes.

By following this plan, day by day, the student teachers acquire correct habits of teaching, and gain the power which will enable them to work successfully when they become leaders in their several communities.

#### SINGING GAMES.

The Training School recognizes the importance of the playground activities in the life of the child, and provides training for its student teachers in singing games. Songs and games which deal with the daily life and occupations of the people, such as "Oats and Peas," "Ten Little Indians," "King of France," "Young Musician," "The Miller" and "Looby Loo" are learned by the student teacher for use on the playground. Songs like the following, "Shoemaker," "Shearers," "Blacksmith," "See-Saw," "Wind-mill," "Loaf of Bread," "Tea Kettle" are turned into games through dramatization. Work on simple folk games has also been done; the "Green Mill," "Ace of Diamonds" and "First of May" have been taught for use in communities which need to use their natural playgrounds for these activities.



## RHYTHM.

Music naturally goes with motion, and rhythm must be taught to children through the muscles. To compel children to sit still while strongly rhythmic music is being sung is to stultify their development. In the Training School emphasis is placed upon rhythm by singing with strong accent, by rhythmic movements of the body, by marching, by clapping of hands, and by rhythmic drills. When sufficient work has been done along this line, the recognition by ear of two and three part rhythms is added. Songs of a strongly rhythmic character such as boating, marching, swinging, see-sawing, drumming, churning, mowing, sailing, washing, grinding and lullabies are acted by the children to develop their latent rhythm.

Throughout the State of North Carolina there is an abundance of undeveloped talent, which every teacher should strive to discover and direct, by giving ample opportunity for self expression. Public School Music offers this opportunity, and the teacher who introduces it into a community, furnishes joy, freedom and power in all lines of endeavor.

## *Household Arts in Rural Schools*

MARTHA ARMSTRONG

WHEN the question of introducing household arts into the small rural school is under consideration these are the problems that confront the average teacher: How can she teach a subject that she has never studied? Where is the room in the schedule for a new subject when the periods are already too short for the work that must be crowded into them? Where can the students work and how can they get any materials to work with? What can she do with the boys? After all is the course worth the time and trouble that it will take to carry it through successfully?

In case the teacher has had no practical work in housekeeping, and no personal help is available, she should not undertake the work, for under such conditions the results will probably be far from satisfactory. If, however, she has been so fortunate as to grow up in a well-kept home where she has been allowed to take part in the housework; and if she has had a high-school course in chemistry and physics, with a reasonable amount of laboratory work, she may safely undertake an elementary course in household arts: provided she is willing to fit herself for the work by intelligent reading and by accepting the help so generously provided. The Farmers' Bulletins that the United States Department of Agriculture sends free upon request will give her the scientific information that she needs for an elementary course, and many helpful, practical suggestions besides. Then such magazines as *Good Housekeeping*, the *Woman's Home Companion*, the *Ladies' Home Journal*, the *Boston Cooking-School Magazine* and some farm journals gave reliable articles by accepted authorities on home-making subjects. In many cases the United States Department of Agriculture, or the State Department will send a woman demonstrator to give a short series of lectures on subjects selected by the community. Some rural supervisors are familiar enough with household arts subjects to be of help and students of domestic science from the State Normals are usually available as teachers or advisers to schools not too far distant from their work.

The question of time, space, and material has been solved in a few schools by allowing the children to bring from home such foods as peas, beans, and potatoes, which require little attention while cooking. The older students heat these foods in the morning before school, place them in a home-made fireless cooker, and serve them as a part

of their noon luncheon. The utensils used are borrowed from home by the children, donated by some sympathizer, or purchased with funds from a school entertainment. A practical lesson in house cleaning follows the luncheons and some idea of food values is given by informal discussions. Sewing is taught in these schools by appointing the older girls assistants and instructing them out of school hours, then allowing the other students, whose lessons and deportment have been satisfactory, to sew during some study period, each student furnishing her own material and making some garment for herself or her doll.

Schools with larger teaching forces give a school period to the work and convert the school room into a temporary laboratory by means of table tops made of planks and placed on the tops of the desks or on saw-horses. The blue flame oil stove, cupboard of utensils, and sewing machine, if the school is so fortunate as to have one, are kept in a space provided in the back of the room.

Much of the material used in the courses in cooking, can be grown in the school garden and stored by the children in their own homes when there is no room in the school building; then, too, many school-children raise crops of their own from which they will make donations to the class. In a very few schools children are required to supply materials for this course as they do for other school work, but this plan works well in few communities.

