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A Country Girl's Creed

JESSIE FIELD.

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

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

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

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

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

The Task Ahead

ROBERT H. WRIGHT.

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

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

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

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

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

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

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

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

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

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

Community Work in Edgemont

CATHARINE BRYAN.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Fakir's Sermon

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

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



ON RALEIGH PLAYGROUNDS

Raleigh Playgrounds

CLARICE ELIAS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE II. The purposes of this league are:

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

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

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

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

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

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

Annual Report of Supervisor Lashman

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

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

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

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

Following the close of the summer activities the playground commission

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

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

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

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

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

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

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

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

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

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

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

The change of name from the playground commission to the recreation commission was a wise move, as it more completely described the scope of the work undertaken by the commission.

Reference must be made to the Story Tellers' League, through whose efforts the children were entertained by a series of stories told at different centers in the city. The league promised to coöperate again this summer with the different playgrounds, so that a story hour will be maintained one day each week on each of the grounds.

Through the kindness of the Woman's Society of the Edenton Street Methodist Church, a sewing class for girls has been conducted through the winter months. This class has been open to about twenty children, free of charge. The children are taught to sew, to make and cut out patterns, to use the sewing machine, etc. The thanks of the commission is due to the ladies who gave their time and funds to this work.

Through coöperation with Meredith College, a course for playground directors and play leader has been conducted during the past year. Meredith College also announces a full year's course for the following year. This is a valuable asset to the recreation commission as the commission will always be provided with trained leaders for its work.

Numerous other activities have been taken up by the recreation commission, but there is no place in this brief report for the enumeration of them all. Should the commission decide to publish this report, a more elaborate and detailed account could be made. Such a course would be desirable, as it would help very greatly in popularizing playground work throughout the city and the entire State.

In closing, I want to express my appreciation for the coöperation I have always met with on the part of every member of the commission. With the hope of a continuance of this coöperation, the supervisor looks forward to a year of pleasant work and to a year of much progress in the provision of wholesome recreation for the people of the city.

A Group Study of English

MRS. MELVILLE JEFFRIES,

Principal of North Durham Graded Schools.

BELIEVING English to be the ground work of all the other studies, and that teachers should strive to make this subject a source of pleasure, as well as profit, to the pupils, Mr. E. D. Pusey, superintendent of our city schools, has laid great stress on the teaching of English Literature throughout the school system.

In this he has been most ably assisted by Mrs. J. A. Robinson, primary supervisor, who, with a rich experience as a first grade teacher, has patiently and earnestly striven to help all of her teachers make the reading and English an inspiration to the little citizens entrusted to them.

Thus, all through our schools, there has been a strong impetus toward better and broader English teaching. The primary teachers through story telling, games and plays with the pupils, have inspired the teachers of the grammar grades to greater effort. They, in turn, have striven to lead the pupils, passed on to them, to a wider and more fruitful field of reading, by the same interesting and inspirational methods.

Naturally, the results have been most gratifying, and as always follows, successful work has produced greater enthusiasm. Primary teachers organized themselves in order to discuss plans, outlines and books, which would give variety and interest to the literature; and at the same time the grammar grade teachers and principals met with Mr. Pusey for the same purpose.

Finally, there followed a call from the High School. Mr. M. A. Briggs, at that time principal, in a meeting of his English teachers, heard the suggestion that there should be organized an English group of teachers, including the high school and grammar grade teachers, to discuss the courses of reading and the best methods of presenting English literature.

The main purpose of the organization was to have all the teachers see definitely to what they were leading their pupils in the English course. In this way all stories, poems, books and plays, could be made to pave the way, or introduce, as it were, the course for the next year's work.

Mr. Pusey and Mr. Briggs consented to act as heads of the organization, and to appoint leaders for the different meetings which it was decided should be held every Monday afternoon.

As a reading basis for the teachers, Mr. Pusey suggested Emma Miller Bolenius' book, *Teaching Literature in the Grammar Grades and High School*. This book is edited by Ellwood P. Cubberley, and is well worthy of the statement in his introduction that "the educational theory

underlying the book is remarkably sound, the scope of instruction outlined is most commendable, and the suggestions for more extensive study should prove very helpful."

