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The Training School

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BASKET BALL

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Libraries and How to Use Them

DR. LOUIS R. WILSON.

THE part which the library plays in modern education is a matter with which every North Carolina teacher today is more or less vitally concerned. Formerly, when instruction was based solely on textbooks, this was not true; but today when lecture, and picture, and book play an important part in the education of every child, it is necessary for the teacher to understand the real value of the modern library and be able to make it serve the enlarged needs of pupil and community alike. To understand this, and to multiply the usefulness of the open book to the pupil, every teacher in the rural schools of North Carolina should be familiar with the following facts relating to the library resources of the State.

I. RURAL SCHOOL OR \$30 LIBRARIES.

By provision of the general school law of North Carolina, any rural public school, upon raising \$10 in money, can secure \$10 from the county board of education and a further \$10 from the office of the State Superintendent of Public Instruction with which it may purchase what is popularly known as a \$30 library. After the \$20 has been raised by the school and county, it is forwarded by the county superintendent to the State Superintendent's office and a library and special book case, with necessary records and instructions, are sent to the school. These libraries contain about 85 volumes and at present there are between 3,000 and 4,000 of them in North Carolina. If it is desirable to add to these collections, provision is made in the law whereby additional \$15 libraries, the money for which is secured in a similar way, may be secured at intervals of every two years.

II. TRAVELING LIBRARIES.

In recent years, the traveling library has become a popular means by which books are widely circulated. Usually these libraries are made up of from 30 to 50 volumes. Of these, one-third are fiction, one-third non-fiction, including travel, description, literature, history, etc., and one-third are juvenile. These collections are shipped in a strong combination box-bookcase to a library association in a rural community for a period of three months, are put in the care of a person chosen by the association or school as librarian, are freely loaned to all the members

of the community, and at the end of the three months, are returned in good condition to the office from which they are sent out. This office in North Carolina is the office of the North Carolina Library Commission in Raleigh. The only cost involved is that of paying the freight each way. At present the commission has fifty cases in circulation and is rapidly increasing the number. Cases are loaned in the order of application.

III. DEBATE AND SPECIAL LIBRARIES.

In order to furnish teachers professional helps and to assist literary society members in the preparation of essays and debates, the Library of the University and the Library Commission each operates a system of package libraries. The University Library sends books on teaching from its shelves for the use of teachers. Both it and the Commission furnish packages consisting of books and pamphlets, for use in debate and essay writing. Material thus loaned may be kept for two or three weeks and then returned, the postal charges each way being borne by the borrower.

GETTING RESULTS.

After a school library has been purchased or a traveling or package library has been borrowed, the important question of its use arises. And this is really extremely important. First of all, every teacher who desires to get the best results from such a library should write to the office of the State Superintendent for a copy of the special bulletin entitled *The School Library and How to Use It*. In this bulletin complete information is given how to use the \$30 libraries and how to teach others to use them. In addition to this, the teacher should make a careful study of the special features of every book in the collection, and in that way multiply many fold its usefulness to the community. Similarly, the teacher, through such study, can greatly increase the usefulness of the package and traveling libraries by making their contents more available to the pupils and members of the school community.

Health Supervision in North Carolina

LUELLA LANCASTER.

TN my schoolroom, the children have had great sport dramatizing the story "Why the Robin's Breast is Red." The story in brief is: Long ago the earth was very cold and the people in the north considered fire so precious that one man and his son were designated to keep the great fire blazing. The great white bear, the terror of the north, was an enemy to the people, and was always seeking a chance to put out the fire. One night the old man, who was feeble, left his son to care for the fire. The son grew sleepy and fell asleep letting the fire burn very low. Then the white bear came and slapped the fire with his great paws until he thought he had every spark extinguished. Whereupon, he went away, chuckling to himself—glad of his deed. But then a little robin, who had been watching, came and found a tiny spark. She fanned this until a flame sprang up and caught her own body afire. Away she flew, and everywhere she alighted, throughout the whole north land, a blazing fire sprang up until the entire land was lighted up and the bear could do nothing but creep back to his den uttering dreadful growls.

This story illustrates the way that the interest in health supervision is sweeping over North Carolina. The fire, upon which the people were so dependent, is the fire of public sentiment against the terror of the people, disease. As in the story, we had left only a *few* to keep alive the sparks of interest and enthusiasm against the enemy. These few grew careless and let the fire die down to only a spark, then the enemy, Disease, stalked out, ran rampant, and all were asleep to the terrible work that it was about to do. Although people were oblivious to the ruin that was pending, it was coming just so surely as the fire was dying out. Then came the agent to set things right. In our case, it has been agents, for we cannot give to one person the credit of throwing far and wide the sparks of interest and thus lighting up other parts of the state. Indeed this lighting process is in no wise completed; it is a vital living thing of today—the light of one place is being carried forward to another part of the state, sometimes even to the most isolated, dark districts. May the fires of enthusiasm and sentiment blaze so high, and be so widespread that Disease will never dare again to slap them out.

Here it may be said that the purpose of this article is to give something of what has been done and to show the need and importance of doing even more to improve health conditions. The article can in no sense of the word be considered conclusive information, because each day the work in improving health conditions is being advanced to such an extent that it is impossible to give the latest facts.

The greater part of the health supervision in the state is accomplished through the health officer, who, by residing in the midst of his work, can see conditions and work to improve them. The larger towns and cities have individual health officers, but most of our officers have a larger sphere of work.

Health supervision or health work is acknowledged by all health officers to mean not only the cure of acute diseases, but the work of educating and enlightening the people in regard to living the clean life, as a way to *prevent* diseases. Health work that is really effective must show a reduction of death rates; that is, the death rates must decline from year to year. A health officer should be, and can be made to be, responsible to the people because by means of a uniform standard of monthly reports, furnished by the State Board of Health, the people of each county can see their own work compared with that of other counties, since these reports can be, and should be, published in tabulated form in the county newspapers.

There is as yet no National Department of Health, but it will eventually be created when the need for it is felt strongly enough. It has already been generally recognized that there must be a whole time man of ability in the State Department but it has not yet been agreed to by all that a whole time man is essential to the county. Yet he is even more essential than the state officer for this reason: Except with certain towns the county now affords the smallest unit, and, for the best results at present, this is the place to station the officer. What could Superintendent Joyner do toward educating the children of North Carolina were there no teachers to do the actual teaching? The advancement of health work is fundamentally educational. What can the State Board accomplish without officers to touch the lives of the people, to educate them physically, and to brighten their outlook on life by showing them how to lead sound, clean, healthy lives?

The average North Carolina county has a population of 30,000 or more and taxable property to the value of \$10,000,000 or more. These counties, if we look at them from the standpoint of human life rather than from a materialistic standpoint, are not just so many square miles of fields and woods, but square miles filled with 30,000 human lives. The health conditions in the average North Carolina county each year can be seen in the following statistics:

540 deaths, 200 from preventable diseases:

78 due to Consumption.

15 due to Typhoid fever.

15 due to Contagious diseases.

8 due to chills and fever.

45 (Children under 2 years of age) due to Summer Complaint.

There are 1,100 people sick in bed every day in the year; 225 cases of consumption, many of them ignorant of ways to prevent others from

taking it; there are every year 120 cases of typhoid fever; 145 cases of contagious diseases; and, in the eastern counties, from 500 to 1,000 cases of chills and fever.

Now it can be shown that a large part of this disease is preventable, if it could not, why the establishment of health departments by all civilized governments?

A few counties, when compared with our total number, have realized the economic value of health supervisors, and are now employing whole time officers. Among these are: New Hanover, Robeson, Durham, Guilford, Johnston, Forsyth, Nash, Sampson, Columbus, Buncombe, and recently, Pitt. Can your county afford a health officer for his entire time? You say not. When we talk of the cost of a thing we usually keep in mind the thing purchased, in this instance the value of human life. Experts in the study of values have investigated the animal value of human beings. Even an immigrant, a man who knows nothing of patriotism and cannot speak our language, is valued by our government at \$875. World-recognized experts, men of the type of Irving Fisher, Professor of Political Economy at Yale University, have figured out the financial value of the average American citizen as follows:

<i>Age.</i>	<i>Worth of person in dollars.</i>
0	90
5	950
10	2,000
20	4,000
30	4,100
50	2,900
80	700

They find that the lowest value of the average American, at the most conservative estimate, is \$1,700.

Those 200 preventable deaths in your county cost every year, \$340,000. Consumption alone costs your county \$125,000 in human values each year.

Suppose your health officer reduces the death rate just one in every 1,000 (he will surely do more however), this means the saving of thirty human lives which, at \$1,700 apiece, have a financial value of \$51,000. This does not include the enormous combined fee of druggists, doctors and undertakers. Can your county invest in anything that will bring a bigger return to the county than this investment of \$2,500?

There are 16,000 preventable or postponable deaths in North Carolina every year! One every half hour day and night! Six thousand deaths from tuberculosis alone! And babies—3,000 of them die every summer! A third or more of them killed by fly-carried diseases.

Our county commissioners are now paying annually from \$100 to \$1,200 for a part time physician to attend the sick inmates of the county jail, home, and convict camp; act as coroner; establish quar-

antine and fumigate homes in case of development of epidemics. This office carries on no educational work in the way of distributing printed tracts, holding meetings, lecturing, making exhibits and demonstrations, etc. They have aimed their efforts at the *results* of ignorance but have not tried to relieve the faulty system.

Here are some ways in which a county officer's supervision will tell:

1. His work in connection with the schools. The children of our State have been woefully, shamefully, even criminally neglected. Extensive investigations have shown that more than 50 per cent of them have defective teeth; 25 per cent hookworm disease; 20 per cent defective eyes; 10 per cent adenoids; 20 per cent enlarged tonsils; 5 per cent defective ears; 2 per cent feeble mindedness; 5 per cent bad nutrition, with a total of more than 50 per cent needing some kind of medical attention. Yet when a child comes to school he is assigned the same task, sick or well. Do you see the result? He cannot compete successfully with the absolutely normal child, he fails and by a law in psychology he loses his grip on life, saying "No use to try, I can't." He then grows worthless and swells the ranks of the unemployed and unemployable. The *first* money spent in educating a child should be to get him in a fit condition to be educated. "Where a state for its own protection compels a child to go to school, it pledges itself not to injure itself by injuring the child." Many defects in children, even though they do not develop and force out of school their possessors, are responsible for many nervous diseases later in life; while other defects cause permanent and life-long suffering.

2. Establishment of public dispensaries which is an effective way of reaching the people who need help. In this work certain days are set aside when the officer can be found at certain places in the county, where any citizen can come and be inoculated free of charge against smallpox, or typhoid fever; examined for hookworm disease; and where anyone could receive a cursory examination for beginning tuberculosis, Bright's disease, degenerative disease of the heart and arteries, and cancer, etc.

3. Reporting and following up cases of typhoid and tuberculosis. This would consist of instruction in precautionary measures to prevent the spread of the disease to other members of the family.

4. Quarantine. A healthy sentiment in favor of efficient rules and regulations governing quarantine could be developed through his contact with the people.

5. Looking after the county dependents. This is not health work in the truest sense of the word since no preventive measures are taken—the work here is wholly on the curative basis, yet it constitutes 90 per cent of what more than eighty-eight counties in this state consider "Health Supervision."

The county health officer must be a strong talented physician of exceptional training. The success or failure of any undertaking is

largely determined by the person to whom it is intrusted. If he understands the problems before him, if he has liberal academic and professional training, possesses energy, perseverance, tact, wisdom, patience, discretion, enthusiasm and power to make it contagious, he will not fail. We must have him regardless of price and regardless of state and county boundaries.

Public health is purchasable. Has your community bought all the health it needs?

Dr. Eliot, president emeritus of Harvard, says: "The highest functions of government relate to the preservation of health, the elaboration of education, measures of preventive medicine, and the defense of the country against venereal diseases and other evils."

I give examples of the actual work done in several counties of the State by officers employed to give their whole time:

1. Johnston County. In four months time, 239 children found to be partially blind in one or both eyes, 28 pupils either deaf in one or both ears; 309 mouth breathers; 704 with sore or enlarged tonsils; 598 with defective teeth; 1,124 with hookworm disease found by use of microscope. All these defects found in the schools of that county are serious hindrances but, having been found, they can be remedied so easily if teacher, parent and health officer pull together in this great work.

2. During the first eight days of the first month that Dr. Sevier in Buncombe County worked, he visited nine rural schools and lectured on "Hygiene and Sanitation," and examined 279 pupils of the total enrollment, 539. Of the 279 examined he found 112, more than 48 per cent, defective; in other words, in need of medical attention. Causes of defects were: 44, astigmatism; 11, defective hearing; 38, badly defective teeth; 36, enlarged tonsils; 31, adenoids; 2, skin defects; 3, enlarged glands which aroused suspicion of consumption; 6, contagious diseases.

3. In Sampson, Dr. Cooper worked as follows in one month: Eleven lectures with an aggregate audience of 1,578. During the month he examined 721 rural children; 376 of these seriously defective, in teeth, vision, or hearing, or because of adenoids or diseased tonsils. He found several incipient cases of tuberculosis. From his report, it is seen that 50 were treated and cured of their defects. To accomplish this work, he travelled 505 miles in his county that month.

This is just a little of what is being done by men who are showing the altruistic spirit and going into this work for the safe of humanity, and not from a material standpoint.

Emerson said: "Give me health and a day and I will make the pomp of emperors ridiculous." North Carolina can say, "Give us health and a day and we can make the work of our past ridiculous." We can be leaders instead of stragglers in the onward march of progress, when once our borders are cleared and we are ready for the race.

Systematic County Health Work

Some Results Obtained the First Seventeen Months in Sampson County

G. M. COOPER, M.D., *County Health Officer.*

TN writing this article I want it clearly understood in the beginning, that it is far from my purpose to utter a single word in a spirit of boastfulness. I want to present a few facts briefly told, of our work here, in the sincere hope that it may help to stimulate better endeavors for the advancement of the public health in other communities.

We have not done much, it is true, one reason being that there is so much to be done that it takes a vast amount of work to make any impression.

The people of Sampson County, as of all North Carolina, are hard to arouse. They are long-suffering; but once awakened they are veritable giants.

History has accorded to Pickett, the Virginian, all the honor and glory for that famous charge at Gettysburg, made possible through the courage of North Carolina troops, privates in the ranks, made up of a large sprinkling of Sampson County men, one of whom now living near the Salemburg community went "far" at that celebrated battle. A few of them came back after Sherman's work of destruction in this section was complete, most of them fell on the various battlefields, their widows and helpless orphans all over Sampson County in the direct line of that march, left to fare worse than the Belgians have suffered. Yet they never uttered one single cry for help from the outside. They suffered in silence. It has, so to speak, taken fifty years for us to catch our breath. Progress must of necessity be slow. But the time to move has come, and go forward we must, or suffer the consequences.

The above remarks were inspired by reading the following paragraph by Gage in the *Rhode Island Health Bulletin*:

"A PROGRESSIVE TOWNSHIP."

"Dr. Stiles of the U. S. Public Health Service, calls special attention to the fact that in Cape Fear Township, North Carolina, *every home and every school* is provided with a privy.

"It is difficult for us who live in New England, where sanitation is so far advanced that the privy is regarded by the majority of the people as a relic of past decency, to appreciate the significance of this statement, or to realize the fact that in certain parts of this great United States a large proportion of the people are not provided with even the simplest of sanitary facilities."

There! When you realize that eighty per cent of the people of North Carolina and practically all of Sampson County comes under the above classification of "certain parts" it is easier to comprehend the

enormity of our task. But accomplish it we will because we must, for the future economic and educational development of the State depend to a great extent upon the success of such work.

Severe as Gage's observation seems, it is, nevertheless, true. From a survey of over sixty white schools of the county made in seventeen months, I found that sixty per cent had no sanitary conveniences for either sex. Forty two out of forty-nine schools had no arrangements whatever for boys! What good will it do for the state and private individuals to spend money eradicating hookworm disease when the schools even, do not set an example in the simplest and most elementary matters of sanitary necessity.

I venture the assertion that conditions are just as bad, if no worse, in fifty other North Carolina counties I could mention. The only cause we have for satisfaction is that we are making mighty efforts to remedy this state of affairs.

Since this survey was made one township has installed sanitary facilities of the most approved type for rural schools in this section, at *every white school*. Other townships will, I think, rapidly fall in line. The negroes have equipped one school several miles out in the country.

Through the efforts of many agencies combined about 500 rural homes have installed some type of approved sanitary conveniences, and almost every day the health department is being called on for plans, etc.

The heaven is at work. We are studiously avoiding even the appearance of sensational methods. We believe that the best and most lasting results are to be obtained by a gradual lining up of all the forces in the county which are making for the permanent up-building of our county's resources.

We realized in the beginning that all results attained in public health work to be of permanent value, must be dependent on the success of our efforts in the schools. Therefore, all along, with the generous assistance of Superintendent of Schools, L. L. Matthews and Rural Supervisor of Schools, Miss Lula M. Cassidy, we have bent every energy toward getting something done through school work. And as the purpose of this paper is to discuss accomplished facts, I can do no better than quote the following from a paper by Miss Cassidy dealing with this phase of school work:

"One of the fine results of county health work in our county for the last fifteen months is the decided increase in the average attendance of the pupils of our schools. In the ten schools with which I have been attempting some special work, I have noted with interest, not only the increased attendance, but the greatly increased efficiency of the pupils who were examined and treated last year. I am persuaded that the very first step toward a better rural school system and community building is this health work which has already brought about such significant results.

"Another result of this work which is very gratifying to us, is the general awakening to the need of better sanitary conditions in the homes. This is evident from the fact that there are probably more than three times as many screened rural homes in the county as there were two years ago, that a number of homes have installed water works, and that the number of sanitary closets has been greatly increased. Much of this has been achieved through Dr. Cooper's work with the rural women's clubs.

"Still another phase of the work which is significant of what may be done is the stamping out of typhoid and malaria in whole districts, where, two years ago, epidemics of fever prevailed. This has been accomplished through the organization of the forces of these communities into clean-up campaigns, inducing village authorities to install proper drainage systems, and condemning the contaminated water supply of the homes."

As additional evidence, if any were needed, as to the importance and actual necessity of medical inspection of schools and school children I wish to offer extracts from two letters received during the last week in February. They speak for themselves in language that cannot be misunderstood, words that burn their way straight to the heart.

DEAR DOCTOR: You were at the C..... schoolhouse this week, and on examining my little girl you found her tonsils diseased very bad * * * I am very anxious about her. I want you to write me all about it at once, and what to do for her * * * *I did not suspect anything was the matter with her which was serious*, though I have in time seen some blood on her teeth when she would get up in morning * * * I want you to please write me all about her, I am willing to do what you think best. (Here followed an inquiry concerning his two other children.)

Please write me at once as I feel very anxious to hear from you.

I had to tell the father of this thirteen-year-old girl that his child had tonsils diseased to such an extent that further neglect meant rheumatism or tuberculosis almost surely for her portion in a few years; as her family history shows an ancestry saturated with rheumatism and some tuberculosis. It is needless to state that this father has already taken measures for his daughter's relief.

Unsuspected before the visit of the school medical inspector! Diseases of tonsils play only a small part compared to defective vision, neglected teeth, and cases of hookworm infection, all so seriously impeding the progress of the schools and having such a large part to play in keeping the South's illiteracy proportion too high, as well as making for poverty and misery in later life.

The above letter is typical of many received at this office.

The following letter from one of the best teachers in the county is indicative of the spirit in which most of the teachers are regarding health work:

DEAR DOCTOR COOPER: I called to see if little M.... A....'s parents would give him a hookworm treatment * * * You have benefited my school by coming. Several of my pupils say they are going to a dentist right away.

And the large boy who could not talk plain (diseased tonsils) says his father is going to take him to a doctor right away.

I am going to close school soon, and I am looking to you to get us the desks, toilets, and floor.

One of the most interesting features of our health work which we have undertaken this year, and which I believe will prove to be permanent, as it is already popular, is the western idea of school health officers, which we have started in a number of schools. Here is a typical report from one of these efficient young officers which I am publishing just as it was written:

REPORT OF HEALTH OFFICER OF CLEMENT SCHOOL.

1. Most of the children have individual drinking cups; all should have.
2. The school should have a dust-proof case for the cups.
3. The school grounds should be cleaned up in a sanitary way.
4. The school should be provided with the patent desks. The desks we have are improperly curved, and are causing the boys and girls to be stoop-shouldered.
5. There should be another floor laid across the one we have, as it is old and has cracks between the planks.
6. The windows should be on weights, so that they could be lowered from the top.

MAGGIE MCPHAIL,

February 23, 1915.

Health Officer of Clement School.

Figures are not interesting, however we may tabulate a few of the things done without offending.

1. More than two thousand treatments anti-typhoid serum have been given. Not a case of typhoid fever developing in one so far.
2. More than twenty-five hundred persons have been vaccinated against smallpox.
3. More than four hundred persons have been treated for hookworm disease.
4. About one hundred health lectures have been given.
5. About fifty newspaper articles have been prepared.
6. Numbers of civic league organizations have been formed, and are doing excellent work.
7. The women of many communities in the counties have an organization known as The United Farm Women. The health officer frequently meets with them, always on their invitation, and is there able to give first hand information in regard to home sanitation, care of the baby and kindred subjects of equal importance. These meetings are productive of much good already evident.
8. Through the help and co-operation of the Sorosis, the strongest woman's organization in the town of Clinton, in conjunction with the forces of the Civic League and with the assistance of a few public spirited men, typhoid fever has practically disappeared from Clinton for the past year and a half.