In some city elementary schools the boys are taught to cook and sew with the girls, while in other schools manual training is provided for them. As a man's sewing does not usually pass the stage of replacing missing buttons during his bachelor days and ready-made clothing is both cheap and satisfactory the sewing is not a vital point; but cooking cannot be so lightly dismissed. With the present scarcity of competent domestic servants the man on the farm may be the only available cook in sickness or other emergencies; but more important than this is the knowledge of food values that should be included in every course in cookery. The argument that women plan the meals, and therefore are responsible for the dietary habits of the family will not hold. The proverb, "You can lead a horse to water but you can not make him drink," applies here especially, for a well-balanced meal loses all value when it is not eaten intelligently, and no person can eat intelligently if he knows neither what kind of food he is eating nor why. With the development of preventive medicine the question of diet looms larger and larger, and the day is coming when children will be taught food values with their physiology as well as their cookery, and human beings will feed themselves

as intelligently as they do their stock. To do this they must have a knowledge of food materials, the effect of heat and moisture on these materials, and their use in the body. A course in camp cookery, given out of doors, will usually overcome all opposition on the part of the boys to doing girls' work, and the planning of supplies for a week's camp will give opportunity for the introduction of food values.

Will the results of the course pay for the time and effort that it costs? That depends to a large extent upon the tact and good judgment of the teacher. If not wisely directed the only apparent results may be a tired teacher, wasted materials, and a protesting community. On the other hand this work may be the means of bringing the school into such close touch with the community that it will become a vital power in shaping the lives and opinions of the people or in other words will become a truly efficient school.

This condition has been achieved in many consolidated schools where there were enough teachers to give time and strength for community work. Some of these schools have done for the women and children what the farm demonstration work has done for the men of the community. New foods have been introduced into the school garden with the idea of providing some variety in diet during the winter months. New methods of food preservation have been tried out. Labor-saving devices such as oil stoves, fireless cookers and washing machines have been bought, the people of the community coming to the school as guests of their children to test the results of their work; the outcome of it being that the time devoted to housework in many of these homes has been cut in half. Not only canning clubs and corn clubs have been organized to give boys and girls the financial independence that would keep them satisfied at home, but other vocations have been introduced: bee culture, poultry raising on scientific principles, truck farming for women and girls, and numerous others. In all these experiments the arithmetic classes of the school have kept records of the financial transactions, and committees from the school have investigated the possibilities of marketing by parcels post or through the new service offered by the express companies. In some communities the local milk supplies have been standardized, coöperative laundries and bakeries established, and, best of all, by means of working together, with a common interest, civic pride has been aroused and people have been helped to live a broader, more sympathetic life which is the real business of a school after all.

## *The Gary School System*

Report of an address delivered by Superintendent R. H. Latham.

**S**UPERINTENDENT R. H. LATHAM of Winston-Salem delivered an address before the students of the East Carolina Teachers Training School Saturday evening, July 11, 1914. His subject was, "All the Children and All the People." The address was a most interesting and instructive one. As one would suppose from the subject he dealt with an attempt to educate all of the children and to reduce to a minimum illiteracy among the adults.

There has been much said and written recently about a greater use of the public schools. Many educators realize that the work of the teacher is no longer with the children only, but that much of the teacher's energy must be given directly or indirectly to the parents and other adults of the community. If the parents of North Carolina could be made to realize their obligations to their children and the opportunities offered by the public school to the children of the State there would be but little need for an attendance officer. The children would be sent to school. Perhaps the best way to bring these facts squarely before the parents is to make the school the center of the social and the community activities for adults, adolescents and children. Make the school and the school grounds attractive. Have something worth while if you have anything, and be sure to have something to do at the schoolhouse frequently. When the people see they are really getting something for the time and money spent they will give more liberally to public education. The business man measures the worth of his investments in the returns he gets. The school should adopt this business principle. If we do not get results for the people who employ us we have no right to expect them to continue us upon their payrolls. This is as true in education as it is in manufacturing or farming. Of course the results of good work in the class room cannot be measured by the average citizen as accurately as the number of yards of cloth turned out in ten hours by the man who does the weaving nor can it be measured by the layman in the same way the corn is measured by the man who employs a given individual to cultivate a given tract of land. It can be measured, however, and measured with considerable accuracy.

These are some of the ideas advanced by Superintendent Latham, though they were in different terms. He took Gary, Indiana, as his theme and told what has been done there and what is now being done there.

April 18, 1906, three men stood at the head of Lake Michigan upon the sand and there decided to lay out and build a town. They ran the streets north and south and east and west, put down concrete walks, installed a sewer system, put in telephone, telegraph and electric light wires in conduit, all under ground. Over a million dollars was spent before any land was sold, then they offered city lots for sale. Today there are over 50,000 people living in Gary. A few of the leading business concerns of Gary are the U. S. Corporation, American Bridge Company, American Sheet and Tin Plate Company, Coke By-products Company, American Locomotive Works, American Car and Foundry Company, National Tube Company. Gary is today second only to Chicago as a railroad center. The monthly payroll for all concerns in Gary is one million dollars. Taxable property is twenty-five million. The Carnegie Library cost one hundred thousand. The Y. M. C. A. cost two hundred and fifty thousand dollars. East Park has ten acres and Jackson Park has twenty acres. There are ninety-five miles of improved streets. The streets are all broad and well-lighted.