There are a great many expressions used among teachers, which have become habits of speech. Chief among these we have observed that whenever a good book on pedagogy is suggested to an individual teacher, or to a group of teachers, this remark is heard, "I've read the book carefully, but I didn't find one thing in it that I could apply to my work."

Shall we not look forward optimistically, and apply our efforts helpfully to the time when teachers shall find pleasure in professional reading; when they shall read so broadly that they shall know how to compare and criticise; how to cull here and there from the rich fields of experience the things which they do need, and when they shall naturally *apply* without feeling it a task?

The leader of each meeting chose from the book any chapter or subject which he or she had used in developing a lesson with good results. The meetings, however, were not confined strictly to the book, the text in many cases merely having served as a basis for trial lessons, which were freely discussed at the meetings. The fundamental idea throughout, was to inspire teachers to present literature in such a way as to have the pupils look upon it as recreation rather than work. The second idea was to use such texts for the class room and for parallel reading as should lead naturally from one grade to the next. For instance, a pupil who has read on class, or has heard the teacher read, *Lamb's Tales From Shakespeare*, will go to the next year's work better prepared to enjoy one of Shakespeare's Plays, than if he had no knowledge of the story.

Following are some of the subjects and sub-topics discussed at the English meetings:

1. Ballads.
 - a. Rise of the ballad in various lands.
 - b. Qualities of the old ballad.
 - c. Modern ballads.
 - d. Class study of the best way to present *The Rime of the Ancient Mariner*.
2. The Metrical Tale.
 - a. What is a metrical tale?
 - b. Different elements developed in different tales.
 - c. Research in *Snow-bound*.
 - d. Suggestions for helpful readings and other suggestions for vitalizing class work.
3. The Short Story.
 - a. Comparison of the novel and short story.
 - b. The modern short story.
 - c. Class study of Stevenson, Kipling, and Poe as masters of the short story art.
 - d. Classics in story form.
 - (1) Steps in development of the story of the *Legend of Sleepy Hollow*.
 - (2) Dramatization of *The Legend*.

4. Pictures in English composition.
 - a. Training pupils to know good pictures.
 - b. Developing stories from pictures.
 - c. Creating a love of woodcraft by stressing nature pictures.
5. Correlation.
 - a. Correlation of Literature with Language.
 - b. Correlation of Literature with Geography.
 - c. Correlation of Literature with History.
 - d. Stories, poems, books used to develop this work.
 - e. What means have brought about the greatest improvement in oral reading?
6. Lesson Planning.
 - a. How a story was planned.
 - b. How a poem was taught by careful preparation.
 - c. Results obtained.
7. Model Lessons.
 - a. Pupils recited before teachers one or two of their favorite memory poems or selections.
 - b. Reading lesson given before teachers showing results of some live experimental method.
8. Open discussions of all methods employed to make good readers, and to stimulate in pupils a love for the best in literature.

Mr. Cubberley tells us in his introduction, also, the three most important things in a teacher's equipment:

1. Knowledge of the subject matter, in this case, literature.
2. Methods for imparting the subject-matter to a class.
3. Suggestions for humanizing the study of literature and for correlating it with the lives of boys and girls.

I am sure that on the whole, our study of the book and our meetings were productive of rich results. The teachers were enthusiastic, and next year we hope to take up our work better prepared than ever to make the teaching of English vital and cultural.

The New Era and Your Part In It

BION H. BUTLER.

[Digest of an address delivered at the School on the evening of July 3.]

THE war in Europe, whether you have suspected it, changes entirely the civilization and custom of the world. Things of yesterday are swept aside completely and a new order takes the place. New ideas, new practices, new methods of doing things, new schools of thought, *new* is the dominant note in all lines. War has revolutionized everything. The day the war closes we see everything in the shop thrown to the scrap-pile, and we start anew, with strictly modern equipment.

This country has been coming fast, but tomorrow from our world relations we enter the new class that comes from the war, and we enter it with all the world. We have not the remotest ideas of what the immediate future means for us, but it means the throwing down of the old idols, the expansion of the big influence and the absolute demand for efficiency.

