The Training School Quarterly

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The Training School Quarterly

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How to Improve the Teacher in Service

E. C. Brooks,

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THE work of the Normal schools and the Professional schools of the colleges of the State has been confined almost exclusively to training inexperienced men and women to become teachers and school officers. The summer courses offered by these institutions are the notable exceptions to the above general statement, and the exceptions prove the need of a more direct method of reaching the teachers in service. Suppose we draw two maps of North Carolina. In the first one I shall locate eight counties—Wake, Durham, Orange, Guilford, Pitt, Alamance, Watauga, and Jackson—from which the progressive training of white teachers must radiate to every school in North Carolina. In the second map I shall locate these same counties and in addition I shall locate a center in each county. The influence from the eight larger counties shall be gathered into the county centers, there to be multiplied and adapted and from thence to radiate to every school in the county.

The first map would represent, as graphically as we can make it, what exists now; the second would represent what, I think, should exist. I believe the first essential, therefore, is to build up a county unit, a kind of electrical transformer, and I shall discuss the four lines which, in my opinion, we must follow in order to perfect this county unit for promoting the professional development of the teachers now in service.

1. *A New Method of Certificating Teachers and a Better Use of the Institutes.*

In the October number of *Education* I outlined a plan for certificating teachers and made some suggestions that, in my opinion, would improve the work of the summer institutes. I quote from that article:

"The law requires each county to hold an institute biennially and the teachers to be certificated biennially. The officers of the institute are the county superintendent and two institute conductors. It would be a simple matter, therefore, to have these officers of the institutes changed into an examining board, with full power to license all teachers in the county. The State Department could have supervision over the entire work of this board as it has today. Then, it would hardly be necessary to enforce attendance upon institutes. Furthermore, after a teacher has received a first grade certificate she could not be required to stand on the same public school studies

two years hence; but a progressive course should be outlined, and it should be a part of the institute conductors' duties to outline this course for the approaching year and to examine the teachers on the course of the preceding year. In this way the Teachers' Reading Course will be of great advantage to all the teachers in the State and can be made a part of the professional training of every teacher in service. This plan could be enforced with but little change in the present law and with no additional expense to the State, and the State Department of Education could perfect an organization that would connect these institutes with his office and thereby give complete supervision over both the certification of teachers and the work of the institutes."

2. *A More Effective Reading Course and the Use of the Rural Libraries.*

The rural libraries should form the basis of a better reading course. As it happens now, the reading circle course takes one direction and the rural libraries another. Some teachers are following the one and using the latter, but we have no way of measuring the efficiency of either. In fact, we have no accurate knowledge of the extent to which the libraries are used in a single county. Before children can be directed in their reading, the teachers must read. There are more than 2,000 rural libraries in North Carolina, and if every teacher in the State who has access to one of these libraries knew the contents of these books, or even knew what they are about, how much material would she have at hand for increasing the life of the school! I believe that the normal schools could not do better than to give a course of reading in the books of the rural libraries.

I recently had the teachers of Durham County send me a catalogue of all the books in each library. I went through each list and picked out certain books that were found in each library and made up a list of books for the teachers to read in connection with the books adopted in the reading circle list, and then gave the teachers the following suggestions:

We have heard from enough of the libraries to arrange a tentative outline for the teachers. Three groups of subjects are made: (1) biography, (2) literature, and (3) nature. In addition to the regular reading circle books, the teachers should select one book from each of these lists, or a total of three books. The three groups are as follows:

I. Biography:
   1. Pratt, "Story of Columbus."
   2. Otis, "Life of John Paul Jones."
   3. Hartley, "Daniel Boone."
   4. Sims, "Life of Captain John Smith."

II. Literature:
   1. Ramee, "A Dog of Flanders."
   2. Page, "Two Little Confederates."
   3. Martin, "Emmy Lou."
   4. Kingsley, "Westward Ho!"

III. Nature:
   1. Buckley, "Fairy Land of Science."
   2. Andrews, "Stories Mother Nature Told Her Children."
   3. Clow and Chase, "Little Lucy's Wonderful Globe."
   4. Davis, "Productive Farming."

Each of these books is in a number of libraries. Therefore, teachers may make up a list from the library in the school. We have called attention to the necessity of organizing local clubs for study, entertainment, and professional advancement. These three books should be discussed in the clubs. The purpose of study is threefold:

1. The teacher should become thoroughly familiar with the contents of these books.

2. The teacher should use the knowledge derived from them in the classroom.

3. The subject matter should be related to subjects that the children are studying. The biography should be related to the history, the literature to the literature of the grades, and the nature to the nature, geography, or agriculture of the grades.

If the teachers can select three other books from which they can derive more interest than from any suggested above, they should not hesitate to select them, and notify me. All teachers should be ready to report on this subject and show progress by the next meeting in November.

This is one attempt to make the rural library the basis of a reading course for teachers in service. But it will take very careful supervision to work it out successfully and so grade it that we shall have a progressive course. The course that is worked out this year will be our first-year reading course, and a second-year reading course will be worked out next year, and I am planning in this way to work out a four-year course.

3. *Teacher Training in the High School.*

Another method of reaching the teachers already engaged in the work is through the high schools of the county. If there were at least one strong institution in every county where serious attention is paid to the professional development of the teachers, this might become the center of the professional activity of the county. Frankly, I do not believe that much good has been derived so far from the visits of rural teachers to the city schools. The problems of administration, organization, and class-room methods of the city schools are so unlike those of the one, two, or even three teacher rural school, and the values that a rural teacher might derive are so related in the city schools to these other complicated problems that only the very good teachers can abstract these, and those who are able to do this need these values the least. However, the city school might be made the teacher training center of the county. But there should be in charge of this feature an expert whose business it is to abstract the general educational values and relate them to the needs of the county rather than to the needs of the city. But whether this teacher training institution is in the city school or the State high school, it matters little, provided the professional course is thoroughly supervised. The certification of teachers and the reading course could be so related to this institution that its work would be in raising the scholarship of teachers in service and preparing candidates for the profession. It would be the center from which would radi-

ate the progressive influences of the county. The county associations are now doing a good work. But how much more good could they do if it was the business of some institution of the county to direct them! And this brings me to the fourth division of this subject.

4. *Better Supervision.*

I have outlined the ways of connecting teachers of the county with some definite professional training. But in either case it will take closer supervision. Teachers need constant direction. At present they are too isolated. They are not consciously a part of a real developing force, and they must become conscious of it through better supervision. This may be given through assistant county superintendents, and I need mention only the work of Miss Edith Royster of Wake and Miss Mary Owen Graham of Mecklenburg. It may be given also by primary supervisors. We have several supervisors in the State who are worth more to their respective counties than the public is aware of. It may be given by teachers of education in the normal schools and colleges of the State. It may be given by city superintendents and city school teachers in nearly every county in the State; and it may be given in the State high school. We have almost machinery enough now without any very great additional cost to the State to do the work if we would unify it and make it work in harmony and in a coöperative spirit. Some of these forces are working with the teachers, some are not. I wish I had space here to outline the courses offered for teachers by the State high school at Nebo, McDowell County, and the club work of the teachers in such counties as Johnston and Durham. These clubs are organized for the professional advancement of the teachers. Here is a unique piece of work by Miss Mary Shotwell of Granville County. She says of the pupils' reading circle (observe that it is a *pupils'* course) that she has organized:

"The purpose of the Pupils' Reading Circle is to secure the careful reading of a number of good books at an age when the tastes and habits of the children are formed. Teachers and school officials should coöperate to substitute good books for the trashy and vicious matter which too frequently falls into the hands of the boy and girl whose reading receives no direction. The only way to create a taste for good literature is to see to it that the right books are placed in the hands of the children.

"To this end there will be given at the next County Commencement a certificate to every boy and girl who satisfies his teacher that he has read six books in this year's reading course. The teacher must give some form of oral test to each child so as to determine whether or not he has read the book intelligently.

"If there is no library in your school, secure through a well planned entertainment, an ice cream social or some other method, as much as $10 and in this way a $30 library can be secured for your school.

"Forty-six diplomas or certificates were presented at the last County Commencement in Granville and most of them were given to pupils from the smaller schools."

This is only one of the many things that a supervisor can do to improve the schools of a county. It implies indirectly that the teachers must do some reading outside of the regular text books in use in school.

As the county work develops, the county superintendent must of necessity become more and more a business manager unless the chairman or some other member of the county board takes the business administration in hand. In any case there must be a business administrator and a professional administration. It is rare that the two are combined in one man. We have made more progress in business administration than in professional administration. It is easier today to vote taxes and issue bonds for a handsome building than it is to secure good teachers. Therefore, it is especially necessary that we emphasize professional administration.

We are too bent on perfecting machinery, increasing machinery, and in inventing new machinery. Machinery, of course, is necessary, but it cannot ever take the place of spiritual forces. And spiritual forces are after all individual forces, and the best machinery for human progress is a combination of individual forces working in harmony. It is the spiritual force of a county that we wish to unify and to direct, and I have attempted to show how these forces may be employed now without increasing very much the machinery already in use.

Cards as follows have been circulated by the Public Library Committee in Greenville:

Do you read all you want to?

Why not read a little more now?

Do you know that the Greenville Public Library is located on the third floor of the new Bank Building?

Do you know that it is open on Monday, Wednesday and Friday at 3:30 p. m.?

Do you know that it offers to every responsible man, woman and child in Greenville the free use of its books?

What does that mean to you?

If you are able to read, it means an opportunity of adding to your education by the right use of books.

It means the free use of many delightful books of entertainment and inspiration.

There are many people in Greenville who use the Library. Do you?

Fifty children go to the once-a-week story telling in the Library rooms on Saturday afternoons. Do yours?

Some Things Supervision Has Done for Alamance

J. B. Robertson,
Superintendent of Alamance County Schools.

WITHIN the memory of many of us who claim no ancient age it was thought by the party then in power in North Carolina that County Supervision of Schools was unnecessary and hence unwise. As a result the County Superintendent was discontinued and the County Examiner brought into existence. The falsity of such reasoning might have been learned from any business or any institution. Can any business grow without a head or can any institution thrive without a director? The answer is "No" on every hand—and how could our rural school system, so lacking in growth and so complex in its development, be an exception to such a hard and fast rule?

The need of adequate grounds, and suitable buildings with ample equipment, the new subjects to be introduced and taught, the new and transient teachers to be initiated and instructed, the fact that knowledge like water flows from a higher source to a lower level, all cry out in no uncertain tones for Supervision. And if our school system had an excellent equipment and a perfect curriculum and a skillful set of teachers, there must still be over it all some competent supervision to unify and direct. "Left without necessary supervision, the schools are like a complex factory system possessing a supply of material and a full quota of workers, but lacking overseers and foremen to direct the work."

Alamance County has had a Superintendent for all his time during the past four years and a Supervisor of White Schools and a Supervisor of Colored Schools for the past two years. To tell what they have done by supervision would require time and space we do not have, details that would be too numerous, and influences whose measure can never be made. But we do hope to recount "some things supervision has done for Alamance County."

Every picture must have its background, every play must have its setting and every school must first have its grounds. The school grounds we have tried to improve in Alamance and have succeeded in a measure. Many have been enlarged (for most school grounds are too small). The new ones that have been secured were made larger than the old. The grounds have been cleaned and equipped. The wood pile and the ash pile have been moved to the back yard from the front yard. A flint face has been set against marking and scarring the house and cutting and carving shade trees. Outhouses have been built. We have preached the doctrine that to expose girls and boys of all ages to each other as they must be without such houses means to defeat utterly all that we are trying to do for them, to say nothing of the grave necessity for the accom-

modation of nature's wants. We have built wood houses. We have laid out walks and drives and planted shade trees and flowers.

Several better buildings have been built and many repaired and painted. Almost a campaign has been waged in this county in painting houses. Several have been to repair before painting and it was made necessary to repair, because they had not been painted. Especially have we been concerned about interior painting. Here we have preached the doctrine that we become like those things that we see. Hence, the child should look upon the clean and pure and beautiful. In this connection we have removed many old-time stove boxes that acted as a receptacle for all the bones and biscuits that were not wanted, and as the general cuspidor for the school. Let me say in passing that these old sand stove boxes as a rule were dirty sights to behold, and altogether filthy. If there ever were such things as germs, these boxes, while they were heated and stirred all day long by the school, were great generators of germs and did business on a grand scale. These have been removed, the stove polished, the floor oiled to keep down that dreadful school room dust. Equipment has been added. Commodious desks for both teacher and pupil have been put in. Globes and maps have been supplied. In several instances organs and pianos have been purchased for the schools.

While supervising and getting better material equipment, we have tried to keep in mind that equipment is only a means to an end; and that the vital thing is organizing the school and the dispensing of knowledge in such a way as to develop the child. Hence, we have guarded the arrangement of the school by grades, the daily program, attendance and promptness, classification and gradation of pupils, the light, heat and ventilation of the school room. The play time to some extent has been utilized by organized play. The play time, we realize, when properly considered will be found to be an important part of the day.

In all supervision, we unify, we direct; we make that that is too weak, strong; we make that that is too strong, weak; we tone up; we tone down; we give matter, we give method; we lead; we suggest, we instruct; we conceive; we construct. In Alamance County we do these things by direct visitation together with the teachers' meeting. We find anything that needs to be done or changed, then we bring it before all the teachers at the next monthly teachers' meeting. And in this way we use supervision to give to all the teachers the best that any and all the best teachers have produced as well as what the supervisor or superintendent may know.

We have tried in this county not to confine our supervision to the school as compassed by the four walls of the school room. But we have tried to some extent to so supervise the school with its work that it may meet the needs of the community by developing community interests. First of all, we have tried to interest the community in the

school, that the school may better supply what the community may want and need. The people have donated labor, material and money that have amounted to about $4,000 annually to the schools of the county. The figures have been accurately kept and accounts show that every school interest has been the recipient of part of this amount—grounds have been beautified, houses repaired, equipment supplied, and terms lengthened.

Through the supervision of our rural supervisor during the past two years, several schools have done industrial work in connection with the literary. Cooking, sewing, basketry, mat making, carpentry have all come in for a share as well as other useful arts. The exhibitions of industrial work made both at the County Commencements and at our County fairs speak with an inspiring certainty as to what can be done with regular teachers in industrial work through supervision.

Several communities have been interested in community fairs. And with complete premium list as a guide, comprising every department represented in the larger fair, these fairs carry field products, orchard products, garden products, live stock, poultry, pantry and dairy products, manual arts, school products, etc. State specialists in these departments are secured for judges and they instruct, as well as judge, with object right before them for illustration. These fairs are social, business, inspirational and educational, and are potent factors as community builders.

Through supervision there have been organized in Alamance several Country Life Clubs at the schoolhouses. These Clubs might have as appropriately been named Community Life Clubs, because they stand for every interest in the community. These Clubs are an enlargement over the Betterment Association, as they stand for what the school may need and also whatever else the community interest may claim, especially social and instructive entertainment. Evenings are given in music, elocution, instructive lectures, debates, etc.

These Clubs embrace the men, women, and children, but committees are often appointed to do the special work that the club decides to do. Frequently these Clubs decide to unite on a special piece of work—it may be to repair a section of road or build a wood house for the school or hold a community fair. Such a Club is the community at work for the community.

This year the home demonstrator that works with the schools, the supervisor of schools and the county superintendent are delivering before the Country Life Clubs and in other schools, lectures on "Home Labor Saving Devices," "Home Sanitation," and "Water-works for the Country Home" respectively.

This recounts "Some of the Things Done in Alamance through Supervision." What Alamance has done, any county with adequate supervision can do, and more.

How Schools Are Consolidated in Johnston

L. T. Royall,
Superintendent of Johnston County Schools.

THERE are some instances where consolidation is not practical in our county; there are others where we are now trying to create sentiment for it by talking to a few of the leading ones first, then to others as we get an opportunity. We hope to make some large, strong districts where now we have some small ones. We find that it takes time to consolidate two or three schools into one large school. Sentiment must be created before anything much can be done in the way of consolidation.

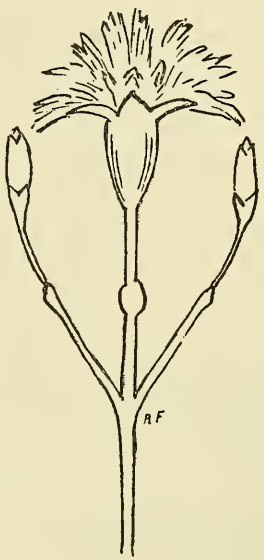
I have in mind a territory where there were three one-teacher schools. One of these employed a first grade teacher, and the other two employed second grade teachers. The houses were not very comfortable and the furniture was very rude, with little interest in education in the community as a whole. There were those who were willing to make some sacrifice for better advantages for their children, but were at a loss what to do. It was evident that one or more schoolhouses must be erected in the near future. Several problems were before us. We must have harmony in the school work. How many schoolhouses must we build? Where were the funds to come from? Who was to be benefited? Where were the houses to be built? Could special tax be voted? Some little time was given for the leaders in the community to consider these questions before any action was taken. A few were led into the light of consolidation. The writer measured across the district in several ways in order to get the facts in the matter. It was found that a house could be built on a public road in the center of the district, and not put any one over three miles from the school.

This was given to the people to think about; the disadvantages of the one-teacher school were shown to some of the people and at once they saw and became our helpers. The advantages of the two-teacher school were also readily seen by a few; these became interested and were a great help to us in leading others into the light. Thus one idea at a time was given out until the whole district became interested. We circulated a petition for special tax and brought that with the plan of consolidation before the Board of Education; the order for consolidation was passed, and the election granted. Those who opposed consolidation forgot all about it and fought the special tax so that it was lost. The old schoolhouses were sold and a new site containing three acres was purchased, money borrowed, and a house built with two rooms. This was an object lesson to a neighboring district, which started up rivalry by voting special tax and building a little better house. Our first district

then voted special tax, built another room, and now have three teachers, all first grade. Three terms of school have been taught here. Now we are having some high school work done and some home economics. The district is putting on new life.

In another section of the county a few of the leading people were shown the advantages of consolidation, and these went to work trying to create sentiment for consolidation. When the time seemed ripe, a meeting was called and Mr. L. C. Brogden met with us and explained to the people the advantages of a larger school where their children could be taught in the high school branches at home. A territory embracing about twenty-five square miles was laid off. This included two two-teacher schools which in the past had been unsatisfactory and inadequate. At the meeting a few expressed themselves so strongly in favor of consolidation that others fell in line. A test was made right then as to what could be done in the way of building. A good sum was raised for erecting a two-story house. The matter being brought before the Board of Education at the next meeting, an order was passed for consolidation. A large house has been built and the school is meeting with success. There are about two hundred pupils in this district; some of them are nearly four miles away and furnish their own conveyance. The school is growing in influence and power. Third term opened the first Monday in November.

There are about fifteen other consolidated schools in Johnston, most of which have been worked out practically the same way in the past five years. The people are beginning to see the advantages of larger schools and are rapidly doing away with the one-teacher school.



The Three-Teacher School at Work in Granville

MARY G. SHOTWELL.
Supervisor in Granville County.

WITH modern demands pressing upon us it is time to give the school question more thoughtful consideration. What can the community do to make the school a better one, one that will give the children training for efficient citizenship, and one that will give them practical training for their everyday needs?

Mr. L. C. Brogden, State Supervisor of Rural Schools, has worked out a plan that is suited to meet these growing needs. It follows in brief. The only type of school which will satisfy any rural community will be one with a minimum of three teachers in a district with enough taxable property to equip and maintain a really efficient school. This school should have a site of not less than six or eight acres so that it will furnish ample ground for games of all kinds and for demonstration farm work—tomato growing for the girls and corn growing for the boys. Having increased the size of the average one-teacher school district, the school fund should now be sufficiently large to employ three competent, experienced, and well-trained teachers, with a male principal. The community should erect a home for the principal so as to enable him to remain in the community the entire year, becoming thoroughly identified with the community's highest interest in industrial, social, and intellectual activities.

In this school there should be a trained teacher of agriculture and the related sciences, using the farm for demonstration purposes, thus showing the practical application of the sciences he has taught them to the actual field work, taking care to so arrange the class work that it will fit the farm activities of the season. One of the assistant teachers should be a domestic science teacher with an equipment for teaching the household arts. This department should be used for demonstration purposes and the parents should be invited to come to the school to inspect the work of their daughters. The third teacher should see that "country life, to be enjoyed, must be cultural as well as vocational." The school children and the people of the community should be organized into a club so that they could find ways of beautifying the school grounds and also take part in musical and literary programs. In this way, this new type of rural school would not only be teaching the pupils the real practical things with which they are to deal in after life, but also would become a center of community activity for all the people.

There are six three-teacher schools now at work in Granville County, three having been established within the past year. Each school has its own individual problems to solve, but the ones farthest from solution

here in the county seem to be those of securing a home for the principal and making the teaching of agriculture meet the practical needs of the community. The latter problem is dependent upon the former, for the farm season comes after the schools close, and when the principal's home is in the community, he will then have an opportunity of making his work practical.