The most notable work accomplished in Sampson in this period has been, of course, the intensive health work done in the Salemburg and

Ingold communities. This work was made possible by the combination of many forces, both outside and local. But the actual carrying out of these campaigns was made possible by the generous assistance of the Rockefeller Sanitary Commission. From a public health standpoint alone this work marks an epoch in Sampson county affairs.

Rural community development has been a serious problem for thinking men and women all over Europe and America, since Goldsmith published his "Deserted Village" in 1770:

"Ye friends to truth, ye statesmen, who survey
 The rich man's joys increase, the poor's decay,
 'Tis yours to judge how wide the limits stand
 Between a splendid and a happy land.

* * * * *

To me more dear, congenial to my heart,
 One native charm, than all the gloss of art."

Only a few years later our own Thomas Jefferson laid down the principles of community organization and incorporation. But so far as I am aware, the bill just introduced in the North Carolina General Assembly incorporating the "Ingold Model Community" is the first genuine effort ever made along that line in this country.

The Ingold community is a typical rural section, less thickly settled than the average. It is about twenty-five square miles in area. The charter gives them absolute control of their own affairs, just as the people of a city enjoy. The charter has two notable features included. First, it gives the community power to enforce race segregation; second, they have permission to pay one dollar per day to the family of any prisoner sentenced from their section who has a family dependent upon him for support. Enforcing community sanitation there will be an easy matter now. These people are moving for a community centre hall, which I have no doubt they will have soon.

The things which they are doing and which they are planning to do are too numerous to mention here.

If any one is inclined to doubt the sincerity of the people at Ingold and their purpose to "Put their creed into deeds," let him attend just one meeting when the "Woman's Club," the "Farmer's Union" and the "Ingold Health League," all get together and he will appreciate for the first time in his life just how Stevenson felt when he wrote:

"The Highlands, in the country places,
 Where the old plain men have rosy faces
 And the young fair maidens
 Quiet eyes."

The work in the Salemburg community is an object lesson to the whole State on what can be done by the people all pulling together. The work there on questions of a public health nature has been practically perfect. The same can be said in regard to their educational work. No

people in any section are nearer a unit on every question involving their community's progress than the people at Salemburg.

Their endeavors and achievements have been too numerous to mention in a paper of this scope. But of one particular phase of their work I do want the outside world to know, and that is the fine service the "Ladies' Uplift Club" is doing. Their last move was to fit up a comfortable reading room for the boys and young men, which will serve somewhat as a general community centre. And they have just organized, with the assistance of the grade teacher, the little boys into a "Fly Brigade," which means that the health officer need not worry himself about the typhoid situation in that community this summer.

In conclusion, I want to say that after my seventeen months survey of the county, that the great crying need in many sections is for more teachers with "the vision" for "The harvest truly is great."

May God speed the work of the East Carolina Teachers Training School and other like institutions. Just because it has been the policy of the State in the past to deal niggardly with its teachers, is no reason to expect a continuation of that policy. Once we get a sufficient number of thoroughly trained teachers, the standard of citizenship will go up in proportion all over North Carolina from the mountains to the sea.

As noted in the beginning of this article, if the sum total of what we have done in Sampson County be subtracted from what remains to be done, the impression would be almost imperceptible.

The portion of the county health officer is, in many respects, similar to that of the teacher, a hard, thankless proposition.

But when discouraged and beset with difficulties at every turn in the line of ordinary duty, it is some satisfaction to think with Kipling that there will be a time

"When earth's last picture is painted,
And the tubes are twisted and dried,
When the oldest colors have faded,
And the youngest critic has died.
We shall rest, and faith, we shall need it—
Lie down for an aeon or two.
Till the Master of All Good Workmen
Shall set us to work anew!

"And only the Master shall praise us,
And only the Master shall blame;
And no one shall work for money,
And no one shall work for fame;
But each for the joy of working,
And each, in his separate star,
Shall draw the Thing as he sees It
For the God of Things as They Are."

The Moonlight Schools

The Campaign Against Illiteracy

THIS group of reports on adult illiteracy in North Carolina and the moonlight schools is for the purpose of showing conditions, as they actually exist in North Carolina and the remedy. Many people who know that we have a high per cent of illiterates take comfort in the thought that they are largely among the negroes; others, who know the per cent of white illiterates, think that it is due to the mill people; while the majority have never concerned themselves about it enough to know that there is a problem. A few people have searched the census reports carefully and have found amazing facts that prove that North Carolina has a big problem in rural adult white illiteracy to solve.

Kentucky has taught the nation the solution, "Moonlight Schools."

Dr. P. P. Claxton, U. S. Commissioner of Education, says:

"It will be a part of the lasting glory of the State of Kentucky that it has taken the lead in this movement. It is the first State to undertake to offer to all the people, of whatever age, an opportunity to learn to read and write, and thus break away from the prison walls of sense and silence within which the illiterate man and woman must live."

In the biennial report of the Department of Education, Dr. Joyner reviews thoroughly the illiteracy situation in North Carolina, gives the moonlight school as the remedy for rural adult illiteracy and makes a plea for coöperation in the campaign to remove the stigma of illiteracy from the State. With Dr. Joyner's permission extracts from his report are used.

The best explanation of the moonlight school is the story of the moonlight schools of Kentucky, as told by Mrs. Cora Wilson Stewart, the genius who started the movement. A glimpse of the personality of this woman helps to an understanding of the success of the work. Therefore, these two are an essential part of this report.

What Kentucky is doing, however would mean little to us in North Carolina if we were not following in the trail she has blazed. Reports from various parts of the State prove that North Carolina is at last aroused to a realization of the situation. Mrs. Cora Wilson Stewart, in her address at the Social Service Conference, said that when Kentucky challenged the nation, declaring that she would be the first State in the Union to eradicate illiteracy, she feared only one State—that was North Carolina, for she had heard that when North Carolina once took hold she never let go. From the beginnings it looks as if North Carolina intends to enter the race to win. Moonlight schools are breaking out all over the State, almost simultaneously, and spontaneously. While you are counting them, you hear of another. The University News Letter

is attempting to keep the score. Up to date, March 1st, they are reported from thirteen counties. Two weeks before, when they were nine, the attempt was made to get a direct report from each county, but they are so busy doing things they have not time to tell what they are doing. (The schools are almost, literally, from Currituck to Cherokee.)

Harnett County has the honor of having had the first one in the State. Mr. Ezzell, Superintendent of Harnett, told the story at the Social Service Conference, following the story of the Kentucky schools. Such news as could be obtained of what North Carolina is doing to wipe out this blot on the scutcheon of the State makes a fitting climax to this series of reports.

Report of Dr. J. Y. Joyner

I stood one day looking into the face, the dull blank face of one of the adult illiterates of North Carolina, one of those retarded souls—saddest sight on earth to me, a face like that through which the light God kindled at birth in the human soul, can no longer shine because all dimmed and dulled and put out by that strange human blight, ignorance. I said to him, “My friend, how happens it that in a land of boundless opportunity and Christian civilization like this, you have grown to manhood without a knowledge even of the rudiments of learning, without the ability even to read or write.” To my dying day I shall never forget the look in his face, the tone in his voice, as he answered: “I don’t know, sir; seems like I hain’t never had no chance.” Is it too late even now to give him some sort of a chance?

By the accident of birth, the fortune of environment, the love of our fellow-men, expressed in private and public schools for us, here sit we snugly in the light, yonder at our doors are our brothers—thousands of them, sitting in the shadows of the world, in the bitterness of darkness, in the bondage of illiteracy—mature men and women, old men and women—but children still—

*“Children crying in the night,
Children crying for the light,
And with no language but a cry.”*

That cry, from the depths of some divine despair, rising from mountain top and cove—from plain and valley—ringing in the ears of men, ascending to the courts of heaven, shall we not heed it? Duty points the way, conscience lights the path, shall we not go down to them, these grown-up children, these lame ones—lame of mind, lame of soul, lame, so many of them, from their mother’s womb, lame most of them, because they “hain’t never had no chance.” Shall we not go down to them, and bid them in the name of Jesus Christ of Nazareth to rise up and walk?

Shall we not take them by the hand and lift them up, that they may gather strength to stand alone, to walk alone, to live in the light, to dwell in the darkness no more forever?

The census of 1910 shows that with the exception of Louisiana and New Mexico, North Carolina has the largest percentage of native born white illiterates in the United States, ranking forty-sixth in this particular. By reaching this generation of children as they pass through the public schools, our compulsory attendance laws, properly amended from time to time and properly enforced, ought to eliminate illiteracy in the next generation of adults. In the meantime, this vast army of adult illiterates already beyond the reach of the schools and all compulsory attendance laws, must be reached, if reached at all, during this generation, by means outside of the public schools. The honor of the State and our manifest duty to these adult illiterates—our fellow-citizens—demand that we shall find and put into successful execution at once, some effective means for reaching them immediately, for reducing rapidly, and finally eliminating adult illiteracy in North Carolina.

It is also encouraging and significant to note from the census of 1910 that for persons from 6 to 20 years of age, inclusive, whose illiteracy depends upon present school facilities and school attendance, the decrease in the percentage of illiteracy during the decade has been much greater than for adults 21 years of age and over. In fact, nearly twice as great. With proper enforcement of the law for compulsory attendance of all children between the ages of eight and twelve in this State for the next decade, the decrease in the percentage of illiteracy between the ages of 6 and 21 years will continue to grow greater until illiteracy between these ages is practically eliminated. It is discouraging to remember, however, that the large crop of adult illiterates that already constitute by far the largest percentage of the illiterates of this State, are beyond the reach of the schools and the compulsory attendance law and must continue until they die to count as illiterates and render almost impossible the elimination of illiteracy or the reduction of the percentage of it in North Carolina as rapidly as the reputation of the State and its standing abroad demand, unless some other means than the regular schools can be found for reaching and teaching them.

This crop of adult illiterates is an inheritance from former generations, from slavery, from the Civil War, from the poverty and the destruction of our school system and other institutions, following it. It must inevitably handicap the progress of the State, discourage immigration of the desirable sort to the State and invite the sneers of the scorner and the defamation of the witling to the shame and injury of the State for the next two or three generations, unless we find and put into immediate operation some effective means of reducing, and, if possible, eliminating adult illiteracy during this generation. It is our duty to the

State and to these illiterates who are bone of our bone and flesh of our flesh, and who are not responsible for their illiteracy, to seek and find a way to reach and teach them without further delay.

By strong resolutions, the State Association of County Superintendents, the North Carolina Teachers' Assembly, the Junior Order of United American Mechanics, and the North Carolina Educational and Coöperative Union have pledged themselves to coöperate actively in the movement for the elimination of adult illiteracy. I have no doubt of the hearty coöperation of the churches, the women's clubs, and all social service organizations of all sorts, in this movement. It is my purpose to call, also, upon the *college students* of North Carolina to volunteer their services during the vacation in coöperation with the teachers, under the direction of the county superintendent and educational forces of the respective counties of the State, to *teach these adult illiterates in moonlight schools to read and write*. By a properly organized and wisely directed movement for this purpose in every community in North Carolina having any considerable number of adult illiterates, we ought to be able to eliminate adult illiteracy within the next few years.

Illiteracy in North Carolina in Figures

In North Carolina the per cent of native born whites who can neither read nor write is 12.3; in the whole South, 7.7; in the whole of the United States, 3.7, ranging from .03 per cent in four of the Northwestern States to 15 per cent in Louisiana and 15.5 in New Mexico—the only two States that have a higher rate of illiteracy than North Carolina. Within this State the per cent ranges from 3.2 in New Hanover to 22.4 in Mitchell. The geographical distribution is irregular. Mecklenburg ranks next to New Hanover, Cherokee and Columbus are together near the end of the list, and Hyde and Transylvania come together near the middle. The actual number of native born white illiterates in North Carolina over ten years of age is 131,992. Of these only 7,440 are in the towns. This leaves 124,552 in the country. This makes the town 5 per cent and the country rate 13.5 per cent. Of this number 49,710 are white males of voting age. This means that 140 out of every 1,000 white voters in North Carolina cannot read their ballots. The total number of illiterates of both sexes in the State over twenty-one years old, including negroes and foreign born, is 232,226. The total number of illiterates of all ages is 291,497—18.5 per cent. This leaves 61,271 under twenty-one years old. Compulsory education enforced will take care of many of these.

If each school center in each township will take care of the few illiterates in its district, that settles the question for the county, and if each county sees to it that each district does this, the State will have no prob-

lem of illiteracy, and when the next census report is issued North Carolina, instead of being in an uncomfortable position near the bottom of the roll of States will be comfortable near the head.

Mrs. Cora Wilson Stewart, the Founder of the Moonlight School

"Moonlight Schools"—It required a woman of vision, of clear imagination, poetic instincts, a true seer, to coin the title that has fired the imagination of the enlightened beings who live in the spots blackened by the stigma of illiteracy. They, too, are catching the vision and following the gleam. The figure comparing ignorance to darkness, knowledge to light, had become trite, but now, the hackneyed figure in a new garb, stirs a people to action. The deadening realism of the term "rural night school" could never have made such an appeal. As in all great movements, in the fulness of time a great reformer, who not only sees the vision, but sees the way to the vision, takes the initiative, dares to do, and then the movement breaks out everywhere.

This seer, Mrs. Cora Wilson Stewart, at the Social Service Conference in Raleigh, on January 29, told a story equal to an Arabian Night tale in adventure, achievement, and appeal to the imagination, yet a story that was a clear, logical development of a rational, natural beginning, a story of facts and figures, but of dreams and awakenings—such a story as is seldom heard. The story of the moonlight schools of Kentucky is, in itself, in cold print, interesting, but when told by Mrs. Stewart it becomes marvelously gripping. The charm of her personality, her pleasing stage address, her clear-cut enunciation, the fluency of her speech, the flashes of humor, the convincing logic of her argument, the appeal to genuine sentiment, free from emotional appeal or sentimentality—all these combined made the address one long to be remembered. One could understand that this woman had never been guilty of whining over hopeless, deplorable conditions, of pitying poor benighted beings outside of her class, but that she had faced the situation with full understanding, with a clear, well-balanced head, with rare sympathy, indomitable courage and boundless faith.

One could readily see why Mrs. Stewart succeeded where an emotional zealot, marching to a mere night school, armed with a primer of sounds and symbols to club illiterates into learning, would have failed and would never have been heard of beyond one spot in Rowan County, Ky.

When the call came for 1,000 volunteers for moonlight schools 2,000 enlisted. 100,000 people enrolled as pupils. The aim for 1915 is 5,000 moonlight schools and an enrollment of 250,000 adults.

A Commission of Illiteracy is at work. Various devices are used for giving publicity to the campaign. Two slogans are "One for every one," and "Everybody reads and writes in Kentucky in 1920."

The Story of the Moonlight Schools of Kentucky

Practically the same story that Mrs. Stewart told in Raleigh is given in Dr. Joyner's report. This is the version given there.

Mrs. Cora Wilson Stewart, County Superintendent of Rowan County, Kentucky, tells briefly how it has been done in one of the most illiterate mountain counties of Kentucky and how twenty-five other counties of that State, following the inspiring example of that county, are successfully eliminating adult white illiteracy. In a letter under date of February 6, 1914, Mrs. Stewart writes:

"The first effort made to reduce Kentucky's adult illiteracy was begun here in Rowan County three years ago under my supervision. We planned rural night schools for our adults, known since as "Moonlight Schools," because they were conducted on moonlight nights. We expected to enroll a straggling few, but found how eagerly adults welcome an opportunity when 1,200 people came the first evening. We taught persons from 18 to 86 years of age that year, having a two weeks session, then a recess and then another two weeks session. The next year we had a six weeks session, enrolled 1,600 and our oldest student was 87. In those two years we taught more than 6,000 people to read and write. During the autumn of 1913, we made an effort to completely wipe out our illiteracy. We enrolled 2,500 persons, taught all illiterates in the county but twenty-three, nineteen of those being 'impossibles.' In the meantime, eight counties in Kentucky tried the method with success the second year, and twenty-five adopted it last year. It was tried in the tobacco districts among the tenant class with marked success; it was tried in the mining camps, and the miners and their families embraced the opportunity with eagerness; it was tried in isolated farming sections, and the farmers and their families came for miles and could hardly be driven home from school when the hour for dismissal arrived; in the mountains, where the movement originated, the people crowded to the schools in throngs, as many as 125 being enrolled in one isolated district."

In an address before the Southern Educational Association in 1912, Mrs. Stewart further describes her campaign against illiteracy:

"I gathered the teachers around me, outlined the plan, called for volunteer service, and without any difficulty enlisted them heart and soul in the cause. On Labor Day, September 4th, the teachers observed as a real Labor Day, by walking over their districts, explaining the plan and announcing the opening, which was to occur the following evening. The demand was great; the teachers knew it and I knew it, and we confidently expected that there would be an average of two or three pupils to each teacher, making perhaps 150 adult pupils in the county; but we never knew how great it was until the doors opened and the school's bell rang for the first moonlight schools in America, when twelve hundred boys and girls, ranging in age from eighteen to eighty-six, came tripping up out of the hollows and over the hills, some to receive their first lesson in reading and writing, and some to improve their limited education. Illiterate merchants who had been in business for years, ministers who had been attempting to lead their flocks along paths of righteousness, lumbermen who had engaged in commerce without having in their possession the keys of learning which would most successfully unlock its doors, took advantage of the opportunity, and actually learned to read and

write. Mothers came that they might learn to write to their precious sons and daughters in distant lands, fathers came that they might learn to read and write sufficiently to exercise the divine right of suffrage with secrecy and security. They came with different aims and purposes, but, after all, inspired by the one great aim—the escape from the bondage of ignorance and the stigma of illiteracy. Almost one-third of the population of one little county was enrolled, and it was a county which contained no greater proportion of illiterates than many others in the South, both lowland and highland. They had all the excuses and all the barriers which any people might offer—high hills, bridgeless streams, rugged roads, weariness from the day's hard toil, the shame of beginning to study late in life, and all the others; but they were not seeking excuses—they were sincerely and earnestly seeking knowledge. Their interest, their zeal and their enthusiasm were wonderful to witness. It was truly an inspiring sight to see these aged pupils, bending over the desks which their children and grandchildren had occupied during the day. I have witnessed many degrees of joy and pride, but their delight in learning and their pride in their achievements exceeded any joy that I have ever witnessed. It was an inspiring sight to see the patient, noble, unselfish young teachers, instructing by night as well as by day; and it is an inspiring thought to remember who these teachers were—mountain boys and girls who had secured an education, and had gone back to elevate their own communities; teachers who knew best the peculiarities and limitations of their senior pupils, and could best encourage and inspire them along the road of learning. They used as a text book a little newspaper, especially prepared for the occasion, containing simple sentences, concerning the movements of people with whom they were acquainted, together with such sentences as would inspire their county pride and awaken them to continued effort. The object in using this paper was as much to save them from the embarrassment of using a primer, and to arouse in them the feeling of importance in being, from their first lesson, a reader of a newspaper, as for the objects already enumerated."

Moonlight Schools in North Carolina

Harnett County was the first county in North Carolina to have a moonlight school. Superintendent of the county, — Ezzell, told the simple story of this school at the Social Service Conference, immediately after Mrs. Stewart's address. It was a sincere, direct story of a man working to help the individuals he came in touch with to help themselves to something better. He had heard that people in Kentucky were teaching the illiterate adults in the county how to read and write by having them come together on moonlight nights and he thought people in Harnett County could do it too. His first school was opened in March, 1914. In less than ten months he had ten schools with 139 pupils, 115 men and 24 women.

Columbus County is earnest about the work, as the following letter from Supt. F. T. Wooten, dated February 15, will show:

"We established our first Moonlight school nearly three months ago, with an enrollment of twenty-six pupils. This school was established by Mr. Vance L. Smith, teacher of the Bear Island school, in Lees township. Mr.

Smith devotes two or three nights in the week to this work, beginning at seven o'clock and closing at ten o'clock. The enrollment has increased from twenty-six to thirty-five. The people of the community are taking hold of this work with an enthusiasm which means the driving out of adult illiteracy from their midst.

"Mr. Thaddeus Matthews of the Pleasant Plains school has established a Moonlight School, with twenty-five pupils, and success is crowning his every effort.

"Several other schools have been organized in different parts of the county, and the teachers of these schools are meeting with encouraging success.

"I am going to try to keep this work going throughout the entire year, until we drive out adult illiteracy from our county. As quickly as I can get through with visiting schools I am going to devote much time to this particular work. I expect to call for volunteers in the several communities to help us out in carrying on this work."

Sampson County. This story of a moonlight school in Sampson County is interestingly told by B. McLamb, principal of Huntley School, in the January number of the *Sampson County School Record*.