It is a new and untried world we are entering, and it is you young men and women who are to be the pioneers. You are to be entrusted with the work of training the boys and girls to meet the requirements of the changed conditions. You have to lead the boys and girls on the new lines, and there is no path outlined that you can follow, for the path we start now is unknown to any one. So you must be students, you must be thinkers, you must be pioneers in the true sense. You must read the daily developments of history, and study carefully the significance of every move and be able to lead your boys and girls in the right direction to accept what they will find in the world and to make the most of themselves and their new opportunities.

War has forced men to swiftly recognize the undeveloped possibilities that are coming. In the shop men are more efficient by far today than two years ago. The big emergency keyed them up to new effort and to new investigation. We see now that what we were content to do two years ago is old-fashioned and feeble in the face of the needs of the present.

You are going out into a new world now of good roads, automobiles, gigantic capital, big water power, new health conditions, new home conditions, comforts and conveniences that your parents never dreamed of. The boys and girls coming to your schools are going to a world just as much bigger, and you must adapt them to that world. You must be thinkers and make of the children thinkers. You must go to your schools determined to end the one-teacher one-room school, for it is woefully out of date. You must lend your help in providing for the boy

and girl in the township as good a school as the boy and girl in the biggest town in the State can have. North Carolina is a rural State. Most of us are of the country, and therefore the country boy and girl must have a square deal. We can get it when we cipher out for ourselves just what is a square deal for us, and when we show the rest of the State what we are entitled to and how to get it.

I want every one of you to go back to your country communities enthusiastic in loyalty to your State and country, and the way to be loyal to your State is to be loyal to your township and your own community. Be loyal enough to insist that Quewhiffle Township shall have a fair advantage for the boys and girls of that township, and if the taxpayers say they can't pay the bill, tell them to go out and earn more money, for the boys and girls are the one thing we can not afford to slight. Don't let the men of North Carolina hide behind the shameful excuse that they can't pay the bill to educate their children. I will not let anybody tell me that of this State and get away with it, for it is not so. Education in the public schools costs so little that this State, with all its enormous resources and all its vast favors from the hand of the Creator, can pay the bill. Don't ever argue that point with anybody, for any opposition to that fact is absurd. If I didn't know that North Carolina could easily afford to pay its school bills I would not stay in the State over night.

Get in touch with the educators of the State with the idea in view of making your school the best possible, and then struggle to make of the boys and girls students and thinkers. Thinkers come from the remote villages as well as from the more conspicuous places. The prominent names that have been written in North Carolina history came from the cross-roads and the coves. Your task will be with the country boys and girls mainly, because our State is mainly country boys and girls. Make them thinkers, and efficient workers, broad enough to fit in with the world that has opened anew with the war, for the new world wants big men and big women, who will work the wonders that are just ahead of you. You have a wonderful task, and I want you to go home to it with determination to work it out right.

Woman's Mission---Love

DR. THOMAS H. LEWIS.

(Commencement Sermon.)

“Who is she that looketh forth as the morning,
Fair as the moon, clear as the sun,
And terrible as an army with banners?”

Song of Solomon, vi, 10.

NOT long ago I asked a company of young people of both sexes ranging in age from sixteen to twenty-five and about three dozen in number this question: “In making a classification of all the feelings, where would you place love?” More than one-third of them made no attempt to answer, and not half of them answered correctly. One said it was a religious feeling, another that it was æsthetic, another called it a sympathetic feeling; another said it was an emotion, that is to say, a feeling; another said it was a feeling we had when we perceived a relation between one thing and another; and more than one put it down as a logical feeling! Think of the state of a young man's mind who would identify love with logic! I mention this incident to illustrate the vagueness of our idea with respect to the master-passion of the human heart. And I say *our* ideas; for I have no doubt it would be just as difficult for this audience separately to formulate a definition of love or to agree upon any single definition that might be proposed.