#### THE SCHOOLS OF GARY.

William A. Wirt is superintendent of schools. He is an organizer. He is more of a business man than the usually accepted idea of a school man. He believes the schools are for the people and their children. He measures a teacher's efficiency not in how quiet the children are kept but in what the children have done in school. It is results he is after. He believes the schools should be kept open twelve months. So he has divided the calendar year into four terms of twelve weeks each. Any three of these four terms make a school year for child or teacher. He has built a system of education out of the actual needs of actual children and not out of the theoretical needs of a mentally conceived "average child." The Gary schools are for the children and people of Gary. This is a successful attempt to adjust the schools to the needs of the community.

Gary has only three school buildings which are regarded as permanent. In the new sections of the city until they have been able to see clearly what direction the population will move, they use portable schoolhouses. If they find that the schoolhouse has been badly located they simply move it to another more central place. This saves the city from erecting expensive school buildings and afterwards finding that it has been mistaken in the location.

That such a scheme is very desirable in a new and rapidly growing city is evidenced by the fact that up to last session there was not a

child of the more than four thousand enrolled in schools who was born in the city of Gary.

In place of a group of portable schoolhouses now located in that part of the city now known as Tolleston, they are preparing to build a magnificent \$350,000 building.

The main school buildings in Gary are the Emerson School, which contains kindergarten, grammar and high-school grades; the Froebel School, which contains a nursery, kindergarten, grammar and high school; and the Jefferson School, which contains kindergarten and grammar grades up to the high school.

Each of these buildings is situated in or near parks. The Emerson School occupies a city block, including parks and playgrounds, which are used for school purposes during school hours and are open to the public in general after school hours, on Saturdays and Sundays, and during summer vacation.

The city has recently acquired a plot of ground 600 x 200 feet just across the street from the Emerson School. For this it paid \$20,000 and is spending \$20,000 more to put it in shape. This will be used for baseball grounds, tennis courts, and general playground purposes.

The Froebel School occupies ten acres with surrounding gardens and playgrounds. A considerable portion of the ground is given up to children's school gardens, but there is still ample room for a running track, baseball diamond, tennis court, sand pits and a wading pool.

The Jefferson School was one of the first schools built in the city and is very much like our 8-room buildings with auditorium and basement. This school occupies about half a city block and is just across the street from Jackson Park, a beautiful development of twenty acres in the very heart of the city. This park serves for a playground for all the children of the Jefferson School.

The effect of the presence of these playgrounds and parks attached to the schools is wonderful on the attendance in the Gary schools. The school grounds are the most attractive spots in Gary. The children delight to go there because there they find those things that appeal strongly to the normal child of whatever race. All of the playgrounds are supervised by supervisors employed by the board of education. The child does not desire to play truant from school because there is no more attractive place for him to go than the neighborhood of the school. Instead of resorting to the moving picture show in the afternoon he remains on the school grounds and indulges in clean, healthful and helpful play, and he goes back at night, probably taking his parents with him. This is made possible

because the parks and playgrounds are lighted and supervised till 9 o'clock in the evening, when the children are expected to go home and to bed, so as to be ready and fit for the next day's school work, which, in Gary, begins at 8:15 in the morning.

The schools of Gary, in general, elect twice the number of teachers the school building has rooms. That is to say, an 8-room school will have available sixteen teachers, provided, of course, the school attendance demands this number.

Taking the Jefferson School as a sample of the schools in Gary which most nearly compares to our general style of school buildings, we find here eighteen teachers for a building of nine regular class rooms.

One-half of the children come at 8:15 a. m. and are dismissed at 3:15 p. m. The other half come at 9:15 and are dismissed at 4:15.

The first group has lunch or dinner from 11:15 to 12:15; the second group from 12:15 to 1:15. The children may go home to lunch or get it at the school building at a very small cost.

All of the permanent schools have dining rooms where teachers and children alike may get wholesome food which has been prepared by the domestic science department. These lunch counters render the domestic science department self-sustaining to the extent that the department costs the board of education only the salary of the teacher in charge. And in one school I found that the salary of the teacher was also paid by the revenue derived from the sale of lunches.

As stated one-half, or nine grades, report for school at 8:15 and continue the first period until 9:15 when they vacate the rooms they have been occupying and go to other parts of the building or playgrounds. Their places are taken by the children who have been gathering around the school building for the 9:15, or second period of the day.