"Having studied the social and educational atmosphere of this community for sometime, and having noted the indifference of the patrons in school matters, I began to ponder some plans for awakening their sluggish conscience along this line. I found in revising the school census that there are about a dozen illiterate men and women in the district. I called a meeting of the patrons with the hope of stimulating school interest by some means. At this meeting I proposed and explained a plan in my mind for a moonlight school for the purpose of removing this stigma of illiteracy and ignorance from our community. It met with a fairly cordial response, so we planned to meet three nights in the week at 6:30 P. M. In spite of the bad weather we have had good attendance, mostly men, as the women are timid about cold nights. The oldest pupil is seventy years old, two others are sixty, and the ages of the others range on down to seventeen.

"This work is not only serving to reduce illiteracy in the district but is stimulating new interest in the general school work. The only complaint that has come to me is a general regret that the night school did not begin at the opening of the regular school term. It has been in operation ever since Community Service Week. The progress made by these pupils in this short time demonstrates that it is not so hard a matter for illiterate adults to learn to read, write, and figure as one may imagine. They seem more eager to learn to figure and make business calculations than they are to read and write. Some who were unable to make figures or to read them, when we first began, are now able to handle really complicated problems in the four fundamental processes of Arithmetic. It is wonderful to see how rapidly they grasp the idea. I am endeavoring to give them problems from their actual daily experiences in life. When I have more pupils than I can instruct myself, I usually secure the assistance of some person in the community who is competent to aid in the work.

"Everybody seems to have taken on a new move and a better spirit since the night school began to spread its influences abroad, and the average daily attendance of the regular day school has increased most decidedly. I am convinced that the moonlight school idea is the redeeming scheme for the illiterate condition in the rural districts, and I hope the time is

not far distant when moonlight schools shall be operating in every community in this good old county."

Buncombe County.—The *News and Observer* on March 1st, published the following from Asheville:

"At a conference of the members of the school committees, the teachers of the county schools and the women of the various betterment associations, those in attendance pledged themselves to work for the adoption of moonlight schools in Buncombe county and to extend the time of the school terms wherever such action is possible."

Illiteracy Doomed

Illiteracy in the United States is doomed. Statistics compiled by the United States Bureau of Education for use at the Panama-Pacific Exposition, show that of children from 10 to 14 years of age there were in 1910 only 22 out of every 1,000 who could neither read nor write. In 1900 there were of the same class 42 per 1,000. If reduction in illiteracy is still proceeding at even the same rate, the illiterate children in this country between the ages of 10 and 14, inclusive, now number not more than 15 out of every 1,000.

It is evident that the public schools will in a short time practically eliminate illiteracy among children, but according to Bureau of Education officials there are between four and five millions of adults that are illiterate and that cannot be reached by the public schools. To wipe out illiteracy in the United States one of two things must happen: Either the country must wait for the generation of present adults to die off, or by some extraordinary means reach these illiterate millions.

On the basis of these figures Dr. P. P. Claxton, Commissioner of Education, estimates that with an average annual expenditure of \$20,000 for ten years he could put forces to work that would, by means of night schools and other agencies, eliminate illiteracy among the adults of this country. The Abercrombie Illiteracy Bill, H. R. 15470, now pending before Congress requires the Bureau of Education to undertake this work in any State upon request of the proper State authorities and makes an appropriation of \$15,000 for 1915, \$22,500 for each succeeding year until 1920; and \$17,500 for each year thereafter until 1925, at which date, it is believed, illiteracy would be eliminated.—*Exchange.*

Hiawatha Indian Pageant-Play

MAY R. B. MUFFLY.

TN selecting Longfellow's "Song of Hiawatha" for presentation on December 7, 1914, the Edgar Allan Poe Literary Society had in mind two objects:—to give an artistic production, and to present a play with an American theme. After a discussion of various plays and pageants it was decided to give the Longfellow poem in some dramatic form, as it best combined the objects we had in view.

Any story of Indian life is of absorbing interest to the children of America, and in no other story can Indian life be presented so vividly as in *Hiawatha*, which offers a wonderful opportunity for illustrating the customs, games, tribal ceremonies, legends, music and dances of this vanishing race. The story as given by Longfellow is made sufficiently human to interest all ages, the lines are poetic and beautiful, and their strong rhythm eagerly absorbed by young people, in whom rhythm is so potent a factor. The life in the open with its background of woodland, and the gay and fanciful costumes make a rich color scheme which appeals to the eye and satisfies the senses of young people who crave the spectacular.

The story naturally divides itself into two parts—the childhood of *Hiawatha*, which is beautifully adapted for presentation by young children, and the manhood of *Hiawatha*, which deals with the most vital episodes of his maturity, and which can be made to embody all the educational values of song, rhythm and drama. His spiritual development through his great sorrows, his leadership of his people and his mystical departure can be brought out in the course of the story by any one who has realized the beauty of this part of the poem.

The difficulty of obtaining an arrangement suitable to our purpose made us decide to adapt the poem to the form in which it was finally given—the pageant-play. The pageant-play allows the freedom necessary to give this story in the most satisfactory manner, as it permits pantomime tableau, dialogue, music and dance, and all of these art forms are needed to give a correct impression of the real life of the Indian.

The aesthetic side of Indian life has not been sufficiently emphasized in the past, and it is only within comparatively recent years that we have begun to realize the debt we owe to them in an artistic sense. A study of this race will bring us to an appreciation of their primitive culture, and to a desire to keep alive this culture. In music, dancing and dramatic art are found the finest expression of the soul of the Indian, and the "Song of *Hiawatha*" affords ample opportunity for self-expression in these art forms. As a historical background the value of the scenes presented is so unmistakable that it is not neces-

sary to dwell upon that side of the subject in this article; it is for us to treat it as an art form of unusual beauty and as an educational opportunity.

To acquire the material necessary for this production involved much time and labor; the music was in itself a work sufficient to absorb all one's effort, but the joy of it repaid all the effort. "Indian Song and Story," by Alice Fletcher, furnished us with some of the most beautiful tribal melodies, and arrangements of these melodies by Farwell and Cadman were also used. MacDowell's "Indian Lodge" became the theme for the "Prayer to the Great Spirit," which made one of our most effective scenes, and the "Farewell, Minnehaha" by Coleridge-Taylor created a deep impression.

All races express their emotional life in the dance, and the Indian symbolizes his inner life and the events of his race in this mode of expression; it is virtually impossible to give a true picture of Indian life without these symbolic dances.

For our dances we were indebted to Miss Mabel Flaharty, of the Eastern High School, Baltimore, Md., and we found her help invaluable; Miss Morris, of the Model School, was kind enough to teach us the "Corn Dance" which was so much admired.

In the study of customs, games, tribal ceremonies and daily occupations of the Indians, the Report of the Bureau of Ethnology, Washington, D. C., was absolutely indispensable, and it can not be too strongly recommended to any one who is looking for correct information on these subjects; the Bureau of Ethnology also supplied us with a report on "Indian Games," from which we drew the four games used in our play. Requests for information from the Government Indian Schools brought us valuable information, special thanks being due the school at Chilocco, Oklahoma. From an Indian tribe which gives out-of-door performances of Hiawatha, we acquired a number of pictures of their performance and found them helpful. One of the most valuable features of our production was the wealth of material which we gained, and which alone would have made it worth the effort. The pictures which are given in THE QUARTERLY are a few of the beautiful scenes which were given and will perhaps suggest ideas to any teacher who may wish to dramatize scenes from Hiawatha; "The Hunting Dance," "The Planting of the Corn," "The Wooing of Minnehaha," "The Wedding Feast," and "The Departure of Hiawatha," will at least give some impression of what we tried to make real to our audience and our actors; and one of the most satisfying and delightful experiences we enjoyed was a rehearsal in costume given to the Model School composed of the children of first, second, third and fourth grades, who were absorbed in every scene we gave and who carried away a clear idea of all we tried to convey.

In summing up the result of our effort I would suggest that teachers

of all grades can find in Hiawatha rich material for stimulating interest in literature and history; and that it does not necessarily require elaborate costuming to make it attractive, as Indian costumes can be made striking and effective with small expense. I can not do better than conclude with an extract from a book on plays by an authority, who says: "Dramatic work offers an almost unequalled method for all-round culture; a method for supplying in vivid form much of the intellectual material of the regular subjects which is now frequently acquired in a confused jumble; a method for heightening the interest in all school work; and especially a method for doing justice to that most neglected element in our education—the *training of the emotions*. The impersonating of other characters—in a word, dramatic games and plays—may well be called the safety-valve of the emotional life. Yes, it is more than that, it is really a generating power for a full and controlled emotional life.

This is one of the fundamental functions of art, whether it be drama, music, painting, sculpture or any of the others—so to fill us with the high spirit of the art product that, drawn up to it and identified with it, some glow and inspiration of having been on the heights will still thrill us after the exalted state has passed away."

The Spelling Match

Ten little children standing in a line,
 "F-u-l-y, fully," and then there were nine.
 Nine puzzled faces, fearful of their fate,
 "C-i-l-l-y, silly," then there were eight.
 Eight pairs of blue eyes, bright as stars of heaven,
 "B-u-s-s-y, busy," then there were seven.
 Seven grave heads, in an awful fix,
 "L-a-i-d-y, lady," then there were six.
 Six eager darlings, determinèd each to strive,
 "D-u-t-i-e, duty," then there were five.
 Five hearts so anxious, beating more and more,
 "S-c-o-l-l-a-r, scholar," then there were four.
 Four mouths like rosebuds on a red rose tree,
 "M-e-r-y, merry," then there were but three.
 Three pairs of pink ears, listening keen and true,
 "O-n-l-e-y, only," then there were two.
 Two sturdy laddies, ready both to run,
 "T-u-r-k-y, Turkey," then there was one.
 One head of yellow hair, bright in the sun,
 "H-e-r-o, hero," the spelling match was won.

—New Orleans Picayune.

Team Work in Elementary Arithmetic

MARIA D. GRAHAM.

THE course of study is so full at present, that a teacher is ever on the lookout for ways and means by which she can attain satisfactory results in the shortest time possible. The object of this article is to show how the proper use of team work enables the teacher of elementary arithmetic to do more in an allotted time than she could otherwise do, and also to show that this work is not less satisfactory but often more satisfactory in results.

By team work is meant working the class as a whole or in a few groups instead of assigning work, for the most part, to separate individuals. And yet, this does not mean that the teacher is to lose sight of the individual, nor does it mean that she is teaching the subject rather than the child. It does mean, however, that the teacher must be here, there and yonder, watching what each child is doing, studying individual differences and perplexities. Furthermore, for team work to be a success, there must be more outside preparation on the part of the teacher. She must have on hand a store of well organized, typical examples or problems with sufficient variation to provoke thought and keep the pupils ever on the alert, so as to prevent the work from becoming purely mechanical. There must also be a snap and go about the recitation, or team work is a complete failure.

In rapid oral work, both abstract and concrete, team work is generally used to great advantage. Each pupil should profit by every question asked. Thus, even in very large classes, practically every child contributes something to the recitation, and each should get much from it.

In taking up new work, where development is necessary, the group should be handled as a unit. In attacking a new point, there is great value in concerted action. The power of concentrated attention is thus developed. The logic of arithmetic is also brought out, if the subject is taught inductively, as it should be. Much time is saved in giving the explanation each one needs collectively, instead of trying to give it to each pupil singly. In teaching fractions and in teaching areas, where paper cutting and paper folding are used, all the children can be doing practically the same thing, and yet each one can work independently. This is true in all phases of team work.

So much of fourth, fifth and sixth grade arithmetic pertains to *form*, that is the written work is expressed in a certain way, as: the proper place for the quotient in long division, particularly the first digit; the arrangement of the work in addition, subtraction, multiplication and division of fractions; and the placing of the decimal point. In this kind of work, after the principles have been made clear, and

HIAWATHA



THE HUNTING DANCE - THE START



SHOOTING IN THE HUNTING DANCE



THE WOOING

where the application is in a large measure drill on *form*, team work saves much time, but should be used only until each pupil, by actually working several examples, learns just what is to be done and how he is to proceed. For instance in subtraction of fractions, where borrowing is necessary, the teacher may have connected the new work with what has preceded; the children may have been led to feel a need for this kind of thing in life. Oral problems similar to the following help in making the children conscious of this need. If you have $\$3\frac{1}{2}$ and spend $\$1\frac{3}{4}$ for a hat, how much money will you have left? But for the pupil to express in written form what he has thought and said, is not an easy process, and he can learn to do it only by doing the thing itself.

Here, as in many similar instances, after the teacher has worked about two examples involving borrowing, giving the needed explanation and answering questions, it is wise for her to dictate an example, a typical one, to the whole class or group. Several of the strongest pupils should work at the board in front of the class, while the others work the same example at their seats, and if they wish, compare what they are doing with what is going up at the board at the same time. The teacher follows closely those at the board, to see that no bad forms of expression are allowed to remain, and also to see that only the best habits are started. The weak students by working and comparing thus avoid the bad effects of wrong impressions, and catch on to the new work more quickly than if the teacher gave the explanation to each one individually, because children learn so much by imitation. Although independent work and development is the final goal, if a pupil does not know how to begin, he must learn from some one else, either teacher or pupil: so there is no harm at this stage of the game in his following another, or in his receiving help from a student who is occupying an adjoining seat. Here is when coöperation is not to be discouraged. By comparison, good questions will be asked by the pupils, and many troubles will be quickly cleared up. The weaker children may then be sent to the board to see whether they understand how to proceed. If too large a number have difficulties for the teacher to manage, a stronger pupil may be sent to help each one in trouble. Thus the children are made to feel that the recitation is theirs and not the teacher's alone.

As soon as each child knows what is to be done, individual work begins in earnest. Often times here, it is best for all the class to remain seated, for the teacher to put the examples to be worked on the board, and then for her to go around among the pupils to see that they are really at work, and to give help if it is needed. As soon as the quicker ones have finished, an additional assignment should be put up for them. The slow ones should not be rushed, but all should be kept busy. But even here, if the class is large, certain kinds

of group work may be better than the individual work outlined. The best students, some at the board and some at their seats may take from dictation an example suited to their ability; the next best in a second group some at the board, some at their seats, an example next in degree of difficulty, etc. Three groups generally are all that are necessary.

There are many advantages in taking down problems and examples from dictation. Power of attention is developed; essentials are picked out and nonessentials discarded; short forms of expression are acquired; a pupil at the board can work to better advantage if both of his hands are free; in every day life, it is more often necessary to work problems from dictation than from a book. These three groups, mentioned above, are not always made up of the same children, for there are many varying abilities in arithmetic. The teacher is thus enabled to keep up with all that is being done, to watch tendencies in the children, to check the bad and to develop the good. The pupils also lose practically no time in waiting their turn. All are kept busy, so there is little danger either of their acquiring the habit of idling, or of their getting into mischief. If the class numbers fifteen or over, each child can work two or three times as many examples as he would if each child had a different example. Furthermore, honesty is developed by having several children working at the same thing at the same time. If the child is never trusted, he will ever remain weak. If he persists in copying, after private rebukes, open humiliation may be necessary. He may be sent to his seat or given an example all by himself.

In this team work, a spirit of healthy rivalry should be maintained, but accuracy should be demanded as the first essential. Speed is to be encouraged, but not to the neglect of the kind of figures made. The making of good legible figures is a matter of great import.

In addition to class drill work, home or seat drill work is necessary. Complete independence should here be striven for, the assignments being well graded to suit the needs and abilities of all concerned. Improper assignments in arithmetic beget dishonesty. If the work is too difficult for the child, or if the assignment is not clear, he will either go to some one for help, or what is worse, waste time doing little or nothing. If the assignment for home work is a proper one, parents should realize how they are harming their children by giving help where it is not needed, and also by encouraging the deception of the teacher. In drill work, when possible, have the children use a study period at school for preparing their next arithmetic lesson.

As a climax to drill work, where numbers justify it, team work may enter again in the use of races of various sorts, the class being divided into two teams. The team that wins the best two out of three races is the winner. As weak and strong pupils are evenly divided, some on

SCENES FROM THE PAGEANT PLAY
HIAWATHA



THE WEDDING FEAST



BLESSING THE CORNFIELDS



THE DEPARTURE OF HIAWATHA

each side, a healthy class spirit is maintained. Such races could be conducted on Friday afternoon as a variation to the hundred exercises so often held at that time. In small schools, two or three grades may be united, when the drill is on topics fundamental in all of the grades.

In problem solving, the class may be handled as a group until certain general points of attack are discovered or pointed out, and until certain principles of the best ways of expressing written work are made clear. Beyond these points, and the solution of easy concrete oral problems, much individual work is necessary, and team work plays a minor part. But even here some team work can be done along with the individual work. As a home assignment, each pupil may be asked to formulate two or three problems of a certain type for the other pupils to solve at their next lesson. These problems should be made from actual facts that grow out of his home or community life. Each pupil must solve his own problems in order that he may have the answers and be able to give the explanation to the other children in case they can not work them. This work affords excellent opportunity for correlation with English, as clear, terse language must be used. In making problems, children learn the value of words; they also learn to read with understanding what another has written. Comparison of methods of attack and of results in such work is also invaluable.

Some of the advantages of team work in arithmetic have been pointed out. There are still others, not the least of which is the possibility it affords for developing a love for the subject. Children enjoy competition and also the music that comes from the hum of the chalk and the click of the pencils as the class works as a unit. An inspiration goes with this concerted work that is similar to an electric current; and a joy in and love for arithmetic is thus developed that can not be brought about when this phase of the work is neglected.

Organized Out-of-Door Sports

MABEL M. COMFORT.

GIVEN on the one hand two hundred and fifty prospective teachers with natural instincts for play, a campus of forty-seven acres, and eight school months of weather mild enough for out-of-door exercise, and, on the other hand, neither a gymnasium nor a physical director, East Carolina Teachers Training School is facing a big problem and a serious handicap in its solution. The first step toward solving this problem was taken last year when athletics was organized on a permanent basis. This article is an attempt to show, in a definite way, just what things have been done to establish organized play in the school, how they have been done, and why certain methods of organization have been used.

Before nineteen hundred and thirteen the school had provided two courts for basketball and four for tennis. These courts had been used, but not in a definitely organized way which brought all forms of athletics under direct and continuous supervision. With these courts and their equipment at hand, the first thing to be done was to arouse and hold the interest of the greatest possible number of students. Basketball, tennis and cross-country walking were the activities first organized. Captain ball has been added this year. Because the first of these brought more individuals into athletics, since nine players could be used on a team, two teams must be used for a game, and class loyalty could be used as a spur to lagging interest, for two months the greatest effort and attention was concentrated upon basketball.

The important details of organization were worked out first with the Senior teams who were able to offer suggestions to the lower classes when their teams were selected somewhat later. In this way the Seniors became in a measure responsible for a co-operative and harmonious organization of students who, in return, looked to them for leadership. During the two months before Thanksgiving every girl had one definite purpose in mind—to win a place on her class team, and every class practiced with the determination to play in the Thanksgiving match game.

This game was made the pivot about which every effort of both students and organizers turned. It was agreed that the players of each class should elect the members of their class team, taking into consideration, first, the number of times each girl had been to practice; second, the average number of fouls she had made; third, the quality of her team work. The class teams were to play a series of match games and the winners were to be the two who had won the greatest number of games with the smallest number of fouls. These two winning teams were to play in the game on Thanksgiving. Thus, from the beginning,



TENNIS COURTS



CROSS
COUNTRY
WALKING



each player has been tested in her continuity of purpose, her self-control, her power of coöperation and fair play.

But the appeal to class loyalty was by no means sufficient to arouse the enthusiasm which developed in connection with the Thanksgiving game. The basketball referee never lost an opportunity to build up the weak places and strengthen the strong ones in the systematic activity that was developing under her direction. The devices she adopted, in addition to the appeal to class loyalty, were:

1. Be on the court, on time, for every game.
2. Make a personal appeal to every member of every team, every day the team is scheduled to play, by inviting her or reminding her to come to practice, and have each captain do the same thing for every game her team plays.
3. In the game follow official rules and bar out all local rules.
4. Have a fixed standard of teamwork and never abandon it.
5. Every time a foul is called, tell the girl who made it what the foul was.
6. Never point out a fault to a player without calling attention, at the same time, to the best features of her playing.
7. Exercise patience and self-control in every situation.

As a result every player began very soon to realize the importance of filling her own place promptly at the twice-a-week practices, and the fact that she had a definite part to play, encouraged her to play that part to the best of her ability and gave her a vital interest in all that the game stood for. Within six weeks after the practice games began, this interest made it possible to form an athletic league of nearly one hundred members. The officers of the league are a president, business manager and secretary, and an advisory committee consisting of three faculty members. Its purpose is to develop an athletic spirit among the students, to provide recreation for them, and to train them to carry on independent athletic activities. This year the league's membership has increased fifty per cent.

By Thanksgiving enthusiasm for basketball ran so high that the other activities were temporarily swamped. It was decided that there should be two match games and four teams were able to show the remarkable progress they had made in teamwork, clean play and their ability to demonstrate the "eight great laws of sport." These games had been the biggest athletic event planned for the winter season and were followed by a decided decrease in interest. In order to arouse fresh enthusiasm and to give a definite aim to work for each year, the faculty, in January, 1914, presented to the Athletic League a loving-cup which was to be awarded annually to the champion basketball team. The first tournament for the cup was played off in the spring under the same conditions as the Thanksgiving game.