If this is a fair sample of the general indefiniteness of view of this important subject, can we with propriety undertake to give any help from the pulpit? Surely help should be welcomed wherever it may come from; but I think there is good reason to expect help from the pulpit. The Bible deserves to be called the Book of Books for no reason more forcibly than because it is an epitome of all that other books contain. Here in the midst of serious history and solemn prophecy and profound legislation is found a treatise on love. I should weary you were I to undertake even to name all the efforts at interpreting this book, called in our Bible, “The Song of Solomon.” Comparatively few people read it and infinitely fewer understand it. The theory supported by the headings to the chapters, which represents what is called the traditional view, is that the whole poem sets forth, under the figure of the courtship and marriage of Solomon and his bride, the tender and endearing relation existing between Christ and His Church. It is not necessary to enter into the controversy as to whether such application is intended. For we may learn all we need for our present purpose from the basis of fact in which all agree. This poem is without doubt a poem of love. On one side is a beautiful, lovely

maiden; and on the other appear to be two rivals for the hand of this fair daughter in marriage. One is a royal personage, and he lays the splendors and honors of his kingdom at the feet of the maiden. Here interpretation divides again; some seeing the conclusion of this wooing in a royal wedding; while others, with apparently greater reason, behold the obscure shepherd lad, from whom the girl has been taken by royal decree, finally triumph because the heart of his beloved turned ever to him unmoved by all the blandishments of the court and the appeals of the king. And so at last the king, honoring her constancy, sends her back to her mountain home to rejoin him whom she finds "chicfest among ten thousand." Thus true love is made blissful, constancy is rewarded, and the heart of a woman is shown to be higher than the throne, mightier than the sceptre of the greatest of monarchs.

The verse that I have selected for a text occurs in the midst of the king's passionate, but unsuccessful wooing. It is his confession of overthrow. She that is desired so much is unobtainable. And he who can command the mightiest armies of earth is confronted by a single defenseless maiden, who yet, panoplied in the simplicity and constancy of true love, is "terrible as an army with banners." There is no tribute in all literature higher or more expressive of the real glory of woman than this short verse. She who has beauty to commend her and charm to make her fascinating, has love for her defense. Nay, it is more than defense, for with it she goes forth conquering and to conquer.

You have observed, doubtless, that in the way I have phrased the theme of this sermon there is some ambiguity. To say that woman's mission is love may mean either to love or to be loved. I do not propose to relieve the ambiguity, for I mean both; since both are inextricably mingled. I believe that woman exhibits, as she was intended to exhibit, the highest example of loving. And I believe that by loving so she was designed to elicit and does elicit the noblest affection of which men are capable. She shows man how to love her and all other good by first loving him. I shall not be careful therefore in discriminating between what she gives and what she receives when I speak of her mission as love.

And now, if any apology is needed for introducing such a subject for serious discussion in the pulpit, I have only to say that love is not only the master passion of the human heart, and therefore most urgently demands our most serious study in the pulpit and elsewhere, if we would understand man and give any appreciable help to him in the development of his nature; but the part love plays in human happiness or misery, its influence on the greatest affairs of State, its domination of the whole social organism, its tremendous power in virtue and vice, make its study a fundamental necessity to all who would make any intelligent and effective contribution to human wel-

fare in whatever sphere they may choose to enter. Certainly the supreme issues we are called on to meet today in legislation for women and children will never be adequately dealt with until we abandon the silly witticisms and gallantries which have formed the staple of what we call our discussions on these topics, and approach them with serious and reverent mind. This I earnestly desire to do today, and I therefore approach my text with the same solemnity I would in preaching on the holiness of God, or the salvation of man through a divine mediator. The text is a figure, and to apply it to rational analysis or practical exhortation is a difficult task. All that can be expected is to get an outline with the lines not too deeply marked.

Woman, then, as a loving and lovable creature, is likened to the dawn, to the moon, to the sun and to a bannered host.

There is a peculiar beauty and a solemnity about the dawn. Both in what it banishes and in what it promises it is interesting. It tells of night and darkness gone and it is the prophecy of day and glad light. Its charm is indefinable, mysterious, and it fittingly describes the birth of love in the soul. It may seem harsh to say it, but I think we all pass through certain periods of life with no consciousness of love, not even love for our parents or relatives. We are absorbed in self and in receiving impressions. We are like the princess in her castle, asleep. Then the kiss of love touches us and we wake to a new life. We come for the first time to feel the thrill of a feeling that goes out from us. We are bewildered, intoxicated, in a mystery of gladness, seeing nothing perfectly and only sure we are facing brightness that must grow brighter, a dawn that must become day. When we blush and seek to hide this new joy we are following the law of nature. But we have no need to be ashamed of it, and no right to profane it by flippant behavior. It is the sacred moment of the soul's new birth. It is the first divine experience of humanity. Love is the soul's dawn, coming out of a night of selfishness and flushing with the first radiance of a new and better experience.