Last year four very comfortable and attractive three-room buildings were erected in the county. These buildings were planned by the State Department of Education and have three class-rooms with rolling partitions that can be thrown into an auditorium, having a stage in the center room. Small rooms near the entrance of the building have been fitted up for domestic science and music.

Hester and Stovall schools have domestic science and domestic art taught to the larger girls one and one-half hours per week, alternating the work with Latin. The boys are taught agriculture, and this winter the principal of Stovall school is planning to have his class study corn and peach culture, giving many lessons out of doors. Providence has only recently added a third teacher, and they have organized a music class. Howard school has not begun the teaching of any of the household arts, but has secured the interest of the community by organizing a splendid Country Life Club which meets every week.

The county officials have not made any special campaign to arouse the interest of the people in the three-teacher plan, but whenever a community shows any interest in their school and the attendance justifies it, a third teacher is provided. In this quiet way more requests for third teachers have come in this year than could be granted. On account of the great business depression and also because four new buildings were erected last year, the county could not build additional rooms for these teachers.

One community was determined to have a third teacher and asked the county to furnish the teacher, saying they would arrange for the building. The people of Enon community met in the schoolhouse one afternoon in the early summer and devised a plan whereby each patron would be responsible for a certain sum of money and would also contribute something toward getting the material placed on the grounds.

When school opened this fall there was a nice room for the third teacher, and the community is very fortunate in having Misses Carrie Manning, Anna Stanfield and Maggie Whitehurst as their teachers. Domestic science, art and music are taught in the school. The boys will have practical lessons in carpentry, by making the desk for the cooking equipment.

There is a well-developed community spirit here and it is largely due to the work of the Country Life Club organized about 18 months ago. This club meets every Friday night and enjoys a well-prepared program as well as a social hour. Through the activities of this club, a tennis

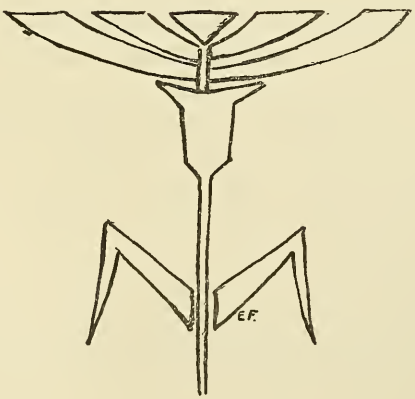
court for the girls, a baseball diamond for the boys and a sweet-toned piano have been added to the school. A Community Fair was held Saturday, October 9th, and many beautiful exhibits of household and pantry supplies, together with excellent field crops, were brought to the school building. The best products were taken to Oxford, where they were entered in the community contests in the County Fair and won the first prize of $25. One of the placards in this exhibit gives some idea of the growth of the school and the interest shown by the people:

ENON SCHOOL.

Ten Years Ago.	Today.
Value of school property owned by the County, Nothing.	Value of school property owned by the County, $2,000.
Number of teachers, 1.	Number of teachers, 3.
Average attendance, 15.	Average attendance, 53.
Number of persons from 8 to 21 who could not read nor write, 5.	Number of persons from 8 to 21 who could not read nor write, None.
Length of school term, 4 months.	Length of school term, 7 months.
Number of grades taught, 5.	Number of grades taught, 9.

Another very gratifying result of the work of this club and school is that the young people of the community meet here on Saturday afternoon and enjoy playing baseball and tennis, instead of going to a near-by town where there is a tendency for them to become dissatisfied with country life.

This new three-teacher school holds the key to the solution of many of our most intricate rural problems. It should take pride in leading the people into a fuller realization of the possibilities of country life.



Making the Superintendent's Work More Effective

S. B. Underwood,
Superintendent of Pitt County Schools.

GIVEN a county with an area of anywhere from 160 to 1,000 square miles, 50 to 250 teachers in 30 to 175 schools, and roads of varying degrees of difficulty of passage; take into consideration the fact that the county superintendent of schools is expected to, and must, examine applicants for teaching positions and issue certificates to teach, must receive all applications for positions, make recommendations to the local committee and finally approve their choice; remember that he must sign every voucher for money from the school fund for whatever purpose, and that to do this he must be acquainted with the financial status of every district and of the general school fund; bear in mind the work that he must do in developing local tax and consolidation sentiment, and in shaping the general educational policy of the county; remember his duties in the selection of school sites and planning for new buildings and erecting the same; take into consideration the vast amount of detail office work that he must do, including an amount of correspondence that would stagger the average individual—bear all these things in mind, and then remember that these are only a few of his duties, and one realizes something of the difficulty that he has in doing any effective supervision of the work of the teachers under his care.

The average whole-time county superintendent in North Carolina probably feels that he has done well if he comes to the end of the year having spent one hour during the year with each of his teachers. Many of them admit freely that they do not get around even one time. Teachers have been known to come into a county, work a year, and leave without the county superintendent's having ever seen them, except, possibly, at the teachers' meetings. And this is not because the superintendents in North Carolina are loafing on the job. The general idea is that in the main they are a conscientious, hard-working lot. There are at least two phases to the work of the county superintendent—administrative and supervisory. Either of these could require all of one man's time. The days are not long enough and there are not enough of them for all the work that there is to do.

And yet how necessary and important the supervisory work is! How our schools suffer from the lack of it! The county superintendent is supposed to keep in close touch with his teachers, inspect their work, and make suggestions for its improvement. This is his real task. Unfortunately it is a task that many of them perforce leave undone. The teachers are often left almost wholly to their own resources. Even the best of us deteriorate in the quality of our work when that work is done

continually away from all supervision and inspection. Most superintendents throw up their hands in helplessness in contemplating the question of supervising the class-room work of their teachers.

The county superintendents of North Carolina are probably doing their best work on the administrative side of the problem. What can be done to develop the other side? We can not add to the time at our disposal. What are some of the ways in which we can use that time more judiciously? The remainder of this paper will attempt to suggest some practical and, in the main, inexpensive aids to supervision.

We naturally think of the assistant superintendent, who has become a fixed part of the educational machinery in several counties. The results of this experiment in the counties that have tried it would seem unquestionably to warrant its rapid extension to the other counties of the State. But even if it seems that this can not be done, there are certain other things that seem almost indispensable.

It should be borne in mind that the county superintendent's office is a business office, and the most important one in the county. It should be equipped with ample facilities for carrying on its business. Modern methods and equipment should be installed and used, so that the work can be done quickly and effectively. Filing cases, typewriters, duplicators, account books, are all necessary to effective work, and no superintendent should undertake to do his work without them. They constitute an investment, not an expense. They pay for themselves in time-saving and efficiency, and there is not a county in the State that can afford to be without them. They are an aid to effective supervision, for the more the superintendent can systematize the work of his office the less of his time the office work will take and the more time he can give to supervising his teachers.

No one man, no matter how efficient he may be, can do his office work alone and at the same time efficiently look after the other side of his work. Help is easier to get and cheaper for the office end. There is not a Board of Education in the State that could not afford to allow its superintendent to employ a clerk, who should be a competent stenographer. A vast amount of the routine work can be turned over to the clerk and the time saved used in laying plans and supervising teachers.

The superintendent is always in a hurry when he visits a school. He has to be. There is always another school further down the road that he just must get in on this trip, and he must rush on. Even if this were not true, the presence of the children makes it impracticable to discuss the teacher's work with her. He can diagnose the case, but he can not often suggest the remedy. But he can keep his eyes and ears open and after several days visitation take a day in his office and dictate a letter to each teacher visited, pointing out the good things in her work, and making suggestions for improvements. This kind of "follow-up" work will give point and definiteness to the visit. Much of the county superintendent's

visiting is practically worthless because it does not lead to anything. It gives the teacher nothing to build on. It does not let her know what the superintendent thinks of her work and suggests no change or improvement. It is a visit, and that is about all. She has a right to the superintendent's frank opinion of what he has seen.

A number of the superintendents in the State have begun the publication of bulletins which are mailed to the teachers at intervals during the year. These contain information and direction as to the routine work of the teacher, and definite suggestions for teaching various subjects. The bulletin is an inexpensive and very effective method of keeping the superintendent in close touch with his teachers. It takes the place of the visits that he cannot make, and makes the ones that he does make more worth while to the teachers.

As superintendents have studied means for more effective supervision, there has been a radical change in the character of the county teachers' meetings. The old plan was to have all the teachers, from every sort of school, together at the county seat in one general meeting. This was held monthly, and the program consisted in the main of announcements by the superintendent, some desultory work on the Reading Circle, and an address by some more or less distinguished visitor. Occasionally there might be a paper or two read on some school problem, and some effort might be made to have a general discussion on various questions arising in the work of the teachers. However, the size of the group and the vastly different interests represented made it almost impossible to arouse real interest in any definite problem, or to do any really constructive work in improving the teaching ability of those participating. The average county teachers' meeting has not functioned very largely in the every-day work of the teachers. Realizing this, the plan is being changed in many counties. The general meetings are not held so often, if at all. Instead, the teachers are called together in small groups at various convenient points in the county, where the superintendent meets them for a free and informal discussion of real school problems arising out of the things that he has noticed in his visitations.

Here he can do perhaps his best work. With a group of from ten to twenty teachers, working as nearly as possible in the same kind of school, getting acquainted with each other's problems, and aiding in their solution, it is possible to make the meetings count for something. They are held, not just to be having a teachers' meeting, but in order that real work may be done. In many instances the county superintendent meets the teachers at some central school and the morning is spent in discussing the class work of the teachers in charge of the school. At noon the children are dismissed and the rest of the day is used in talking over the things that the teachers have seen during the morning and the things that the superintendent has noticed in his visits for a week or two previous. It is a sort of cabinet meeting, where ideas are freely exchanged and

plans laid for better work. It gives the superintendent an opportunity that he can get in almost no other way to influence the work of his teachers. In some counties only the afternoon sessions are held. Either plan enables the superintendent to get a grasp on the situation confronting him that he cannot get in any other way. It is bound to make for closer and more effective supervision, and to be very fruitful in results.

These and other changes are an indication of the fact that county superintendents in North Carolina are endeavoring to be superintendents in fact as well as in theory. They are trying to influence the classroom work of their teachers. This is one of the encouraging tendencies in our educational work.

If I Were a School Official

Supt. W. P. Hagman, in his School Annual for Ashland County, Wisconsin, writes these items for the consideration of thoughtful school officers:

If I were a school official—and could:

I should make school houses compare favorably with the best homes in the community, both inside and out.

I would have large playgrounds with plenty of shade.

I would see that the sanitary conditions—drainage, water supply, outbuildings, light, heat, ventilation, blackboards and desks were in the best of condition.

I would see that a good well-paid janitor looked after the welfare of the building.

I would not employ a teacher the second term who did not, in the meantime, strive to improve her qualifications.

I would not employ any teacher who did not at least have the beginning of a professional library and who did not add two or three good books each year.

I would not employ any teacher who failed to attend the institutes and associations when it was possible to do so. Fossils may be of interest to geologists, but the pedagogical fossil creates little interest in the school room.

I would employ no teacher who did not take and read at least two good educational journals.—*Exchange.*

The Edgecombe County School Bulletin

W. H. Pittman,
Superintendent of Edgecombe County Schools.

IT IS certain that the school and the press stand out without rivals as the two greatest educational agencies of modern times. Attendance at church is voluntary and for an hour or two on Sunday only. Theater going is limited by financial conditions and proximity to theaters. The chautauqua platform is periodic and is for a comparative few. But thousands of our people read newspapers. Country people read daily and weekly or monthly papers less, perhaps, than do residents of towns, and there is therefore a great opportunity for a county school newspaper which is so conducted as to take educational and social service interest into all homes.

The purpose of the *Edgecombe County School Bulletin* is to intensively develop the efficiency of Edgecombe County's schools, and to unify all of our educational and social service forces.

Our *Bulletin* is published monthly and is distributed through the schools. Each teacher sees that one copy goes into every home in her school community. There is no charge for subscriptions, as the paper is paid for solely by advertisements. It is taken home from school by one child from each family. The columns of the paper present to the teachers and the patrons of all schools better methods of teaching, the matters of regular attendance and tardiness, the school law relating to compulsory attendance, the course of study as found practicable, the importance of proper sanitation, and the need of better trained teachers, better equipment, and longer terms. In presenting these and similar matters it is believed best to keep in mind always the influence that a teacher has in her community and also the effect which a demand for better service will have on a teacher. In so far as the distribution of a school bulletin or paper aids in the development of a school's proper service in a community, the education of the patrons of the school as to the possibilities of the school is of prime importance. Whenever a demand for better things is made of a teacher, better things are forthcoming in the natural course. But in any community in which indifference reigns supreme, the best teacher of us all can accomplish but little.

The school paper which is to be read by the patrons of a teacher's school is most naturally an interesting sheet to the teacher herself. It therefore affords an excellent instrument for conveying forcibly a lesson to the teacher herself. In such ways a school paper can be made a powerful factor in giving increasing efficiency to a county school system, provided it is backed up by a thorough understanding of and sympathy with present needs of the county and its people.

Country people deserve more than they receive in the way of information and encouragement. We believe in Edgecombe County that our people are progressive and that they need but to be encouraged in their eagerness and directed somewhat in their efforts. We believe that the time is ripe for training along desirable lines and that there is but a half truth in the words, "You cannot teach an old dog new tricks." Country people are ready to listen now to talk about Corn Clubs and Canning Clubs, about the employment of whole-time home demonstrators and farm demonstrators. They are glad to vote for good roads and to spend their money in paying special taxes for good schools. They need only to be shown the importance of public health and preventive medicine to secure their active support in providing for the employment of a whole-time health officer. The desire for betterment is evident on every hand and the time is ripe for unifying our country people in their advocacy of progressive measures.

The school bulletin provides a mouthpiece for direct speech with all of the people of a county, and if handled carefully, it may deal with profit with any subject save politics and religion. Its possibilities are practically unlimited. It can be made to vitalize the school for the school community and the community for the school. It can identify the school with the county's civic and industrial life. It can create a real county school system.

It would be very difficult to point out definite results achieved by our *Edgecombe County School Bulletin,* for the reason that its effect is not to force things down the throats of the people, but rather to influence them deliberately toward conditions which can have but a slow growth. It is certain, however, that our school paper is read and discussed in the homes of the county. Teachers report that patrons are eager to have the new issue each month and patrons sometimes even "speak out in meeting" in approval. The *Bulletin* has very probably had a certain influence in creating the public sentiment which has given us the whole-time home demonstration agent and the whole-time health officer. The salary of our excellent farm demonstrator has been increased, too, to more nearly the proper proportion. We have two entire townships now consolidated, each having a central school with wagons carrying the children to school for eight months each year. A third township is soon to vote on the question of a special tax for consolidation and transportation.

We cannot attribute these things entirely to the influence of the *Bulletin,* but we do believe that it has helped in bringing these things to pass and we believe that its usefulness is not yet ended.

Craven County Farm-Life School

J. E. Turlington,
Superintendent of Craven County Schools.

THE Craven County Farm-Life School, located at Vanceboro, N. C., opened its doors to students on November 4, 1913, and has been in successful operation ever since. Its purpose is to train boys and girls for efficient living and permanent community building.

The course of study differs somewhat from that given in the average high school, but the essentials of the old curriculum, English, arithmetic, history, spelling, and writing, hold prominent places in the course of study.

In addition to these subjects, the boys are taught to use tools in farm carpentry, where they make tables, bookcases, cabinets, gates and other things around the farm and farm home. They also study plant-life, the structure of plants, their names, their relation to the soil, air, animals, and man.

In the garden a variety of vegetables are grown and the students study them in the field with reference to the methods of planting, fertilizing, cultivating, harvesting, and spraying for insects and diseases.

The school also has a young orchard containing a number of varieties of peaches, apples, pears, plums, and cherries. This orchard was set by the students in April, 1914, and all of the pruning and spraying is done as a part of the class work in plant culture, where they also do work in grafting, budding and the like.

Field crops and soils are studied by the students both in the field and in the class-room. The freshman class of this year has already selected seed corn from the field, harvested the ear-to-row test corn, and made selections of potatoes from the highest yielding hills in the field. These potatoes and the seed corn are kept to plant next year's crop.

Dairying, poultry, stock-judging, and feeds and feeding find a prominent place in the course of study, but it will be impossible in this brief article to even mention all of the activities taken up in agriculture and domestic economy. No reader should understand that the students are kept out of doors, or in the cooking and sewing laboratories the greater part of the time, for they are not, but they do have time to practice the eye and the hand along with the training of the brain.

The domestic economy department gives the girls a thorough practical training in all household problems. It helps make them efficient home-makers and community benefactors. It teaches them that housekeeping is an inspiring profession and a fascinating one.

At the present time the girls are getting sufficient practice in their sewing and cooking classes to develop skill and judgment in the use of

materials and the manipulation of various utensils. They are also gaining a good scientific basis for the understanding of household problems through the study of sanitation, physiology, botany, chemistry, and bacteriology. Household economics is taught with a view toward household efficiency, or, in other words, how to do tasks of the home in the best and easiest way possible, in order that the home-maker may have time for the keeping of her household records and accounts.

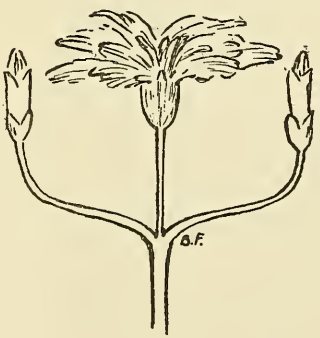
Drawing as offered at the present time in this course deals with elementary nature studies; later, however, the principles of design and their application to the household problems will be dealt with, such as household decoration and artistic furnishing.

We offer courses in both agriculture and domestic economy to the adult farmers and their wives. While only a small number have availed themselves of the opportunity, the indications are that many more will do so in the future.

We offer to test seeds of all kinds for the farmers free, throughout the county, also to make spraying demonstrations wherever possible, to give information along all lines of agriculture, such as pruning, spraying, fertilizing, mixing fertilizers, feeding animals of all kinds, etc.

We are ready to coöperate with the public schools in outlining any agricultural or domestic economy work, and as far as possible help in directing work. On Friday afternoons and Saturdays the teachers of agriculture and domestic economy will give demonstrations of various kinds in communities where they are wanted, provided the community pays the expense of the trip.

The school has been instrumental in establishing the farm demonstration and canning club work in the county, and it coöperates in every way with these agencies.



The Moonlight School Movement in North Carolina

Daisy Bailey Waitt.

ADULT white illiteracy in North Carolina has been reviewed in a former number of the Quarterly and facts and figures taken from the report of the Superintendent of Public Instruction and the last census have been given, together with some account of the work of Mrs. Cora Wilson Stewart and the Moonlight Schools of Kentucky, and of the beginnings of these schools in North Carolina. It is the purpose of this article to continue that report by giving some account of the work being done in the State for the elimination of white illiteracy and to review briefly the bulletins issued on this subject by the Department of Education.

During the school year 1914-1915, which closed in May, there was no organized work in North Carolina for the elimination of white illiteracy, although the subject had been agitated at such meetings as the State Teachers' Assembly, the Association of County Superintendents, and the Farmers' Union, and these organizations had pledged themselves to work for the establishment of moonlight schools. Mrs. Cora Wilson Stewart had also appeared before the Conference for Social Service and had told of the inspiring work in which she was engaged for the same purpose in Kentucky. Eighty-two moonlight schools, however, organized and conducted in 29 counties with an enrollment of more than 16,000 adults was the direct result of this agitation. Forty-five years was the average age of the pupils enrolled in these schools. The movement, one might almost say, took fire of itself. The State Department of Education, however, in coöperation with the State Committee on Social Service, was at work on definite plans for a campaign that would reach every rural school in the State and interest every citizen and every club woman.

During the spring, in many counties where moonlight schools had been held, these schools were made to feature in some way at the county commencement. Banners called attention to the facts as they existed in that county. The attention of the public was thus drawn to the work done and the work to be done to eliminate white illiteracy and figures and facts were thus made to talk. In May, when the North Carolina Federation of Woman's Clubs met at Goldsboro, Dr. Joyner appeared before the Education Department of the clubs and Mr. Crosby, of his office, before the Department of Social Service and outlined the general plan of a campaign to be launched for the elimination of adult illiteracy. A strong appeal was made for the cause, and club women were unani-

mous in adopting a resolution which pledged them to work in the campaign for the eradication of adult illiteracy in our State.

Prior to the closing of the colleges and institutions of higher education the situation in regard to adult illiteracy was called to the attention of all students and they were urged to use their vacations, if the opportunity offered, to teach in moonlight schools or to further the work in any other way possible.