The nine grades that were changed at the end of the first period go to various activities. Some go to the music teacher, who one morning may have them in the auditorium for chorus singing, or another day may have them out of doors for open-air singing. Some of these grades will go to the physical-training instructor, who will give his instruction either on the playground or in the gymnasium, which they have fitted up in the garret of the building. (Of course, the 9-room building we are talking about has, in addition to the regular nine class-rooms, an auditorium, garret and basement rooms.) Others of these first period children will go to the nature-study teacher, who takes them some days into the school gardens, some days to the parks, and sometimes to the conservatory which they have made in a



bay-window which the school building happened to have. Other children may be in the auditorium where they will perhaps one day entertain themselves with a program which has been prepared by the grade, or several grades, during the week before. Another day they will have geography or history lessons illustrated by stereopticon views. (All the schools are equipped with machinery for such work.) Another day the auditorium period will be in charge of a minister who will talk along ethical lines, or describe some distant place or foreign country which he has seen. The ministers of the city have worked out a program so that they have regular dates for visiting the schools, all denominations being represented.

On certain days of the week the children whose parents have given their permission in writing to the principal, go to neighboring churches, where they receive religious instruction by the pastor of the church to which the parents or children belong. This is regarded as a part of the school work, and solves beautifully a problem which has sorely vexed parents and school officials.

One day in the week, and oftener, if the weather does not permit outdoor activities, the children are taken to the public library, for instruction in the use of a library, and for help in the selection of the proper kind of reading. This solves in a large measure the dime-novel reading craze which overtakes children at a very critical period in life. The public library of the city has a room set apart for this kind of work, and the library feels that this feature of its work is the most important of all. Of course this means that the library must be abundantly supplied with good, wholesome juvenile books.

Those schools that are situated at a considerable distance from the public library building have branches of the library in some basement room, and the work is carried on just the same.

Other classes go to the sewing room, the cooking or the manual-training room, which are, as a rule, located in the basement of the building.

Without following the classes in detail any further I believe enough has been said to show the general plan of the Gary schools, which enables them to take care of twice as many children as we ordinarily do in the same sized building. They save nothing in the way of the number of teachers, but they get along with about one-half the number of school buildings. The plan, however, is not workable to any great extent unless the buildings are large, central plants with adequate equipment for special features of school work, and with surrounding playgrounds or parks which will enable the school to carry on out-door activities.

In this respect, the policy of the Gary schools is directly opposed to that in general operation throughout the South.

This is Gary's widely advertised school feature—the one thing that has given the Gary schools their reputation throughout the country. It is therefore evident that if we are to incorporate into our school system the strongest and best features of the Gary schools, we will have to change our present policy of a large number of small local schools in favor of large centrally located plants.

#### GENERAL PLAN.

A and B class groups constitute one complete school with its own corps of teachers and classes representing all grades. C and D groups constitute a second school with its corps of teachers and classes representing all grades. Patrons may choose either the A and B, or C and D school. The capacity of the school is double the combined capacity of the study and work facilities.

#### GENERAL PROGRAM 11.

<i>Hour Ending.</i>	<i>Study and Recitation.</i>	<i>Studio, Work Shop &amp; Lab'y.</i>	<i>Auditorium.</i>	<i>Application and Play.</i>
9:15	A	B		C & D
10:15	B	A	C	D
11:15	C	D	A	B
12:15	D	C		Lunch A & B
1:15	A	B		Lunch C & D
2:15	B	A	D	C
3:15	C	D	B	A
4:15	D	C		A & B

In one of the school buildings of Gary, located in the center of the homes of the working people of that city, a nursery is maintained. Mothers and fathers who must leave home early in the morning for the day's work, carry their two- and three-year-old children to the schools to be looked after until their return from work in the evening.

It often happens, as Superintendent Latham was told by one of the principals, that these same parents, whose babies were taken care of by the school while they were out during the day making a living, will be found in the night school pursuing a line of work which will make them more efficient workers, or making some article of furniture for their own homes.

The night that he visited the Emerson Night School classes he found, among others in the cabinet shop, two young men from the steel works making tool-chests for themselves, and also a lawyer and his wife who were making a porch swing for the home which they had recently bought.

The only cost to these workers who were willing to give of their spare time for self-improvement, is that of the material used. The school furnishes the tools and the teachers free.

In another part of the same building there were men and women receiving instruction in sheet-metal and machine work, pattern-making and cabinet work, forge and foundry work, printing, mechanical drawing and drafting, stenography and typewriting, sign painting and lettering, electricity, etc., besides regular class work for any who were desirous of making up deficiencies.

While all of this was going on inside the building, there were children of varying ages in the playground in the rear. Some were playing in the sand piles, some were swinging, others were on the trapeze, others playing handball, and still others playing tennis, all under the supervision of the physical training director. Of course, these outdoor activities were made possible by the lighting of the playgrounds at night.