The next phase of love is like the moon, fair and stainless. I do not mean by this simply that we attribute to the object of our affection every charm and grace of chaste perfection, since we love only that which we see to be good. I mean rather that when love enters a soul it chastens and purifies that soul. It may be the heart of a maiden which has never harbored an evil thought. And still love will develop the radiance of that soul from the misty light of the dawn to the full-orbed splendor of the moon. Love opens new windows in the soul and brings in new dreams of goodness. And what miracles of purification does love work in the heart of man! Lives that have gone through the dust of conflict and selfish ambition; that have been dragged down to the pollution of coarse associations and instincts; that have fed on filthy books and licentious thought until it seemed only brutes could

be their fit companions—how have these been irradiated and cleansed at the touch of love! As though an angel voice spoke from the skies they have risen and shaken free from the pollutions that held them, to struggle towards the beauty and saintliness they beheld through the vision of love. Fair as the moon is love! And he who loves is made fair by loving.

The growing radiance of this experience is next suggested in the crowning glory of the day. She that looketh forth is as "clear as the sun."

This is the type of the ardor of life. It is this feature that redeems our life from stagnation and slavish labor. It is this that lifts activity into enthusiasm; and all the various incitements and impulses we know in life are at last but phases of this spirit of love. When we love study for the knowledge to be gained we have the enthusiasm of learning. When we love work for the wealth it brings we have the enthusiasm of industry. But these are but alloys of love. We love love for love's sake and then we have the enthusiasm of life.

All thoughts, all passions, all delights,
 Whatever stirs this mortal frame,
 All are but ministers of Love
 And feed His sacred flame.

Adam was made first, but he has no record of life until Eve was made. Paradise was given and he was placed in it and every tree that could delight the eye and feed the body was about him. All was good and abundant, but until love was born man was but a statue, a splendid isolation. And so it must be today. The life into which love does not enter is a maimed life, a sterile existence. The labors of Hercules are possible under the inspiration of love. "Jacob served seven years for Rachel; and they seemed unto him but a few days, for the love he had for her." As the sun turns the blankness of night into the significance of day, so love illuminates and transfigures our lot and our work.

We must now turn to what at first glance seems a violent wrench of the figure we have been pursuing. All has been heretofore the figure of calm and peace. What so silent, so peaceful as the early dawn, the calm majesty of the moon, the ardent but quiet rays of the sun? But suddenly we turn to an army with banners, where we expect confusion and tumult and desolation. From all the fair and lovely similes of heaven we are ushered into the presence of the most dreadful symbols of earth.

The turn is however natural and necessary. What we are called to contemplate is not the carnage of battle, but the awe-inspiring vision of an army with banners, and what excites awe are the dreadful possibilities embodied there. We have a most striking example of this in

our national history. Into the heat and clamor of political and partisan debate in our national Legislature a few years ago there was brought a simple and brief resolution providing that fifty millions of dollars be placed in the hands of the President for national defense. Instantly there fell a hush upon that august body. Without dissent, almost without a word the vote was taken and unanimously passed, while the nation that had been fevered and clamorous under recent events became silenced under a great awe. What did this mean? We realized the possibilities in that vote. Although not a single shot had been fired we were waiting with bated breath while great ships were being fitted out and great guns planted on our coasts, because we knew that the vote meant war.

It may seem strange to you to join such thoughts to a sermon on love. But I beg you, my dear young friends, to be deceived no longer. Love is bright and beautiful and invigorating. It is the secret of the ardor of life, the earnest of heaven, the apotheosis of blessedness. But believe me, love has, too, its terrible phase. The woman who knows this power and never feels awe in the contemplation of its possibilities is a silly fool playing on a slumbering volcano.