Early in the summer pledge cards for volunteer teachers were issued from the State Department of Education. These cards were sent to the county superintendents who, in turn, distributed them through the summer to their teachers. These cards were also distributed at the various summer schools in the State and at the Teachers' Institutes. As a result of their distribution and the widespread interest which has been aroused in the cause, more than 5,000 teachers volunteered to teach in the moonlight schools during moonlight school month. In July, when the North Carolina Press Association met at Montreat, Dr. Joyner addressed that body, and after calling attention to the three big problems in the program of the educational work of the State: 1, Rural Education; 2, More Efficient Teaching and Supervision; 3, Adult Illiteracy and Its Elimination, he spoke at length on the latter and called for the active support of the editors of North Carolina. In this address Dr. Joyner gave in detail the plan of the campaign for moonlight schools which he had outlined earlier before the women's clubs. The plan was, first, a bulletin was to be issued, setting forth the facts about illiteracy and designed to carry on the publicity campaign for getting the facts before the people and arousing them to action; second, a handbook for teachers and workers, to contain twelve lessons in reading, writing and arithmetic, and especially prepared for adults; third, moonlight schools were to be conducted in the schoolhouse or some other convenient place for at least three nights for four consecutive weeks at some time during the year; fourth, a publicity campaign by all interested organizations such as the Farmers' Union, Junior Order United American Mechanics, Women's Clubs, etc.

The county papers were asked to publish in their columns or in a little supplement, each week's lessons in advance. The names of the illiterates enrolled in the schools were to be furnished to the paper with the request to send a copy of the paper containing the week's lesson to each pupil, who would be directed to bring it to school. The paper would thus serve as a text-book and the pupil as he learned would naturally use it for additional practice in reading.

Following Dr. Joyner's address, which has since been published by request, the Press Association adopted the following resolution:

That we heartily endorse the moonlight school movement for the elimination of adult illiteracy in North Carolina and pledge the support and active

aid of our papers to it and to the plan outlined in the address of the Superintendent of Public Instruction to the North Carolina Press Association; and we ask Dr. Joyner to send a copy to every editor, with request to publish.

Adult Illiteracy in North Carolina and Plans for its Elimination is the title of the first bulletin sent out from the State Department of Education. This bulletin carries on its cover Dr. Joyner's call to all citizens of the State, the watchword of the campaign—"All together for the elimination of illiteracy in North Carolina, for the emancipation of every man, woman and child from its tragic limitations." The bulletin is issued by the Committee on Community Service coöperating with the State Department of Education, the State Department of Agriculture and the State Farmers' Union, and is compiled and edited by Mr. W. C. Crosby, secretary of the Community Service Committee. It contains a preface by Dr. Joyner calling attention to the facts so graphically set forth and acknowledging the coöperation and support of all who are aiding in the work. The bulletin proper explains the problem to be met and illustrates the size of the problem by five graphic plates: 1, A comparison of the number of illiterate white voters in representative northern and southern states; 2, A sectional map of North Carolina showing that white illiteracy is no respecter of locality; 3, Map of North Carolina showing white illiteracy by counties; 4, A diagram showing proportion of literate and illiterate voters in black and white; 5, A map of North Carolina showing an imaginary segregation of illiterates in the space occupied by Wake, Franklin, Nash, Edgecombe, Wilson, Johnston and Wayne counties and corresponding in number to the inhabitants of those counties. Three other plates, 6, 7 and 8, are facsimiles of letters written by adult illiterates, who have attended moonlight schools in the State.

The plan by which the problem is to be met is next set forth and is practically that which has been given in connection with Dr. Joyner's address to the Press Association. The bulletin also contains two tables, one, A, giving the percentage of illiterate white voters by counties in the order of their rank and the other, B, giving a comparison of the total white population and total number of white illiterates, arranged by counties. The latter half of the bulletin is devoted to a series of articles by representatives of the various organizations pledged to the support of the moonlight school campaign. A volunteer pledge card for club women is added to the article by the president of the State Federation of Woman's Clubs. In the educational issue of July 19th the *News and Observer* gave greater publicity to the material contained in the bulletin by publishing its most striking features in the daily press.

The twelve lessons in reading, writing and arithmetic designed for use during moonlight school month in North Carolina appeared in October in two editions, one for the use of the teacher and the other for the adult beginner. The former contains a letter from the State

Superintendent to county superintendents and teachers, giving full directions how to proceed in the organization and management of a moonlight school. It also contains suggestions and directions to the teacher as to how the material given in the lessons can be most effectively used. The class edition, designed solely for the pupils' use and to furnish copy for the press, contains only the twelve lessons proper.

The lessons given in reading follow somewhat closely the plan of the first book of Mrs. Cora Wilson Stewart's Country Life Readers. There is the much needed repetition of words, and emphasis on familiar things of every-day experience. The first lesson is based on the supposition of an interest in learning to read.

> I want to read.
> Can you teach me to read? etc.

The second lesson takes up writing in the same way, the third reading and writing, the fourth brings out the words *paper, book* and *Bible,* the fifth the farm, the sixth crops, the seventh a good home, the eighth a good school, the ninth good roads, the tenth is a lesson on good health, the eleventh deals with a good citizen and contains a quotation from America, while the twelfth contains a selection from the fifth chapter of Matthew, giving seven of the beatitudes. The writing lessons are given from material developed in connection with reading, except the first, which deals with the writing of the pupil's name and address.

Accompanying the reading lessons and designed to take about fifteen minutes each night is a series of lessons giving some common sounds for ear training and intended for spelling. A few familiar stories and fables which are so familiar as almost to have become a part of our folk lore are given as supplementary reading.

The twelve lessons in arithmetic begin with the reading of numbers through 1,000 and carry the pupil through the four fundamental processes with some simple problems of application. Each lesson after the first opens with a thorough drill on the work of the preceding lesson and then develops the new material. Lesson twelve is subdivided into three parts and introduces common fractional forms. The use of one or all of these parts is left to the discretion of the teacher.

Chapter 164 of the Public School Laws of North Carolina directs that one day in each year North Carolina Day be devoted by appropriate exercises in the public schools of the State to the consideration of some topic or topics of our State history to be selected by the Superintendent of Public Instruction. Last year, 1914, instead of studying some topic from the past, the day was given over to a study of the community. This year the 29th of October, set aside as North Carolina Day, was known as School and Neighborhood Day. A program sent out by the Community Service Committee and the Department of Education laid special emphasis on the work being done in connection with moonlight

schools and gave a program first for Moonlight School Day with the information necessary for carrying it out, and, second, a program for school and neighborhood day. This bulletin also contains a proclamation by Locke Craig, the Governor of the State, setting aside November 15 as Moonlight School Day and calling upon the citizens, teachers, and educational authorities, with members of all organizations enlisted in the cause, all commercial organizations, boards of trade, civic clubs, religious organizations and Sunday Schools to coöperate in carrying forward the work for moonlight schools.

How enthusiastically this program has been carried on and what success it has met with is daily testified by the press. Almost every day new schools are opening or those already in session are petitioning for longer terms than Moonlight School Month. New Hanover County challenges any other county in the State to be the first to eliminate illiteracy. The following representative clippings from the daily press give some idea of the progress of the work:

MANY ATTEND NIGHT SCHOOLS.

The enrollment of four score men, women and children in the city moonlight schools last night was most gratifying to the promoters of the movement in New Hanover County and showed conclusively that those whom it is desired to help are vitally interested. The "Flying Committee" of the Junior Order last night visited every one of the city schools and were pleasantly surprised to find such a large enrollment.

At the William Hooper school there were 44 pupils enrolled and at the Cornelius Harnett there were 18, while Delgado had an enrollment of 27, 16 men and 11 women, ranging in age from 17 to 72. There were several enrolled at the High School. At the Union school there were several present, but these were transferred to other schools. Although there were no applicants at the Hemenway, there were 11 teachers on hand, who had kindly volunteered their services.

The next lesson for the classes organized last night will be on Thursday night at 7:30 o'clock, when it is expected that the enrollment will be much larger. It is hoped that not only those desiring to learn to read and write will attend, but that others, who wish to pursue studies in some particular branch, will also attend.

The Junior Order committee's highest hopes had been that 100 pupils would be enrolled in the county. With nearly that many enrolled in the city and the prospects of having others, it is expected that when the rural schools are heard from that the enrollment will exceed this number. Committees from the Junior Order were stationed at every school to meet the pupils and introduce them to the teachers and to one another and to make all feel at home. Pads and pencils were also provided by the Juniors.

As an evidence of the deep interest that many people of the city are taking in the movement, a gentleman walked into the office of the Board of Education yesterday morning and contributed $5 for the cause. This will be used in providing transportation for the teachers, who have kindly tendered their services free of charge.

Besides the regular teachers of the schools there are a number of women from Sorosis, who are equipped to teach scientifically, offering their services. The leaders who have been spending their time and energies to promote the

movement stated they were amply repaid last night to see the start and the deep interest manifested.—*Wilmington Star*, November 3.

Since this appeared the number in attendance has increased to nearly two hundred.

Orange County, while possessing a larger per cent of native white illiterates than New Hanover, may accept New Hanover's challenge, for in Orange is located the State University. The part which university students are taking in the campaign against illiteracy is told by their correspondent as follows:

MOONLIGHT SCHOOLS A SUCCESS.

The moonlight school movement in Chapel Hill township started in splendid fashion on the night of November 1. Meetings will follow for three nights a week throughout November. Six schoolhouses were opened, all within four miles of Chapel Hill. These are all in charge of University students, under the direction of Thomas C. Boushall, class of 1915. When the Y. M. C. A. sent out calls for 50 students to teach in these moonlight schools, more than 100 immediately responded. At present 54 students are being used in the work. The moonlight schools have had an attendance of from 40 to 75 at each place, with a total of 300. These are not all illiterates, however. The work has been received with the greatest enthusiasm.

Sunrise School in Wake County did not wait until November to begin its night work. The clipping given is taken from the paper of October 12th:

ADULTS LEARN RAPIDLY AT SUNRISE MOONLIGHT SCHOOL.

Last Friday night twelve adults were present at the Moonlight school at Sunrise. Some did not know the figures and they learned them that night. Others knew how to make the figures but did not know how to use them. These learned to multiply and subtract that night.

One man learned that night how to settle with his hands at fifty cents a hundred for picking cotton. He learned how to figure out his business for that day.

The teacher states that he has never before seen pupils learn so fast.

Only men are attending the school now. When the public school opens the first of November, a ladies' class will be formed.

Whatever fears may attend those who are making plans for the work, the results speak for themselves.

MOONLIGHT SCHOOL AT MOUNT OLIVE OPENS.

The Mount Olive Moonlight School opened Monday night with an enrollment of 16, all of whom, according to Professor Rogers, superintendent of the graded school, did excellent work the very first night, and seemed to be very much enthused over the matter. The indications now are that at least twenty-five will be present at the next session tonight.

The teachers in the graded school have the class work in charge, while the local chapter, Daughters of the Confederacy, have interested themselves in the matter of attendance, and are striving to impress upon all the adult illiterates in the school district the importance of availing themselves of the free opportunities offered them at the night schools.

At Moss Hill in Lenoir County and many other points in the State there is already a demand for a longer term, although the month is only half gone. The following clipping is typical:

At the rural school known as Moss Hill in Lenoir County there is a class of grown-ups, elderly persons, who have become so enthused over their progress during the first half of "moonlight school month" that they are insisting that the Moss Hill night-time school be continued through December. Remarkable specimens of handwriting have been received at the office of the county superintendent of schools here. The officials know of nothing to do but get the girl teachers instructing men and women old enough for their grandparents to continue the sessions. It is likely that the schools will be continued during December at a number of other points in the county. Two hundred adults have enrolled in a moonlight school to be started in East Kinston, a mill section, next week. Superintendent Barron Caldwell of the city schools has offered his services and will be in charge of the school. He will be assisted by a large corps of city teachers. Another school will be held in the western end of Kinston.

Already plans are under consideration for a Go to School movement to follow up Moonlight School Month.

Figures to be Changed by Moonlight Schools

291,497 illiterates in North Carolina.
18.5 per cent of North Carolina's population illiterate.
232,226 illiterates over twenty-one years of age.
132,189 native born white illiterates.
12.3 per cent of North Carolina's white population illiterate.
124,552 white illiterates living in the country.
13.5 per cent of North Carolina's rural white population illiterate.
7,440 white illiterates living in towns.
5 per cent of North Carolina's urban white population illiterate.
123 out of every 1,000 white persons over ten years of age illiterate.
49,710 illiterate white male voters.
14 per cent of North Carolina's white voting population illiterate.
17 per cent illiterate white voters in the mountain section.
12 per cent illiterate white voters in the Piedmont section.
13 per cent illiterate white voters in the Eastern section.

How a Superintendent Can Be of Most Help

From the Point of View of a Rural Teacher

VADA HIGHSMITH, '11.

WHEN a man is made county superintendent of schools it is to be taken for granted that he is a man of intelligence, reasoning power and initiative; also that he believes in and is willing to work for education. To be successful and popular, and at the same time progressive, he must have tact to cope with every teacher, committeeman and patron, patience to listen to their tales of woe, and sympathy for them in their trials and tribulations.

Perhaps the one thing that has helped the superintendent in gaining these qualities has been experience—actual experience in the school room, where he has had to face and overcome the actual problems that confront a teacher. Then he, as superintendent, can direct his teachers from a practical viewpoint, and not from a theoretical basis only.

For a superintendent is, or should be, a director. All teachers, and especially new ones, need some one to whom they may look for guidance, much as the pupils look to their teacher. He should visit every school at least twice a year, and become personally acquainted with every teacher. At these visits he should hold "faculty meetings," and discuss with the teachers the especial needs of their school, the strong and the weak points in their work, and means of overcoming difficulties.

It is an excellent thing, once in a while, to get teachers together, and have "round table" discussions. One of the most interesting and instructive meetings I ever attended was a township teachers' meeting. It was conducted at a schoolhouse in the township one day while school was in session. One of the teachers conducted a recitation—it was a fourth grade reading lesson. After the class had finished reciting, the recitation was criticised. All good points were emphasized and all bad points corrected.

Each teacher at this meeting was encouraged to ask any question, or present any problem that bothered him. Vital questions were discussed, new ideas and ideals were formed, and new plans were generated. There was friendly intercourse among the co-workers, a kindly spirit of competition arose, and professional enthusiasm was aroused. All this was done under the direction of the superintendent, according to a prearranged program which he had led the teachers to follow by asking leading or thought-questions.

Another commendable device used by one progressive superintendent is a record of the county schools, published monthly. Every teacher is requested to subscribe for this journal. It contains not only items of

interest from different schools, but reports of the health officer, suggestions from farm demonstrators, hints from housewives' leagues, and other valuable information. It is a real educational journal.

These are a few of the ways in which a superintendent can help his teachers other than by placing her in a position and signing her vouchers at the end of each month.

Questions for Discussion

The Rural Inspector of Montana Schools, C. W. Tenney, at his meetings throughout the State has various questions up for discussion.

Among those that are proving the most profitable are:

"Transportation of pupils."

"What size of school district is most efficient?"

"How can a more equitable basis of taxation be secured?"

"How can a good teacher be secured and retained?"

"What is the most satisfactory way of caring for the janitor work?"

"When should high school courses be provided?"

"Manual training, sewing and agriculture for the one-room school."

"School house plans and where to get them."

"Toilets, sanitary equipment, etc."; and "Are the schools of this county run with the thought of providing the best instruction for the greatest number of boys and girls?"

The Public School System of North Carolina

Louise Stalvey, '16.

It is the purpose of this article to give a concise statement of the Public School System of North Carolina.

At the head of all other educational bodies in the State is the State Board of Education. This board is composed of the Governor of the State, the Lieutenant Governor, the Secretary of State, the Treasurer, the Auditor, the Superintendent of Public Instruction, the Attorney-General, and it has power to administer funds, adopt text-books for the schools, make out the course of study and elect the directors and trustees for the normal schools of the State. The Governor is president of this board, and all meetings are held in the executive office. This board has power to make all rules and regulations concerning the government of the public schools, but any of these rules and regulations may be altered, amended, or repealed by the General Assembly, and when they are altered, amended or repealed the board has no power to reënact.

The Superintendent of Public Instruction is the secretary of the state board. He has general direction of the school system, and the enforcement of the school law; all school officers are required to obey his instructions. He keeps in touch with the educational condition of all parts of the State, and also with educational movements of other states; he counsels county boards and lectures at teachers' institutes.

The county is the unit in the North Carolina system of schools. This means that each county in the State has a board of education, which is made up of three members appointed by the General Assembly for the term of six years. These three members are not all appointed at the same time, but it is so arranged that the term of office of one member of the county board expires at each meeting of the Assembly, and the vacancy is filled for the term of six years. This board has general oversight over all the county schools, apportions county funds, holds all school property, appoints school committeemen for the different districts and makes regulations for the county schools. The county superintendent of schools is elected by this board for the term of two years. He must live in the county of which he is superintendent, must have his office at the county seat, and he must hold teachers' meetings, supervise the work of the teachers, make reports to the State Superintendent, sign vouchers, meet with the committeemen for the election of teachers, and approve of the elections, and in most cases he has charge of the examination and certification of teachers. As his office is the most important one in the county, he should be paid a large enough salary to enable him to give all of his time to his work.

The committee of the local school district, appointed by the county

board of education, is composed of three men, each one of which serves for three years. It is their duty to look after the school property, buy school supplies, elect the teachers, with the coöperation of the county superintendent, and provide for the taking of the census.

The county funds come from the proceeds of the twenty-cent property and poll tax, from the tax on special classes of property, as dogs, from the special county tax to provide for a four months term, from the special local tax and from private subscription, fines, forfeitures, and penalties. In addition to this the State has a fund which is distributed *per capita* throughout the counties, and an equalizing fund for the purpose of bringing the term up to the uniform minimum standard.

The General Assembly has passed the compulsory education law, requiring that all children between the ages of eight and twelve years go to school four months of the year, unless providentially hindered. The county board of education appoints attendance officers, whose duty it is to enforce this compulsory attendance law.

The child labor law says that no child under twelve years of age can be employed in any factory or manufacturing establishment in this State except as an apprentice, and then only after having attended school four months of the preceding year. It also says that no child under sixteen years of age can be employed in any mill, factory or manufacturing establishment between the hours of nine p. m. and six a. m. The county superintendent has authority to enforce this law.

The Woman's Betterment Associations, the Boys' Corn Clubs and the Girls' Canning Clubs, which are voluntary organizations, have been of great aid in getting money for the purpose of beautifying school rooms and school grounds. Although these clubs are not required by law, they are aided and encouraged in every possible way.

House Plants

(From Papers for Class Work in Nature Study, by Members of the Junior Class)

A GROUP of healthy, vigorous house plants with rich green leaves dotted here and there with their white, pink, or cardinal blossoms, is enough to fill any nature-lover's heart with delight, but plants cannot live on the thrills they stir in such a soul. Their cultivation is a matter requiring care and skill, and the true nature-lover enjoys watching them grow, handling the soil, and caring for them day by day, as much as he enjoys the artistic effects after they are in full bloom. The conditions with which plants have to contend when brought into a living room are a severe trial. The varying temperature is always great, the light is diffused, and the atmosphere is dry, especially in winter when artificial heat is used. But it is wonderful what good results may be obtained if the conditions are favorable. The home may be made beautiful indeed. There is a variety of plants to select from, for almost any flower of a hardy nature, as well as many tropical plants, will flourish in the house. Chrysanthemums, candytuft, heliotrope, begonias, cinerarias, petunias, coleus, palms, rubber plant, asparagus, smilax, scarlet sage, fancy-leaved calladiums, fuchsias, and vines, such as wild cucumber, wandering jew, parlor ivy, manettia vine, cobea, as well as a number of other plants, are excellent for indoor cultivation. Geraniums and ferns are especially desirable, as they are hardy and do not require much care. Even the morning glory and nasturtium are not to be despised as house plants.

Growing House Plants From Seed.

To grow plants from seed is generally better, although some house plants can be grown more quickly from cuttings. Many seed can be bought for what one plant would cost if bought from a plant dealer, and raising plants from seed makes one feel that they are really his own. Furthermore, he has learned more about plants in general and appreciates them more.

Some pot plants that can be successfully grown from seed are carnations, scarlet sage, heliotrope, cineraria, calceolaria, primrose, coleus, and the geranium, though this last is usually grown from cuttings. Some vines that flower all the winter, such as the cup and saucer (*cobea scandens*) and the trailing black-eyed Susan (*thumbergia*), do well in the house. The nasturtium and the morning glory flourish in the house if placed in a sunny window. The smilax, asparagus fern, wild cucumber, and manettia are beautiful for foliage.