This tournament gave evidence of wonderful growth both in skillful playing and in every phase of athletic spirit. Sportsmanlike play was a feature not only of the final games of the tournament, but in the preliminaries as well. It was especially noticeable in the youngest, and, therefore, the weakest physically, of all the teams. Week after week this team played with such pluck, such magnificent team work, such determination, such good humored acceptance of the defeat that was inevitable, that defeat in the game was always turned to victory in spirit.

With such a basis for this year's basketball it was possible to begin working out successfully the second problem that presented itself, that of making the teams independent of the faculty referee by training students to referee, umpire and coach. During the fall and winter terms of 1914-15, arrangements for practice schedules and for umpires for the games have been made largely by a student committee of three who have worked under the direction of the faculty referee, following the plan already outlined. The opportunity to assist in umpiring games at the Greenville graded school has been to many of the most able players a means of gaining valuable experience in coaching high school teams. The 1914 Thanksgiving game and the tournament in January, 1915, indicate that the students under this policy have developed no less skill, more initiative, and a better understanding of the meaning of sportsmanlike play than when they saw the game from the viewpoint of the player only.

Although most of the time last year was devoted to basketball, tennis and cross-country walking have been popular from the beginning. In the spring of 1914 a tennis tournament was played off after a plan similar to that used for basketball, each member of the winning team receiving a tennis racket offered by the Athletic League to the two champion players. Finding that this was not the best plan for such a tournament the league decided to hold its basketball tournament this year in January in order that the spring term might be devoted to the other activities.

In the selection of the tennis teams all the practice since the Christmas holidays will be a deciding factor. The tryout for places in the tennis tournament began in January with a series of intra-class games. In each class all the best players of equal or nearly equal ability were encouraged to enter the contest. The players of each class, in conference with the faculty member who supervises the work of the tennis club, formulated its own plan for working down to four the total number of girls who entered the tryout. This team of four will be selected by March 15, the selection being based on the number of times the girls have been to practice, their skill as individual players and the quality of their teamwork. Of these four the two best will be regular team members, the other two will be alternates, or substitutes. Following the preliminary tryout a series of interclass games will be

played between March 15 and April 15, to decide who shall be the contestants in the tournament. The tournament will be held early in May, thus giving to the two contesting teams a period of at least two weeks for final practice and drill in team work. The best results of this plan for organizing tennis are that a much larger number of students is becoming interested in this sport and all have equal chances to represent their respective classes in the tournament.

Recently the league pledged itself to offer a trophy cup for all athletic sports except basketball. This trophy, like that presented by the faculty, will go from year to year to the class which wins the greatest number of points in the sports for which the cup is offered. An attempt is being made to work out for each of these activities a system of points which will be proportional to the number of individuals taking part in each and to the amount of time put into each by the various classes. This plan is designed partly to put cross-country walking on a systematic basis and to give official recognition of its value as out-of-door exercise. In addition to tennis and walking, captain ball will be included in the point system this spring and other sports will be added from time to time in the future when there are favorable opportunities to introduce them.

One notable feature of the establishment of athletics has been its small cost. The school has borne the expense of making and maintaining the eight courts now in use and the tennis players furnish their own rackets, but the Athletic League provides all other equipment. By securing an agency from a wholesale dealer the chairman of the advisory committee has been able to reduce to a minimum the cost of all supplies. The league is given the benefit of the agent's discount and by this means its expenses have been reduced so much that it can be financed with a membership fee of only twenty-five cents per year. Students who order through this agency secure all articles at actual cost.

Summarizing, the purpose of this organization is so to develop an athletic spirit by means of games that are easily adaptable to the climate and resources at hand that these games become at once a pleasure, an inspiration, and a self-supporting activity of the school. But the motive which underlies this purpose is also the final goal toward which all efforts are directed. The students, by learning to carry on the work of an athletic league in this school will develop the initiative and the power to perform the same service for all the schools and communities, rural and otherwise, to which they will go as teachers. By this means every child in these communities may be given the opportunity, under proper and adequate supervision, to give expression to his play instincts in some form of clean, wholesome, vigorous sport which will not only meet his physical need but will inculcate in him principles of honor and justice, courage, courtesy and self-discipline.

Play on the School Grounds

IRENE WHITE, '15.

REALIZING that the matter of play on the school ground is often a difficult problem for the rural or village teacher, the teacher of pedagogy appointed a committee of three from the Senior class to prepare a report for the class on this subject. The committee studied all the available material on the subject and has the following suggestions to offer:

For convenience the school has been divided into three sections: Primary, Intermediate and Grammar. In the Primary section, the play should be free from strict rules and regulations. The teacher should supervise this play mainly by placing desirable material, such as sand piles, spades, blocks, swings, balls, slides, in the hands of the children. The supervision is done in a suggestive way so that the originality and freedom of the children is not checked.

Notwithstanding the fact that Primary children's games should, to a great extent, be free, before they pass this stage they acquire the habit of working together, and enjoy the simple ring, song and dance games. An older person should act as leader and should teach them the games and join in them so that they will feel that the leader is helping them to enjoy the game instead of merely directing it. Older children, who would be glad to take them in charge by turns, may sometimes be the leader. This enables the teacher to give her attention to some other group. The following is a suggestive list of games for primary children:

1. Sand-pile and spades.
2. Dramatic Games.
 - (1) School.
 - (2) Indian.
 - (3) Cowboys.
 - (4) Horses.
3. Ball Games.
 - (1) School-ball.
 - (2) Bouncing.
 - (3) Bean-bag.
4. Running Games.
 - (1) Tag Games.
 - (2) Fox and Farmer.
 - (3) Races.
5. Dancing and Singing Games.
 - (1) May-pole Dance.
 - (2) Looby Loo.
 - (3) Farmer in the Dell.
 - (4) Oats, Peas, Beans.
 - (5) Folk Dances.

The Intermediate section continues the games of the Primary stage, perhaps discarding the simplest ones and adding a few more difficult ones. In the main, children of this stage conform to some systematized rules in their play. The teacher should exercise special supervision at this stage and guide the children in their selections, so that the games chosen will be those that can be continued in the higher grades. Games that tend to develop accuracy and skill in muscular activity should be chosen for this period. Such games are found in the following list:

1. Ball Games.
 - (1) Simplified Baseball and Foot-ball.
2. Running Games.
 - (1) Potato Race.
 - (2) Relay Race.
 - (3) Jumping Race.
3. Song and Dance Games.
 - (1) "I Put My Right Hand In."
 - (2) "Did You Ever See a Lassie?"
 - (3) "First of May."
 - (4) "Washing Clothes."
4. Track and Field Events.
 - (1) Sixty Yard Dash.
 - (2) Relay Race, 220 Yards.
 - (3) Running Broad Jump.
 - (4) Standing Broad Jump.

The Grammar grades should have a regular organized league with officers who, with the aid of the teachers, supervise the work of their respective groups. The rules and spirit of true sportsmanship should be more strictly emphasized in this section than in the lower grades.

In all the games the boys and girls enjoy equal privileges. Accuracy and skill should be considered in the selection of all games for both; however, those that tend to develop grace should be selected for the girls, and those that develop muscular strength, for the boys.

Too little has been done for the Grammar school girl in reference to her play. In the past she has been taught to sit demurely by and see children play, but she could not take part in it for fear of being called a "tom-boy." There is no reason why she should not have her games and organized play as well as the boy. Tennis and basketball are excellent for her. Tennis is generally preferable because it can be played with smaller numbers. The following are some games suitable for the Grammar grades:

1. Basketball.
2. Football.
3. Baseball.
4. Tennis.
5. Running Games.
6. Singing and Dance Games.

7. Track and Field Events.

- (1) Jumps.
- (2) Shot Put.
- (3) Dashes.
- (4) Pole Vaulting.

When a teacher has provided for her pupil's play all the year, it is easy for her to arrange for them to take part in the games at the County Commencement. If her school is to be represented in a big athletic meet, preliminary contests should be held and the winner sent to represent the school.

The world is just beginning to realize that "all work and no play makes Jack a dull boy."

Games—What They Are and What They Do

"There is nothing in life which gives so much pleasure as the accomplishing of some worthy thing which engages all our powers," said Miss Gertrude E. Moulton, Director of Physical Training at the University of Illinois, to the School for Housekeepers in session at the University. "A game is merely an artificial device for setting up obstacles for the mere pleasure of overcoming them. This idea of the meaning of a game is shown in our popular expressions. When a man has more money than he can use, but goes on with his business simply because he enjoys overcoming the obstacles in his way, we say he "stays in the game." When a person grows discouraged and refuses to tackle life's problems, we are likely to say: "Play up—*play the game!*" To be *game* means to keep working against great obstacles.

"A game is only interesting as it contains a problem or obstacle small enough so that it can be overcome and great enough so that it engages all our powers.

"Games have so many desirable results, any one of which would justify their use, that it is hard to call any one of them the *object*. Health is one of these results. Vigorous games are one of the best means of promoting health. We must have exercise. It must be pleasurable exercise. Just going through a few cut and dried body movements in our rooms, and alone, is not likely to improve our general health, although it may help to correct a poor carriage of the head, or a weak muscle in the foot, or some other particular weakness or deformity, but if we are going to have enthusiastic health, what Emerson calls "plus-health," we cannot think too much about it, we cannot get it from exercise the only—or the main object of which is health. Health demands that we have some active work to which we can turn and forget it, forget self, something in which we can lose ourselves."—*University of Illinois Press Bulletin*.

Studying News

CARRIE TEEL, '16.

TIN connection with the regular textbook work in history, the students of the Training School make a special study of newspapers, magazines and periodicals. The purpose of this study is to acquaint the students with some of the world's present history as it is seen in the making. The events of the history of the past are studied in relation to the events of today. In studying the various periods of history the students are made to see the cause and effect that helps them to interpret the history of the present age. In this kind of newspaper study, the students also learn to judge real news that has far reaching effect, and distinguish it from the mass of sensational happenings.

The students read newspapers for current news, both home and foreign. A list of papers, magazines and periodicals is posted, in which the topics assigned are to be found, or, the bulletin board is referred to, where a number of newspaper clippings are kept on file.

Sometimes the teacher makes an assignment requiring the students to search the papers, collect the news sifting out the good from that that has no value, and report items of special interest, thereby testing their ability to judge news. Frequently very important questions, or those requiring discussions, are assigned to groups of students for study. When certain questions that are growing from day to day, as the progress of a bill in Congress, or the General Assembly of North Carolina, individual students follow these closely and occasionally report to the classes, or in the assembly for the benefit of the entire school. In this way the students watch the papers and report as interesting developments arise.

If the topics that have been assigned for study are of very much importance, or those that are exciting unusual interest throughout the country, most of the recitation period is devoted to discussing the topics. At other times when the questions are of a minor importance, only a few minutes of the period is taken up with them. However short or long the discussions may be the class gets the substance of the news.

If the newspaper items are in any way related to the history lessons of the textbook, the teacher shows the relationship by having the students to compare and contrast the likenesses and differences of the two, and when a current happening parallels an event that the class has had in past lessons attention is called to that also.

Many of the questions discussed recently have been those that are before Congress or the General Assembly, or questions connected with the European War. Of those in Congress the most important were

the Ship Purchase Bill and President Wilson as a target for criticism. Those of the General Assembly were Child Labor, Primary Law, Dog Law and Woman's Suffrage, and those of the European War were on the relation of the United States as a neutral nation to the belligerents of Europe and the attitude of England and Germany to American commerce. One of the topics is given below as it was presented to the class.

Review of the Work of the General Assembly

HATTIE TURNER, '16.

On the day the General Assembly convened the history classes discussed the time fixed for convening and adjourning of the Assembly, the two branches, the members of each, when and how they were chosen. A diagram of the seats of the two houses was placed on the bulletin board. Later the Governor's message and recommendations were discussed. From this time on weekly reports were made by the students.

From the out-set the General Assembly found itself confronting many important problems as State-wide primary, a more adequate revenue system, child labor, woman suffrage, insurance, prohibition and the hiring out of State convicts. The last problem mentioned was one of the earliest to be brought before the Assembly. Great objection was raised to the State's taking in pay railroad stocks for its convict labor. A series of bills to prevent this were introduced but they were voted down through the efforts of the representatives from the western part of the State.

A bill placing a State-wide tax on dogs was introduced, but notwithstanding the fact that both schools and roads would be the beneficiaries, sentiment for the "yaller cur" was too strong at this time, and a substitute which exempted about one-third of the counties and made it optional with the others, has passed the House.

After a hard-fought battle, the bill providing for the appointment of women as notaries public was passed. Some feared that it was an "opening wedge" for woman suffrage. The Governor has made an appointment, which will be submitted to the Supreme Court to test its constitutionality.

The constitutional amendment question was again brought up by a bill providing for the calling of an election on four of the Constitutional Amendments which were defeated in the last general election. This bill may pass. After the Assembly had been in session twelve days there appeared in the *News and Observer* a strong editorial advocating a forty-day session, which would save the State over \$23,000. As a result of this a bill was introduced in each house for a forty-day session. At first many seemed to be in favor of the measure, but when the bill was returned from the committee with certain recommendations,

opposition "waxed warm and warmer." The only result was that one day of the precious time was wasted.

The bill providing that the twenty judicial districts of the State be divided into two divisions, eastern and western, was passed for the convenience of the judges. Many opposed this as they feared that it would tend to strengthen the sectional feeling that existed between the east and the west.

The fish question has been the subject for talk and more talk, and has resulted in nothing very decisive in the matter of direct legislation, though the Senate has passed a bill creating a fish commission and carrying with it an appropriation of \$10,000.

Following closely the early discussion of the fish question came the bill for woman suffrage, which was framed by the Equal Suffrage League of North Carolina. When the bill was under consideration by the committee, Dr. Anna Howard Shaw and several leaders of the cause in this State appeared in its behalf and explained the principles of true democracy. Despite their clear, logical appeal, a majority voted for an unfavorable report. The fate of this bill was foreseen. It was defeated in the Senate, and tabled in the House.

Since then the act giving women the right of petition in elections in which their property is subject to taxation was passed, but not without the usual opposition that it was an "entering wedge" for woman suffrage. The remark was made that there were two words, the bare mention of which would stir things in the House. One was "fish" and the other was "woman."

To the dismay of those interested in education, the Giles bill providing for a uniform examination and certification of the teachers and county superintendents of the State was tabled in the House, though it previously passed the Senate. This bill which tended to raise the standard of the teaching force, was recommended by Dr. Joyner, and had the endorsement of the various teachers' associations.

After the introduction of many bills and much discussion the status of child labor is practically unchanged.

In the meantime, so much time has been consumed with the passage of many hundred local bills, that other measures of much needed legislation, insurance, prohibition, primary, revenue and appropriation have been left to the closing days of the session. This congestion clearly shows the need of a reform.

This brings the report up to date, March 1. The students are watching with interest the dispatch of business of State-wide importance in the little time that is left.

Mary's Little Cold

(Poem distributed in New York Public Schools.)

Mary had a little cold
That started in her head,
And everywhere that Mary went
That cold was sure to spread.

It followed her to school one day
There wasn't any rule;
It made the children cough and sneeze
To have that cold in school.

The teacher tried to drive it out;
She tried hard, but—kerchoo!—
It didn't do a bit of good,
For teacher caught it too.

Governor Jarvis's Talk on His 79th Birthday

MY mind has been very busy running over the events of my life as I sat here, listening to the young ladies as they told you of some of the things I have done. I have been analyzing this event and that event—in my boyhood days, in my manhood days and in my more mature years, trying to find the motive that prompted me each time. I have debated with myself whether I could truthfully say that, from the time I began to know what life meant and to understand the duties and obligations of life, one motive controlled my actions. Did I think along the lines of self-interest in doing this, or in refusing to do that, or was I seeking the good of others? I stand here, fully conscious of all the responsibility that goes with the statement and truthfully say that I have always tried, as best I knew how, to serve my fellow man. Whether I always judged wisely or not, I can not say. I have tried to weigh every public question and after I have made up my mind as to what was best, I have stood by my convictions, regardless of how it affected my political or personal future. When I was in public office men would say "If you do this you will dig your political grave." I shall cite two instances.

I have always believed an educated man or woman worth more than an uneducated one. I made the best use I could of the opportunity when I held the responsible position of governor, working the best I could for forwarding the people and furthering prosperity, believing firmly that the question of educating the people was the very foundation of prosperity. Without an educated people you can not have a great State. In my message to the Legislature I recommended an annual appropriation from the public funds of \$20,000 for the University of North Carolina. Up to that time the State had been appropriating \$7,500 to the University, and calling it an Agricultural College also to secure the annual interest on the appropriation by Congress to Agricultural Colleges. The president of three colleges came to me and protested, saying it would ruin the colleges of the State. They said "We will not sit still and see you destroy property that is entrusted to us. We will see that it is your political grave, if you do not withdraw the recommendation." I said "It will not hurt you. I'll live long enough to see that it will help you, rather than harm you."

I said that my political grave had been dug so many times I would take another chance. I urged that a tax for the public schools of twenty-five cents on every hundred dollars worth of property be levied. Another class of men came to me and said we will not quietly submit to such a tax on our property to educate other people's children, and if you do not withdraw this recommendation we will see that it ends your political life. The recommendation and the contest won it re-

sulted in a large increase in the tax for the common schools. That contest begun then has gone on and it has now become popular to vote taxes for public schools.

Just thirty years ago to the day, January 18, 1885,—and on Monday—I laid down the great office of governor. Just as I presented Governor Scales, and as he took the oath of office, I heard Mrs. Jarvis say, "There, I'm out!" You see, she, too, had been in office. This watch I hold in my hand made of North Carolina gold, was presented to me on that occasion. It has kept time for me ever since. When I was going too fast, and when I was going too slow, I looked at it. It has been my guide and time-keeper.

Now, I'll have another guide and time-keeper—I can measure time from this pleasant occasion. I shall fondly remember the kind words, the expressions of confidence, esteem and affection. I shall only regret that I can not render to you the service I would render if the Legislature would let me. Oh, the buildings that would be added here, the numbers of young ladies that would come here and the numbers of children that would be helped, if the Legislature would only hear my cry for the children! We are on the march. We are going as fast as we can go. I am glad the people of North Carolina are realizing that all hearthstones are brighter when the children are taught by people who know how to do it. When a man wants his dog trained, he gets a dog trainer, or when he wants his horse trained, a horse trainer, but when he wants his child trained, he does not get one who knows how to train children. He has been trusting his children to incompetent teachers. I rejoice in the fact that there are schools where teachers can be trained. I rejoice in the knowledge that it will not be many years before nobody who is not trained will be permitted to teach North Carolina children.

Young ladies, I can stand here and say I would not exchange the confidence, love, esteem and affection you give me, believing, as you do, that I have done something to make you happier and more useful, for all the gold of all the Rockefellers, nor would I exchange the confidence and esteem of the people of North Carolina for all the gold of all the nations of the earth.

Life is made up of sunshine and shadows. You would have been glad for sunshine today, but you have made the best of what you had. Sunshine will come by-and-by and fill the earth with its glory. Life is made up of trials and joys. The man or woman who has had no conflicts will never be worth much to society. Out of trials come strength. Many a time it seemed gloomy in my life, but I went along and did what I thought was right and best. I had conflicts, disappointments. Not all has been sunshine. The pathway was not always filled with flowers. Thus it will be with you. There was never a great victory without a

great battle. Take a firmer grip, don't give up—move forward, and life will grow brighter.

The greatest satisfaction that can come to you is knowing that you have helped some human being. My greatest comfort now is the knowledge that thousands, through the young women trained teachers, have been helped to elevated standards of citizenship. If you want happiness peace and joy at the end of life, give your life to the service of your fellow beings. Then somebody else will be glad to do something for you and say pleasant things to you.

Uniform Examinations

A BILL TO BE ENTITLED AN ACT TO PROVIDE FOR A UNIFORM PLAN OF EXAMINATION AND CERTIFICATION OF TEACHERS.

(This bill was defeated, but will doubtless come up again two years hence.)

STATE BOARD OF EXAMINERS TO EXAMINE ALL TEACHERS, SUPERVISORS, AND SUPERINTENDENTS.

SECTION 1. There shall be constituted a State Board of Examiners whose duty it shall be to examine, or cause to be examined, all applicants for the position of teacher, supervisor, or superintendent in all public, elementary and secondary schools of North Carolina, urban and rural; and no person shall be employed to serve in said schools as teacher, or supervisor, or superintendent, or assistant superintendent, except as hereinafter provided, whose academic and professional qualification and fitness for such position have not been passed upon and certified to by said Board and who has not been duly licensed for such position under the provisions of this act: *Provided, however,* that the State Board of Examiners may provide for the examination of applicants for second and third grade certificates, and the issuance of such certificates by the county superintendent of any county.

NUMBER OF MEMBERS, HOW APPOINTED, TERM AND COMPENSATION.

SEC. 2. Said State Board of Examiners shall be composed of seven members. The Superintendent of Public Instruction shall be *ex officio* chairman, and the State Inspector of Public High Schools and the State Supervisor of Teacher Training shall be members of said board, and the remaining four members shall be appointed by the State Board of Education, upon the recommendation of the State Superintendent of Public Instruction for a term of four years. Said State Board of Examiners are hereby authorized to elect and employ a secretary for his full time and to fix his annual salary not to exceed two thousand dollars, and a stenographer for such time as her services may be needed, and at such compensation as may be fixed by the State Board of Examiners, to be paid out of the general public fund in the State Treasury upon the requisition of the Chairman of the Board. And when elected and employed said secretary shall have his office and keep all records of the Board at the State Department of Public Instruction. The members of said Board actually serving shall be paid a per diem of five dollars per day during the time they are actually engaged, and in addition shall be repaid all money actually expended by them in payment of necessary expenses while so engaged, to be paid out of the general

public fund in the State Treasury, and they shall make out and swear to an itemized statement of such expenses: *Provided*, that the State Superintendent of Public Instruction shall not be allowed any per diem for services as Chairman of said Board of Examiners.