Who then are those who play with love, not recognizing it as an army with banners? First I would mention those who force it. There is nothing more beautiful in the world than a simple, natural, pure girl, "in maiden meditation, fancy free." But somehow in these days we are seldom blessed with this bright vision. We see for a few short days a child and then a creation which cannot be classified. Not wise enough nor mature enough for a woman and too old and too brave for a girl; a girl-woman—sometimes a woman-girl. Such persons have put their hearts in a sentimental hot-house and forced the growth of an insipid, weakly feeling they dignify by the name of love, but which all their true friends lament as silliness.

Then there are those who make love the minister to their own vanity. They have no ideal beyond clothes and no conceptions of a man except as a creature that can smirk and ogle and talk dreary nonsense. God forbid that I should be harsh towards the feeble-minded; but I cannot help thinking such girls are responsible for most of the inexpressible abortions masquerading in our parlors under the similitude of men. If girls could and would love such creatures they might lift them to something worthy to be counted. But they don't love them. Such girls love only themselves and they are so infatuated with themselves that they are ready to buy at any price whatever or whoever will flatter or gratify their love of self.

There are those who debase love to serve the calculations of worldly prudence. Love to them has no sacredness. If a man is eighty or eighteen; if he is as pure as she is or a rake; if he is a genius or a flathead—it makes no difference. The great question is, can he give

me luxury, position, ease? Her world is a great auction shop, and she is not ashamed to step up on the block and be measured and examined and passed upon and finally sold to the highest bidder. How much for my spotless life; how much for my power to transfigure a house into a home; how much for my love that lifts a mortal to the skies? And one answers, "A pound of dirt"; and another says "ten pounds," and the auctioneering mother cries, "Gone to the highest bidder!" This is the travesty going on every day in the name of love.

And, lastly, I must mention those who play with love by inconstancy. I will not attempt to depict a flirt. Read Addison's dissection of a coquette's heart if you would see such a description. But it is not necessary to turn to the eighteenth century. We have multiplied the examples in our own century beyond all computation. We have advanced to the finished product of inconstancy in love, the married coquette. Men and women recognize no finality in the wedding ceremony; it is an experiment. Married for convenience, they are divorced whenever another marriage seems more convenient. This outrage against the sacredness of love in the name of a lawless love is loosening all the bonds of the family and society, and giving us over to all the terrible consequences of a licensed libertinism; and none are more responsible for it than the women who thus play with love.

Here we come to a pause in our discussion. We face another and a very different symbol of love, the symbol of the consequences attending what we have described as playing with love. When men and women pervert and make sport of the holiest passion of God has implanted in human hearts, it is necessary to find some more fitting figure than the dawn and the moon and the sun to set it forth. Love perverted, love outraged in its eternal sanctities, is "terrible as an army with banners." It is terrible in its revenges. The havoc made in our world by such crime against the holiest of our emotions is beyond our power to describe or conceive.

If we think of those who, deceived and betrayed by a false love, have gone down quick to death, hating all purity and mocking at all good; if we think of the men who have been transformed by this sinister power from loving adorers and helpers into demons whose only mission henceforth is to profane and ravage in the sanctuary of love, and of the women who have debauched their souls and then prostituted the temples of their souls, betraying for a vile price the Lord both of their soul and body; if we think of the desolated homes, the worse than orphaned children, the debauched sense of virtue and all good, the blasphemy of religion, and the blasting effect of all these upon our social and economic and religious life, we will not marvel at the repeated and severe denunciations of perverted love in the Bible, nor think it extravagant when it declares that, "her end is bitter as wormwood, sharp as a two-edged sword. Her feet go down to death; her steps take hold on hell." "Terrible as an army with banners!"