The best seed flat is a shallow box about 12 inches wide, 15 inches long, and 3 inches deep, but a cigar box with holes in the bottom for

drainage may be used. Place in the bottom of the flat about one-half inch of little stones, or some coarse material, and then fill it to within one-half inch of the top with soil composed of three parts leaf mold, two parts loam, and one part sand, all sifted through a fine wire sieve. If the seed are very small, sow broadcast and press in gently with a flat board; if of medium size, sow in drills about one-fourth inch deep and cover lightly with sifted sand or leaf mold; or, if large, press into the earth to a depth of about once the diameter of the seed. To water the flat, either place it in a pan of water and let the water rise to the top of the soil or put blotting paper over the top and pour on water until it soaks through the bottom of the flat. Then cover the flat with glass to hold the moisture and place white paper over the glass to shut out light; label with name, date of planting, and date of germination; and finally set away in a warm place.

The cover must be examined daily. If drops of water collect on the glass they must be wiped off. If the soil gets too dry, sprinkle with a rubber sprinkler or a whiskbroom, or let the flat sit a short while in a pan of water. Sometimes too much moisture causes "damping off," a green mossy appearance of the soil. Should this happen, stir the surface gently with a hat pin and leave uncovered a few hours. When the first leaves appear give the plants a little more air; when the second leaves appear leave off the cover a few hours each day; and when the third pair, or first true leaves, appear, put the flat in a sunny window and protect the plants from the direct rays of the sun by placing a newspaper between the flat and the window. Leave off the cover the greater part of the day and remove the flat from the window at night. Just before the fourth pair of leaves appear take up little groups of plants, separate them with a needle, and replant them one or two inches apart in flats prepared like the one for the seeds. The little plants must be handled very carefully or the little hair-like roots through which the plants get their food will be broken off and growth be delayed. When the leaves of the transplanted seedlings touch, shift them to thumb pots, two-inch pots, filled with leaf mold. When the thumb pot is full of roots shift to a slightly larger pot, and when that one is full of roots shift the plant to its permanent home, a larger pot, or a window box that has been filled with well sifted soil composed of four parts leaf mold, two parts loam, one part sand, and one part manure. To shift plants, hold the stem of the plant between the fingers, turn the pot down on the side, give it a sharp knock on the edge of a bench, slip the lump of earth out, and set it in another pot. Plants should be repotted in the spring or summer, if they need repotting, rather than in the fall or winter. One should remember in selecting a flower-pot that the size of the pot and the plant should be in proportion. If the pot is too large the soil will sour and the plant die, and if the pot is too small the plant cannot get the proper nourishment and will not grow. In preparing pots and win-

dow boxes there must be some way provided for drainage; stones or coarse material must be put in the bottom to prevent packing of the soil; moss or some spongy substance should be put over the coarse material to prevent too free drainage, and the pot filled with a well mixed compound of equal parts loam, leaf mold, sand, and manure, sifted in with a coal sieve.

In the selection of a window box the space it is to occupy and the plants that are to grow in it must be considered. In the selection of the plants for a window box one should keep in mind the situation of the box, the form of the plant, the size of the roots, and the number of each kind of plants to put in a box.

Arley V. Moore, '17.

Plants From Cuttings, Runners and Bulbs.

One of the easiest methods of propagating these house plants is by means of cuttings or runners. To start them from cuttings, do not select a tender growth, except in the case of a Chinese hibiscus, and never select a hard woody growth, but choose one where the wood has just begun to harden. The size of the cutting depends upon the size of the plant and the closeness of the buds, but usually it should measure two to three and a half inches. Cut it off at each end about one-half an inch beyond the bud, leaving three buds and cut off all the leaves, except the top leaf, about one-fourth of an inch from the stem. Then plant it in damp sand, deep enough to cover the lower bud. Cactus, geraniums, carnations, hydrangeas, petunias, coleus, Chinese hibiscus, heliotrope, roses and a number of other plants may be started in this way. If a strong shoot of coleus is placed in a bowl of water containing some charcoal, it will root in two or three weeks. Cactus prepared in the usual way is likely to rot, but it will grow if the cutting is tied to a stick and pressed down into the damp sand until it just touches the surface.

The Rex begonia may be propagated from a leaf by placing the leaf top side down on a board and cutting four or five incisions in the veins, then placing it top side up on moist sand and pinning the incisions down with toothpicks.

If you wish to increase your collection of sword ferns allow the wiry stems on the base of the plant to take root in the soil. After they have rooted remove them from the parent plant, but they will not grow if removed before being rooted.

Your rubber plant is liable to become too tall. In this case make an incision in the side of the stem and bind it with spagnum moss. After a few weeks roots will form and it may be cut off and planted. This gives you two rubber plants, as the old one will put out new leaves.

Bulbs should never be overlooked, as they are the easiest plants a beginner could grow. Using the same soil as for house plants, place the bulbs in a shallow pot, covering them lightly with soil and bury the pot

one foot deep in the earth, leaving it at least six weeks, except the Roman hyacinth, which will root in three weeks. Remove the pots and place in the light about four weeks before they are expected to bloom. By removing the pots at intervals of ten days flowers may be had for months. Paper-white narcissus, Roman hyacinths, *Duc von Thol* tulips and Chinese sacred lilies are best for Christmas blooming. They should be started about the second week in October, although they may be started as late as November. All but the tulips can be satisfactorily grown in water and stones. Crocus, anemone, daffodils, hyacinths and tulips flower best after Christmas. The Bermuda Easter lily should be forced December the first if it is to bloom in time for Easter.

MYRTLE BRENDLE, '17.

IN SICKNESS AND IN HEALTH.

The needs of a plant are to be considered if they are to be a success. To have a strong healthy plant, air, water, food and sunshine are essential. The leaves of every plant contain millions of little breathing cells through which they take in oxygen. Water is taken from the soil by the root-tips and carried by the veins to all parts of the plant. The room in which they are placed should be well ventilated to secure an abundance of fresh air. The plant should be watered frequently, as the dry air in the living room will soon dry out the moisture in the soil. Nitrogen compounds, mineral matter, and sugar or starch, are the chief foods of the plant. The first two foods mentioned are taken from the soil in dissolved form through the root-tips, while the starch is manufactured in the leaves by small bodies that absorb their energy from the sun's rays.

The room in which the plants are placed should have a constant temperature, varying from 50 to 70 degrees, but it should not vary more than 20 degrees. They must have plenty of fresh air, but must not be placed in a draught, as chilling not only causes the leaves to turn yellow and drop, but retards the growth of the plant for several weeks. The air should be kept moist. A well filled pan of water should be kept on the stove.

To avoid having the pores of the leaves choked with dust, the plant should be placed in a warm rain frequently or sprinkled with a rubber sprinkler. If the breathing cells in the leaves are closed, necessarily the growth of the plant is hindered.

Since light is one of the necessary factors of starch making, the plants should be arranged so as to get plenty of light. They should be turned daily. When first planted they should be placed in diffused light and gradually brought into the sunlight.

One should be careful not to over-water the plants, as this causes the soil to sour. On the other hand, if they do not receive water enough the soil will dry and cause the death of the plant. To test plants to see

that they are well watered, thump the pot with the knuckles. If the pot gives back a hollow empty sound the soil is too dry, but if it gives back a dull, heavy sound it has water enough. When the plant needs water, pour about an inch of water in the top, let it drain for fifteen minutes, then empty the water that has accumulated in the saucer. When the soil has become too dry, place the pot in a pan of water and let it remain until it has thoroughly soaked. Try to prevent this drying out of the soil, however, for it will cause the death of the plant.

If the plant is not doing well in the fall, defer the repotting until spring and use liquid fertilizer. Fertilizer tablets may be procured from seedsmen and mixed according to direction. A good fertilizer may be made at home by adding to one gallon of water eight ounces of nitrate of soda, sixteen ounces monobasic calcium phosphate and ten ounces of sulphate of potash. When ready to use take one part of mixture to thirty parts of water.

The effect of coal gas on house plants is fatal, for a little of it will kill the leaves and buds of many plants. To prevent this the draughts of the stove should be carefully regulated after the addition of fresh coal. Illuminating gas is also fatal to the plants, but this may be avoided by preventing leakage in the fixtures.

Perhaps the most common danger to the plants are the little insect pests. Aphis, or aphids, called "plant lice," suck the juices from the plants. As a remedy, spray the under side of the leaves with tobacco water. This water may be made by soaking a handful of tobacco stems in one gallon of warm water for twenty-four hours, strained and diluted to the color of weak tea. Then spray the leaves with water to knock off the lice.

Root aphis are on the plant when it takes on a sickly yellow color. These may be found by digging at the base of the stem. Watering with the tobacco water mentioned above may be effectual in destroying them. If it is not, remove the plant from the soil and wash the roots with whale oil soap. One-fourth of a pound of soap is used to one gallon of water. Then rinse and repot in a fresh, clean soil.

Another pest, the red spider, is so tiny that it cannot be seen with the naked eye. Its presence is manifested by minute yellow spots which appear on the upper side of the leaf. A hot, dry atmosphere encourages the spider, which sucks juices from the plant. When spraying the under side of the leaf with water, considerable force should be used, in order to reach the spider behind its web.

The mealy bug, which looks like a tiny tuft of cotton, is found in joints on the under side of the leaf. Spraying with a strong stream of water may be effectual in removing it.

The thrips, living on the epidermis of the leaves, are small, slender, black or brown insects about a quarter of an inch long. A mixture of

one teaspoonful of paris green to twelve quarts of water sprayed on the leaves may kill them.

Angle worms may be removed by watering with lime water at intervals of three or four days. The lime water may be prepared by mixing twelve quarts of water with two pounds of fresh lime. After the mixture has stood for two days pour off the lime and apply the clear water.

Castor oil and beefsteak are freak remedies. These clog the soil and prevent the growth of the plant. Milk used to wipe the leaves to make them glossy stops the breathing pores of the leaves and in time kills the plant. If care and attention are given the plant, the leaves will be healthy and glossy without the aid of either castor oil, beefsteak or milk.

HELEN T. BELL, '17.

Carefree

S. E. KISER.

He sat around from day to day;
  He never worried, rain or shine;
When other men were fearing they
  Were facing trouble, not a sign
Of dread appeared upon his face;
  He never gave up to the blues,
Because, to clearly state the case,
  He hadn't anything to lose.

When trade was poor he didn't care;
  But sat propped back against the wall;
If crops were poor or merely fair
  He showed no anxiousness at all;
His hair grew long, his toes began,
  At last, protruding from his shoes,
But he remained a carefree man;
  He hadn't anything to lose. —*Exchange.*

Flour and Its Uses

A Study in Home Economics

Sallie Lassiter, '16.

THE study of flour and of its many uses was the principal topic in the cooking course the first eight weeks. The classes which are taking this course meet once every week; the period for it is two hours. At the beginning of the period the teacher takes the discussion of the topic for the day. Then the remainder of the period is spent in the laboratory, carrying out and proving what has been discussed.

You have often heard the expression, "Cotton is king," but it is not true; "Flour is king." It is more necessary for you to have bread than clothes. The story of flour should be taught to every child. Each of us eats the average amount of a barrel of flour per year and thousands of us never stop to think where it came from and what it means to us. To know the story of bread is to know the story of industrial and commercial progress. We can follow it from the man in the cave to the man in the skyscraper.

We cannot trace back to where wheat really originated; some say it was a weed and some say it was not, but we do not know. We have been having wheat as far back as you can trace, but people did not know how to use it. A long time ago some people stood still and cried for bread, while others were working, both mentally and physically, trying to find the means of getting bread. Now, not only do we have bread, but it is very cheap.

Wheat is raised and harvested in the country, taken to a mill and ground into flour.

A normal sample of wheat-flour consists roughly of 10 parts of moisture, 72 of starch, 14 of nitrogenous matter, 2.25 of fatty matter and 1.75 of mineral matter.

Starch, by itself, when saturated with water, forms a putty-like mass devoid of coherence. It is the gluten of the nitrogenous matter which is the binding constituent in dough-making. When gluten comes in contact with water it forms a more or less elastic body and the protein in the flour becomes hard. The proportion of gluten varies from seven to fifteen per cent, but the quantity of gluten is by no means the only standard of the commercial value of the flour, the quality also counting for much.

The color of the flour depends largely upon the quality. It varies from a rich creamy white to a dull grey. The tints are caused by the presence of certain substances. White denotes the presence of a considerable amount of starch. Brown and yellow are sure proofs of un-

due proportion of particles of bran, and the greyish flour always contains impurities.

There are three main classes of flour:

1. Patent Flour: bran and germ removed.
2. Whole Wheat Flour: outer layer of grain removed, leaving some bran and the germ.
3. Graham Flour: the entire grain ground into flour. Often this flour is bolted or sifted before being put on the market, and it is often adulterated with extra bran.

When we began this course in the fall, we found the kind of flour you have depends largely upon the time of year the wheat is harvested. The winter wheat produces pastry flour, which we use for biscuits, cakes, and all baking powder mixtures. It is smooth, light colored, and will keep its shape after being squeezed in the hand. Then we have the spring wheat, which produces flour that is used for all breads made from yeast. It is not soft, has a dark color and falls apart after being squeezed in the hand.

In the study of biscuit dough we found it was used for biscuit, crust for meat pies, short cake, cinnamon rolls, fried puffs and soup sticks. This is the proportion of ingredients we used for our recipe: two cups of flour, four teaspoonfuls of baking powder, one-half teaspoonful of salt, four teaspoonfuls of fat and two-thirds cup of milk.

For bread (one loaf) we used the following recipe: Three cups of flour, one cup of liquid (milk or milk and water), one-half to one cake of compressed yeast, two teaspoonfuls of sugar, one teaspoonful of salt, and two teaspoonfuls of lard or butter.

DIRECTIONS FOR MAKING BREAD.

Scald milk in double boiler, add water to make it lukewarm (100° F). Add yeast and sugar and let stand five minutes for yeast to begin growing. Add one-half of the flour and beat well, add salt and fat and remaining flour and knead twenty minutes. Put dough in greased bowl, grease top of bread and let rise to double its bulk (about one and one-half hours at 79 to 95° F). Work ten minutes or until all bubbles of gas are out. Let rise again to double its bulk. Work ten minutes, shape into loaf, put in greased pans. Grease top and let rise to double bulk (50 to 60 minutes). Bake twenty minutes in hot oven (400° F), decrease heat to moderate oven (350° F) and bake from forty-five to sixty minutes in all, or until no steam is given off by loaf.

Next we took up the subject of cakes. Under this we studied the classes of cakes as follow: Butter cakes, pound cake, fruit cake, and cup cake. Without butter: sponge cake and angel food.

We had two methods for mixing cakes:

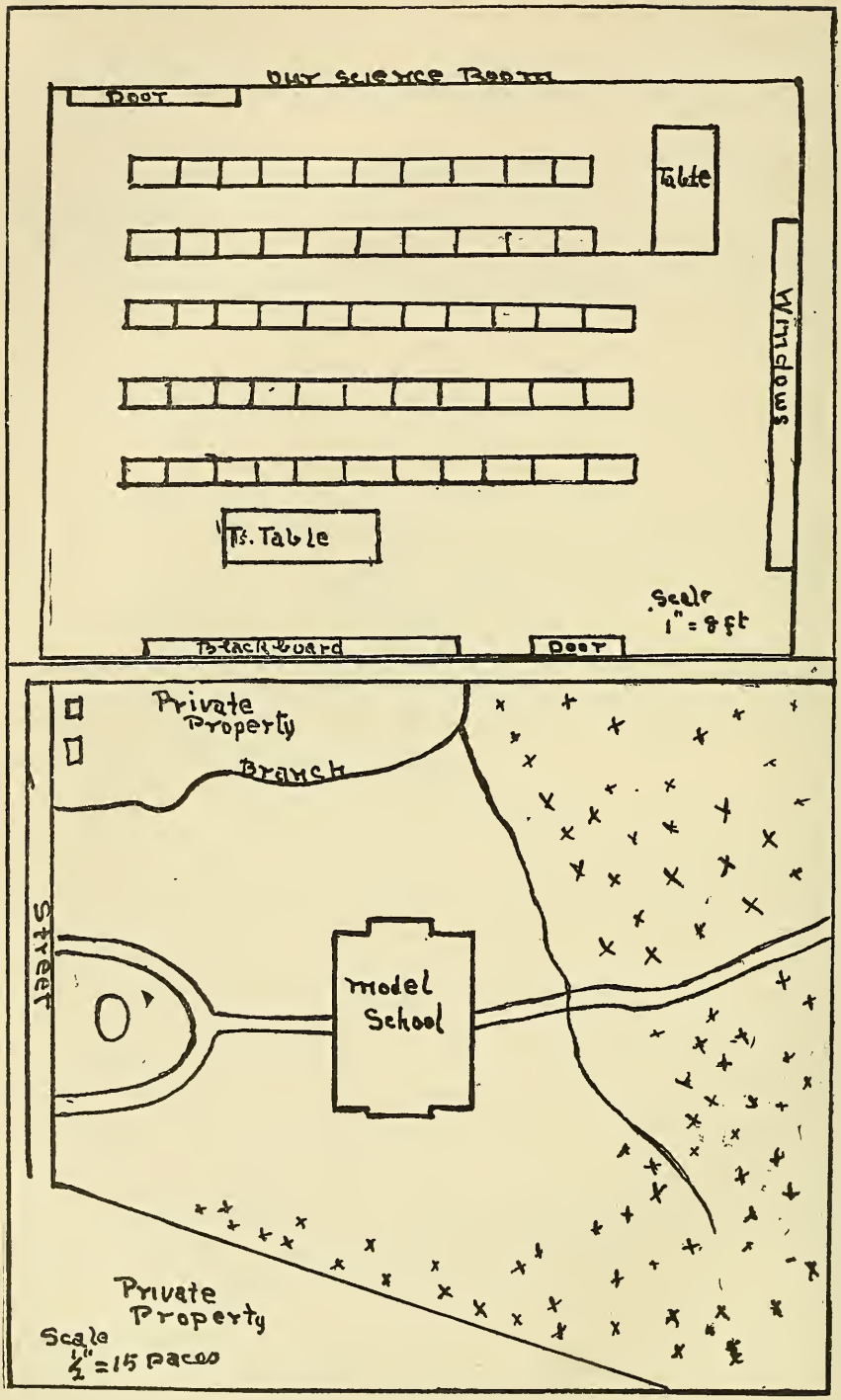
I.

1. Cream butter.
2. Add sugar gradually and cream well.
3. Add beaten yolks, if used, and beat well.
4. Add dry ingredients, mixed and sifted alternately, with the liquid.
5. Cut and fold in stiffly beaten whites.

II.

1. Break the eggs into the mixing bowl without separating the whites and yolks, and beat well.
2. Add sugar and beat thoroughly.
3. Add milk and then the flour mixed and sifted with the dry ingredients, and beat again.
4. Add the melted fat.
5. Beat all thoroughly before putting mixture into the pan.

From this outline of the course you can see we have about covered the subject of flour and its uses. Taking flour as in the diagram, flour is the center of the circle and its uses are the radii of the circle.


Door
Table
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1" = 8 ft
Blackboard
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Private
Property
Branch
Street
Model
School
Private
Property
Scale
½" = 15 paces

Learning to Use Maps

Jessie Daniel, '16.

HOW do you teach maps in your fifth grade so that they will mean the most possible to those children in their future work? Before you can teach maps, you must have a clear concept of what a map really is. You say a map is a picture. What, then, is the function of a picture? It is to convey a thought or idea. To make the definition of a map more definite, is it not a picture by means of which we can tell at a glance certain of the place facts about any place? For example, turning to your map of North Carolina, do you not see at a glance its shape, surface, and get an idea of its size and climate?

You may say that we get all of these facts from the text, and ask why we should bother with a map. I admit that we do get these facts from the text, but there is a difference in the medium by which we read maps and by which we read the printed page. When we read a map our understanding is appealed to through the various symbols used: as the symbol for a city or town, the one for a river, and so on. We can see at a glance the relations between different places according to surface conditions, the direction and distance from each other; and we are able to image these things in our minds. On the other hand, the text appeals simply through the written word. The child is left to imagine these conditions and relations, a thing which he cannot well do unless he has previously studied the map.

Map study should precede the study of the text, as you may infer from the above. When a child reads the text, having previously studied the map, he finds that he is more or less acquainted with a certain topic. In the further study of the text, the teacher should make it her duty to encourage the habit of turning back to the map, because in nearly every instance the cause or reason for a certain thing can be traced back to some earth fact.

What essential facts must a child be familiar with before he can intelligently read a map? He certainly must know the *directions,* the *symbols* that have been selected to indicate the various place facts, something about *distances,* and how to use a *scale* in illustrating distances. It is also very essential that their work in home geography should be thorough. This part of geography includes the study of hills, mountains, plateaus, plains, rivers, lakes, and about eleven other terms, which study does not mean that they should have merely the memorized definitions, but it does mean that they should have such a definite idea of these terms that when they hear any one of them called they will at once image that term in their minds. For example, take the term *plain.* If the child

has not definite concrete notions applicable to a *plain,* what will it mean to point out one on the map to him?