BOARD AUTHORIZED TO APPOINT AND EMPLOY READERS AND GRADERS.

SEC. 3. Said Board of Examiners shall have the authority to appoint competent persons to assist with the reading and grading of examination papers, and for such service such readers or graders shall be allowed a reasonable compensation to be determined by said Board and to be paid out of the public fund upon requisition of the Chairman of the Board.

CLASSES OF CERTIFICATES.

SEC. 4. There shall be the following classes of certificates: (1) Superintendents', (2) High School Teachers', (3) Elementary School Teachers', and (4) Special. The State Board of Examiners shall, under the provisions of this law, define in detail and name the different grades of certificates in the several classes, determine the time of their duration or validity, prescribe the standards of scholarship for same, and the rules and regulations governing the examination for them, their issuance, and their renewal or extension.

BOARD SHALL ADOPT PLANS FOR CLASSIFICATION, PROMOTION AND REWARD.

SEC. 5. Said State Board of Examiners, after investigating the systems in operation in other States, shall devise and adopt a uniform plan for the classification of certificates and for the promotion of teachers from one class to another, that shall recognize and place a premium upon academic and professional preparation for teaching with a view to encouraging such preparation; that shall reward by reasonable increase in salary or by an extension of the time during which a certificate is valid, or by a higher grade of certificate, recognized professional growth and successful experience; and that shall provide also for proper credits for academic work in certain subjects in high schools, normal schools, colleges and universities and for the issuance of life certificates to teach. For the purposes of this act said State Board of Examiners shall have the right to examine and classify institutions of learning that wish to have any part of their work accredited by said Board.

QUESTIONS SHALL BE PREPARED BY BOARD AND PRINTED.

SEC. 6. The State Board of Examiners shall prepare questions for the examination of teachers, supervisors and superintendents, and the State Superintendent of Public Instruction shall cause lists of the questions so prepared to be printed, and shall, ten days before the date of each examination, send to each superintendent or other persons appointed

to conduct examinations in the various counties of the State a sufficient number of such lists. The questions so sent shall be enclosed in a sealed package and said seal shall not be broken until the morning set for the examination: *Provided*, that any applicant for the superintendent's certificate may appear before the State Board of Examiners in Raleigh or at some other place designated by said Board of Examiners for examination.

EXAMINATION FEES.

SEC. 7. Each applicant for a certificate shall before entering upon the examination, deposit with the person appointed to conduct the examination a fee, to be determined and fixed by the State Board of Examiners, in no case to be less than one dollar and in no case to exceed five dollars, the amount of said fee to be governed by the class and grade of certificate for which said applicant applies. All fees thus collected shall be paid over to the State Treasurer.

APPLICANTS SHALL NOT RECEIVE ASSISTANCE.

SEC. 8. Teachers on examination shall not be permitted to sit near enough to one another to read each other's papers, and no teacher on examination shall receive assistance from any other person or by reference to any book, map or chart, or from any other source, and no person shall be licensed to teach who shall receive or endeavor to procure any such assistance.

PAPERS TO BE DELIVERED AND FORWARDED TO SECRETARY OF BOARD PROMPTLY.

SEC. 9. When an applicant shall have completed his examination he shall deliver his papers to the person appointed to conduct the examination, who shall enclose the papers of each applicant in a separate envelope, together with his certificate that the examination has been properly conducted according to law, and shall transmit the same to the secretary of the State Board of Examiners without delay.

CERTIFICATES TO BE ISSUED BY SUPERINTENDENTS.

SEC. 10. If upon examination it appears that an applicant is entitled to receive a certificate the secretary of the State Board of Examiners shall so certify to the applicant and to the superintendent who conducted the examination of said applicant, whereupon a certificate of the class, grade and character specified shall be issued by said superintendent, provided first said superintendent shall be satisfied that said applicant is of good moral character, and is otherwise, aside from scholarship fitted for the work of teaching. When so issued said certificate shall be of State-wide validity: *Provided*, that no such certificate shall entitle the holder thereof to teach in the public schools of any county

until approved and signed by the County Superintendent of Public Instruction thereof, nor to teach in the public schools in any town or city until approved and signed by the superintendent of schools of such town or city. And in case any county superintendent shall refuse to issue a certificate to any applicant in accordance with the recommendation of the State Board of Examiners or to approve any certificate so issued, he shall notify the secretary of the State Board of Examiners of his action and state in writing the reasons for such refusal, and said applicant shall have the right to appeal from the action of the county superintendent to the County Board of Education for review and investigation and final determination of the matter. And in case any town or city superintendent of schools shall refuse to approve any certificate issued under the provisions of this act the holder thereof shall have the right to appeal to the board of trustees or other school board of the town or city schools for review, investigation, and final determination of the matter: *Provided*, that duly licensed superintendents in cities and towns of five thousand or more inhabitants may conduct the examination of applicants for positions in the schools under their supervision, subject to such rules and regulations as the State Board of Examiners may prescribe, and may issue to successful applicants the required certificates under the provisions of this act: *Provided further*, that all superintendents' certificates shall be issued by the State Board of Examiners: *Provided further*, that the State Board of Examiners for good and sufficient cause after reasonable notice to the holder who shall be given opportunity to be heard and offer evidence, may revoke any certificate under this act.

CERTIFICATE NOW IN FORCE NOT INVALIDATED.

SEC. 11. Nothing in this act shall be construed to invalidate State High School Teachers' Certificates or Five-year State Elementary School Certificates, or First Grade County Certificates now in force: *Provided, however*, that at the expiration of such certificates the present holders thereof shall be subject to such rules and regulations as the State Board of Examiners may adopt in regard to the issuance of certificates of the same class.

MINIMUM SCHOLARSHIP REQUIREMENT AFTER FIXED FUTURE DATE.

SEC. 12. From and after July 1, 1917, the minimum scholarship requirement as a basis of a first grade certificate issued after that date shall be the completion of two years of a standard high school course, or its undoubted equivalent, and six weeks of professional training; and from and after July 1, 1919, the minimum scholarship requirement as a basis for the first grade certificate issued after that date shall be the completion of a standard four year high school course, or its undoubted equivalent, and six weeks of professional training; and from and after

July 1, 1915, the minimum scholarship requirement as a basis for any superintendent's certificate issued after that date shall be graduation from a standard four-year high school or its undoubted equivalent, and twelve weeks of professional training, and one year of successful experience in teaching: *Provided*, that the State Board of Examiners may provide for and issue to all superintendents now in service temporary certificates without examination and prescribe rules and regulations for the renewal and extension of same; and in cases of undoubted fitness and competence and progressive efficiency issue to superintendents now in service the regular permanent certificates without examination under such rules and regulations as they may adopt for such certificates.

TEMPORARY CERTIFICATES OR PERMITS.

SEC. 13. The State Board of Examiners may, upon recommendation of the superintendent concerned, authorize said superintendent to grant a temporary certificate or permit valid in the county or city designated to any teacher, who at the time of the last preceding examination was not in the State, or who at such time, was prevented by sickness from taking the examination: *Provided*, that such person last named shall be required to furnish the certificate of a physician. All temporary certificates or permits thus granted shall be valid only from the date of issue to the date on which the State Board of Examiners shall make their report upon the applicants at the next succeeding regular examination, and no temporary certificate or permit shall be renewed.

TIME SET FOR EXAMINATION.

SEC. 14. The second Thursday in June, August and October of each year is hereby designated for examination of teachers, supervisors and superintendents. The examination may be continued from day to day for three successive days under the rules and regulations of the State Board of Examiners if such continuance of the work of the examination be necessary, but no examination shall be begun on any other day than the first day mentioned in this section, and no examination shall be held at any other time.

MISDEMEANOR FOR STEALING, BUYING, OR GIVING AWAY QUESTIONS.

SEC. 15. Any person who purloins, steals, buys, receives, sells, gives, or offers to buy, give, or sell any examination questions or copies thereof of any examination provided and prepared by law before the date of examination for which they shall have been prepared shall be guilty of a misdemeanor, and upon conviction thereof shall be fined not less than one hundred dollars, and may be sentenced to hard labor for the county or imprisoned for not less than six months.

CONFLICTING LAWS REPEALED.

SEC. 16. The State Board of Examiners created under Chapter eight hundred and thirty-five of the Public Laws of 1907 is hereby abolished, and all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 17. This act shall be in force from and after its ratification.

COMMITTEE AMENDMENTS.

Amend S. B. 176 by striking out all the remainder of section 15 after the word "misdemeanor" in line seven of said section inserting in lieu thereof the following "and upon conviction thereof shall be fined or imprisoned or both in the discretion of the court."

Amend section eleven by adding at the end thereof the following:

"Provided further, that the State Board of Examiners may issue permits and certificates to teachers, now engaged in teaching in the city, town and other chartered schools, not heretofore legally required to hold certificates, under such rules and regulations as the Board may adopt."

A Message From President Wilson

"We overlook the fact that the real sources of leadership in the community come from the bottom. We must see to it that the bottom is left open, we must see to it that the soil of the common feeling of the common consciousness is always fertile and unclogged, for there can be no fruit unless the roots touch the rich sources of life.

"And it seems to me that the school houses dotted here, there and everywhere over the great expanse of this nation will some day prove to be the roots of that great tree of liberty which shall spread for the sustenance and protection of all mankind.

"I do not wonder that men are exhibiting an increased confidence in the judgments of the people, because whenever you give the people a chance such as this movement has given them in the schoolhouse they avail themselves of it. This is not a false people, this is not a people guided by blind impulses; this is a people who want to think, who want to think right, whose feelings are based upon justice, whose instincts are for fairness and for the light."

On the Birth of a Child

By LOUIS UNTERMAYER.

Lo—to the battle-ground of Life,
Child, you have come, like a conquering shout,
Out of a struggle—into strife;
Out of a darkness—into doubt.

Girt with the fragile armor of Youth,
Child, you must ride into endless wars,
With the sword of protest, the buckler of truth,
And a banner of love to sweep the stars.

About you the world's despair will surge;
Into defeat you must plunge and grope—
Be to the faltering an urge,
Be to the hopeless years, a hope!

Be to the darkened world, a flame;
Be to its unconcern a blow—
For out of its pain and tumult you came,
And into its tumult and pain you go.

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An Opportunity and Reward Once again the public school teachers are called on to perform a great service for the State, “without money and without price,” for it is the teachers who will have to take the lead in the moonlight schools and teach the adult illiterates how to read and write. The platitude, “the reward is in the good you are doing,” offered to teachers as a consolation for their meager salaries, is little comfort when they see no visible signs of the good. But in opening the eyes of the grown-up children to the printed word and in giving them the power to express thought with their hands the reward is almost immediate and obvious. The giving of time and strength is not a sacrifice to the teacher, but a privilege, a joy.

Do You Use Your Library? Do you know how to secure a library for your school? Do you know what libraries there are in North Carolina available for your use? Dr. L. R. Wilson, Librarian of the University of North Carolina, tells you in the first article in this issue. After you secure these books do you know how to use them to the best advantage? Do you know what is on the inside of these books so that you can direct the children you teach in their reading? Can you send into the homes of your community just the books needed in those homes?

Dr. Bruce R. Payne, President of the George Peabody College for Teachers, said to the teachers assembled at Charlotte last fall: “I am not asking can you read. What I want to know is, do you read.” Do you read?

**Health
Articles**

The two articles in this issue on Health show clearly the reasons why the work of supervision should be extended in North Carolina until every county in the State has a whole time health officer. The people are getting aroused over the appalling death rate due to preventable infectious diseases, but it is far more difficult to make them realize that many of the serious troubles of the adult can be averted by the correction of physical defects in the child. Many of these defects are hardly perceptible to any one but a physician. The parents need advice and direction. The Health Department is doing excellent work in educating the people through the monthly bulletin, but some capable man who can reach all the people of a county directly or indirectly should give his entire time to the health problems. The results are inestimable, not only in preventing suffering, but in increasing the earning power of the people.

**Recreation
and Exercise**

While towns and cities are spending large sums of money for play-grounds, the people in the country are congratulating themselves that they do not have to spend money in order to furnish an opportunity for exercise. They ask if the boy does not get as much exercise wielding the hoe as he does flourishing a baseball bat or a tennis racket; if the girl does not get physical development while sweeping, dusting, making beds, and kneading dough. Many of these girls and boys have answered this question by leaving the home where all work and no play is the policy and by going to where they believe they will get some play mingled in with the work. The glamor of the city, to the country boy, is that it seems to be a great play place, a place of freedom from restraint. One of the troubles of the day is that so many of us do not know how to play. The older generation should encourage the young people to cultivate the play instinct. They can do it at little cost. The space is at hand, the equipment in the country costs little, and the direction needed is not great.

Play Time

Many teachers think that because they have no gymnasium, it is impossible to give the children of the upper grades physical training. The children are often inactive and stand around at recess simply because they have no leader or no organized directed play. They would gladly engage in play or some form of athletics if they had a leader. Other children get into mischief, whereas, if they were properly directed, they would use that same energy in games. The leaders of the mischief may often be changed to the leaders of the play, if the teacher will use her influence.

Many people think that the equipment is the most important thing in making a play-ground; but it is not the only important element for

without the play spirit, the equipment is nothing. The chief value of the apparatus lies in the fact that it gets the children to come to and stay on the play-ground. The playground must be attractive and the apparatus well chosen to get the best results.

Basket-ball and tennis courts can be made in the country as well as in town. Community contests in both basket-ball and tennis will prove very interesting and helpful to both boys and girls. Several swings may be made on the play-ground. Acting poles, race tracks, see-saws, and sliding boards may be made with little trouble and expense. The children will gladly make their own play-ground if the teacher will help to plan and to direct them in the work. It is usually thought that boys need physical training more than girls, but girls need it also and both can get it with little expense and trouble.

Even walking can be made interesting by giving some motive, such as finding things of interest on the way, seeing who can walk a certain distance in the shortest time, or who can carry himself best. The walk to and from school may be used in this way.

The thing of most importance in making a play-ground is the organization. The play-ground is the place where the children are taught morals, hygiene, and citizenship and it should be as carefully supervised as any other department of the school. It is here that the teacher learns the real nature of the children. The teacher can organize the play and put it, to a certain extent, into the hands of the leaders among the children.

County Bulletins

Some of the county superintendents are publishing a news sheet or bulletin through which they can reach directly the teachers in the county. These publications grow out of a distinct need and furnish the most rational economical means of bringing together the teachers and the superintendent. The superintendent, naturally, has many ideas he would like to present to his teachers. He frequently depends solely on the monthly teachers' meetings and the attendance there depends on the weather. Never does he get all together, and some of them present in body are absent in ear. The bulletin presents the ideas of the superintendent to the eye of the teacher when there is little to distract his attention. It is strange that more superintendents have not used this medium. Pitt and Edgecombe each have a four-page bulletin. Sampson County has a magazine. Many other superintendents will doubtless follow these when they once see the advantages to be gained.

Team Work

The dominant note of this decade seems to be "team work," the idea of pulling together. You need go no further than this issue of *THE QUARTERLY* to be aware of it: team work in sports, team work in pageants, team work against illiteracy, team work in improving the health of the people, team work

in arithmetic. The day of the individual as an individual seems to be passing, but never has an individual as one of a group counted for more than he counts now. The newspapers and magazines are full of articles on efficiency—all emphasize the necessity of the various ones in any business working as one. An editor on the staff of one of the dailies of national reputation, when recently asked the secret of the success of that paper, said it was due to the fact that there was one head with five hundred people working together as one with that head. The idea of unity, harmony, is perhaps as old as expressed thought but this age has expressed it in a new way and instead of putting the stress on the union, the effect, it is putting it on the parts of the union, the cause. The love of metaphor, the pictured word, has led people to adopt the term "team work." The term will in time become hackneyed and be cast aside, another will take its place but the idea will continue to live and grow. The person who is efficient in work or play must be able to do good team work.

Defeat of the Teachers' Bill

"The Teachers' Bill," the bill introduced into the General Assembly for the purpose of standardizing the teaching profession in North Carolina by establishing a system of examination and certification of teachers by a State Board of Examiners, is published in full in this issue. It was tabled in the House, having received scant attention. It is perhaps rather late for an exposition of the bill or for a presentation of arguments in its defense. It is published merely as it stands. Some may be of the opinion that it now has only historic interest. Even so, it will not be to the discredit of the State for people elsewhere and in future times to know that the educators of North Carolina in this second decade of the twentieth century knew what was needed. Perhaps the question is, however, not settled:—the reading of the bill might set some people to thinking so that two years hence the representatives of the people will give it due consideration.

The leading educators feel keenly disappointed and, perhaps, humiliated, that the judgment of so large a body of progressive people was treated with so little consideration. These people on the inside know full well that much of the hard work that is being done for education is rendered ineffectual by the lack of efficiency on the part of those teachers in the ranks who should not be allowed to teach. Local tax, consolidation, compulsory attendance—these are great forces, but the greatest of all is the efficient teacher. It is useless for the teachers to indulge in heroics, hurl anathemas at the legislators, or to become melodramatic or sarcastic. The only thing to be done is to keep right on working and surely in the fulness of time something can be done.

The Cincinnati Meeting Mr. S. B. Underwood, Superintendent of Pitt County, and teacher of public school administration in the raining School attended the meeting of the Superintendents Division of the N. E. A. which recently met in Cincinnati.

Mr. Underwood said that the thing that impressed him most was that the rural school seemed to be coming into its own. More time was given to the discussion of rural school problems than at any previous meeting. Such topics as the financing of schools; the training of teachers for the country; the training of teachers in service; the demands of rural school districts; the appointment, salary, and tenure of teachers; all these were thoughtfully and earnestly discussed. There was an attendance of more than three thousand from all parts of the country. And it was a working body. Each meeting was well attended.

Dr. G. M. Cooper, county health officer of Sampson County, is using a striking device for presenting to the eye the difference between a whole time county health officer and a part time officer.

The following material printed in bold capitals, illustrated by the dial of a clock, is printed on the back of his envelopes:

30 MINUTES A DAY FOR COUNTY'S HEALTH.

COUNTY PHYSICIANS DEVOTE THIRTY MINUTES A DAY TO GUARD THE HEALTH
OF FROM 20,000 TO 30,000
NORTH CAROLINIANS.

WHAT HE DOES IN 30 MINUTES.

1. VISIT COUNTY DEPENDENTS.
2. EXAMINE INSANE.
3. MAKE AUTOPSIES.

WHAT A TEN-HOUR A DAY WHOLE-TIME COUNTY HEALTH OFFICER WOULD DO.

1. DO ALL THE ABOVE AND HAVE TIME TO DO IT BETTER.
2. MAKE PHYSICAL AND MENTAL EXAMINATIONS OF SCHOOL CHILDREN.
3. ESTABLISH FREE DISPENSARIES.
4. PREVENT THE SPREAD OF DISEASE.

WILL YOUR COUNTY PAY FOR A WHOLE-TIME COUNTY HEALTH OFFICER?

Suggestions

Suggestions for Number Work

The children in the third grade were beginning to lose interest in plain abstract work in addition and multiplication because the work was not directly related to the things of life. In order to give the children a felt need for the subject matter we decided to give them some practical ideas to work around as a center and so the following suggestions were given. As a result the concrete work developed the relation between subject matter and children and they became interested again.

1. *A Party.*—To carry out the above plan we tried out the party suggestion. The children decided to have the whole class as the guests and then they named the necessary refreshments, such as ice cream, cake, fruit and nuts. Working out the amount and cost of each thing formed the problem of the day in multiplication. Each child kept an account so that at the end of the class he could add it and find out exactly how much the party would cost.

2. *Store.*—The day following the party, the children were asked if they would like to play store and buy the things for the party. Previously during a busy work period, the children had made paper oranges, apples, bananas, and stick candy which were used in the store. On the desk which was used for the store were placed the things to be sold. A storekeeper and a bookkeeper, to keep the account on the black-board, were selected. The children at the seats were given toy money and each child was allowed to purchase something for the party. The children made their own examples, for instance, one said, "Have you any apples? What is the price? I want two dozen." If the store-keeper or bookkeeper made an error, another child took his place. Each child was asked to speak distinctly so that all could hear.

These plans proved especially helpful in multiplication.

BERNICE FAGAN.

ERNESTINE FORBES.

Railroad Tickets

While working with the multiplication tables in the third grade, I thought of a railroad scheme, in which the third multiplication table was involved. As two railroads, Norfolk Southern and Atlantic Coast Line, cross in this town, I thought it would be nice to let the children buy tickets to the towns they wished to visit on these two railroads. I drew the two railroads on the black-board and used a railroad guide to get the actual distances from Greenville to each of the towns, the rate per mile being three cents. The children worked out the cost to the towns they wanted to visit and then purchased their tickets from the

depot agent, each child paying for his ticket with paper money. After each child had worked out the cost to one town and bought his ticket, then the conductor passed down the aisle collected the tickets and called the stations.