In the basement of the building other children were playing basketball, taking a shower bath or having a good time in the swimming pool.

It is not difficult, in the light of what has been said, to see what a vital part the schools play in the life of the city.

## *Be An Exception*

We're a success if we express  
Something greater than's been done,  
The record shows only names of those  
Who have fame or laurels won.

To go head without being led  
Is where success begins,  
If you fear or doubt you're down and out,  
Self-assertion is what wins.

You'll not achieve if you can't conceive  
Of the great things yet undone;  
Stay on the track and don't go back  
To Egypt on the run.

The broad-minded man who has a plan  
And proceeds at once to do,  
Is sure to win, rely on him,  
He knows two ones are two.

The facts are such that to accomplish much  
Of great things to be done,  
We must estimate and coöperate  
And learn that All is One.

Then applaud the man who says he can,  
Don't object or ridicule,  
For the greatest men that have ever been  
Were exceptions to the rule.

—Selected.

# The Training School Quarterly

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## FACULTY COMMITTEE.

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MARIA D. GRAHAM.

SALLIE JOYNER DAVIS.

ALUMNÆ REPRESENTATIVE.....EDNA CAMM CAMPBELL.

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### To the Reader

We trust you will accept our good will and best wishes with this, the second issue of the TRAINING SCHOOL QUARTERLY. We hope you have enjoyed reading the first two issues of the QUARTERLY and that you will become a regular subscriber to the future issues. Rome was not built in a day: neither can a magazine of any kind expect to reach its zenith in a great many more than two numbers. The fact that you have seen some, or, perhaps many, glaring faults in the character of our growing child is not sufficient proof that we did not see them first. However, if you will suggest to us some of the changes which you think should be made, and if your suggestions should meet with our approval, we may please you by inhibiting certain original traits and substituting others while our infant is yet in the "plastic state." The QUARTERLY desires your hearty coöperation. With your aid much can be accomplished; without it little can be done. In return for such assistance the QUARTERLY expects to help you in every way possible. We are yours "to serve."

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### The Spirit Progress

In this issue of the QUARTERLY appears an address entitled "The Bondage of Precedent," delivered by Hon. Henry A. Page to the graduating class of 1913. To some, this address may appear to be an innovation, to others it may seem to be a radical expression of ideas already widely extant; but to all it must appeal as a masterful expression of the spirit of progress. Mr. Page states definitely that it is not his purpose to

make an attack on any one profession; he would eliminate the bondage of precedent wherever found; he would have freedom of thought and of action.

The spirit of progress is the spirit of doubt. The man or the woman who never doubts never makes any real contribution to society. So long as we sit by and passively accept the views of others we may be good followers but never leaders. Contrary to the generally accepted views of his time, Columbus believed that the earth was round; as a result of his skepticism a new world was discovered. Martin Luther revolted against the system of education in vogue in Germany during the early part of the sixteenth century; he believed in education for the masses rather than for the classes; he believed that the State should educate her boys and girls in the vernacular rather than in some foreign language; he said: "The welfare of the State depends upon the education of the individual citizen"; as a result of this breaking away from precedent we have the modern system of elementary schools.

Thus it is wherever progress is made; there must be a breaking away from the old and a reaching out for the new. It is not an easy task to break away from the customs, the usages, the traditions of our ancestors, and sometimes of our former teachers, and branch out into new realms of thought; but the road of tradition is likewise often the road to perdition and the sooner we depart from it the better it is for us.

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**Summer Work** The summer term of the Training School is an integral part of the year's work just as any other of the three terms, fall, winter or spring. Any person who registers in a regular class, attends three summer terms in close succession and completes satisfactorily the work offered is awarded one of the school's certificates. These certificates are the same as those given to the students who complete one of the One-Year Courses offered in the Training School catalogue.

While this system of credits did not go into effect until the summer of 1913 there are a few exceptions, and a few students were awarded certificates at the close of the summer term.

Because the summer term is as important as any other, it is the policy of the school to keep up the same spirit of work and to enforce the same regulations that it does during the regular school year. For this reason a large nucleus of the regular faculty remains to do

summer work and this number is reinforced by strong material from the outside. The school this year has had its usual good fortune in its new members of the summer faculty.

Miss Sarah A. Dynes of the State Normal School, Trenton, New Jersey, had charge of the work in history. She is a graduate of the State Normal School, Oshkosh, Wisconsin, and Cornell University, and has done graduate work in the universities of Wisconsin and Chicago. She has taught in all types and grades of schools and all nationalities and has for many years been at the head of the Department of History in the Trenton Normal.

Miss Alice V. Wilson of Greensboro, assisted in the Science Department, giving special work in Hygiene and Sanitation. Miss Wilson received her training at the State Normal College, Greensboro, and is a graduate of the Institute of Technology, Massachusetts. Winthrop College, the State Normal of South Carolina, is to be congratulated in having secured Miss Wilson as a member of the regular faculty for the coming year.