Directions may be taught by several illustrations. For example, the sun rises in the East in all parts of the world, and sets in the West, which direction is opposite the East. Then face the West and the right hand will be toward the North and the left toward the South. At midday your shadow will point toward the North. After one is fixed the others may be more easily fixed in mind. Then, again, at night we have the North star. You will find that the children like to point in the direction of the different stars they have seen, and that they also like to study them and learn their names.

When *directions* have been taught, the next essential thing is to put this fact into practice. Let the children give the direction of certain objects in the room from the teacher's desk, from the stove, and from the blackboard, until they can master them without any trouble.

It is a good idea now to have them draw a map of the school room showing the location of doors, windows, teacher's desk, blackboard and a few other prominent objects in the room. They might do this with the idea that they were to show it to some one who did not know its size and shape, and who did not know anything about the furnishings of the room. For drawing the map it is better that each child have a piece of paper exactly the same size, since both the size and shape have much to do with the drawing of the map. Suppose the paper is 9″ by 12″, let the children number the narrower edges *a* and *b*. If the seats are movable, let the children turn them so that they will face the North, in order that they may better get the directions fixed. Now have them place their paper so that the edge marked *a* will be in the North direction. You want them to get it fixed in their minds that the furthest edge of the paper from them is the North; the nearest edge, South; the East, on their right; and the West, on their left.

To get the dimensions of the room it is very much better for the children to do the actual measuring. They may measure with the yardstick, or it may be easier for them to measure with a string; then measure the string on a yardstick. After they have gotten the dimensions of the room, the next thing is to make a scale. The two things to consider in making the scale are the dimensions of the paper and the dimensions of the room. After they have measured the room and are ready to make the map they will see that they can not put the actual length of the room on their paper. Then by your questioning let them suggest a way of doing this. When they have gotten a definite notion of a scale, go back and complete the map. Then, when the map is completed ask them questions to find out whether their map is accurate: For example, "How far is it from the Northeast corner of the room to the Southwest corner?" "from the Northwest corner to the Southeast?" To verify these answers have them actually to measure these distances. If the map distance does not

tally with the real measurement the trouble may be in the interpretation of the scale or possibly some child has confused the directions. Whatever these difficulties are they should be straightened here. By all means give a sufficient number of questions in order that they may get the right concept of this work.

After this has been done, take the class out and get such data as will be sufficient to make a map of the school yard, and the situation of the building. In the drawing of this map we should show any streams, knolls and valleys that may be here. We can do this with the crayola, using as far as possible the color that is used on the maps in the book. For example, use dark brown for the most elevated part. This is perhaps the best place to teach the various other symbols, such as the symbol for a river, and a lake, because the school ground will certainly contain some depressions that will illustrate these conditions. You can begin with those that you will need on the map, and lead up to those that you will not need, as the one for a town or city.

It is possible that in drawing the above map they have not held the North edge furthest from them; perhaps it has been the East. Now ask them to hang their maps, or place them on their desks, so that you can read them correctly. Some child will not remember that the North edge is the furthest from you, the South nearest you, the East on your right, and the West on your left.

By this time the child will be able to interpret a map as related to the various place facts. Now he is ready to pass to the physical, relief, political, agricultural, rainfall, and the various other maps.

Let me urge the necessity of thorough map study in the grammar grades, as all geography hinges upon them, and history can not be successfully taught without their use.

A Century of Little Girls

One went basked in stiff brocade
And worked queer sums in "tare and trett,"
And Webster's Spelling Book was made,
Page after page, by heart to get;
And with her schoolmates on parade
Threw a rose at Lafayette.

One in pantalettes and shawl
Sedately walked, a proper lass!
She in the Old Lyceum Hall
Heard Jenny Lind! and, class by class,
Her school went forth to view the pall,
The catafalque of Lincoln, pass.

One wore huge sleeves, and thought great cheer
To dance the two-step o'er and o'er.
She worked the Cuban flag and spear
Upon a soft pillow for
A youthful cousin volunteer
That summer of the Spanish War.

The last can ride and swim and wend
On camp-fire hikes; and yet would she
Tales of her forbears hear no end!
And oft she cries, "What fun 'twould be
If they could come alive, and spend
The afternoon, and stay to tea!"

—Sarah N. Cleghorn in *Harper's Magazine.*

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Special Features of this Number

Some of the live problems in North Carolina educational affairs are featured in this number of The Quarterly. "How does it work?" "Where has it been tried?" are the two questions people naturally ask when any plan is proposed. "Tried and succeeded" could be stamped on every article in this issue. After the problems that are featured were chosen, the place where each particular problem is being successfully solved was selected, and the man or woman who was pushing the plan through was asked to tell the simple story of how it worked. The articles speak for themselves. Others, as well, could tell stories of achievement, for North Carolina is full of them, but these are sufficient to show the indifferent what can be done. What one can do, another can do, also, but each in his own way.

Problems that are Yours and the Superintendent's

Consolidation, supervision, superintendent's duties, and elimination of illiteracy, on first thought seem to be problems belonging peculiarly to the superintendent, but when one stops to think, he realizes that the superintendent is simply the leader, the executive head of a county, and he readily sees that the problems are of vital interest to every teacher who helps execute the plans of the superintendent; of every patron of the school—the fathers and mothers; of every taxpayer, who should know what the superintendent, his expert agent, is doing with his money. North Carolina has solved some problems that are at an acute stage in other states. The system of the county unit, which we take for

granted, is a problem that many states are working on. The United States Department of Education recommends it to all the states except those in New England, where the township system has long been successful. Many states are almost wrangling over the state adoption of text-books. This is settled here. Some of our problems are no longer problems in other states. Consolidation is unquestioned in the Middle West, and supervision is well established in some sections. Montana's problem of illiteracy is almost negligible. Some counties in North Carolina are handling the health question so successfully the problem is practically settled. It is well for each section to take note of the problems that belong to it peculiarly.

Many Things Well Done

"One thing at a time and that done well" was perhaps a good maxim for a slower age; but this revision, "Many things at a time, but all done well," seems to fit this age better.

Are You a "Grind"?

The teacher who feels that she is too busy with the routine of daily grind to keep up with live questions is a "grind," and her work is probably grinding her soul and body away. If she would only look up, catch a vision of the broader field in which she is working, she will return to the daily routine so refreshed that she will find it is no longer grinding.

Success of the Moonlight Schools

North Carolina took up Mrs. Cora Wilson Stewart's challenge last winter and went to work determined to blot out every vestige of white illiteracy in North Carolina. It looks now as if she is going to succeed. "Moonlight School Month" will be a bright spot in the history of North Carolina education by the time this issue is out. It has been a great month. Long before the appointed time schools were breaking out all over the state and volunteer teachers had come forth by the hundreds, not only teachers, but club women, business men, members of various organizations, notably the Junior Order, and individuals. Some people who thought they had no illiterates among them found among their neighbors virile men and women who had so overcome the handicap that few realized they had a handicap. Which is being helped most, teachers or taught, it is hard to tell. Rural districts, small towns, and large towns are stirred; on the movement goes—whither, no one can say. One goal will assuredly be gained unless all other states get in line and work as hard: North Carolina will climb up the column in the roll of the states when the census of white illiterates is taken. If this were the only aim, it would be low, indeed, and perhaps unworthy, but this stands for a lifting of all forces in the state to a higher level.

The Near-Illiterate Later

The near-illiterate will be here, thousands strong, but they will not be left long in that condition. The night school will become a fixture everywhere. It may mean that the 21-year age limit will be removed from the attendance law and all who can and will, regardless of age, go to school. This will lead to increased teaching force. The teachers will pass from the volunteer to the paid class. But this is stepping a little ahead.

All Honor to the Press of North Carolina

To the press of North Carolina is largely due the success of the moonlight school movement. The newspapers, dailies and weeklies, have coöperated in every possible way. They have featured the plans, published facts, and had editorials printed. The placing of material and the headlines are the indications that prove the attitude of a paper toward a subject, and the moonlight school material has been given good space, in prominent places, and has had strong headlines.

Let the People Know

The school bulletin, some superintendents are finding out, is the best way to have heart to heart talks with the teachers or to let people know what the schools are doing. These bulletins are of two types. One is for teachers only, which the superintendent uses as a means of bringing the teacher in direct touch with him. The other type is a sheet that is published for the patrons of the school as well as for the teacher. The bulletin published in Edgecombe County is an excellent representative of this type. Superintendent Pittman tells the story in this issue of THE QUARTERLY. There is a big field here.

The county papers could do much to help the cause of education by giving publicity to educational matters that have news value. They are not only willing to publish the news, but are eager for it. The idea that a school has no news worthy of publication, except the honor roll, which appeals only to the vanity of the children whose names appear, is absurd. A mistaken modesty often keeps a person from telling what he is doing. One who blows his own horn is held in derision, but the one who can make the deed stand out and speak for itself without any of the "big I" is worthy of the highest praise.

"Stories are five feet thick everywhere," is what some one has truly said. Each county should have some one who has eyes to see these stories and dig them up. Every county paper could be made as interesting to its readers as the *New York Times.*

Publicity vs. Advertisement

Advertisement is the term used when presenting to the public the virtues of an article for the purpose of bringing in money returns. *Publicity* is presenting to the public news, a cause, or anything for the sole purpose of creating or feeding interest. Advertising pays and publicity pays. Publicity and *boosting* are not synonymous. The Advertisers' Association stands most of all for honesty. The one who gives out news should be as honest as the tradesman. Most of all should the one who sends forth educational news be honest.

Prof. O'Shea's Work in the Mothers' Magazine

Prof. M. V. O'Shea, Professor of Education in the University of Wisconsin, now has charge of the "Home and School Department" in the *Mothers' Magazine*. This is one of the most significant contributions that any magazine is making to the cause of the child. Prof. O'Shea, because of his position in a great university, has an outlook over the world and yet he is a man who understands children, teachers and parents so thoroughly that he can interpret the child for the teacher and the parent. He has the rare power of clarifying the vague, of analyzing the problem that seems individual in such a way that one sees clearly the principle involved, the cause of the trouble and the remedy. All who come within the range of Prof. O'Shea's personality, whether through what he writes or through attending his classes, catch his rare spirit of optimism, an optimism based on light and understanding.

The May number of the *Mothers' Magazine* contained an interesting personality sketch of Prof. O'Shea, and a "Key to Child Training," which should be in the scrap book of every teacher and mother. In the June number Prof. O'Shea tells why he consented to take charge of this department after having declined a number of requests to write for magazines. Each number since has had an interesting article and analyses of various problems that have been submitted.

Who Will Board the Teacher?

"Who will board the teacher?" is a question that we hear in many of our country communities. So serious is this problem that good teachers sometimes refuse certain schools because they find that the only places where they can board are undesirable. Why do the better class of people refuse to board her? The reasons for this are many and varied: often the teachers are young girls who believe that when work is over they have a right to have a good time. Their idea of a good time consists of a long list of callers, late hours, irregularity at meals and other things that worry a housekeeper. All must suffer for the sins of a few; therefore board is refused to all teachers. In some places, however, some of the best people like to board teachers for the influence they will have over the children in

the family. Occasionally a teacher demands more service than a private family is willing to give her. In some communities it is impossible to keep servants and the housewife is unwilling to add to her already full day's work by boarding the school teacher.

In trying to solve this problem some places have adopted the plan of the teacherage. In some places it has been successful, in others it has not. One can see how the teacherage would be a boon to a principal with a family, as the parsonage is to the minister. But the biggest problem is for the young woman, and the majority of the teachers in the rural sections are young women. Sometimes when there are two or more mature women employed, the teacherage has also met with success. The reasons for this is that the teachers have a *home* in the midst of the community. Often the teachers like it and are willing to stay more than one year at a school. Furthermore, the people may become interested and employ her to do community work during the summer months. It would not be successful, however, if all the teachers were immature girls, for the teacherage does not afford the proper chaperonage. One inconsiderate girl can bring all teachers into ill repute. We of the south still cling to the old idea of the protection of the young women, and the teacherage does not afford this protection.

There is at least one teacherage in this state, the one in Pamlico County, and the result of this experiment is being awaited with interest by many North Carolinians.

Suggestions

Language in the Primary Grades

Language is the medium we use to express our thoughts to others; therefore the purpose of teaching language is to give children the ability to express their thoughts fluently, clearly, and correctly.

In order to realize this purpose the teacher must work for the enlargement and enrichment of vocabulary, the organization or sequence of ideas, and correct form. But she must keep constantly in mind that thought is a prerequisite in all language work, and that the development of thought and the desire to express this thought to others is the first step toward realizing this purpose.

There is so much live material right around the child, things in which he is interested and desires to tell to others, that for the first three grades, at least, there is little use of a text-book for the purpose of teaching language. The children's home life, nature, games, picture study, and the literature that appeals to them furnish suggestive themes for successful language work.

Perhaps the greatest factor in the children's language development is the literature that touches their hearts—the stories, poems, rhymes and jingles that appeal to the imagination and stir their emotions. It is true, "language is caught, not taught." Because of the child's instinctive response to sound and rhythm, and of his instinctive impulse to imitate he will unconsciously use in his conversation the exact expressions that impressed him most. Take story-telling, for instance. In the reproduction of the story the child will unconsciously tell it in the language in which it was told him. This should warn the teacher that she cannot be too careful of her own language. Not only is the vocabulary increased in story-telling, but organization is brought out in getting the pictures and in the work for dramatization. Since the literature that is placed before the child exerts such a great influence on his language development care should be taken to give him the very best.

Some of the best results in language may be obtained in free conversation periods. The opening exercises furnish an excellent opportunity for this. This is a means of getting naturalness and freedom of expression, and of banishing the stiff, formal atmosphere that is such a deadly enemy to language work.

Nature is a very interesting source for language training. It has a great æsthetic value for the child. By coming in direct contact with nature and the expression used in connection with it, the child's language naturally takes on vividness and beauty. Nature study has many different phases in which the child is especially interested—the study of birds,

their nests, clothing, and food; of animals, the different kinds and their habits; of flowers and plants, their growth and culture. If the grade has its own bulbs or flower garden, the children will love to tell what is needed for their growth.

Picture study excites the imagination and thus increases fluency and vividness of expression. One would be surprised at the originality of the stories which the children draw from the pictures. How impression leads to expression is clearly shown here. The children may be led to organize by skillful questions, but they should be left to fill in all details.

We have seen that by giving the child a subject that he desires to talk about, fluency of expression may be easily obtained, and that by skillful questioning the child will be led to organize his thoughts. Perhaps the greatest problem in language work is the securing of the correct form.

Correct form is due largely to imitation. The forms of expression the child hears daily naturally exert a great influence on his habit of speech. Even the child who hears the correct form in the schoolroom may not carry it over into his daily life. This is why contact with the best should be supplemented by habit-forming exercises. The teacher may find it helpful to keep a list of the errors of speech common among the pupils and to plan exercises to overcome these errors. These may be best corrected through games in which the main purpose is to have each pupil use the correct form as many times as possible. These correct forms must be fixed in the mind by frequent and varied repetitions. The children may be led to make simple rules concerning the use of forms.

In the primary grades the language work should be largely oral, for it is through the oral that the foundation is laid for the written. Good oral language must precede good written language just as talking must come before reading. There are endless opportunities to teach correct written form through this oral composition. The teacher may bring the correct form before the children by the use of the blackboard. The best results may be obtained by writing the original stories the children contribute on the board, for then they see at once the need of capitalization and punctuation is making the thought clear. If sufficient attention is paid to this kind of work there will not be so much need of correction in the written composition which comes later.

It must be borne in mind, however, that correct form is not an end in itself, but a means essential to good expression. The one thing that the teacher must ever keep in mind is that thought is the chief aim. Without thought there can be no expression that is worth while.

MARY SECREST.

EXTRACTS FROM OTHER PAPERS.

Correctness of form *can* and *will* naturally follow free, organized thought, but after thought is once cramped by emphasis on form it never fully recovers its naturalness again. * * * The teacher should call

attention to the clearness of the explanations given by the brighter pupils. * * * The rightful relation of written language to oral is that the written work should be based directly upon the child's general oral work. * * * The reasons for a child's hatred for written work, and how these may be eliminated, are as follows: (1) The poor selection of subject, one that does not meet the child's interests, as such a subject as "Factories," instead of subjects on pets, games, or their little tasks; the remedy is easily found in giving the proper subject to suit the children at this time. (2) There is a fault in the child's lack of a grasp of the subject on account of the subject's being too advanced or of his having a scanty knowledge of the subject. If the child is given a subject to write on like "Education," with no knowledge of how to begin, he will naturally dislike trying to write about it, while on the other hand the subject might have been made an interesting one through class discussion and through limitations. (3) The subjects are often too general or abstract, as subjects like "Trees" or "Truthfulness." In these cases some specific tree should be given. An abstract subject should never be given at all. * * * (5) The subjects are often given out of season, as a composition on coasting, in warm weather, and the correction is choosing the subject to suit the season. (6) Too little written work may be given. (7) Too much may have been given and none managed well. The last and most important is that too much stress is laid on the correctness of form.

* * * * * * *

The child's written work must grow by degrees, and then the mechanics will grow with it by degrees. * * * If a child has been allowed to do slovenly work until it has become a habit, it is a difficult task for the teacher to remedy it. MARTHA LANCASTER.

One of the very best sources for this material is story-telling. From story-telling we get as a result dramatization, which may and does enlarge the child's vocabulary, first, by causing *impression*—a source of the passive vocabulary; and, second, in reproducing the story as a whole, *expression*—a source of the active vocabulary. Story-telling is a great aid to sequence, for we get from it, especially in dramatization, the selection of characters and also the sequence of the incidents. Story-telling is an aid to correctness; for the children will imitate what they have heard; and right here, it must be remembered that the teacher *must* use correct forms and words herself. LOUISE SMAW.

Oh, the memories which come flocking to the minds of most of us when we read those few simple words! They recall the many weary hours in the hot schoolroom laboring over form, and not a thing which touched our lives in the least. Perhaps those lessons were filled with long, hard dictation exercises based on stories so alive with interest that the pictures fairly danced before one's eyes, and one knows, though one

dared not then say it, that they were put there for the pure joy which could come from them. But then it was a sin to see anything but form. And the actual presentation! One was reminded only of those ugly, meaningless commas, semicolons, hyphens and periods. Then there were the pages and pages of rules which were to be learned word for word and sentences which seemed to exist only for illustrating the rules. How little eyes smarted and little backs ached through continual bending above one's books. Have those same rules which caused so much anguish been used a half-dozen times since? Even those whose love for the beautiful and fanciful was too strong to allow the literature to be entirely lost, read the title, "Dictation Lesson," with a shudder, for aside from the mere drudgery of remembering the use of the rules and marks there was the awful gloom of hours after school for those who forgot them.

Marjorie Pratt.

Language Games.

One of our greatest problems in Language in the Primary Grades is reforming the incorrect grammatical forms which the child has formed before coming to school. Habits are formed by repetition, and our problem is to form a correct habit to overbalance the incorrect one. In trying to solve this problem we have found nothing more effective than the old and probably well known method of using Language Games. These games furnish the necessary repetition, at the same time appealing to and holding the interest of the child. They may grow out of the present need right in the schoolroom. For instance, upon noticing that the children of the first grade in our Model School frequently used "I seen" for "I saw," we introduced this little game: every child was told to put his head on his desk and think of the funniest thing he ever saw; after a moment they were told to raise their heads and one child was allowed, by the teacher, to tell the funniest thing he ever saw; each child was to begin by saying, "The funniest thing I ever saw was—" (and name the object). A game of this type can easily be correlated with many subjects of interest. It might be used just after a circus has been in the community, or it might be varied and correlated with reading or some other subject by saying "The prettiest" or "The ugliest thing I ever saw."

"Hiding the King's Keys" was a very interesting game used in the fourth grade to correct the form "It is not *me*" or "It is *him*," so commonly used. The children closed their eyes and held out one hand; one child was sent from the room and while he was out one child in the room hid the keys in another's hand; the child outside was then called in and upon entering he asked a certain child, "Have you the King's Keys?" He replied, "It is not *I*, it is *he*," pointing to the one he thinks has them. This is kept up until the keys are found. They are then hidden again in the same way and the game proceeds as before.

"Hiding the Chalk" was a game used to correct the use of double negatives and is played very much like the one just mentioned. A child is

sent from the room while the others close their eyes; the teacher then quickly hides the chalk in some one's hand and calls in the child outside. He asks of a certain child, "Give me the chalk." He replies, if he hasn't it, "I haven't anything." He then questions each child until it is found.

This little game was used to abolish the use of double negatives and to get the correct use of the past tense. It comes in very well for a rest period. One child is sent from the room; the teacher then says that the children she calls on may do anything they please, such as run, jump, hop, sing, write on the board, go to the window, open a book, or anything like that. She then calls on five or six children who quickly do some little stunt; the child outside is then called in and asks of a certain child, "What did you do?" If he did nothing he replies, "I did nothing." He then asks another, who replies, "I *wrote* on the board," or "I *ran*," or whatever he did.