During one of the previous study periods the children had made the paper money and the tickets.

EUNICE ALBRITTON.

Finding Cost of School Room Furniture

One day the children worked out the cost of all the furniture in the school-room. To get the attention of the class centered on this one problem, they were asked to name every piece of furniture in the room that they thought should be included in the bill. And everywhere it was possible, the children were led to do the measuring and calculating: for example, finding the number of yards in the curtain over the cloak room, finding the number of hooks in the cloak room, finding the number of desks in the room. As each article of furniture was mentioned, by the children, the teacher put the price of each article on the board, as follows: Desks at \$2 apiece, shades at \$.75 apiece, curtain goods at \$.15 a yard, etc. Then the children calculated the cost of all the articles and found the total cost of all the furniture.

CLARA L. DAVIS.

Games for Drill

These are just a few suggestions for drill in number work by means of games which I have seen worked out very successfully.

1. *Hide and Seek*.—The teacher places on the black-board, with one number hidden, statements like: $3 + \quad = 9$, $\quad + 4 = 8$. The children are to supply the missing numbers.

2. *Guessing*.—The teacher says, "I am thinking of two numbers the sum of which is 9, what are they?" The class guesses until the right numbers are given. After this has been played once, the children are able to act as the leader.

3. *Circle*.—The device of the circle may be used to teach addition, subtraction, multiplication, and division. Draw a circle on the board, in the center place some number, and around the circumference of the circle place desired numbers. The children give the sums of the interior number and the exterior one to which the teacher points. The class may be separated into "sides," and the captain of each side may do the pointing; the score is kept of the children sitting when they fail to reply quickly. The numbers may frequently be changed. In the same way circles can be arranged for subtraction, multiplication and division, the numbers being changed as necessary. There are many other simple arrangements of this general nature that teachers invent for themselves, the numbers being arranged about a square, rectangle, or in some other simple fashion.

4. *Racing*.—Place on the board two group combinations and let a child from each competing side go up and race for correct answers for the whole.

5. *Climbing the Ladder*.—The teacher draws a ladder on the black-board, placing a number combination on each step. The pupil begins at the bottom and climbs as far as he is able. When he makes a mistake or does not answer with reasonable promptness, he falls off and another takes his place.

RUTH PROCTOR.

Suggestions for Seat Work in the Primary Grades

One of the biggest problems in the rural school is to give all the children who are not on class employment, of real value, sufficient to keep them busy while they are not reciting. Seat work may be connected with reading, drawing, language, number work, spelling and history. The following are some suggestions that have been found to be useful:

I. Correlation with Reading.

- a. Put questions on the board, which the children will be able to answer by a careful reading and organization of the reading lesson. This should come after the lesson has been read orally, at least once, on class.
- b. Let the children illustrate by drawing any mental picture that they have gained from the story.
- c. In review of a reader let the children select their favorite story and illustrate with a picture, so vividly, that the other children can guess the story illustrated.
- d. Let them take a list of the proper names in the lesson or a list of words that rhyme.
- e. Let them copy selections from the lesson as neatly as possible.

II. Correlation with Drawing.

- a. Third and fourth grade children may help the teacher in the preparation of materials if a lesson is to begin in the lower grades which requires much work on the part of the teacher, as: ruling, folding and tearing paper and making patterns.
- b. If the drawing lesson should be too long to be completed in the drawing period it may be completed during the seat work period.
- c. On St. Valentine's Day, George Washington's birthday, etc., the children may be given seat work in paper cutting, drawing, or construction in connection with these to bring out self-expression and originality.

III. Correlation with Language.

- a. Many suggestions given in reading may also be used in connection with language, as, illustration of the story or the poem by drawings.

- b. In connection with the story cut work, construction work and poster making may be used.
- c. Clay moulding is also good in connection with the story or poem. White clay is suggested.

IV. *Correlation with Number Work.* (Second Grade.)

- a. Problems in addition and subtraction concerning things familiar to the children may be given.
- b. Addition and subtraction of abstract examples also furnish valuable practice.
- c. A list of numbers on a piece of paper may be given to the children and they can arrange as many combinations as possible, using only numbers on the list.

V. *Correlation with Spelling.*

- a. Simple sentences out of the spelling words may be made.
- b. The children can make little spelling pads and decorate the covers.
- c. The letters of the alphabet may be used to build the words in the lesson.

VI. *Correlation with History.*

- a. Home life, Eskimo life and Indian life may be illustrated by cut work, construction work and drawing.

Encourage the children to read silently from supplementary readers placed on the teacher's desk, at the disposal of the children, during the seat work period.

MILDRED BROOKS.

EMMA ROBERTSON.

The Dramatization of the Story of Marquette

The dramatization of "The Story of Marquette" by the fourth grade at the Model School is a demonstration of how a subject can be made more vivid and attractive to the little folks.

The story was developed by the student teachers as a history lesson. After the second telling of the story it was correlated with oral language. After the children had visualized the story, different ones told it to the class. By this means it became more real.

When asked what could be done with the story the children gave different suggestions, and, finally, some one said, "We could play it." Every one was eager to carry out that suggestion, and began planning for the play. Some child proposed that we give it on the school grounds. This was just the thing the teacher was eager for them to do, but she wanted the pupils themselves to see it and to suggest their play ground as a setting for the story. The school grounds were studied by the children, the places selected, and every foot of the way mapped out by them under the supervision of the teachers. Small

ditches and one large ditch just back of the school building were selected as the rivers upon which Marquette and his men traveled,—the Fox, Wisconsin, and Mississippi rivers.

It was decided that every child in the room should have a part in the play, but the actors as Marquette, Joliet, the two Frenchmen, the Indian chiefs, and warriors were selected by the class.

Then the Indian villages were planned and constructed on the banks of the rivers; the village of the Wild Rice Indians on the Wisconsin River, the village of the Illinois Indians, a short distance from the Mississippi River, and the village of a warlike savage tribe farther down the Mississippi.

The construction work was correlated with drawing and manual labor. The tents were built by the boys' using poles from the near-by woods as the frame work, and tow-bagging for the covering. The two small canoes were made of stiff wrapping paper cut in the Indian canoe style. They also made a peace pipe. The girls drew and cut out stars, crescents, and swastikas, the decorations for the tents and canoes.

The costumes were easily prepared. A few children owned Indian suits and others dressed in Indian blankets, shawls and capes, such as they could find in their own homes. They made their headdresses of feathers, using as many bright ones as they could find. Marquette's costume was a black robe, a soft, black felt hat with a wide brim, and he carried a cross. The only marked feature in the costume of Joliet was a soft felt hat with a plume on one side.

By the time the construction work was finished every child was thoroughly saturated with the story. The children themselves selected their best story-teller to give the story as an introduction to the play.

When all were ready for the play, Marquette, Joliet, and the two Frenchmen were far away in the woods. The Indians were quietly resting in their wigwams near the river. The invited guests had arrived and were assembled near the Mississippi, when from the big tent of the Illinois Indians the chief, dressed in an Indian suit, and painted, came slowly down to the bank and told to the audience the story of Marquette, then returned to his tent. Marquette and his men then came quietly down the ditch carrying their two canoes. On the way down the Wisconsin they visited the Wild Rice Indians. After entering the Mississippi they found footprints on the bank of the river and Marquette and Joliet left the boats in charge of their men and followed the tracks until they came to the village of the Illinois Indians. After a short visit with these friendly Indians they returned to their boats. Before he left, the Indians gave Marquette a peace-pipe, accompanied him to the boats, watched him until the boats were out of sight down the river, and then returned to their wigwams.

A short distance down the stream, when Marquette and his men were about to be attacked by some savage young warriors, Marquette showed

them the peace-pipe. An old brave, seeing it, rushed upon the young warriors and prevented them from doing any harm. Marquette and his men went ashore and visited these savage Indians, then resumed their journey, but they went only a short distance farther, then turned and started home. Before going far, however, Marquette was taken sick and carried ashore by his men. This was the closing scene of the play.

The dialogue was very simple and came spontaneously from the children. Only certain parts needed dialogue. The chiefs at each village insisted that Marquette and his men should not continue their journey. They told them of the monsters down the river, the hot boiling water, and the savage tribes. But Marquette was eager to visit the other Indians and teach them of God, and Joliet also was anxious to continue the journey and learn more of the wonderful river. In these scenes dialogue was used.

Three scenes particularly were developed by dramatic action: The Illinois Indians gave Marquette and Joliet a feast and smoked together the peace-pipe; the savage Indians gave the war dance; Marquette taught the Indians of God by pointing heavenward, showing them the cross, and kneeling upon the ground.

The teachers studied with much interest the result of the play. They found that the children caught the spirit of Marquette's mission, and thoroughly sympathized with his hardships and dangers, as well as gained a true conception of the better side of Indian life.

The organization and adaptation of the story done in their oral language periods has helped them greatly in planning for other plays and also in their story-telling. Their interest was intense during the entire time and the week of the play the daily attendance was perfect in spite of bad weather, bad colds, and minor ills, that on less interesting occasions would have kept several at home. While it is difficult to estimate the value definitely, perhaps their greatest gain was in their team work. On the whole, the effect was satisfactory.

The Question Box

Some of the questions asked in the last issue of *THE QUARTERLY* are answered below. The answers that come within the scope of this department are necessarily only partial. The answers to many of the questions would require a full article.

Several questions were asked that involve problems of the one-teacher school. Instead of having fragmentary answers in this department, we reserve the answers to incorporate in an article on the one-teacher school that is promised for a later issue. As most of these schools will be closed before this issue of *THE QUARTERLY* reaches the public, the delayed answers will not inconvenience any teacher.

Suggestions for closing day and Friday afternoon can be found in an article on "Pageants and Pageantry," by Miss Davis, in an editorial, and in the Review department in the last issue of *THE QUARTERLY*. A suggestion for health talks is found in this issue. Story telling is especially valuable for Friday afternoons.

The teachers of Grimesland have a plan for combining the answers to two questions, how to get the parents to visit the school and language work. They have a "Mother's club." The children write invitations to the meetings.

In a later issue a series of suggestions for language work will be given.

What is the Practical Value of Hectographing to the Teacher?

The hectograph, which is a gelatine pad for receiving a copy of and therefrom multiplying a writing, or drawing, when used properly is almost indispensable to the primary teacher, especially when there is a large number of children. Some believe that hectographing destroys the individuality of the child and therefore should not be used. This is only when hectograph is abused or overused, for when it is used in the correct way hectographing does not destroy the child's individuality but helps to develop it.

In the primary grades the children are taught to color between two given lines, as in making the United States flag. The children cannot yet draw these lines on the flag and it would be a tiresome task if the teacher had to draw each flag for a large number of children. With the hectograph the flags can be made in a short time with very little trouble.

There is a great demand now-a-days for seat work and hectographing helps supply this. Here is a suggestion that is not without value: After the children have learned a poem, give them envelopes, with a hectograph copy of the poem on the back; have the hectographed words of the poem on separate pieces of paper on the inside of the envelope.

Let the children put the words together; they can compare theirs with the copy on the back of the envelope. There are other ways in which the hectograph can be used to an advantage; sentences with blank spaces to be filled by required words will serve in language or grammar drills. In geography, as a review lesson hectographed copies of the outline of the continent or country that has been studied may be distributed. On this outline the children may indicate surrounding bodies of water, cities, rivers, mountains or railroads. These outlines may be used in making product maps. The resourceful teacher can add to these ideas and use them to an advantage.

The hectograph may be made by the following formula at a very small cost: Two ounces of sheet glue, four ounces of water, eight ounces of glycerine. After the glue has been dissolved in the water place it on the stove in a double boiler and stir. While it is boiling add the glycerine very slowly, stirring all the time. Allow the mixture to remain on the stove for three or four minutes, and then pour it into a shallow square or oblong pan and let it cool. It will be ready for use next day.

To use the hectograph, first make a copy or drawing the size wanted on smooth paper with hectograph ink. Place this on the hectograph with the copy down and let it remain two or three minutes. Then as many copies as desired can be made by placing sheets of paper, one at the time, on the hectograph pressing lightly with the tips of the fingers.

*What Can We Do With the Big Boy in a Class of Small Children?
Shall We Start a Fourteen-Year-Old Boy in Mother Goose Rhymes?*

There are two types of big boys in the primary grades, those who are mentally weak and those who are backward because of absence from school. The interests of the first type are on a level with the small children; the interest of the second type has developed beyond this stage and should not be expected to be interested in the simple literature suitable for primary children. The materials he uses should be taken from things he is interested in and if possible, things which touch his daily life.

Some suggestions that might prove helpful are these: for busy work, let him clip pictures from papers, magazines, advertisements. He may mount these and select words from the papers that will tell something about the pictures. For reading and number work the teacher may put on the board simple sentences and problems about practical things in his life. He may also select simple reading from newspapers and advertisements. In all the work appeal to the boy's interests rather than the course of study.

Often the teacher can use the big boy to a great advantage to herself and still be of great help to him. She can lead him to feel that he

is in a measure responsible for the general appearance of the school; for bringing illustrations of class work to school and for the more advanced manual training required in the class.

What Can Be Done at Opening Exercises?

The opening exercises in any school should have the proper amount of consideration. For exercises that are of real value there are a few points that the teacher must have in mind, *i. e.*, morning exercises are introductory to the day's work and must bring the school together as a unit. They may be of such a nature as to give information in an attractive form. A short service of worship should be a part of the opening exercises. This should be genuine, sincere and adapted to the understanding of the children. The exercises must be bright and cheery. In order to have these essential points the exercises must be planned.

A suggestion that has been tried with good results is this: one day the small children entertain the older ones, for example, by story telling, or dramatizing a story, or singing motion songs. The next day the older children entertain the small ones by giving current events. This is a good period for memory work. The poems from Robert Louis Stevenson and Eugene Field are such as can be appreciated by all and may be used. This should be a period in which the children can feel free, they should be given the opportunity of expressing themselves, and the resourceful teacher can find many attractive ways from her own surroundings to do this, for nature is an open book to all and is one that the children enjoy.

QUESTIONS.

1. Why is a well prepared assignment so necessary when time is so limited?
2. How can we help the children from forming bad habits of study?
3. Is it well for children in the first grade to take their books home?
4. How can I correct mere "word calling" in reading?
5. What is "the bondage of the printed word?"

Reviews

In a Legislative circular sent out by the Bureau of Education attention is called to many interesting bills which have been introduced in Congress.

One of the most interesting of these to the people of the South at present is the Abercrombie Bill which provides for a system of education that will eliminate adult illiteracy in the United States. The Commissioner of Education shall coöperate with State, county, district, and municipal education officers, to carry out these plans. The bill provides for the necessary funds to carry on this campaign.

Another bill which should be of particular interest to all cities and towns is the Hughes Bill, which provides for the creation of a Federal Motion Picture Commission as a division of the Bureau of Education. The work of this commission will be to select motion picture films that will be most conducive to education and to arrange for their use in schools. Another bill of interest is the "Miller Bill," which has as its chief consideration the establishment in the Department of Labor of a bureau for the deaf and dumb to study the industrial, social, and educational conditions of the deaf and dumb throughout the United States.

These circular letters give in brief scope the work in the Department of Education.

In one of the recent letters sent out by the Bureau of Education of the Department of the Interior is an abstract of the Report of the N. E. A. Committee on "Social Studies in Secondary Schools." A syllabus is prepared on "Community Service." The National, State, and local activities and agencies are included under each topic. The outline of the work that will be given will be very full, but its success will depend upon how it is carried out. The outline given here is only from the health department and is a sample of the other:

1. Health as an element of welfare.

- (a) Pure air; ventilation of buildings.
- (b) Pure water; wells and water system.
- (c) Pure food; food and drug laws.
- (d) Exercise; gymnasiums, play grounds.
- (e) Cleanliness; public baths, disposal of household waste.
- (f) Contagion; medical inspection in schools.
- (g) Regulation of working hours and conditions.
- (h) Miscellaneous; ambulance service, hospitals and dispensaries, vital statistics, baby-saving campaign.

The *Hawaii Educational Review* for June, 1914, contains a valuable article on "School Hygiene," by T. H. Gibson. In this article he says that personal hygiene should be stressed from first grade through college. The progress of the school depends upon it. In a recent medical

inspection in Hawaii it was found that 95 per cent of the children were defective in some way. The per cent in America is said to be even greater than this. A degenerated race will be the outcome of these conditions if they are not checked. The work of correcting these conditions falls on the teachers, therefore it is their duty to acquire a thorough knowledge of child hygiene.

This paper also gives an interesting article on "Voluntary Medical Inspection." In many districts both medical and dental doctors offer their assistance to the schools. In some districts the board of education equips an examining room and the children are taken here at stated times for inspection. When this is not done the doctors visit the schools. Some of the results are, better personal appearance, absence of contagious disease, and better school work.

The Educational System of Rural Denmark, by Harold W. Foght, specialist in rural education, is printed in a bulletin of the Bureau of Education. This report is the result of a first hand investigation of Danish rural life and rural schools. Mr. Foght spent several months in the field studying conditions as they actually exist. In this report, a general statement is given of the different schools through which Danish rural children make their way, step by step, until they return, at length, well prepared, to the farm for their life work. It tells how the schools are organized to answer the needs of the present-day country life and how they are now accordingly taking the initiative in practically every movement for better agriculture, for greater returns on whatever is marketed, and for better life conditions. Foght also contrasts these conditions of Denmark with those of the United States, making the statement that none of these conditions exist in the United States and that a large majority of rural teachers have little, if any, professional training. He says, "Prevailing conditions in Danish schools would suggest that the professionalizing of our rural teachers might be hastened (1) by providing, through legal enactment, a liberal sliding scale salary increasing definitely with the length of tenure; (2) by making it obligatory upon the community to erect teachers' cottages, thereby keeping the teachers in the country permanently; and (3) by encouraging teachers' colleges, normal schools, high schools with teacher-training classes, etc., to organize thorough-going departments in country-life and country teaching, from which to draw teachers willing and able to undertake the difficult task of teaching real farm-community schools." He considers the chief causes of the retarding of the development of rural schools in the United States (1) the lack of compulsory education, and, in many cases, the enforcement of this law; (2) the lack of a unit of organization large enough to make the management of the schools efficient, economical, and intelligent; (3) the adaptation of school work to the country; and (4) the lack of folk high schools.

The folk high schools are for grown people and people in adolescence, coming from their practical tasks of town and farm. While intended by its originator for all the people, it has become preëminently the school of the agricultural classes. While technical class room work is not ignored, through song and speech and association with each other, these teachers and their students idealize country living and the nobility of honest toil. The schools have succeeded in disseminating throughout the land a farm culture marked by intelligence and optimism.

In the *Missouri School Journal* is a report of a progressive school board in a rural district. This board takes seriously the matter of educating the children of the district. One man, who has been director and clerk of the district for eighteen years, makes it his business to visit the school from one to three times each week, to look after the well, furnace, buildings and to see that the teacher has the necessary equipment for doing effective work. This board would not employ a teacher on hearsay but motored thirty-five miles to engage the services of one. Ordinarily the teacher has to ride to the four corners of a district to find the board members, but here is a school board hunting a teacher. One member made long trips during the summer to consult and plan with the teacher about new features of school work. "A good teacher, a board awake to its responsibilities and patrons ready and willing to lend a hand—can make the school a source of strength and power for a nation."

The *Rural Educator*, published at Columbus, Ohio, reviews a pageant that was given at a county fair in that State. The most important part of the pageant was an historical event in which ten schools took part. It proved a wonderful success. It was represented in floats, and, to make it more interesting to the spectators, the superintendent gave the historical significance of each as it passed. The first was Columbus and his vessel; second, colonial life in three floats; third, the Revolutionary Period in three floats; fourth, pioneer life in Illinois, and Southern plantation life; fifth, the Civil War in two floats. The pageant closed with a representation of "Progress."

Miss Andrews, associate professor of the teaching of English at George Peabody College for Teachers, Nashville, Tennessee, who has gained national recognition as a teacher of English, has written a series of articles on "Oral Language Lessons" in which she brings out the importance of oral language and gives plans for teaching it. This series is being published in a number of educational journals all over the country. The separate papers are: "Well Known Signs of Rain," a conversation lesson; "Familiar Weather Rhymes," and "Weather Rhymes of My Own," two rhyming lessons; "Two Troublesome Little Words," a lesson in usage; "Literal and Figurative Language," word study for appreciation; "Christ and the Doctors," a picture lesson;

"The Baker Boys of Andernach," the study of a story; "Lines Written in March," memorizing a poem.

The subject of one of these lessons was: "Some Familiar Signs of Rain." This is supposed to be given to the fourth or fifth grade during the month of April. The aim of the lesson is to train the children into free discussion, and to quicken their interest in folk-lore. It supposes that the children have studied about rain and weather in language, poems, geography, nature study and music. To make the lesson more interesting the author suggests that a poem on rain be read, such as: "A Sudden Shower," by Robert Loverman; "Before the Shower," by Thomas Bailey Aldrich. Any rain songs may be sung. The day before this lesson is to be given the teacher should tell the children to find out as many rain signs and proverbs as possible. For the discussion, the children should be led to tell what they have heard about superstitions and signs. Skillful questioning by the teacher will keep the interest in the proper channel. For the assignment for the next day some rain signs in rhymes and couplets should be given.