Miss Elizabeth White, a successful teacher of Mathematics in the Eastern High School, Baltimore, Maryland, assisted in the departments of Mathematics and English during the summer term. Miss White was in the Baltimore schools while President Wright was connected with them.

Miss Martha Armstrong of Alabama, had charge of the department of Domestic Science during the summer. Miss Armstrong is to be a member of the regular faculty for next year. She comes well equipped for her work, having recently had two years' work at Teachers College, Columbia University.

School Management was conducted by Mr. L. L. Matthews, the superintendent of schools of Sampson County. Mr. Matthews brought into his work the practical experience of years with rural schools. He is one of the most progressive superintendents in the State, being one of the seven to engage a supervisor of primary education in his county and the first in the State to organize a coöperative community.

## *Summer Term Notes*

The Summer Term opened June 16. There were more students present this year at the opening than at the beginning of any previous summer term of the Training School. It was also a noticeable fact that a greater number of students registered for the entire term than heretofore; in fact, only those who desired to spend the full eight weeks in school were given rooms in the dormitories and even then there were one hundred and forty-nine applicants who were unable to secure rooms because of the overcrowded conditions.

President Wright was careful to arrange some kind of entertainment for the students each week of the term. Sometimes these entertainments were in the form of socials or get-together meetings, but more often they took the nature of public addresses by prominent men. Usually, these addresses were given on Saturday or Monday evening but occasionally a lecture was given during and immediately after the regular chapel period.

On Saturday evening, June 20, a get-acquainted social was given by the Faculty to the students. Since the addition of a new wing to the Administration Building the corridors of this building form an excellent place for such entertainments. Here, members of the student body and of the Faculty met and mingled with one another, various games were played and refreshments were served. The democratizing effect of this and similar entertainments could be felt during the entire term.

A class, from the Odd Fellows Orphanage at Goldsboro, gave a concert in the auditorium of the Training School Tuesday evening, June 23. A large number of students attended and enjoyed this entertainment.

From eight till ten o'clock Saturday evening, June 27, the students held an informal dance in the social room. This was the first of a number of dances given during the Summer Term.

The school was delighted to have a talk from Governor Jarvis, in chapel, Tuesday, June 30. Governor Jarvis compared Colonel Roosevelt's recent discovery of a river in South America to the life of the average student. The river, he said, had existed for ages but because it was undiscovered it was useless to man; just so the student has within him latent powers which are useless until discovered but which he alone can discover.

July 2 was celebrated as Founders Day at the Training School. July 2, 1908, ground was first broken for the school. October 5,





A GROUP OF SUMMER TERM STUDENTS.



1909, the school opened its doors for students. Since that date 2,753 students have been enrolled, and 1,254 have been refused admission because there was not sufficient room in the dormitories. The annual address on Founders Day was delivered this year by Pres. Robert H. Wright. President Wright chose as his subject, "From Darkness Into Light." In a most interesting and logical manner he showed how man had evolved from the lowest forms of superstition to his present state. Thus far, man has obeyed the Divine injunction, to "replenish the earth and subdue it," only in part; he has replenished the earth but he has not subdued it. Man has not yet fully realized that everything connected with this world is to be made to serve a useful purpose. Even those things which once were looked upon as terrors have now been subdued and turned to service for human welfare. Lightning, which, in an age of mystery was looked upon with fear, was harnessed by Franklin and made useful to the world. Chemistry in the middle ages was considered the Black Art; today, it is looked upon as one of the most useful arts. Thus those things which were once viewed with superstition and awe are now among the most prominent factors in modern civilization. We are making rapid strides toward the light but ignorance and superstition are still our greatest curses. It is left for us, as teachers, to dispel this darkness—this superstition. We can do this best by giving the truth to our pupils so that the next generation will pass from the darkness of superstition into the light of truth.

On Monday evening, July 6, Dr. Charles O'H. Laughinghouse, the school physician, gave an instructive lecture on the subject: "Hookworm Disease—Its Ravages, Prevention and Cure." Dr. Laughinghouse told how the hookworm is sapping the strength of thousands of people, particularly those living in southern countries; it is estimated that the average man, who has hookworm, has his earning capacity reduced not less than 20%, and this reduction in earning capacity has reached as high as 65%. Children, who have been infected, do not grow as rapidly nor do they learn as readily as those not infected; they are lacking in that physical and mental vigor which all children are entitled to and which they should have. And yet this disease can be easily prevented or cured. The disease exists in most cases on account of ignorance or neglect; it can be prevented in practically all cases by the adoption of hygienic measures, and if once contracted can be cured by a very simple remedy and in a short time. Those suspected of having the disease should be examined by a physician and if found to have it should take the treatment at once.