Such simple games as these, though already much used and widely known, are still of great aid to the teacher in getting the primary child to use the correct forms of speech. ALICE HERRING.

DRAMATIZATION OF THE ELVES AND THE SHOEMAKER.

In Language, "The Elves and the Shoemaker" was the story assigned for the week's work. The telling of the story by the teacher, for pure enjoyment, was the first step. The suggestion to dramatize it grew out of this. This called for a reproduction by the children.

After the story had been worked out by the children, the teacher told it again, using as much dialogue as possible and bringing out the places where the most action was needed. This aided in the dramatization which followed, because of the pictures and action.

Those who know the story see that it is naturally divided into ten scenes. These are all placed in the Shoemaker's house.

SCENE 1: Room in shoemaker's house. Shoemaker cuts shoes from last piece of leather.
SCENE 2: Midnight. Elves enter and make shoes.
SCENE 3: Next morning. Shoemaker finds shoes. Customer buys shoes.
SCENE 4: Midnight. Elves enter and make two pairs of shoes.
SCENE 5: Next morning. Shoemaker finds shoes. Another customer buys shoes.
SCENE 6: Midnight. Elves enter and make shoes.
SCENE 7: Next morning. Shoemaker and wife decide to find who has been so kind to them.
SCENE 8: Midnight. Shoemaker discovers the elves.
SCENE 9: Elves dress in clothes the shoemaker and wife have made for them.
SCENE 10: Shoemaker and wife, arm in arm, tell how happy they are.

Seat-work, drawing, and singing were beautifully correlated with the story during the week it was taught. In seat-work the children cut shoes and hammers; in drawing, they drew the shoemaker's shoes with elves

playing around them; in singing they sang the "Brownie" and "Shoemaker" songs and did the "Little Shoemaker" dance.

Susie Toms Morgan.

Arbor Day Story.

A very effective part of our Arbor Day Program was furnished by the third grade children of our Model School. It was in the form of a dramatization of the simple and well-known story of "The Boy Who Hated Trees." The story was given for reproduction as a language lesson one day. The next day in speaking of Arbor Day and what it meant the suggestion came from the children that we dramatize that story for Arbor Day. Thus we had an excellent motive for working up the dramatization. It was worked out under three main topics:

1. Dick goes to bed, mumbling about how he hates trees.
2. His dream:
   a. Different trees pass before him, telling of their values, and why he should like them.
   b. They all leave, and he finds himself in a treeless world.
3. He awakens—
   a. Runs to help his father plant trees.
   b. Helps school children plant trees.

Excellent work was done by the children in supplementing, organizing and judging of values, for the parts of the story which were used had to be selected and arranged effectively.

A. H.

Use of a Picture in Language in Fourth Grade.

A picture that tells a story, the plot of which can be clearly seen and the details filled in by the children, is frequently effectively used for a language lesson. The picture used in this lesson was a Hallowe'en picture, a copy of which each child had. In the background of the picture was a man standing in the door of his home, while in the foreground and to the right of the house were a number of large trees, some grass and toadstools. At the foot of a tree stood two figures. A little Brownie holding in his hand a mysterious box for a little girl, who stood just in front of him with a basket, which had a few berries peeping out.

I first asked a few questions to call up their experiences with other stories, as "What time of year do Brownies come out and creep around?" "Why do people like Brownies?" The next questions were to bring out what they saw in the picture, as "What do you see in the picture?" "What do you suppose the Brownie has in the box?" After I asked these questions they had much discussion guessing what was in the box. Several children, one by one, were called on to tell real stories that they saw in the picture. In these stories the children filled in the detail, and always led directly to the climax. The question that each must answer for himself was what the box, that the Brownie gave the little girl, con-

tained. Every child was deeply interested while one told the story to see what he or she would say was in the box. One child said the box was filled with berries, while another said it was filled with gold. One little boy, who realized the value of a surprise, said it was filled with toads, which was a delightful surprise to all.

In giving a picture story the teacher's aim is to arouse the curiosity of the children, create an imaginary story in them and a desire to tell the story. Therefore the teacher should ask a few definite questions, bringing out the plot of the story in good form, so when the details are filled in by the children they will naturally be in a logical form.

BLOOMER VAUGHAN.

THE STORY OF MARQUETTE ON THE SAND-TABLE.

The dramatization of the story of Marquette was published in the QUARTERLY last spring. This year the same story was worked out in the Fourth Grade at the Model School and was adapted to the sand-table.

The purpose of the sand-table was to present the story in a more concrete form and to impress it more firmly on the minds of the pupils. The story for the sand-table was presented in about the same way as for the dramatization.

The sand-table suggestion came from one of the pupils and the others eagerly accepted the suggestion.

After the reproduction of the story the children decided what part they would work out on the sand-table, as they could not show it all. To the teacher's delight they decided on the first Indian village Marquette and Joliet visited on the Mississippi River, the part they thought most interesting.

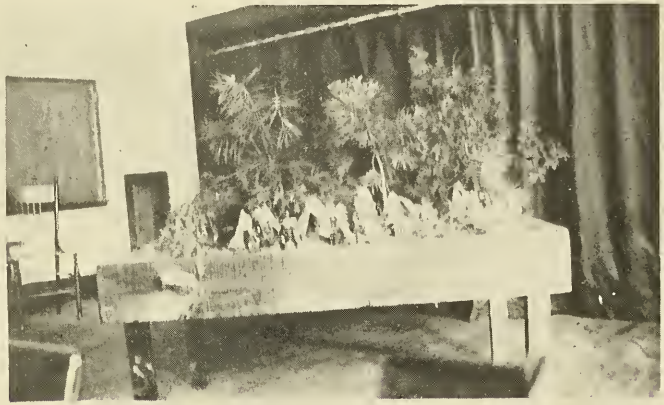
Then began the preparation for the sand-table. The girls stayed one afternoon and dressed the dolls as Indians. The teacher helped them in dressing Marquette and Joliet. Marquette was dressed in a black robe with a white paper cross hung around his neck. He had a little black cloth hat. Joliet was dressed in a blue suit with knee trousers. His hat was made of velvet to represent fur and a feather was stuck on one side.

The head bands for the Indians were made of paper cut to represent feathers and gayly colored.

The boys stayed another afternoon and made the tents and canoes. These were made of brown drawing paper. The Indian signs were cut and pasted on them. The chief's tent was distinguished from the others by having more decorations and larger size. The pots and mortars and pestles for the corn were made of clay, which was found on the school ground.

The little of the Mississippi River which showed was made by putting glass over blue paper, colored by the children.

Pine and cedar branches were used for the forest and pine needles were scattered on the sand.



Sand Table Pictures of the Story of Marquette.

The children placed everything on the sand-table. The forest was put on first. Large branches were placed on the back and smaller ones in the village.

The chief's tent was placed in the center of the village and the others were scattered about on each side.

The dolls were placed with the Indian warriors standing in a semi-circle listening to Marquette, who was placed in the center with his hands up as if he were preaching. Joliet was sitting on the ground near Marquette. The women were at work, some cooking and others beating corn. The dolls were made to stand by putting sticks down their backs and sticking them in the sand.

One of the boys made a wooden cross and this was put near the shore with offerings of skin, beads, and feathers to Marquette's God, hung on it.

This work was of great value to the children. They caught the spirit of Marquette's mission, realized the dangers and hardships he had to bear, and gained a clearer conception of Indian life.

Their greatest gain in the sand-table work was team work.

Georgia Keene.

What My Work in the Model School Means to Me.

My observation and teaching in the Model School have made me realize the practical value of many of the general principles underlying child nature and the practical uses of the right methods of developing child nature as studied in our Primary Methods.

My observations were of two types, those of the work of the critic teachers and those of the work of the practice teachers, my fellow-students. I did not teach until after I had the opportunity to make the above observations.

In the observations of critic teachers I found that I observed the teacher and her relation to the pupils even more than the actual work going on.

Observations of the regular work at the Model School made clear to me the value of experience to any teacher and also aided me in making comparisons of the work done by teachers of experience and the work done by my fellow-students, who were inexperienced. By these comparisons I was able to account for many of the difficulties of the practice teachers and at the daily conferences which bore on the work done by those teachers we found that the causes of those difficulties were always due to the fact that some principle of the right method of teaching had been violated. The daily conferences kept constantly in mind the right methods of teaching, and the problems of a single teacher were the problems of all.

Outlined, my observations seem to be these:

THE TEACHER.

1. A person who loves the work and is willing to make it vivid, living.

2. A companion of the child.

3. A person of tact, one who knows the child, takes advantage of the child's past activities and present desires.

4. A promoter of initiative on the part of the child.

5. An economizer and time saver.

6. A person of high standards, worthy of imitation.

And, now, I shall sum up some things that are to me no longer heard of things, but things of actual experience. The facts are:

1. To do my best work I found that I must love the work.

2. To get good results from the lesson presented I must know more about the subject-matter than I expect to teach the child, and that I must have the subject-matter well in hand.

3. To be able to allow for possible difficulties: hard words, wrong conceptions, opportunities for getting away from the lesson, I must see the subject-matter, lesson, from the child's point of view while making my plan.

4. To get the most from the child I must know his past life and his present desires.

5. To approach a lesson properly, to bring about the child's desire to learn the thing I wish him to get, I must bring to the child's mind related things of his past life that will throw light on the given lesson.

6. To stimulate interest and cause the child to think I must ask questions that require thought. Thought begets thought.

7. To have an orderly room I must be able to get away from the subject-matter and be with the children, make them feel that I see and understand everything they do.

8. To rule out bad I found that appeals to good are helpful and that suggestions are often better than direct commands.

9. To deal squarely with the child I must never make promises that cannot be fulfilled or the failure justified if not fulfilled.

10. To be in a position where I have the right to expect the children to form right habits of living I found that I must live them myself.

I feel that my work at the Model School has meant much to me, and I hope that the values gained may be obvious in the fruits of my two weeks of teaching which are yet to come at the Model School.

JANNA TRILBY SMITH.

Bits of Child Study

Prof. M. V. O'Shea tells a good story illustrating the effect of the word "don't." The child's muscles catch the action idea in the verb long before the mind takes in the "don't." A group of people were sitting on a porch quietly talking; the cat was sleeping on the top step. When the boy of the house appeared in the door his mother said, "Don't kick the cat." Instantly his foot shot out, the cat landed in the middle of the lawn, and the boy had an expression of horror on his face; he was as much shocked at his act of disobedience as his mother was.

A third grade child came home greatly distressed over having missed a word in spelling, the first she had missed that year; it was review, and she didn't know which it was of two words that sounded alike. Then followed the pitiful little story. The poor little, conscientious Emmy Lou, knowing that the words *bury* and *berry* had both been in the lessons, asked the teacher which one she meant. The teacher's reply was: "Why, it means to put away." The child promptly spelled *berry,* the teacher said "wrong" and the next child spelled *bury,* and heard the verdict "right." "Mama, I couldn't think what she meant," she sobbed, "unless she meant the kind we eat and then when any are left you put them away in the cupboard. She wouldn't let me have another trial and she wouldn't listen." Whose fault was this?

A three-year-old was trying to climb into a swing and spurned assistance. Time and again he tried and failed, until, when the count was just short of fifty, he succeeded. The look of satisfaction on his face showed plainly that he was rewarded. The larger brother standing by said, "Joseph is always hard to hurt."

The following by Jessie Currie in her memories of the late Dr. F. J. Furnivall, the great Shakespearean scholar of England, may be read with profit by teachers and parents:

"His views upon the spoiling of children would cause consternation to many a father and mother. To him the troublesome, mischievous boys were the hope of the nation, so long as they were not 'mean.' As he watched boys scrambling, shouting, or tumbling, he would also watch the nature of their scrambling, shouting, or tumbling, and class them as clever, stupid, daring or nervous boys. His whole teaching to children was to be 'jolly.' That somehow ruled out of court whining and selfishness, because opposed to jolliness."—*Exchange.*

Reviews

The Use of Money. E. A. Kirkpatrick, Bobbs Merrill Co. Professor M. V. O'Shea of the University of Wisconsin is fortunate in having this additional contribution to his "Childhood and Youth" Series.

The author states on page 4, "Since our work, our amusement, our culture, and our opportunities for social life are at the present time largely dependent on our financial status, it would seem that no one can consider himself prepared for life who has not had some training in solving financial problems." In another place he also says, *"Experience in actually earning and spending money is the basis of all real financial training."*

The book is divided into two parts; the one pointing out the training in the use of money that should come from the home; the other, the training that should come outside of the home, laying special stress on that which should be given in school.

Because in the average home, groceries and most of the other necessities and luxuries are ordered by telephone or by verbal messages, then charged and later paid by check, children today have no opportunity to observe the prices paid, and often scarcely know that sugar, light, etc., cost money. Part I offers excellent advice to parents as to how to develop in children the idea of the cost of money, how to encourage the right inclinations towards spending money, and how to curb those inclinations which make the spendthrift or the miser.

Part II takes up the *why* and *how* to save money, and the institutions which encourage money saving. It also points out that the chief deficiency in our schools in arithmetical training is due to lack of motive on the part of the child. Many valuable suggestions are given to teachers as to how to associate arithmetic work with real life and with financial training. A few of those suggestions mentioned are: to give attention to prices used in concrete problems and to correct them if unreasonable in that locality; to have the children plan school garden plats and keep accounts of operations in them; to place responsibility of school luncheons, school supplies and school repairs on the pupils; to study family budgets, typical industries in the community, investments, etc., in the class-room.

The book is worthy of the careful consideration of every parent and teacher.

The Country Life Reader. Book One. Cora Wilson Stewart, B. F. Johnson Publishing Company. In the widespread campaign against illiteracy in the moonlight schools of our rural communities the greatest difficulty has not been in securing teachers and pupils, but in finding suit-

able material to use in such work. The readers for primary grades were out of the question because of the kind of subject-matter; the magazines and papers gave but little aid because of their great difficulties in mechanics. Therefore it is with gratitude that we welcome an attempt to meet this problem in the Country Life Readers. The author utilizes farm experiences as a background. The situations around which the book is built are, in the main, practical and of vital interest to the people for whom it was written. It breathes a wholesome country atmosphere. It not only treats of problems as they are, but brings out various possibilities for improvement through its contrasting lessons. In the hands of teachers skilfully using the author's suggestions for supplementing, even the adult learning to read does not feel that the time is wasted in mastering mechanics. From the standpoint of methods, however, one feels puzzled as to the provisions made for the fixing of so large a vocabulary. It will be interesting to see if the adult can master this vocabulary without any additional supplementary material. However, from every standpoint it is the best publication of its kind, and the others in the series will be watched for with interest.

"What Functions in the Rural School?" is the subject of a short article in the September number of *Education* by Horace G. Brown, Normal School, Worcester, Mass., and Stephanie A. G. Glass. The question often asked in the normal schools is "Will it function in the public school?" Mr. Brown, in his introduction states that the best way to find the answer to this question is from the normal school graduates who are doing actual work in the rural schools. Instead of giving his own contentions he publishes a letter giving the two years experience of one of his former students which forms the bulk of the article.

Miss Glass tells in a simple direct manner how she changed a sluggish, indifferent rural district to one that took great interest in all things pertaining to the welfare of the school and the community. She shows plainly that she grasped principles and that she used her judgment in selecting and rejecting the material that she used.

Normal graduates who are having trouble adjusting their normal training to the needs of the rural school would do well to get a copy of this magazine.

There is a very clear statement of "The Georgia Club, Its Ideals And Its Work," by F. A. Merrill, in the August issue of the *Educational Monthly,* issued by the State Normal School, Athens, Ga. North Carolinians are particularly interested in this work because Mr. E. C. Branson, former president of the State Normal School and now of the University of North Carolina, was the originator of this club. He is doing a great work in our State, in arousing the communities to study themselves and work out their own problems.

Mr. Merrill says, "The existence of the club was so thoroughly imbued

with the personality of Mr. Branson that its early history is the history of the work of this man, his leadership and his enthusiasm." Its origin was the result of certain ideals upon the part of Mr. Branson fostered by one of his trips to Europe when he made a special study of the schools. First a series of faculty meetings were organized to consider the economic and social questions bearing directly upon the school life, and so much interest was shown that the members of the senior class were drawn into these meetings, and from this grew the real Georgia Club.

The object of the club is to give the students of the school an opportunity for carefully investigating the status of the community in which they were likely to spend their teaching life.

The following year a new and more carefully planned program was made which passed under a most searching review, the State as a whole and in detail, county by county, following the same method Mr. Branson is now using in North Carolina.

In making these county reports the utmost accuracy is used and all authorities are consulted. About forty counties in Georgia have been surveyed and given to the public. As Mr. Merrill says, "The first and greatest thing that every professional school can do is to train its student-teachers along the line of citizen building," and this is what was done at the State Normal School at Athens.

Mr. Branson was so deeply interested in this work that about three years ago he resigned the presidency of the State Normal and accepted the chair of Rural Economics. Not long after, feeling that the work in Georgia could get along without him, he came to North Carolina where there was a new and perhaps a broader field to work in. That his judgment was correct has been proved by the fact that the Georgia Club has been steadily growing since he left, and the work in North Carolina is eminently successful.

"A Statistical Study of the Public Schools of the Southern Appalachian Mountains," by Norman Frost of Berea College, Berea, Ky., and published as Bulletin No. 11, 1915, by the U. S. Bureau of Education, gives a true insight into the real condition of these mountain counties. The territory under discussion in this bulletin is 216 counties lying in the eight states of Alabama, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. Ninety-eight of these are truly mountain counties, while the others of the group are called "Appalachian counties." This country is rich in resources, and its population contains a larger per cent of native-born white persons than that of any other section of the United States. The great majority of the sturdiest stock—English, Irish, Scotch, German and French Huguenots.

"The educational conditions of this section vary from the very worst to very nearly the best." The people have been cut off from the other

parts of the world to a great extent, but they realize their needs now and are rapidly forging forward. The school attendance is about the same, or a little lower, than that of the other parts of the states. There is a noticeable lack of organization and supervision of the schools, but this is being rapidly overcome, and clubs such as corn, tomato, potato, canning clubs, domestic science, manual training, debating clubs, athletic meets and school fairs are being introduced.

These people do not want your charity, for as a matter of fact they are capable of looking after their own affairs; all they need is a little fraternal encouragement. With the traditional perseverance peculiar to the mountain folk, the southern states may soon look to their mountain schools for advanced theories of education, if they are given a fair chance.

Mr. Frost should understand well these conditions because of his work at Berea.

The Russell Sage Foundation report reviewed in the September number of the *American Schoolmaster* brings to light facts that are a surprise to most people. It has generally been accepted as a fact that the children of the country districts and small towns are physically much superior to the children of the congested city, but this report explodes this idea.

"The Russell Sage Foundation," in order to get at the truth of the matter, "selected a few athletic tests which are commonly met by pupils in a large number of schools in New York City and tried them on the school children of one of the smaller New England towns." The result was that in the elementary schools only one boy was able to fulfil the requirement, while in the high schools not one was able to make the mark set by the city boys of that age.

"It is not claimed by the investigation that the facts revealed demonstrate an all-round physical inferiority on the part of the smaller town boys. These had no body training in their schools. The New York boys, on the other hand, had enjoyed systematic physical education since entering school." This reveals the fact that although the country child has the advantage in the way of fresh air and plenty of playground, the child of the city has overcome his lack of this by the use of systematic exercises. In the country the play goes on without guidance, whereas the city playgrounds are superintended by trained leaders. One of the results of this is that in a small town it was observed that "after school on three different days more than sixty per cent of the six hundred and ninety-six boys and girls observed were in the streets and less than seven per cent were using the athletic field."

As a result of this investigation "recommendations looking to improvement of play conditions were made. Some of these are as follows: Physical training for all boys and girls as a regular part of the school

curriculum. Teaching of games for home and playground use. The extensive use of group games in physical training, equipment of each school and school yard with sufficient apparatus to enable the teacher to make the best possible use of recess times. The equipping of buildings with movable furniture so that classrooms may be used for civic, social, and recreational purposes after school hours."

Following up the same thought Dr. Thomas D. Wood, of New York, chairman of the committee of health problems in education of the National Education Association, in an address before the State Charities' Conference in Danville, Illinois, October, 1915, says "regretfully but confidentially—there is more ill health—more disease among children and adults in rural America today than in our cities—including all the children of the slums." However, the fact remains that the most useful citizens of our nation come from the farms, so the problem is to bring about such conditions that the healthfulness of rural districts will bring up the physical standard of its people. One of the principal reasons why this physical inferiority of the rural districts now exists is because the sanitary conditions have not been in keeping with those of the city. In order to overcome this it is necessary for the rural school to teach sanitation, hygiene and other things that add to the healthfulness and attraction of the homes and schools. In order to do this the rural school teachers must be better trained along this line so that they will be better fitted to work with the people toward the betterment of conditions in the communities.