The *News Letter*, which is published weekly by the University of North Carolina for its Bureau of Extension, is a one sheet paper that is full of the very best information. It should be in the home of every North Carolinian, for it keeps in touch with what the State is doing in every department. The editor sees that only live matter is used. One hundred and ten North Carolina newspapers are reviewed each week and all items of educational interest are collected for the *News Letter*. The material is treated very briefly. It is a great source of suggestions for school teachers and educators, for it keeps right up to date in all things pertaining to educational matters in the State.

The *School Bulletin*, a pithy four page publication, published by S. B. Underwood, superintendent of Pitt County schools, is the outgrowth of the interest Mr. Underwood feels in his work and his desire for an effective means of communicating with the teachers of Pitt County. This paper is intended as a clearing house for the teachers and the superintendent. The school news and many valuable suggestions about teaching are given by the superintendent. All the information given comes first hand from the superintendent. The headlines are apt questions and striking statements which are suggestive and start a teacher to thinking out the answer. Some typical questions are, "Do your children read or call words?" "Where is the teacher at recess?" "Do the teachers own their books?" "Whose fault is it that the child is out of school?" "Who should be the hardest student, teacher or pupil?" Nearly every question grows out of something Mr. Underwood has observed in the schools in Pitt County.

The *Sampson School Record*, published monthly by the Board of Education of that county, gives evidence of the progressive spirit of

the county. The various phases of school problems and county educational activities are presented in an attractive and interesting form. The Editorial Department calls attention to county commencements, teachers round-table conferences and county fairs. The striking feature of the contributed articles is that the students, teachers, superintendents, supervisors, and representatives of the State Department, all, furnish articles. In the January number it is shown that in each school a boy and a girl are appointed as health officers. The School News and Comments, which contains interesting items from all the schools and communities in the county, helps all to do better team work. The *Record* shows that the people of Sampson County are indeed getting together.

The *Florida School Exponent* for February has a suggestive article on "What Teachers Can do in Sanitation, Hygiene and Public Health." The following is one of the suggestions:

Suppose an earnest, though not necessarily brilliant, young lady in charge of a rural one-teacher school should say to her boys and girls one afternoon just before dismissing them, "We will not have *speeches* on Friday afternoon, as many schools do, but we can have a very pleasant time, and the teacher will do all the reciting and all you will have to do is to listen, and learn something *very* important that you never knew before, a very interesting story." Instantly interest will be aroused in that school and all look forward to the good time on Friday afternoon when the teacher is to tell them a "story"; for what healthy child is there that does not love a well-told story? Some of the parents might be induced to be present. When the time comes the teacher presents a simple program on the Mosquito, which small biting insect is known to almost every child of school age in Florida. While she tactfully tells, in the form of a story, the life, habits, and peculiarities of this common insect one would hardly suspect that such a dry subject as Malaria was being taught to both interested parents and interested pupils. While the program announced was "One of Our Enemies," or some such similar title, if this subject be properly presented and finished, the same might be correctly entitled, "A Simple Story of How Malarial Fever May be Prevented."

Result:—a great impression for good is made upon the parents, as well as the pupils, and the foundation of a great scientific truth in the prevention of disease has been planted in the hearts and minds of the people, among whom she labors, that will bring good results.

Alumnae

Commencement Announcements

Be sure to bring some one with you to see the "Mikado" Monday evening, June 8.

Business meeting of the Alumnae Association Tuesday afternoon, June 8.

Alumnae Banquet Tuesday evening, June 8.

BANQUET COMMITTEE:

Nell Pender ('11).

Eula Proctor ('12).

Gladys Fleming ('14).

EXECUTIVE COMMITTEE.

Margaret Blow, ('11) term expires 1915.

Hattie Weeks, ('12) term expires 1916.

Emily Gayle ('14) term expires 1917.

Dress rehearsal for the "Mikado," Saturday evening, June 5.

Girls, why don't you help us make our magazine a bigger success? Do you know how many of the Alumnae subscribe to THE QUARTERLY? Well, I'm ashamed to tell you, so don't ask me! Subscribe for THE QUARTERLY and help us make the magazine worth while. In no better way can you display loyalty for your alma mater, so why not show your colors now? Help us by sending in prompt replies to our letters. THE QUARTERLY has received favorable comment from various sources, many from outside the State. Are you going to be the last to appreciate THE QUARTERLY. Your play! What kind of a move will you make?

(P. J. D.)

1913 Class Register

Ruth Davis, teaching first grade at Roanoke Rapids; Willie Green Day, Domestic Science, Method; Viola Dixon, teaching second and third grades, Elm City; Mary Lucy Dupree, grammar grade work, Duke; Eloise Ellington, clerking for her father, Greenville; Lillie Freeman, at home this winter in Washington; Mary Emma Clark Forbes, Goldsboro; Bettie Pearl Fleming, principal of two-teacher school, near Greenville; Annie Mae Hudson, primary grades at Children's Home in Winston-Salem; Josephine Little, at home, Greenville; Mabel Lucas, teaching a rural school near Plymouth; Brownie Martin, principal of a three-teacher school at Hester; Alice Medlin, second grade, Franklinton; Mary Moore, primary work, Speed; Ruth Moore, assistant principal of Warsaw High School, Warsaw; Ethel Perry, primary work, near Washington, R.F.D. No. 1; Louie Dell Pittman, first, second and third grades, Grimesland; Inez Pittman, grammar grade work, Oriental; Lalla Pritchard, at home, Swansboro; Lula Quinn, first grade,

Beulaville; Elizabeth Shell, third grade, Whiteville Graded School, Whiteville; Willie Lee Smith, Columbia, S. C., Department of Domestic Science; Hattie S. Taylor, Rocky Mount, primary work; Josephine Tillery, fourth grade, Roanoke Rapids; Mamie Ruth Tunstall, not teaching, Greenville; Lena White, third, fourth, and fifth grades, Dover; Mary Newby White, Tyner, route 3, principal of a three-teacher school, secretary of Alumnae Association of the Training School; Mary Weeks, Graham, advanced first; Hattie Weeks, Winston-Salem, 315 Spring Street, teacher of third grade in one of the city schools; Hattie Whitehurst Winslow, married in June, now living at Scotland Neck.

Brownie Martin is working out an episode, "The Lost Colony of Roanoke," for a North Carolina pageant which will be given at the Granville County Commencement. She reports that she has the pleasure of teaching in a modern, convenient new school building. Sewing and cooking are a part of the work.

Mary Weeks gave a creditable Christmas program and we shall soon expect to hear of her carrying off the honors of the Chapel Hill debate.

Sara Waller ('12), Roanoke Rapids, N. C., has recently begun a class in Domestic Art. This is the first time that anything of this kind has ever been undertaken in this school aside from the adopted course of study, but we are expecting great things from it nevertheless.

Luella Lancaster ('14), Grimesland, N. C., is secretary of the Pitt County Primary Teachers' Association.

Nell Pender ('11), is teaching at the Greenville Graded School. She is taking the place of a teacher who has resigned.

Mary Weston ('14) is delighted with third and fourth grade work in Macon, N. C. When we hear a girl say that she would not exchange her work for that in another environment we feel that she has gotten into vital touch with the people where she is.

Do school teachers age more rapidly than any other class of people. This is a question asked us by Vada Highsmith ('11), Autryville, N. C.

Mary Smith ('13), Clarkton, N. C., although seriously fond of teaching, finds that some of her pupils are "darlings" while others are not so healthily inclined. We trust that the animal spirit does not often assert itself in her room, but should the occasion or psychological moment arise when a reminder is necessary we will venture to say that she can well administer it.

Mamie Williams ('12) is teaching in Hookerton, N. C., this year.

Aside from her regular school room work Mattie Cox ('14), Falling Creek, Wayne County, N. C., has aided materially in establishing a music department at that place.

Lillie Tucker ('11) is at home near Greenville, N. C., where she says she expects to stay for life. A rather broad assertion! We would rejoice should she decide to reënter the noble profession, but at no time are we entirely free from temptation, and Prince Charming may come yet!

Minnie G. Myers ('14), Biscoe, N. C., the only Training School representative we have in Montgomery County, reports an enrollment of 57 pupils, with an average attendance of 52. We feel confident that there will be others next year.

Not many of our girls find employment in private families, but such is the case with Kate Watkins ('14), Graham, N. C.

One of the strongest advocates for Training School appropriations that we have is Anna Stanfield ('14), Oxford, N. C., route No. 1.

Ila Daniel ('14), Oxford, N. C., route 7, has a very progressive one-teacher school.

Lula Fountain ('14), Bethel, N. C., is planning a "May Day Festival" to be given near the close of the school.

Estelle Greene ('12) and Luella Lancaster ('14), came to Greenville to see "Il Trovatore" at White's Theater, February 14.

Minnie Best Dail ('12), who has been teaching in Mooresville, N. C., for the past three years, has recently been called to the bedside of her invalid mother in Snow Hill, N. C.

That the many lessons instilled at the training school are sources of aid and encouragement to a Training School Alumnae has been agreed upon, but one of the most determined of these decisions has recently been made by Mae Belle Cobb ('14), who is doing heavy intermediate grade work in Battleboro, N. C.



THE FLOWERS
THAT BLOOM IN THE SPRING



DANCE OF
THE LITTLE MAIDS

SCENES FROM THE MIKADO



CHORUS OF LITTLE MAIDS



WE ARE GENTLEMEN OF JAPAN

Cast for the Mikado

Nanki-Pooh	Arlene Joyner Dail (Student 1912-13)
Mikado	Willie Greene Day ('13)
Nee Ben	Lela Deans ('14)
Pish Tush	Blanche Lancaster ('14)
Pooh Bah	Willie Lee Smith ('13)
Ko Ko	Edna Campbell ('12)
Yum Yum	Marion Alston ('14)
Katisha	Mavis Evans ('14)
Chorus	1915 Students



School Organizations

Literary Societies

The two Literary Societies had several interesting and profitable programs during the winter term. At each meeting some new idea was developed.

The preliminary debates before the third annual inter-society debate were held in both societies on February 13th.

The query this year is: "*Resolved*, That County, City and State Officers in North Carolina Should be Nominated by Direct Primaries."

There was much enthusiasm in both societies. Eight girls in the Lanier Society and six in the Poe contested in the preliminaries.

The girls chosen for the final debate from the Sidney Lanier Society are Julia Rankin, Allen Gardner and Juanita Brazington; from the Edgar Allan Poe, Lucile O'Brian, Alice Herring and Martha Lancaster. All of these are from the Junior Class.

The Laniers have the affirmative side of the question and the Poes the negative. The final debate is on March 13th.

The Laniers have established the precedent of celebrating Lanier's birthday by having some man of note deliver a literary address as near the date of Lanier's birth as possible. The address this year, delivered by Dr. Frank C. Brown, Secretary and Treasurer of the North Carolina Folk-lore Society, a report of which is given in the Department of School Notes, was the fourth in the series. Those heretofore were delivered by Dr. D. H. Hill, President of A. and M. College; Dr. C. Alphonso Smith, Professor of Edgar Allan Poe Chair of Literature at University of Virginia; and Dr. Benjamin Sledd, Professor of English at Wake Forest College.

In order that the members of the society might be better prepared to appreciate ballads, the January meeting of the Laniers was devoted to the study of ballads. The program was as follows:

What a Ballad is	Rita Thompson
The Different Kinds of Ballads.....	Gladys Comfort
Instrumental Solo	Janet Matthews
The Growth of the Ballad.....	Eunice Vause
The Ballad of Superstition	Eliza Ellington
Robin Hood Rescuing the Widow's Three Sons	Juanita Brazington
Edom of Gordon	Bluma Vaughan
Instrumental Solo	Mary Paul

The other meetings of the Laniers during this term were spent in the preparation for the debate and attending to the business interests of the society.

The annual celebration of Edgar Allan Poe's birthday was perhaps the most interesting meeting of the Poe Society during the winter term.

Some time before this meeting Dr. C. Alphonso Smith, who occupies the Edgar Allan Poe Chair of Literature at the University of Virginia, presented to the society a picture of Poe's mother and several interesting articles which he had written about Poe. Several of these articles were used in this meeting.

At the opening of the program, Lucile O'Brian, secretary of the society, presented the picture to the society. "Poe as a Constructive Force in Literature," an interesting article by Dr. Smith, was read by Susie Barnes. Another interesting article by Dr. Smith, "The Americanism of Poe," was read by Mary Baker. Poe's beautiful poem, "Israfel," was read by Eula Spruill and his weird tale, "Hop Frog," was well told by Alice Herring. Martha Lancaster and Fanybel Robinson played piano solos during the evening.

The other meetings of the society were spent in preparation for the debate, the business interests of the society and a musical program. The members of the society spent one delightful evening in hearing several noted selections from famous musicians on the victrola.

Y. W. C. A.

The Y. W. C. A. has been active during the winter term, and all the Friday and Sunday night services have been well attended. The Bible study classes, organized in the fall, completed their work with a good record. After the Christmas holidays, other Bible classes, and a mission study class were organized. Miss Lewis teaches the girls in the normal Bible class, who in turn teach the classes. The subject for study is, "The Life of Christ by St. John." The leaders are: Pearl Davis, Mabel Cuthrell, Kate Tillery, Lucile O'Brian, Allen Gardner, and Katie Sawyer. The mission study class, of which an outline was given in the last number of *THE QUARTERLY*, is doing good work under the leadership of Miss Armstrong. The subject for study is, "A Challenge to the Country." The girls in the class are taking a great interest in the discussions, for the problems are those that will confront any teacher in a rural school. Miss Armstrong is unusually well fitted to teach the class for she has made a special study of sociology and has done settlement work in New York and extension work in village and country.

The Sunday night services have been good through the term. December 6, Miss Pattie Dowell of the alumnae, who was the first student to register in the Training School and was the first president of the association. Her subject was: "What Owest Thou to My Lord?" On December 13, a Christmas lesson by the members of the association, was led by Katie Sawyer, president. January 10 reports of the work of the Y. W. C. A. in the foreign fields were given by Katie Sawyer, Kate Tillery and Trilby Smith. On January 17 the reports of the Blue Ridge Committee were given by Katie Sawyer, Vera May Waters and

Trilby Smith, who attended the last South Atlantic Field Association as representatives of the Y. W. C. A. of the Training School. They gave interesting accounts of their trip and are enthusiastic over the work done by the Y. W. C. A. Conference. January 24 Miss Graham gave a heart to heart talk on "The Standard of Honesty." January 31 Rev. George Johnson of Enfield, made an interesting talk on "Beauty." February 7 memorial services were held for Miss Grace Dodge, president of the National Y. W. C. A. Katie Sawyer, the leader, was assisted by other girls. Miss Graham told something of the personal side of Miss Dodge's life. February 14 Mr. H. E. Austin led the services, "Personal Influence" was his subject. February 21 Mrs. F. R. Stretch, teacher of the Philathea Class of the Methodist Church, Greenville, told the story of the Book of Esther. On February 28 Miss Waitt talked on "Prayer."

The Finance Committee in January secured Mrs. Frances Renfrow Doak of Chapel Hill, to give a recital. Notice of this can be seen among "School Notes." Before Christmas they sold Japanese novelties to the students. The proceeds of both these go toward sending delegates to the Blue Ridge Association next summer.

The girls are working in the flower garden during the pretty weather, and have good prospects of many beautiful flowers to come. These are distributed all over the school buildings and are frequently sent to the people in the town.

The Athletic League

The basket-ball tournament which was announced in the last issue of THE QUARTERLY, was played in January. All the players in each class contested for a place on the class team, and the class teams, in turn, contested for a place in the tournament, the two teams who won the highest per cent of games during the year contesting in the final games. The two fortunate teams were the Seniors (second year professional class) and Juniors (first year professional class). The cup was awarded to the seniors and they thus became the champions of the year.

Miss Upchurch, one of the teachers of the Greenville High School, acted as referee.

There was evidence of much improvement in the team work on both teams and the true sportsmanlike spirit was shown on both sides.

The girls themselves have done the coaching this year. Girls from the "B," "C," and "D" classes have also acted as referees at the high school several times. This is a great factor in training the girls to direct athletics so they can carry on this work when they become teachers.

The loving cup has done much to develop true athletic spirit in the school. It has set up a definite goal to be worked for; it has developed coöperation and the power of self-control. As a result of these, the Athletic League has decided to give a cup for the other activities—captain ball, walking, and tennis.

A point system is being worked out for these. This system has developed a great interest in these sports.

Practically all the tennis courts are filled every afternoon. The tennis tournament will be held between May 1 and 15.

The cross country walking club is developing many good walkers, the "A" or (first year academic), class being in the lead at present.

The article on "Organized Out-of-door Sports" by Miss Comfort, a member of the faculty who has been director of athletics in the school for two years, outlines very clearly the plan for athletics in the training school.

A Civic Creed for Denver Children

1. I am a citizen of Denver, of Colorado, and of the United States.
 2. It is my right and my duty to make an honest living and to be comfortable and happy.
 3. It is my privilege and my duty to help others to secure these benefits.
 4. I will work hard and play fair.
 5. I will be kind to all, especially to little children, to old people, to the unfortunate, and to animals.
 6. I will help to make Denver a clean, beautiful, and law-abiding city.
 7. These are the best services I can render to my city, my state, and my country.—*Denver Course of Study*.
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Revised to Date

My country 'tis of thee, sweet land of literacy, of thee we tell. Land of the reading test, banish the unlearned guest, till all from east to west, know how to spell!—*Boston Advertiser*.

"Our small towns are nothing more nor less than country districts grown thick."

School News

Birthday Dinner to Governor Jarvis

The Training School family celebrated the 79th anniversary of the birth of Governor Jarvis, January 18, by giving a dinner party in his honor. It was a sincere tribute of gratitude, an expression of the genuine appreciation the people of the school feel for the State's "Grand Old Man," not only for the service he has rendered the school, but for the service he has rendered his State, his nation and humanity. It is a rare privilege for young people to come in close contact with the rich, full life of a man who has rounded out fifty years of public service and to get directly from him his own statement of his motives. This statement, uttered in his full rich voice, accompanied by the personality of the man, burned itself into the minds and hearts of all who heard it.

The faculty, officers and Senior class assembled in the Administration Building to greet Governor and Mrs. Jarvis. From thence they went into the dining hall, where the other students had already assembled.

The dining hall was beautiful in the simplicity of its decorations which were in keeping with the Training School policy—make use of the native shrubs and flowers. Pine boughs and sweet myrtle were used. The tables were strewn with the modest little partridge vine which, with its dainty green leaves and sparkling red berries, made a most pleasing effect. The place cards were also decorated with the partridge vine.

The Junior Class served the dinner. They were dressed in simple white.

Miss Alice Herring, president of the Junior Class, brought in, just before the coffee was served, the birthday cake, upon which the figures "79" were made with burning candles, and placed it before Governor Jarvis. President Wright then arose and said: "It is always difficult to prophesy, it is dangerous to attempt it. Seventy-nine years ago, on Monday, no one would have dared prophesy the successful career of the little child born that day; nor did they know that at the close he would be associated with an institution that stands for the development of the best there is in the child. We have met to commemorate the birthday of one whom we all love. We of this school owe more to him than to any other living being. It is befitting that the students of this school should contribute to this celebration. Five young ladies of the Senior Class will give an outline of his fifty years of public service, each one reviewing briefly the achievements of ten years. The best historian cannot give more than an outline. Just one man can give a full history of his career, he must write it himself."

He then announced the girls who were to give the review.

It is significant that this year marks the fiftieth anniversary of Governor Jarvis's entrance into public life. He began his public service as a representative from Currituck County to the State Convention in 1865. Since then he has been a representative to the State Legislature, Lieutenant Governor, Governor, and United States Minister to Brazil. In the last two decades of his life, although he has held no high official State position, however, his influence has been none the less great. As a private citizen he has continued to have his State, his church, his people at heart and has always acted as a wise counselor and faithful adviser to them.

These fifty years were reviewed as follows:

Miss Bernice Fagan, 1865-75.

Miss Mary Bridgman, from 1875-85.

Miss Bettie Spencer, from 1885-95.

Miss Irene White, from 1895-05.

Miss Kate Tillery, 1905-1915.

The call for a word from Governor Jarvis was so insistent that he finally arose. He made all present feel as if they had been taken into his confidence and given an intimate idea of the real motive back of his life's work. He showed sincere appreciation of the tribute from those who had reaped the benefit of his last years of service.

What he said was impromptu and was taken down without his knowledge. It is given in full elsewhere in this issue of THE QUARTERLY. Others should share it.

During the dinner President Wright read several letters that had been sent to him to be delivered to Governor Jarvis. Two of these are of peculiar interest, one from Dr. J. Y. Joyner and one from Governor Locke Craig. All present felt the truth of what Dr. Joyner said. "You have taught us the meaning of Browning's fine conception of old age expressed in his 'Rabbi Ben Ezra,' and made us feel that we would gladly accept from you the invitation of the old man:

"Grow old along with me,
The best is yet to be,
The last of life for which the first was made."

Governor Craig closed his greeting with the apt statement "I voice the sentiment of all North Carolina, when I salute you with 'All hail to the Grand Old Man.'"

Near the close of the meal a telegram arrived from Rev. M. T. Plyler, a former pastor of Governor Jarvis, which expressed the wish of the whole State: "Congratulations on a glorious afternoon after a full orb'd day."