Saturday evening, July 11, Supt. R. H. Latham of Winston-Salem, gave an interesting address on the school system of Gary, Indiana. An account of this address occurs elsewhere in this number of the QUARTERLY.

The State and county examinations were given at the Training School July 9, 10 and 29, 30. A large number of summer term students took these examinations.

This year, for the first time, a special course was offered to those of the school's alumnae who returned for summer work. The work in Child Study was conducted by President Wright; the English was given by Mr. Meadows; the Science was given by Mr. Austin, and the History was given by Miss Dynes. Since such a large number of graduates returned for this work, President Wright has announced his intention of repeating the course each year.

On Monday evening, July 20, Dr. L. B. McBrayer, of the State Board of Health, delivered an address on Tuberculosis. Dr. McBrayer said that the State is spending more for the elimination of diseases among cattle, hogs, and horses than it is spending to rid itself of Tuberculosis. The things which were made for man's use are cared for and yet man himself is unprotected from the ravages of the worst diseases. The State has a compulsory education law and yet she should not have the right to compel students to expose themselves to deadly diseases. The teachers should join with the physicians in stamping out Tuberculosis; they can do this by establishing the right health conditions in the communities where they teach and by influencing the legislators to make greater appropriations for the improvement of the health of our State.

Wednesday, July 22, Mr. L. C. Brogden gave an interesting talk to the students on the subject: "The Teacher and the Community." Mr. Brogden impressed upon the students the importance of community coöperation. Teachers should not isolate themselves from the members of the community but should exercise every possible means for advancing the interests of the community in which they teach.

## *Alumnæ News*

The Alumnæ Association draws its one hundred and three members from four classes, thirty-eight girls having been added to the ranks this year. During Commencement week all the Alumnæ enjoyed the hospitality of the school, the new wing to the East Dormitory being reserved as "Alumnæ Hall." This allowed the "Old Girls" the very pleasant opportunity of having many informal gatherings where all kinds of experiences were related.

The business meeting of the Association was held on Monday afternoon, June 8. The meeting was called to order by the president, Miss Nell Pender, who extended the welcome of the association to the new members. The roll was called and sixty-six girls responded "present." The per cents of the classes that returned were as follows: Class of '11, 53 per cent; class of '12, 56 per cent; class of '13, 63 per cent.

Officers for the ensuing year were elected as follows: Miss Edna C. Campbell, President; Miss Sarah Waller, Class of '12, First Vice President; Miss Hattie Weeks, Class of '13, Second Vice President; Miss Mary Newby White, Class of '13, Secretary-Treasurer.

Members of the Executive Committee were appointed as follows: Miss Hattie Weeks, Chairman, for two years, to fill Miss Edna Campbell's unexpired term, 1914-1916; Miss Emily Gayle, new member for three years, 1914-1917; Miss Margaret Blow continues in office for another year.

After all reports were approved, the question of what the Association intended to stand for arose. At once it became clear that meeting for fun was very enjoyable but that the Association wanted also to do something to aid the school. Discussions as to what could be done, then were in order. It was finally decided that a building to be known as the Alumnæ Building should be erected and plans were adopted at once, to start a fund for this purpose. These are explained in detail elsewhere in this issue.

At the Alumnæ Luncheon, June 8, at two o'clock, covers were laid for one hundred and twenty-five. The dining-room was tastefully decorated in sweet peas and ferns, music being furnished by the Rocky Mount Orchestra.

Miss Pattie S. Dowell, Class of '11, presided as toastmistress; Miss Nell Pender, as president, welcomed the "Baby Sister," response being given by Miss Corinne Bright. Impromptu toasts were very much enjoyed from Miss Norah Mason, Class of '12; Miss

Alice Medlin, Class of '13; Governor T. J. Jarvis; President Robert H. Wright; Mr. J. O. Carr (Wilmington); Mr. J. R. Bannerman (Burgaw); and Mrs. K. R. Beckwith.

Much of the enjoyment of the occasion was due to Miss Estelle Greene, Class of '12, chairman of the Luncheon Committee.

### *Foreword*

During more than a quarter of a century "The Mikado" has maintained its place as the standard light opera of the English speaking world. Gilbert and Sullivan who collaborated in many popular productions achieved their greatest success in "The Mikado."

The sparkling melodies and the inimitable humour diffuse the spirit of youth which delights audiences of all time.

In each issue of the QUARTERLY pictures of the 1912 Mikado performances at the Training School will appear. On the opposite page is shown the Finale of Act I—Katisha's denunciation of her rival, Yum-Yum.