An editorial in the *School Review* gives a clear idea of how far educational psychology has gone in recent years. In a teachers' conference in Brooklyn twenty-six years ago, one progressive young teacher read a paper in which he gave data to prove that the study of psychology was not an aid to the teacher. The young man was heartily applauded, because nearly every one at that conference believed that teachers were born and not made. They seemed to have a feeling that psychology was a necessary evil in the curriculum of a teacher's training that must be endured, but that it did not aid in teaching. Even the instructors of this subject seemed to have this feeling and they changed text-books each year in the hope of finding something that was not so insufferably dull. Now, the new psychologies are so practical that teachers not only study them while in training, but they use them for reference while teaching; and they are so interesting that one may read them as a pastime and find them more absorbing than a new novel.

"New Idealism in Elementary Education," by Emma Townsend Wilkinson, Albany, New York, published in the September number of *Education,* brings home to the reader the fact that the elementary schools are not doing their part in making the children into useful citizens of tomorrow. "Yesterday the ideal of our schools was the scholary man

and book-learning the royal road along which the children were started. Today the model is the energetic business man and the key to success is now tagged 'practical efficiency.' Business men tell us that the boys and girls who come to them from the public schools fail through lack of habits of accuracy, fidelity, economy, industry and self-reliance, rather than because of insufficient book-knowledge, and statistics show that nearly ninety per cent of all failures are moral failures."

"Tasks of the County Superintendent," a paper presented before the Southern Conference of Education and Industry at Chattanooga, Tenn., April, 1915, by Dr. Zebulon Judd, so well known in North Carolina, both as a superintendent of Wake County and as Professor of Rural Education at the University, but now of Alabama, is published in the *North Carolina High School Bulletin,* July, 1915. Dr. Judd holds that first the county superintendent should become acquainted with the people and the educational conditions of his county, then he should try to better the conditions by the consolidation of several small districts, the voting of special tax, the erection of new school buildings, the organization of a school farm, a school improvement association or a country-life club. The superintendent should also work to get the best teachers possible for the schools. With his many duties he cannot give the required amount of supervision to each individual school, so Dr. Judd suggests that one or more persons be selected to assist him, for instance a primary supervisor and a supervisor of domestic economy, home management, and one for agriculture and farm management. This will leave the county superintendent time for the general supervision, and for the thousand and one things that he is expected to do.

Alumnae News

The members of the Class of 1915 are well scattered.

Bettie Spencer, '15, is teaching first grade Grimesland Graded School.

Vera Mae Waters, '15, teaching a one-teacher school near Pactolus.

Christine Tyson, one-teacher school at Arthur, N. C.

Pearl Brown, '15, principal of Smithtown Academy, near Farmville.

Millie Roebuck, '15, principal of a two-teacher school near Stokes.

Laurie White, '15, teaching intermediate grades and music at Stokes.

Sallie Jackson, '15, principal of a two-teacher school near Pikeville.

Irene White, '15, a one-teacher school near Scotland Neck.

Bessie Perrett, '15, primary work at Fort Caswell.

Lela Carr Newman, '15, primary work in the Aurora public schools.

Mildred Brooks, '15, two-teacher school near Roxboro.

Maude Anderson, '15, intermediate grades in Falling Creek high school, Goldsboro.

Ethel Finch, '15, intermediate grades in Long Creek school, Burgaw.

Emma Brown, '15, Pleasant Hill school, Northampton County.

Kate Tillery, '15, Ayden, has organized a good basketball team among the girls of the Ayden public schools. A game with Washington is to be played soon on the Washington athletic field. Miss Tillery attended the Kinston fair and was pleased with the exhibits in manual training that she saw there.

Emma Roberson, '15, is teaching in Battleboro.

Mabel Cuthrell, grammar grades, LaGrange.

Bernice Fagan, second and third grades in Roper Graded School.

Mary Bridgman and Connie Bishop are teaching in the Dixie School in Edgecombe County. They have organized a moonlight school and report interesting work.

Lois Reid, intermediate work in a three-teacher school near Conway, N. C.

Rachel Howard, primary grades in a two-teacher school, near Burgaw.

Bettie Hooks, in Fremont High School.

Gelene Ijames, in a progressive one-teacher school near Advance, N. C.

Edna Stewart has a position in a two-teacher school at Jacksonville, N. C.

Florence Perry reports that she has an excellent position in a one-

teacher school near Middleburg, N. C. Her school and the Community Betterment Association run hand in hand.

Leona Cox has second and third grades in Richland Graded School.

Sallie Jackson is in a two-teacher school near LaGrange.

Mavis Evans has first and second grades, also music, near Greenville.

Alice Tillery is in Pikeville High School, Pikeville, N. C.

Estelle Greene, '12, is principal of a two-teacher school near Grimesland.

Willie Ragsdale, '12, is teaching in Smithfield.

Mary Lucy Dupree, '13, and Bettie Pearl Fleming, '13, are teaching in Duke.

Eloise Ellington, '13, and Josephine Little, '13, are in Greenville, for the winter.

Hilda Critcher, '12, is near Goldsboro this year.

Annie Hardy, '14, is teaching in the Raleigh Graded Schools.

Emily D. Gayle, '14, Ayden, who is doing sixth grade work in the Ayden public schools, spent the week-end in Grifton recently. Miss Gayle is preparing to attend the Teachers' Assembly in Raleigh, Thanksgiving.

Lillie Tucker, '11, Winterville, attended the exposition at San Francisco during the summer. She was a member of one of the Gattis parties. Many places of interest were visited on the return trip, including Salt Lake City, Yellowstone Park, and Western Canada.

Lula Fountain, '14, visited in Raleigh during the State Fair. This is the third year Miss Fountain has taught first grade in the Bethel Schools.

Juanita Dixon, '11, is teaching primary grades in the Winterville Graded Schools.

Louie Dell Pittman, '13, primary work, Selma, attended a performance of "The Birth of a Nation" in Raleigh this fall.

Hattie and Mary Weeks, '13, attended summer school at the E. C. T. T. S.

Edna Campbell, '12, has transferred her work to Virginia for this year.

Mrs. Hattie Whitehurst Winslow, '13, was in Greenville this fall spending some time with her people.

Corinne and Mattie Bright, '14, spent Hallowe'en in Bethel with their sister.

Nell Pender, '11, Greenville, has the sympathy of the association in the death of her mother.

Mrs. Lewis Gaylord, '12, and little Miss Mattie Moye King Gaylord, of Plymouth, have visited at Mrs. Gaylord's home in Greenville. Mrs.

Gaylord is to be dame of honor at the Fleming-Carr wedding in December.

Mary E. Chauncey, '14, is at home, Belhaven, this winter, doing grammar grade work in the Belhaven Graded School.

Mary Woodburn, '11, is principal of the graded school at Everetts.

Pattie S. Dowell, '11, attended the summer session of Teachers' College, New York.

Bessie Mae Corey, '14, has one-teacher school at "Monkey Den," near Greenville.

Gertrude Critcher, '14, is spending the fall with her parents in Greenville.

Grace Smith, '14, is teaching near Wilmington.

Mary Moore, '13, is in Greenville this winter.

Inez Pittman, '13, is doing intermediate work at Bayboro.

Mary Ruth Tunstall, '13, is teaching music in Grimesland.

Luella Lancaster, '14, is still teaching primary grades in the same school.

Margaret Blow, '11, is teaching third grade in Siler City.

Nannie Bowling, '12, is teaching in a two-teacher school near Grimesland.

Sadie Exum, '12, is working in one of the city schools at Wilmington.

Several of the alumnæ give up teaching this fall.

Jennie Crichton Williams, '11, of Warrenton, was married to Mr. Edmund Wilkins Lewis on the evening of Wednesday, November 17, at half after eight o'clock. The ceremony was solemnized in Wesley Memorial Methodist Church. Mamie Williams, '12, was maid of honor at her sister's marriage.

Lillian Carr, '11, was hostess to the Young Ladies' Card Club, of Greenville, recently. On November 15, Miss Mae Schultz, of Greenville, was hostess in Miss Carr's honor. After several games of auction bridge the hostess presented Miss Carr a bride's book. To the book was attached a shower of white chrysanthemums, the leaves of the book being a dozen hand embroidered madeira napkins. Miss Carr's wedding to Mr. Hunter Fleming, Kinston, will take place December 7.

Grace McGuire Bishop, '11, was married at her home in Wilson Wednesday morning, November 24, at half after seven o'clock, to Mr. Robert Pell Dew, a tobacconist of Wilson. Connie Bishop, '15, and Pattie S. Dowell, '11, were among the attendants. Miss Bishop's marriage was announced by Miss Annie Barrett, who entertained at a morning party during the month of August. Just as the guests were preparing to leave the strains of Mendelssohn's Wedding March, played by Miss Addie

Royal, caused a thrill of surprise and expectation. The mystery was solved when little Miss Frances Fulghum and Master Willard Moss, dressed as bride and groom, walked slowly across the room and stood in front of Miss Bishop. When the music had ceased the childish voices made this announcement: "Robert Pell Dew—Grace McGuire Bishop, November 24, 1915." After the announcement was made public many social functions were given in Wilson in Miss Bishop's honor.

The "Get-Together" Dinner

To the old girls of the Training School and members of the faculty who attended the Teachers' Assembly the most enjoyable feature of the week was the Training School Get-Together Dinner, which was held in the primary room of Edenton Street M. E. Church, Raleigh, N. C., on Friday evening, November 26. A centerpiece of yellow chrysanthemums and purple violets gave just enough touch of school colors to make the guests feel at home. President Wright presided over the dinner.

Instead of formal toasts, heart-to-heart expressions were the order of the evening. There were representatives from most of the graduating classes.

Lillie Tucker, of the Class of 1911, spoke earnestly of her work and called on her friends of the Training School to help her and her classmates solve their problems in the rural schools.

It was peculiarly fitting that Willie Ragsdale, because of her father's great work for the school, should represent her class, the Class of 1912.

Blanche Lancaster, of 1914, expressed something of what the school had meant to her. As she spent four years in the school, she looked on the school as home.

The experienced teachers of six weeks' record had a spokesman in Miss Bettie Spencer, who showed that her classmates were entering into their work with enthusiasm.

Mr. Wilson spoke a few words of encouragement and advice to the girls.

Mr. H. B. Smith, superintendent of the New Bern schools, formerly of Greenville, who has been a member of the summer-term faculty several times, responded to the call for a word from him.

The atmosphere of the occasion was peculiarly homelike. This dinner will be henceforth a permanent feature of the Teachers' Assembly, and another year there should be a hundred old girls of the Training School present.

The alumnæ should plan throughout the year to make the dinner of 1916 a big occasion in honor of President Wright as president of the Teachers' Assembly.

School Activities

Athletic League

Playground Demonstration.

A playground program was given to the Pitt County teachers by the Senior Class Saturday afternoon, November 20. This program consisted of a variety of live, interesting games suitable for the grade. These games were selected for three special purposes, (1) to cover the first eight grades; (2) to form a representative playground program; (3) to use the average complete playground equipment. This equipment is sufficient for dozens of other games suitable for the first eight grades, but not for specialized forms of athletics, like tennis and basketball.

The following is a list of games given and the cost of equipment needed in playing them:

FOR PRIMARY GRADES.

1. Slap Jack.
2. Chinese Chicken.
3. Hill Dill.
4. Ring Call Ball.
5. Peter Rabbit and the Farmer.
6. Circle Toss Ball.

FOR THE GRAMMAR GRADES.

1. Circle Dodge Ball.
2. Progressive Dodge Ball.
3. Arch Ball.
4. Arch Goal Ball.
5. Stride Ball.
6. Bound Ball.
7. Boundary Ball.
8. Buzz.

COST OF EQUIPMENT.

	Minimum.	*Average.*	*Maximum.*
Two rubber or tennis balls	$ .50	$ .70	$ 1.00
Two large balls: volley balls, basket balls, or succer footballs	3.50	6.50	15.00
Twelve bean bags	....	.35	.70
Total cost	$4.00	$7.55	$16.70

Playground games will be a feature in athletics this year.

Dodge ball, pass ball, stride ball and the bean bag games are illustrated in this number.

Circle Dodge Ball.

In order to develop certain instinctive forces the teacher should know and be able to teach a variety of playground games suitable for primary, intermediate, and grammar grades.

Arch Ball.
Bean Bag Ring Throw.

Playground Games.

Stride Ball.
Circle Dodge Ball.

For the purpose of developing this play instinct the members of the senior class are being taught, under the skilful supervision of Miss Comfort, games suitable for the grades. One of the most active and popular games and one that may be used in the intermediate grades is Circle Dodge Ball.

The players are divided into two equal groups. A circle is drawn on the ground, one group stands inside while the other group stands just outside. The players outside the ring throw a basketball at those inside. The first player hit by each toss of the ball must leave the ring. The players inside try to dodge the ball by stooping, running, jumping, etc. The game continues for a period of five or ten minutes, then the groups change position. The object of the game is to see which side has the greater number left in the ring at the end of each period.

Play is one of the most important instincts of a child and is a great moral as well as recreative force. Through games the child learns to coöperate, he learns where he is weak and where strong, he learns to adjust himself to his group, develops sympathy, bravery, courage, faithfulness, and steadiness. Lola Brinson, '16.

Y. W. C. A.

The Y. W. C. A. of the Training School, with other live associations, follows the excellent custom of doing all in their power to welcome new students and to help them to get adjusted to their school life. The membership committee during the summer wrote letters of welcome to the new girls who expected to enter school in the fall. In these letters the girls were invited to become members of the association. This committee arrived early, met trains at the opening of school, assisted with the registration, and looked after the comfort of new girls.

A Y. W. C. A. sociable is given each year on the first Saturday evening after school opens. This year it was in the form of a Mock Track Meet between Trinity and Wake Forest. The stunts were: The twenty-yard dash, burlesque on whirling the bar, the broad grin, and a dressing contest. The yells of the two colleges rang out as the contests went on. Old and new girls became acquainted in a most informal way, since each girl wore her card and no introduction was needed.

A welcome to school was extended to all students by Miss Allen Gardner, president of the Y. W. C. A., at the first Sunday evening's service, September 27, 1915. She explained the purpose and workings of the association and expressed a deep desire to have each student become an active member of the Y. W. C. A.

The membership committee began the campaign for members the following week.

President Wright led in a decision service Sunday evening, October 3. He took his subject from the Sermon on the Mount, and the chief

thought of the evening grew out of the fact as expressed in Matthew 12:24, "No man can serve two masters."

President Wright stated in the beginning of his talk that he was greatly interested in the work of the Y. W. C. A. and that he was peculiarly interested in each individual of the student body and wished that each and every one become active members. He directed his talk to the individual and said that it is natural for every normal human being to be instinctively religious and that each person of that type will worship something, it may be the god of fashion, the god of society, the god of things, it might be the true God, just as the individual chooses. He also said that since those things really worth while are found only in the lives of those who live Christian lives, and it is torture on earth to those who live sinful lives, it is well that each and every student decide definitely for herself which god she wishes to serve. God is love, nondenominational. No spirit of denominationalism exists in this school nor in the Y. W. C. A., he added. President Wright closed by saying that each student should acquire the habit of making early and right decisions, that each should have a definite purpose in life, some end in view, and that the conscience of each member of the student body should guide her as to her decision of becoming or not becoming a member of the Y. W. C. A.

At the close of this service membership cards were distributed and later in the week these were collected and certificates of membership given. The recognition service was not held for two weeks, so as to give time for the hesitating to reach a decision and for others to get their dues ready. A beautiful recognition service was held on Sunday evening, October 17, 1915. The candle service in which three large lighted candles, representing the Trinity, supplied light for the candles held by the incoming members, was used. Miss McLeod, a teacher in the Greenville High School, gave a very forcible talk on the subject, "The Power of Service." The significance of the candle service, which came before, was explained by the evidence given that there is nothing greater than giving one's light to others.

Mr. H. E. Austin led in the service of the preceding Sunday evening. He gave to the students a valuable lesson on the subject, "Jesus, the same yesterday, today and forever."

Reports from the Blue Ridge Conference were given on Sunday evening, October 25, 1915. Delegates to the conference reported as follows: Sallie Lassiter told in a sprightly manner of their preparations for the trip, the happenings on the way there, and the first night on the conference ground. Jessie Daniel gave the capacity of buildings and extent of conference grounds. Lucile O'Brian brought out the social life of the conference, which included the forms of recreation there. Mary Wooten outlined the class work, showing exactly how a day's program went. As a closing report Miss Allen Gardner, president of the Y. W. C. A. of this

school, gave significant points collected from great lectures of the conference.

Professor Wilson gave an interesting allegory, "The Hunter," bearing on the scripture, Hebrews 12:1-2 on the following Sunday evening. The lessons from this were so obvious that little explanation was needed. The close attention every girl paid showed how the moral in story form appeals to people.

The Y. W.-C. A. gave an interesting program on Saturday evening, November 6, 1915. Miss Graham told of her trip out west and showed pictures illustrating various points of interest. Among the interesting places mentioned were Cripple Creek, Pike's Peak, Yellowstone Park, the Panama Exposition and the Canadian Rockies. She also called attention to some of the great public buildings of cities on her route. The city Y. W. C. A. buildings were very attractive. The pictures were beautiful and the descriptions vivid. The faculty and the large number of students present followed her with intense interest.

After the above a musical program in which appropriate costuming was used furnished further enjoyment for the evening. The program began with a chorus, "San Francisco Bound," and in this a number of girls wore traveling suits and carried traveling bags, while the whistle made the audience feel that the train really would take the singers away. The remaining program was as follows: (1) "Hello, 'Frisco," by Marguerite Wallace and Alice Herring; men's costumes and telephones were used; (2) "Down Among the Sheltering Pines," by Gladys Warren, Alice Herring, Lucile O'Brian and Helen Paschall; (3) "I'm a Nurse for Aching Hearts," by Helen Bell—nurse's costume was used; (4) reading, "Behind the Scenes," by Anna Mullen White; (5) instrumental solo, "Merry Peasants," by Gladys Warren; (6) "A Girl for Each Month in the Year," by Marguerite Wallace—girls costumed to represent each month of the year played their parts; (7) "Good-bye, Girls," by chorus.

The Y. W. C. A. service for the first Sunday in November was conducted by two girls of the student body. The service, which was short but interesting, consisted of the scripture reading, Luke 12, by Hallie Jones, and the poem, "Sicilian's Tale"—Longfellow, by Gertrude Cook.

Mr. L. R. Meadows led in the Sunday evening service on November 14, 1915. He took as his topic, "God's Care for the Individual," and this was especially interesting to each one present, since the individual included every one. He took as the scripture lesson portions of chapters 6, 12 and 15 of St. Luke. He showed by striking illustrations how encouraging it is to have some one care for us. He emphasized the fact that God, the great Watcher, holds his children together so that they cannot fail if they follow Him.

Miss Gladys Warren, of Pitt County, has rendered the association much service by providing attractive music for the meetings. Her pro-

grams for each service have shown careful preparation; appropriate solos, duets, choir songs, and songs for the entire school have been selected. Special music for the fall has been: "One Sweetly Solemn Thought," sung by Marguerite Wallace; "The Endless Day," by Martha Lancaster; "God Speed the Right," by Alice Herring and Marguerite Wallace; "Father, Almighty," by choir; "Adore And Be Still," by Alice Herring; "I Waited for the Lord," by Martha Lancaster and Marguerite Wallace; "The Lord is My Shepherd," by Helen Bell.

The Sunday evening services have been well attended, practically all the students coming every time.

MEMORIAL BOOKLET.

A memorial booklet to Grace H. Dodge, issued last spring, is worthy of notice in this department. The subtitle, "A Woman of Creative Faith," shows the wonderful woman, one of America's greatest. The foreword reviews the many activities in which she was engaged.

The young women of the country know her best as national president of the Y. W. C. A., which was one of the most absorbing interests of her later life. Through this work she had great influence over thousands of girls all over the country.

John R. Mott, so well known for his work in the Y. W. C. A., writes of her as "a woman of power."

Lydia S. Gould, who acted as secretary to Miss Dodge for seven years and who knew her so intimately, tells of Miss Dodge's earliest interests.

James Earl Russel, Dean of Teachers College, Columbia University, gives an insight into her many spiritual bequests through the article, "Miss Dodge and Teachers College."

"Miss Dodge in Relation to Those with Whom She Worked," by Mable Cratty, general secretary of the national board of Young Women's Christian Association, justifies the statement made by many of her coworkers —"she was my best friend."

The editor of the *New York Evening Post* furnishes an article, "Miss Dodge, the Citizen." James B. Reynolds, counsel for the American Social Hygiene Association, gives "Miss Dodge's Contribution for the Moral Protection of Women."