At the close of the dinner flowers were presented to Governor Jarvis by the Senior Class.

This occasion was an auspicious beginning of the 80th year of the life of Governor Thomas J. Jarvis, who although it has been thirty years since he held the official title of Governor, has never had the "ex" affixed to his name by the people of North Carolina. He still is and will always be "Governor" Jarvis.

**The Pageant
on Washing-
ton's Birthday**

The annual historical pageant on George Washington's birthday has become a feature of exceedingly great interest at the Training School. Four years ago one class presented a few scenes from American history. Each year the idea has grown. This year three classes from the Training School and one grade from the Model School—197 people—gave a connected series of five episodes in twelve scenes, covering the first 300 years of American history. These episodes covered the periods of explorations, Colonial life, pioneer life, the Revolutionary period and the period when the new Republic was born.

The first episode represented the explorations of the Spanish, as a seeker after gold, the Dutch as a trader and the French, the Jesuit as a missionary. The first scene was De Soto's meeting with the Indian Princess. The exchange of gifts between them revealed the friendliness with which the Indians received the whites. When gold was not found, the treachery of the Spanish when they captured the Princess was a marked contrast to the simple trustfulness of the Indians. The jolly Dutchman, giving the first "fire water" to the Indians, made a lively scene in the founding of Manhattan Island, one of the first Dutch trading posts in America. The third scene pictured Marquette as he voyaged down the Mississippi carrying the cross, and pictured the various types of Indians he encountered.

English Colonial life was portrayed in the second episode. The practice of witchcraft was vividly brought to the eye as "Goody Osborne," who was accused of being a witch, was dragged off to meet her doom. The typical Colonial school, with its stern master, dunce stool and amusing lesson on the saltbox, not far different from the mediaeval school, was a striking incident of this period. The stately minuet, danced by eight couples, presented a charming insight into the social life of Colonial days.

The fourth grade from the Model School presented the pioneer episode by giving the story of Daniel Boone in several scenes. Daniel Boone and his brother as they caught the first glimpse of Kentucky; the preparation of the pioneer's three-faced cabin; the home life and the picket fence as a fort at Boonesborough; an Indian attack on Boonesborough and the capture of Daniel Boone; life in the Indian village in which Boone was a captive; Boone's home after Kentucky was thickly settled.

The fourth episode represented the Revolutionary period. An adaptation of Holmes's grandmother's story of Bunker Hill, the description of

the battle as seen from a belfry, was planned. Although this period was necessary to round out the 300 years intended to be covered, because of the length of the pageant, it was omitted.

The fifth and last episode marked the close of the first 300 years in American history and the beginning of a new epoch. It was the birth of the new Republic. The Federal Convention at Philadelphia was selected as a fitting representative scene of the transition.

The scenery and costumes used in the pageant were effective but expensive. The costumes showed the ingenuity of the girls. The ladies in the Minuet wore silk petticoats with flowered kimonas draped in pannier style. The men wore bloomers and coats, with dainty bits of lace at neck and wrist; these, together with their powdered hair, transformed the girls into attractive Colonial gentlemen. The girls in the first episode studied the pictures of the Spanish, Dutch and French of that period and modeled their costumes after these. The Spanish helmet, the broad-brimmed hat of the Dutchman and the black robes of the Jesuits added much to the picturesqueness of the scenes. Cheese-cloth fringe around dark middy suits, a few feathers for the hair and a generous supply of paint for the face transformed the girls into Indians. The total expenses of all the costumes was approximately \$6. The scenery consisted mostly of shrubbery from the near-by woods. The fourth grade boys built their own wigwams, three-faced cabins and picket fences.

The practice required for the pageant was little. Most of the scenes were developed in class. They grew out of the regular course and did not require outside work, as two of the classes were taking American History. The third class worked up the Colonial School in contrast to the schools studied in their course in Mediaeval History.

The pageant was spectacular and presented the actual facts of history in such vivid and interesting pictures that those witnessing it will never forget the scenes from history illustrated.

**Dr. Mann on
Professional
Spirit**

Dr. J. L. Mann, Superintendent of Greensboro Schools, delivered an enjoyable, interesting and valuable address at the Training School on February 15th. His subject was "Professional Spirit."

Dr. Mann is a wide-awake, hard-working school man, a man with the best of training. He received his doctor's degree from a European university; nevertheless, he believes that the world holds nothing too good for his people, hence he returned to the South to do his life's work. While Dr. Mann believes in classical training, he holds the theory that education which does not help people to adjust themselves to their environment is useless, therefore he believes in the practical, and with this end in view he is doing a great work in the Greensboro Schools.

Dr. Mann defined "Professional Spirit" thus: "A feeling of urgency produced by an idea in order that the idea may realize itself; the caring for the idea to that extent that it becomes both the reward and the effort." The thoughts he wished to impress were developed by means of charming stories, apt illustrations, vivid familiar scenes taken from actual observations in the schoolroom, giving types of teachers all could easily recognize. With delightful satire he pictured the teacher whose sole idea is military discipline and the one who cares only for knowledge and methods. Yet, he said "no teacher can make a success who doesn't use both of these." The successful teacher must have, in addition to and above these, sympathy and interest in her pupils.

Dr. Mann compared the teacher to one who drops a pebble into the ocean, which causes a wave movement on the opposite shore. The teacher who has true professional spirit is constantly thinking of the other shore.

As a closing thought Dr. Mann reviewed the story of the eaglets. Some eaglets were raised among the barnyard fowls and were content, they were ignorant of their power. One day they heard the call of an eagle in the sky. Forgetful of all else they responded to the cry and soared into the heavens. There are millions of eaglets waiting for this call. The teacher with true professional spirit is ever extending this call.

Dr. Mann's address was a source of inspiration to the many prospective teachers who heard it.

Dr. Brown on Ballads Dr. Frank C. Brown, Secretary and Treasurer of the North Carolina Folk-lore Society, and Professor of English at Trinity College, delivered an interesting address at the Training School on February 6th. His subject was "The Ballad in North Carolina."

Dr. Brown is an enthusiastic collector of folk-lore and is particularly interested in the ballad. He is doing a great work in arousing the interest of the State in its folk-lore. North Carolina is rich in ballads. Dr. Brown has collected twenty.

He gave the determining characteristics of a ballad and reviewed the history of the English and Scottish ballads. Many of these ballads are found among the folk in North Carolina. Dr. Brown urged that every one examine the old songs peculiar to their communities and send any ballads found to the Folk-lore Society.

Dr. Wilson on Libraries and How to Use Them Dr. L. R. Wilson, Librarian of the University of North Carolina, gave, on January 18th, an interesting and practical lecture on "Libraries and How to Use Them."

Dr. Wilson, because of his extensive study on the problem of school libraries, and his great service to North Carolina through the University Library, is considered North Carolina's best Librarian.

The first part of his lecture was an explanation of the various types of libraries to which the people in North Carolina may have access. The second part of the lecture was a study of the Training School Library and how to use it to the best advantage. Several type lessons on teaching students how to use various books in the library were given.

The students took notes on the address. These were supplemented by class discussion. Much valuable instruction was gained from this lecture and its supplementary study. The substance of the first part of the address is given as an article in this issue of THE QUARTERLY.

Visit of Legislative Committee

Members of the Committee on Education sent from the General Assembly spent February 20th at the Training School going over the school and plant. In the past each committee seemed to consider that their work consisted wholly of the inspection of the buildings and grounds. This committee, however, proved that they realized that the strength of the school is in its class rooms and not entirely in the material equipment. They asked to be taken to the classes so they might see the actual work. They were much impressed with the work that is being done at the Training School. The school assembled for one period and each member of the committee made a short talk. This committee was composed of six members: Chairman F. N. Bynum, Chatham; T. N. Hall, of Iredell; Marshall Shepherd, of Robeson; R. G. Kittrell, of Vance; J. Y. Killian, of Catawba; H. Nettles, of Buncombe.

Visit From Dr. Spilman

"Jesus as a Teacher," was the subject of a most helpful talk given to the students by Rev. B. W. Spilman, of Kinston, during assembly on January 8th.

Mr. Spilman stressed the fact that Jesus always held the attention of his hearers. He said the reason for this was, Jesus never called for attention unless he had something to say and he always talked to people about things that were of direct interest to them.

Later in the day Mr. Spilman delightfully entertained the student-body with Uncle Remus' stories about "Brer Rabbit and the Tother Critters."

Sewing Exhibit

Sewing was added to the course in Home Economics this year. The sewing teachers realized that there were some in the class that knew practically nothing about sewing and decided to make the first term's work practice work, nevertheless she was unwilling that this period of practice should be spent on work that would be of no practical value, so she decided to have each member of the class make a four-piece suit of underclothes.

Many of the rudiments of sewing and the manipulating of patterns were learned by the students during this term. At the end of the term

all the garments were handed to the teacher who closely examined the work done on each garment. In addition to this, a written examination which consisted mainly of the applications of the principles learned during the term, was given.

The sewing room was artistically decorated and all of the garments made during the term were put on exhibition. Ninety-seven four-piece suits made quite an attractive display. The school and the ladies of Greenville were invited to see the exhibit.

The midterm work was left almost entirely with the girls. The teacher suggested waists, skirts, one-piece dresses, and carefully supervised all the work. The girls were free to choose what they wished to make, the material and pattern they wished to use.

All the girls were required to make a thin white dress in addition to the above named articles.

Recital by "Polly of The Circus" was charmingly rendered by
Mrs. Doak Mrs. Frances Doak, on January 9th. She made her audience live with her through the many thrilling scenes of Polly's life.

For this delightful entertainment the school is indebted to the Young Woman's Christian Association.

Class Recital The first of a series of piano recitals was given on Monday afternoon, March 1, 1915. The playing of the girls was marked by clearness of tone and rhythm, showing that they were aware of the real meaning of the composer. The program was as follows:

Sonata Op. 2 No. 1, *Allegro* (Beethoven).

Serenade Badine, (Gabriel-Marie)GLADYS COMFORT.

"Rose of My Heart" for soprano (Lohr).....CLARA DAVIS

Gavotte in A (Gluck).

To a Wild Rose (MacDowell).....JANET MATTHEWS

"Love, I Have Now Won You" for mezzo soprano. (Ronald)

ERNESTINE FORBES

Scherzo in B flat (Schubert).

Merry Peasants, (Dutton)GLADYS WARREN

Shepherds All and Maidens Fair (Nevin)GLADYS WARREN

"It Was Not So To Be" for soprano (Nessler).....RUBELLE FORBES

Prelude in C (Chopin).

Scarf Dance, (Chaminade)ALICE HERRING

Song of Gladness, (Ravina)ALICE HERRING

Faculty Miss Martha Armstrong, teacher of Household Eco-
Activities nomics, spent the week—February 15-21st—at Rock Ridge Farm-Life School in Wilson County. She assisted the Domestic Science teacher with her work during the week and also gave some demonstration lessons to the women of the community. This is one form of extension work done by the Training School.

Each section of the Pitt County Teachers Association is under the direction of a member of the Training School faculty.

Miss McFayden is chairman of the primary section. The February program for this section was a comparison between Washington's time and the present. This program was planned for the purpose of forming a background for the county teachers in their plans for celebrating Washington's Birthday. The territorial and industrial differences were developed by Miss Davis; Miss Waitt contrasted the social differences and Professor Hoy Taylor, Superintendent of Greenville Graded School, discussed the political differences.

President Wright is taking up the subject of Child Study with the High School section.

Mr. L. R. Meadows has a class in the Grammar grade section. They are studying O'Shea's "School Problems."

Some of the Training School teachers almost every week, visit the county schools with Mr. Underwood, Superintendent of Pitt County. These visits are of great help to both the county teachers and those of the Training School.

President Wright and Mr. H. E. Austin made talks in Edgecombe County during community service week in December.

Mr. L. R. Meadows talked to the Craven County teachers at their January meeting. His subject was "Motivation in Education."

On February 27th, Mr. C. W. Wilson spoke to the Teachers' Association of Chowan County, and Mr. S. B. Underwood spoke to the Pender County Teacher's Association.

President Wright has an engagement to speak in Kinston on March 20th.

Miss Jenkins is Secretary of the North Carolina Orphan Association.

Practice Monitors

The system of having monitors to look after the practice rooms in the piano department has been adopted this year for the first time.

The following girls have been appointed as monitors for the year: Blanche Satterthwaite, of Ransomville; Cora Lancaster, of Battleboro; Leona Tucker, of Greenville, and Irene Wiggins, of Middleburg.

Council Members

The Council members for this year are: Second year professional—"D," Irene White, Mabel Cuthrell, Sarah Clement; first year professional, "C," Trilby Smith, Susie Morgan; second year academic, "B," Ophelia O'Brian; first year academic, "A," Flora Barnes; one year professional "F," Mary Paul, May Wendley.

The School Bulletin

Biennial Report of the Trustees of the East Carolina Teachers Training School

Dr. J. Y. Joyner, chairman of the Board of Trustees, in his letter of transmittal to the Governor, submitting the report and recommendations of the Board of Trustees of the East Carolina Teachers Training School, together with the reports of the President and Treasurer, says:

"In submitting these reports I beg to call special attention to the urgent needs arising out of the increasing popularity, the enlarging service and the growing demands of the public upon this institution.

"The facts set forth in the reports herewith submitted are in themselves unanswerable evidence of the urgent needs of this most useful institution for enlargement and better equipment that it may meet the urgent demands upon it by teachers eager and ambitious for better training, by the public daily becoming discriminating between good and poor teaching and more insistent for better teaching, and by innocent children daily suffering from lack of more efficient teachers."

The total number of students enrolled in the school since it was first opened, October 5, 1909, is 3,043. Not counting any student's name twice in a twelvemonth, the total net enrollment is 2,907.

President Wright, in his report to the Board of Trustees, says: "For lack of room in the dormitories we have been forced to refuse admission to 1,312. This means that 45.1+ per cent of our total net enrollment has been refused admission. On account of the new wing that was built to one of the dormitories last summer, sixty more students were admitted than the year before. The health conditions in this school, from the first, has been entirely satisfactory. We are now in our sixth year and have never had a death nor an epidemic."

The courses that are offered are only those that will help to make efficient teachers. "Eighty-three per cent of the people of North Carolina live on the farms, and since the rural school has been in a measure the neglected school of our State, we are offering two one-year courses intended to meet the needs of those who are to teach in the country schools. Over seventy-five per cent of our graduates are now teaching country children. Of the 2,907 students who have attended this school, almost all of them, except the present student-body of 265, are teaching in the public schools in our State."

The Student Loan Fund of \$888.50, donated by several classes, has been the means of helping sixteen students. The Pitt County Federation of Women's Clubs, is keeping one girl in school this year. They also contributed \$20 additional to be loaned to some deserving student. "The Sallie Southall Cotten Loan Fund of the North Carolina Federation of Women's Clubs, has been the instrument of keeping in school

two students a year since it was established, something over two years ago."

"We now have twenty-nine teachers and officers. Our expenses have been considerably increased. Before another school year we should add other members to our faculty. It is, therefore, imperative that our annual appropriation for maintenance be increased."

The Board of Trustees, in their report, give an itemized statement of the permanent improvements for which the \$40,000 appropriated by the last Legislature, was spent: "In erecting a wing to the east dormitory thus increasing our dormitory capacity by sixty; in erecting a wing to the Administration Building, thus giving us four additional class rooms, a domestic science room, a laboratory, two supply rooms, a stock room and a post office; in erecting the President's residence; in erecting an addition to the power plant and in the purchase of additional machinery and equipment."

The Board recommends the following imperative present, pressing needs of the school:

Wing to Dormitory.

Wing to Administration Building.

Heating these two wings.

Enlarging the Dining Room.

Enlarging Laundry.

Hot water main.

Second story to Practice School.

Total amount \$72,000.

"In addition to the foregoing needs of the school which we have demonstrated as present and pressing, there are other things greatly needed, a building for library and society halls, gymnasium, durable walk and other ground improvements."

"The last Legislature cut our request for maintenance to \$45,000. With the increase in the cost of living and in the increase in the number of teachers to be employed and paid, this sum has been found very inadequate and we ask for an appropriation for maintenance of \$60,000."

General observations, at the close of the report:

"The East Carolina Teacher's Training School occupies a unique position in the educational force of the State. It is the only school in the State, public or private, that is engaged in the exclusive work of teacher training. This school holds steadfastly to its one purpose of preparing and training teachers for the public schools.

"There is a growing recognition of the fact that the raw material that goes to make up the food and raiment for mankind is produced upon the farm, and with the recognition of this fact comes the movement to make the farm life more agreeable and profitable. There is a growing conviction that it is wise, that it is humane and brotherly to make those who dwell upon the farm as healthful and happy and contented as possible. In this State there is a well-organized movement,

particularly by those who dwell in the cities as well as those who dwell in the country, to give to the country people the benefits of the best thoughts and service of those who have made the problem of farm life a study, and we note with great pleasure that the country people are demanding as of right the best of everything applicable to country life.

"In our conception of the order of things we give good schools the first place and the greatest boon to be conferred upon the country people. Give them good schools and the other good things are sure to come. *But they cannot have good schools without good teachers.*

"We do not say that the East Carolina Teachers Training School is the only school training good teachers for these public schools, but we do say that it is the only school engaged *exclusively* in that work, and we argue that it is the duty of the Legislature to give the enlargement of the institution all the financial aid the condition of the finances of the State will allow. The report of the President of this school shows that in the last year hundreds of young ladies who wished to enter and fit themselves to teach have been turned away because there was no room. They were not turned away because there was no place in the country districts for them to teach, for there is a great demand in the country for trained teachers. We, therefore, feel it to be our duty as well as our pleasure to appeal to the Legislature to enlarge this institution to the end that it may send more trained teachers in the country to properly train the country children. And we would emphasize the fact that every dollar put into this institution is a dollar put into training teachers for the public schools and nothing else.

"We hold it to be the sacred duty of the Legislature to see to it that the country schools as well as the city schools are provided with trained teachers. At least three-fourths of the population of the State live in the country and but a small per cent of the children of that three-fourths ever go beyond the country schools. All the training the great mass of them ever get to fit them for the duties of life they get in the public schools. This fact adds vastly to the obligation of the Legislature, in our opinion, to provide trained teachers for these country schools.

"In conclusion we earnestly invite and urge the Legislature to send a large committee composed largely of the committees on Education and Appropriations, to this school to make a rigid inspection of its work and of the expenditures made by it or for it. And we urge that this be done early in the session before the work of the Legislature accumulates and when the committee can take time to make a full and complete investigation. We feel sure that the more the Legislature learns about the institution the more ready it will be to enlarge it."

The Summer Term

The summer term has been an integral part of the work of this school from the first year and is recognized as one of the most important phases of the school's work. It gives the teachers who are already teaching an opportunity to increase their efficiency through professional training. The entire school plant is in operation during the summer term just as in any other term, and the summer students are given every advantage that the fall and winter students have.

The work given in the summer is, in every case, one term's work of a regular course offered by the school. Credits are given for the completion of any term, and three terms constitute a year's work in any course. Every course counts toward the school's diploma or certificate.

Two new courses are now offered by the school, one for those who have received the diploma of the school and the other for those who have completed either one of the one-year courses. Special lessons in voice have been given in the past summer terms. This will be continued and special lessons in piano will be given next summer. Classes will be maintained in the Model School for work in observation and critique.

The summer term for this year begins June 15, and closes August 7.

The Spice of School Life

One of the pupils in the Model School thought the "nectar" of the gods was just a queer way of spelling necktie.

Another one thought a man's "future" meant his eyes, nose and mouth.

To one little boy the stage has illusions. After the rehearsal of "Hiawatha," he asked: "Who's going to be Minnehaha in the real play? She died today."

Student-teacher in the third grade of the Model School: "Now, William, you know what a pencil is; make a sentence with pencil in it."

"William: 'I was born in Pennsylvania.'"

Teacher, trying to teach the exclamation point: "Sam, suppose you are frightened and say 'O!' what kind of point would you use?"

Sam (in earnest): "I wouldn't use any point, I'd use my legs."

What is a "pizer poast?" It recently appeared in a theme which contained a description of a house.

Why isn't the wife of Rip Van Winkle called "Mrs. R. V. Winkle," as one girl called that long suffering dame in a written report?

The *Baltimore News* gives the following quaintly humorous answers made recently in the Friends' School annual information test by the students in the High School, and the upper class of the Intermediate Department:

"Sir Isaac Newton invented moving pictures, while the Three R's are Rome, Romanism and Rebellion."

That "Tommy Atkins" is a baseball pitcher of great renown was the decision of a number of lads, who knew more baseball than English nomenclature, while the girl who declared that "Kitchener" was "some kind of an Englishman" was perhaps nearer the truth than she suspected—as was also the boy who declared that the "Maid of Orleans" referred to some sort of molasses candy.

Perhaps the biggest hit in its way was the reply that the German "Busy Bertha" meant "one who meddles in others' affairs"—an undeniable assertion that has a grim, unconscious humor all its own, while Billy Sunday, described as "The Scourge of God," will probably feel flattered. The Eternal City, denoted as "Hagerstown on Sunday," is pure humor hard to beat, unless it is surpassed by the answer that Dr. Cook invented the North Pole, but Peary discovered it.



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