### *Movement on Foot for Erection of Gymnasium*

Psychologists all agree as to the great educational value of play and its aid in the development of the body. Today the inter-relationship of the mind and body is so well recognized that those people who are to have the management and training of others are required to be physically perfect, as well as to have mental ability. Many of our best schools require teachers to certify as to their perfect physical condition and do not allow persons with bodily defects to be employed. Then, of necessity, a teacher must know how to keep herself in condition and to aid others to do the same. To understand plays and games and their uses is one of the first steps to this end.

Play, aside from its physical benefits, is a means of education. Play is well described as a subtle, shaping influence of character and if rightly directed leads not to distaste for work, but a joyousness in work, which is well known as a sign of genius. If this is so, then play must be presented to normal students from the practical as well as the theoretical side, with several distinct points in view; personal enjoyment; physical benefit; understanding of why and how it is given practical application. To accomplish these ends a gymnasium and an instructor are necessities, the need of which the students of the Training School have greatly felt.

The Alumnæ realizing this and also realizing that the school will not for some years be able to erect a building for this purpose from State appropriations, have undertaken to raise a fund to be used in the erection of a gymnasium to be known as the Alumnæ Building.



ACT I. MIKADO FINALE.

"My wrongs with vengeance will be crowned!"—*Katisha*.





To start this fund the Alumnæ Association decided to give a play during the commencement week of 1915. Owing to the appreciation and interest manifested by the public in the presentation of "The Mikado" in 1912, the association decided to present this opera again under the following conditions: All of the principal characters to be members of the Alumnæ Association and to be chosen, whenever possible from the original cast; all choruses to come from the 1914-1915 student body; Miss May R. B. Muffy, the coach of the 1912 production, to be in charge of the performance.

Rehearsals of the choruses will be held from time to time during the year. Full rehearsals will be held, all members of the cast present, at least ten days previous to the public production.

It is hoped that with the interest and coöperation of the public, this plan will be the means of enabling the Alumnæ Association to adopt the slogan of the Training School which is "Watch Us Grow" and change it to "Watch Us Build Our Gym."

## Commencement 1914

The fifth annual commencement of the Training School began with the Class Day exercises at six o'clock on Saturday afternoon, June 6.

A temporary platform erected on the west slope of the hill, as one approaches the campus, made the spot an ideal one for out-of-door exercises. The long line of students dressed in white, wearing their class colors and carrying their class banners was an impressive sight, as it wound its way from the Administration Building to Fifth Street and up the slope of the hill to the spot where the audience was assembled. The senior class carrying a double chain of sweet peas, their class flower, marched in the rear.

The exercises were unique, as Class Day exercises, since the Class of 1914 had invited each lower class to take some part in the presentation of the program. Entering into the spirit of the occasion the classes in turn used up some of the ammunition generally employed by seniors on such occasions. The class, however, was not at a loss and after the lower classes had completed their part of the program they in turn took charge. Through their president, Miss Bessie Doub, they presented to the school for the Loan Fund a check for \$200 and several pieces of scenery for use in future dramatics. In accepting the gifts for the school President Wright commended in particular the spirit of the class and their efforts at coöperative community work in school life. Continuing the program, they presented in song and dance a review of their school life from freshman to senior year and closed with selections from their senior play.

Saturday evening was taken up with meetings of the two literary societies, each of which had a specially prepared program for the alumnae members present.

The annual sermon to the graduating class on Sunday morning by Rev. Hugh Maclachlan of Richmond, has been given elsewhere. In the evening Rev. John C. Wooten delivered the annual sermon to the Young Women's Christian Association.

Monday was taken up with the meeting of the board of trustees, the alumnae luncheon at two o'clock, followed by the alumnae meeting and the annual recital at eight-thirty given by the pupils of the Music Department.

Tuesday was graduation day, and never in the history of the Institution have its exercises been so largely attended. With every year the friends of the Training School have grown in numbers. The school was fortunate in having as its speaker on this occasion a true

North Carolinian, and a loyal son of Pitt, Col. J. Bryan Grimes, Secretary of State. The address of Colonel Grimes was one which every citizen of North Carolina and particularly every citizen teacher could take to heart. In a review of the history of the State from early colonial days through wars, reconstruction and peace he showed that its history is one of which its citizens have just reason to be proud, although they have been slow to realize the facts, and their historians negligent in recording them. Its future is full of promise, but its need of educated service great.

Not only the thirty-seven prospective teachers who received their diplomas at the close of Colonel Grimes' address, but all of the great audience present went away feeling that every boy and girl in North Carolina should be taught the facts of its history and imbued with the spirit of State pride which the speaker had shown to be the just heritage of every true North Carolinian.

A feature of the concluding exercises of commencement which demonstrated how the community is making itself felt in the Training School as well as the Training School in the community, was the presentation by Mrs. R. L. Carr of Greenville, on behalf of the Federated Clubs of the town, of a check of \$125 to be duplicated each year as a part of the Student Loan Fund.



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