The whole makes an interesting booklet and is a fine interpretation of a great woman.

This booklet may be obtained from the national board of the Young Women's Christian Association of the United States of America, 600 Lexington Avenue, New York City.

Societies

The initiation meetings of the two literary societies, the Sidney Lanier and the Edgar Allan Poe, were held on the night of October the ninth. The members of neither society will reveal the secrets of the initiation,

the actual taking of the vows. The constitutions of both societies say, "And I do most solemnly promise that I will not reveal any of the secret proceedings," and this ceremony is always the most sacred secret. The initiation of each society was followed by a reception at which the faculty were the only outside guests invited. As they were invited to each society at different hours, most of them accepted both.

There were sixty-five new girls initiated in each society. The method of joining is as follows: a list is made of all students who wish to join one of the two societies; the intersociety committee is empowered to make two lists; these lists are supervised by a faculty committee; these lists are drawn for by two members of the intersociety committee, each of whom belongs to one of the two societies; these lists are posted at some place suitable for the convenience of the students. The time and manner of the initiation is determined by the intersociety committee.

Lanier Society.

In the Lanier Society, after the conclusion of the initiation exercises, one of Lanier's poems was read by Bloomer Vaughn as an appropriate introduction to the year's work. After the reading the guests went to the library, which was beautifully decorated for the annual reception, in old gold and green, the society colors.

The officers of the Lanier Society for the year of 1915-16 are: President, Eunice Vause; Vice President, Ophelia O'Brian; Secretary, Christine Overman; Treasurer, Agnes Hunt; Critic, Jessie Daniel; Doorkeeper, Annie Gray Stokes. This year the selection of the editor-in-chief of the Training School Quarterly fell to the lot of the Laniers, and Julia Rankin was elected. Trilby Smith was chosen assistant editor.

At the November meeting of the Sidney Lanier Society the program was devoted largely to a study of Lanier's life. A sketch of Lanier's life was given by Louise Smaw. A poem from Lanier, "The Marshes of Glinn," was read by Ruth Spivey, and Gladys Warren gave an instrumental solo.

Poe Society.

For their reception the members of the Poe Society passed from the room in which the initiation took place into a large hall, strikingly decorated in red and white, the Poe colors. Then they went into a corridor, beautifully decorated in the same colors, where delightful refreshments were served banquet style. While here Marguerite Wallace and Alice Herring played and sang and Misses Sherman and Fahnestock, supervisors of music, and Martha Lancaster, played for the entertainment of the guests.

The officers of the Poe Society for the year of 1915-16 are: President, Lola Brinson; Vice President, Juanita Weedon; Secretary, Flora Hutchins; Treasurer, Flora Barnes; Critic, Marguerite Wallace; Doorkeeper,

Helen Paschall; Business Manager of the TRAINING SCHOOL QUARTERLY, Lucile O'Brian, and Assistant Editor, Alice Herring.

At the November meeting of the Poe Society the program was devoted to the life and works of Edgar Allan Poe. It seemed fitting that the members of the society should have a general review of his life and should get in touch with his poems and stories at the beginning of the year's work.

With this idea predominating, a very interesting and instructive program was given by members of the Society, assisted by Mr. Austin. First there was a *Review of Poe's Life* by Georgia Keene, followed by the reading of "Annabel Lee" by Alice Herring; a song was then given by Marguerite Wallace; "Israfel" was read by Lucile O'Brian; "A Manuscript Found in a Bottle" was read by Mr. Austin, and the program closed with a duet sung by Helen Bell and Juanita Weedon.

Classes

The Senior Class was organized on October the eleventh. From nominees, approved by President Wright, for president of the class, Louise Smaw was elected. Other officers are: Vice President, Reita Thompson; Secretary, Lida Taylor; Treasurer, Alma Spivey; Critic, Hattie Turner; Historian, Sallie Lassiter.

The Senior Class has been very active throughout the fall term. The special features that they have taken the lead in so far are the Moonlight School Day program, Arbor Day and the Saturday Afternoon Story-telling at the Greenville Public Library. All of these are reported in the School Notes.

The other classes cannot organize until six weeks after the opening of school, therefore they have little to their credit so far except the list of officers, but all have interesting plans on foot.

CLASS OFFICERS.

C.

(First-year Professional.)

President	Lizzie Stewart
Vice President	Flora Hutchins
Secretary	Gertrude Cook
Treasurer	Jessie Bishop
Critic	Fannie Lee Spier
Class Adviser	L. R. Meadows

F.

(One-year Professional.)

President	Rebecca Pegues
Vice President	Pearl Jennings
Secretary	Helen Paschall
Treasurer	Rena Jones
Class Adviser	Miss Strong

B.

(Second-year Academic.)

President	Camille Robinson
Vice President	Irene Wiggins
Secretary	Clellie Ferrel
Treasurer	Cora Lancaster
Class Adviser	Miss Jenkins

A.

(First-year Academic.)

President	Lois B. Hester
Vice President	Mattie McArthur
Secretary	Ina McGlohon
Treasurer	Marie Satterfield
Class Adviser	H. E. Austin

School Notes

Address by Dr. C. E. Brewer

The following report of Dr. Brewer's address to the faculty and students of the Training School is copied from the *Greenville Daily Reflector* of October 19:

A large number of local people heard Dr. C. E. Brewer, president of Meredith College, deliver his lecture on "Some Ideals of Education" in the Training School auditorium last night and were thoroughly delighted with him.

The speaker was introduced by President Wright, of the Training School, after which music was rendered by the girls of the school.

In his address Dr. Brewer brought out four ideals that should be kept before the people: (1) To educate all the people; (2) To preserve our traditional democracy; (3) To keep a proper balance in the curriculum, and (4) To have the schools help solve the problems.

"An informal talk on practical matters without any fuss and feathers" is what he promised in the beginning, and he fulfilled his promise, but the hard, common sense of the talk was so spiced with amusing illustrations and interesting turns of the thought that the address was highly entertaining as well as practical.

In developing his first point he declared that the time had passed when only those of the traditional professions, the lawyer, doctor, preacher, and teacher, needed training. The farmer, who must know soils, methods, drainage, fertilizers and their effects, succession of crops, plant life, and, higher than that, animal life, and more than that, markets, banking, and highest of all, men, needed training to be a successful farmer. And so it is with all men. There is no division in North Carolina on the idea of educated citizenship: the divisions only come in matters of detail. He referred to the moonlight school movement.

He used steel as an illustration to prove that the schools cannot create metal, but they can temper and polish it and multiply its value.

Passing to the second division, Dr. Brewer reminded his audience of the fact that democracy was founded by the forefathers who could not stand the aristocracies of the old world, the royal aristocracy of which was purely ornamental, nor the military, nor the ecclesiastical. Here they founded an aristocracy of character. "Who was your father, grandfather and great-grandfather," is no longer asked here. "What is he?" and "What can he do?" are the two questions. If he is master of his job he is a man. The blacksmith is respected because he can make two pieces of steel stick together.

In balancing the curriculum common sense is coming to the rescue, Dr. Brewer declared. While he did not underrate the classics, he is glad that the college boy of today does not have to go through college as he did with five hours each of Latin, Greek and mathematics for three years

and crowd all the remainder within one year. One gets from the classics a culture he cannot get elsewhere, but everyday affairs of life should be taught also. He said he was glad to see industrial subjects coming to the front.

A student needs to balance college life and college learning. College life means the activities in which the students take the initiative, and college learning those in which the faculty lead. The result of athletics is poise, control, and power for immediate decision—all essential in business. He must learn to do things himself. "I am sorry for the boy who never made a rabbit gum for himself," he said, "or for a girl who never had a doll to sew for." Real development, growth, comes from doing things yourself.

The best point Dr. Brewer made was in enumerating the problems the school can and does help to solve.

Intelligence mixed with farming is revolutionizing farming. One furrow now, mixed with intelligence, does the work five furrows used to do. He said that he was amazed to find that plowing was done in Wake County with traction engines.

Immigration is another problem the schools can handle and are handling. American citizenship can be taught only through the school to the children of those who come from other lands.

Dr. Brewer, in summarizing, said, "We owe a debt to those who are bringing to pass those ideals, the heroes." "Most of our heroes are heroines" in this work.

Teachers are the consecrated servants of their generation.

Pres. Wright's Greetings at the School for Blind

Following is a report from a daily paper of Mr. Wright's address at the Seventieth Anniversary of the State School for the Blind in Raleigh:

"This is a happy occasion today," said President Wright; "a brighter November morning I never saw; the birds are singing and everybody is happy, for we are seventy years young. I bring you greetings from another institution seven years young.

"I come today," said Mr. Wright, "to talk to you on a subject that Mr. McIver talked all of his life on, that Claxton and Alderman talked on, that Dr. Joyner has almost lost his hair talking on, and that the lamented Aycock lost his life talking on—the education of the masses.

"The very stability of the government," he stated, "depends on an intelligent citizenship. The material prosperity of our people depends on educated citizenship. Anything that increases the standard of citizenship increases the material prosperity of the community.

"If the work of this school takes those who are handicapped and changes them from public charges to wealth-producers, then it is a factor in North Carolina's material progress, and is a good business proposition.

This institution and other educational institutions in North Carolina are the great wealth-producing institutions in the State.

"Morality depends upon true education. A good definition of culture is the ability to put one's self in the other fellow's place. Morality is a recognition of the obligation to the other fellow.

"Today all mankind is speaking, and the ear of God is hearing. The day is coming when God will speak and men will hear. Education and intellectual intelligence are only in their infancy. Universal education is just beginning to get a foothold in the State. It is our duty to our own children as well as our neighbor's children to stop the onrush of ignorance and superstition in its great waste. What a pity to go through life, blind and deaf, when it might have been prevented had ignorance and superstition been properly fought!

"The work of education not only aids the children, but the parents in every home in North Carolina and is the greatest work to which North Carolina can turn her hands. Universal education means the giving of every child the chance to develop the best that is in him."

Arbor Day Celebration

Arbor Day was celebrated in a most interesting and unique manner by the Senior Class of the Training School, assisted by the pupils of the Model School. A half holiday was given the whole school for the celebration.

At 1:40 the school assembled in the auditorium. As Miss Gladys Warren, a member of the Senior Class, played, the class marched in and took their places on the stage. Miss Louise Smaw, president of the class, gave "The History of Arbor Day." The poem "Nutting," by Wordsworth, was read by Miss Nelle White, "Some Facts About North Carolina Forests," by Miss Georgia Keene, "Some of Our Own Birds in North Carolina," by Miss Sallie Lassiter, and Lowell's poem, "Rhoecus," by Miss Susie Morgan. The school joined in singing three choruses appropriate to Arbor Day.

Then the Senior Class, followed by the school, marched out to the eastern boundary of the campus, where they planted sixteen Lombardy poplars, symbolic of the class of 1916.

The pupils of the Model School, under the supervision of the student teachers, gave a program of songs, recitations and the dramatization of a story. The third and fourth grade each planted a tree.

After this the Seniors in groups of three planted the remaining fourteen trees. Some appropriate verse, poem or story was recited by one girl of each group.

The president of the class then presented the trees to the school. President Wright in accepting the trees in behalf of the school, used the Lombardy poplar reaching skyward as an emblem of the spirit of the class.

After the singing of the class song the school followed the Seniors to the plat of land in front of the west dormitory, where they replanted a magnolia tree for their sister class, the Class of 1914.

The Senior Class in planting the trees on the campus followed the precedent of the preceding classes.

Story-telling at the Library

The members of the Senior Class have organized themselves into a Story-Telling League. The stories are told to the children of Greenville, on Saturday afternoons, at the Public Library. It has been worked out so that about four girls will tell stories each afternoon and others go to look after the children. One week the stories will be for the primary children, one for grammar-grade students, one for high school students and one for a mixed crowd. This plan of story telling will not only give pleasure to the children, but will serve as an inspiration leading them to a love of books and an apreciation of the library. The Seniors are delighted with the opportunity of putting into practice their theories.

Senior Class Gives Moonlight School Day Program

The Training School has been vitally interested in the Moonlight School movement from the very first, and a complete review of the movement was given in one of last year's copies of THE QUARTERLY. The deep interest of the school was clearly evidenced when the Senior Class asked to be allowed to celebrate the day which had been proclaimed by the Governor.

A program was given by members of this class in which the history and purpose of the Moonlight School movement were given. Governor Craig's proclamation for Moonlight School Month was read by Sallie Lassiter; "The North Carolina Moonlight School Movement," by Mary Secrest; "Some Figures," by Eunice Vause; "The Moonlight Schools of Kentucky and Alabama," by Alma Spivey. "America" and "Carolina" were sung by the entire school.

The interest shown in this movement proves that the Training School is wide awake to the great opportunity that is right at its door and that the students are preparing themselves to be leaders in this great fight against illiteracy.

Faculty Members Working for Library

The people of Greenville are working toward the erection of a public library. The Training School is very much interested in this work and four members of the faculty are members of the library committee of twelve. Mrs. Beckwith, who is chairman of the committee, represents the Round Table Club; Miss Davis, the Southern Association of College Women; Mr. Wright, the Carolina Club, and Mr. Wilson, the Training School faculty. At

the bazaar held by the Pitt County Federation of Women's Clubs Miss Davis, chairman of a subcommittee on publicity, had charge of a remarkably attractive booth for the library. "Tag day," when all wore "Boost the Greenville Public Library" tags, was another successful feature during the publicity campaign.

Mrs. Dauer's Talk on Moonlight Schools

Mrs. Manning J. Dauer, who has been the chief promoter and inspiration of the Moonlight School movement in New Hanover County, and who is a member of the Educational Committee of the North Carolina Federation of Women's Clubs, spoke to the student body of the Training School at the assembly period on the morning of November the 18th on what the Moonlight Schools are doing for New Hanover County.

Mrs. Dauer wishes North Carolina to take up Mrs. Cora Wilson Stewart's challenge and make North Carolina the first state to wipe out illiteracy, and she said that New Hanover County shall be the first in the state to free itself from illiteracy. Her stories of the adults in the Moonlight Schools in Wilmington are full of interest and inspiration to all who hear them.

Bazaar for Training School Scholarship

The Federation of Women's Clubs of Pitt County have inaugurated a movement to raise funds to establish a scholarship for Pitt County girls at the East Carolina Teachers' Training School.

Through the efforts of this Federation two scholarships have already been established, and a bazaar was held in Greenville on the 17th and 18th of November, for the purpose of endowing these and other scholarships. There were different departments and meals were served during the two days of the bazaar. This plan has been adopted for the purpose of aiding and assisting Pitt County girls who are financially unable to meet their expenses while at school, and giving them the opportunity of an education at the Training School.

Moonlight School posters, made by the faculty and students of the School, were on exhibition at the bazaar. These posters gave facts and figures on adult illiteracy in North Carolina and Pitt County.

The Training School exhibit, bringing in some work of the Model School, which was sent to the Kinston Fair, was also on exhibition at this bazaar.

A Playground Demonstration

A playground demonstration was given to the Pitt County teachers on November 20th by the Senior Class. All the games played were those suitable for primary and grammar grades, and not the regular athletic games of the High Schools. For a long time the teachers have felt a need for just this sort

of thing, and they were very glad of an opportunity to learn the games and to find out about the equipment and cost.

Extension Work in Public School Music

Miss Muffly is giving Friday of each week to the supervision of Public School music in the schools of Pitt County. She is doing special work in the Bethel and Joyner schools and will visit them regularly. She is working in these two to show what can be done with Public School music in the school of a small town, Bethel, and in the rural school, the Joyner school. Various other schools throughout the county will also be visited.

Faculty Activities

Mr. H. E. Austin spoke at a Chautauqua in Edgecombe County during the first week of October.

President Wright delivered an address on Moonlight Schools at a Moonlight School rally in Beaufort County in November.

The Training School had an exhibit (in which the Model School was represented) at the Kinston Fair.

President Wright and Miss Jenkins attended meetings of the State Literary and Historical Association and the North Carolina Folk-Lore Society.

President Wright, Mr. Wilson, Mr. Underwood and Misses Graham, Waitt, Morris and Jenkins attended the Teachers' Assembly which met in Raleigh, November 24-26.

Mr. Austin at Maryland State Normal

Mr. H. E. Austin attended the celebration of the opening of the new plant of the Maryland State Normal School. He went as a bearer of greetings from the Training School and as one returning home, for he taught there for seventeen years, coming from there here.

The dining-room and kitchen have been remodeled and enlarged. The fire last spring made rebuilding necessary, and it was considered wise to make the enlargement, which would soon be imperative at this time. Those who know all of the institutions of the State have pronounced this dining-room the most beautiful in any institution in the State. The building was ready for use at the opening of school, but was not turned over by the contractors until November.

Pres. Wright President of Teachers' Assembly

The students and faculty are justly proud of the honor that the teachers of the State have conferred upon the school by making President Wright president of the Teachers' Assembly. They rejoice in the fact that the people of the State recognize the qualities for leadership President Wright possesses and have expressed their appreciation of him in such a manner. Under his direction the success of the Assembly for 1916 is assured.

Instrumental Music an Elective

Instrumental music this year, for the first time, is placed on the same footing as other subjects. Those who have fulfilled certain specific requirements, proving that they are prepared to take professional work in piano, who show marked ability in music, and expect to teach music, are allowed to substitute piano lessons for certain regular subjects. These professional music students are required to teach under the supervision of the music teacher, following the general plan of the school.

This is an advanced move and is being watched with great interest by educators outside of the school.

Miss Lillian Parker, of Greenville, has charge of the special voice pupils.

Thanksgiving Day is always a joyous holiday at the Training School, and this year was not an exception. The Senior-Junior game of basketball and the dinners were the features of the day. The Juniors won the game. At the dinner toasts to the victors, to the defeated, and to the various ones who contributed to the pleasure of the day helped make the occasion a merry one.

The Y. W. C. A. service in the morning was especially beautiful and impressive.

Dinner to Club Women

A dinner in honor of the club women in Greenville was given by the Training School on the evening of November 18. The guests were Mrs. T. W. Lingle, president of the North Carolina Federation of Women's Clubs; Mrs. Sallie Southall Cotten, honorary president of the Federation; the presidents of the Greenville clubs; Mrs. Hassell, of the End of the Century Club; Mrs. Lina Baker of the Round Table; Mrs. S. T. White of the Sans Souci, and Mrs. Mark Quinerly, chairman of the Department of Health, and Mrs. M. J. Dauer, of Wilmington, a member of the Education Department, of which Miss Waitt is chairman.

The girls were delighted that President Wright called on both Mrs. Lingle and Mrs. Cotten for talks. Mrs. Cotten announced that she had resolved to devote the rest of her life to the education of Pitt County girls at the Training School. She proved that she had a right to the claim that she understands girls and is their friend. Mrs. Lingle paid tribute to Mrs. Cotten in referring to the Sallie Southall Cotten Loan Fund, a fund established by the State Federation for the one definite purpose of giving girls an opportunity of going to North Carolina schools.

Mrs. Lingle then spoke earnestly to the girls, asking them to search into the kind of leadership they were training for and entreating them not to forget the three things men live by, Work, Love and Play.

It was an inspiration to the students to come in contact with these leaders.

School Spice

Student Teacher—"Your fathers work so that they can make money to buy things for your homes. What would you do if your fathers didn't work?"

Little Boy (seriously)—"The Lord would provide."

A child when asked why he did not attend story-telling said, "The teacher didn't *pronounce* story-telling."

A budding author who realized the value of suspense while reproducing the story "Pandora," said, "When the box was opened up it was full of ———— *toad-frogs.*"

A child when asked the meaning of the word *salute* replied, "Salute means cut off your hair."

Another child when asked the meaning of *request* replied, "*Request* means play with your schoolmates."

Let the doubters deny that there is humor in the schoolroom. Read these and laugh. They were found in recent examination papers of youthful aspirants to educational distinction:

"Horsepower is the distance one horse can carry a pound of water in one hour."

"The earth is an ablative tabloid." "To kill a butterfly you pinch its borax."

"Thee Pope always lives in a Vacuum."

Also these:

"A deacon is the lowest form of a Christian," and a "short circuit is a preacher on the circus who is short."

One child stated that Tennyson wrote a poem called "Grave's Energy," and added the startling news that "Queen Elizabeth rode a whi e horse into Coventry with nothing on, and Raleigh offered her his cloak."

An aspirant described a ruminating animal as one "that chews its own cubs." A choice plum is the defining of the Zodiac as "The Zoo of the sky where all the animals go after they are dead."

A candidate described George Washington as "remarkable for telling the biggest lie," while one is inclined to agree with the cadet who said, "The process of digestion begins in the kitchen." "How would you keep a dog?" elicited the answer, "Clean."

Ingenuity in parrying questions offers a field for humor in itself. "Where would you start from in order to visit New York, Moscow, Port Said and Bombay?" "Here," was the concise reply.—Selected.

A Model School Child—"Miss McCowen, I brought my *commotion* card."