But I will not wrong you in the sweet innocence of your youth by the assumption that you meditate such things. I only warn you that such things can be and will be if you betray this holy spirit of love. And I will point out to you the obverse of this symbol, that if love outraged is a terrible scourge against all good, so is love obeyed a terrible scourge against all evil. God has made you the angels of a gracious and healing ministry. He has sent you to bear witness as the fittest type on earth to exemplify the love Christ bears to His church. And if in your sober moments you shudder at the thought of profaning this power to minister to lust and to work such terrible consequences of sorrow and ruin, you will also kneel before the Lord your Maker, with devout thankfulness as you realize that you have been given a power which, terrible if perverted, and full of disastrous consequences to yourself and your generation, is also like an army with banners when arrayed against the institutions of evil. The love of a pure woman is itself a kind of redemption that "never faileth." The evil tongue and the black heart are paralyzed when love lifts its banner against them. Evil institutions that debauch public opinion and defy public law expose their hideous and baleful realities when touched by love's transforming spear. Man did not awake to the enormity of the ruin and sin of the liquor traffic until those women in Ohio fell on their knees before the saloons and cried to God to avenge their love; and thus inaugurated the Women's Christian Temperance Union. Men were not shaken with horror at the awful white slave traffic until Florence Crittenden gave up her life in rescuing girls from the houses of hell. And today, in the midst of the ferment and protest and demands for new laws and new attitudes in the matter of woman's relations to the home and to the State and to the whole field of human activity I clearly perceive that the impulse and directing inspiration of it all, notwithstanding its vagaries and excesses, is love; and I am confident that out of it all will come a better, higher, broader and nobler civilization, when men and women will unite their aims and their labors and their rewards; and march on in victorious strength "terrible as an army with banners."

For love is invincible. "The greatest of these is love." That is God's word and He has chosen love as the instrument of His final triumph. He came to Sinai in thunders and lightnings and earthquakes to startle and awe the children of men into obedience to law. He came to Zion in the stately ceremonial and the streaming altars to teach men the awful cost of sin and the need of redemption. But when He came to Calvary, it was the still, small voice, the whisper of love, the final revelation of God; the supreme persuasion that "never faileth." God's power to love is His power to save. He will bring back his fallen sons and daughters from bondage and despair; and purify them unto a new inheritance by the sweet insistence of love. He will

regenerate this world and make it a new and vaster Eden through the men and women who are faithful to love. "Instead of the thorn shall come up the fir tree, and instead of the brier shall come up the myrtle tree." "The wilderness and the solitary place shall be made glad for them; and the desert shall rejoice, and blossom as the rose." "No lion shall be there, nor any ravenous beast." "But the redeemed of the Lord shall walk there."

Blessed through love is God—through love
 His bliss to ourselves is given.
 Heavenlier through love is the Heaven above,
 And love makes the earth a heaven.

Six Rules for Success

Dr. Bruce R. Payne, president of Peabody College, Nashville, Tenn., of which institution the Seaman A. Knapp School of Country Life is a part, is the author of a stimulating "Success Talk for Boys." Here are the six vital matters as Dr. Payne sees them:

1. *Open-mindedness*.—Keep your mind open for new ideas; be willing to give them many patient trials. Do not hastily refuse the suggestions of others when given orally or upon the printed page. Test all things, and then hold fast that which is good. Openmindedness to new thought, with a few profound convictions regarding that which has been tried and found sure, are elements of success.

2. *Earnestness*.—Wake up and keep awake. Whatever your hands find to do, do it with your might. Be sure your hands find the right thing to do. Then don't be half-hearted in the doing. In good work there is no such thing as temperance. Be as intemperate as you please in accomplishing the right, the useful, and the good.

3. *Health*.—Keep your mind and your body clean, healthy and whole. The victory is to the strong. The lame, the halt and the blind carry no loads. You owe it to God and man to be as strong and as well as you can. A living dog is better than a dead lion, provided the dog can do something.

4. *Concentration*.—Begin to learn to do some important work and stay with it until you excel in it. Prolonged and unremitting concentration of mind and body upon some one undertaking useful both to humanity and to yourself is a prime requisite of success. The world is in some strange but certain way organized so that he who sets himself doggedly to produce such contribution for his fellows can in no wise fail in this world, and therefore not in the next.

5. *Obedience to Laws*.—Try to discover as many of the laws of nature, the laws of man, and the laws of God as you can. Then forever regulate your action and adjust your life to these laws. God alone makes laws. It is man's business to discover them and obey them.

6. *Friends*.—Half your success will come from your friends. Make friends Do something for as many people as you can. It pays, though you will never make it pay if you do it for pay. Lay up for yourself treasure in this heaven of friendship and no man may steal it from you. Invest something in other people. It is profitable, if not always in the way you desire, then in a better way. It will be paid in God's own time and manner.

An Example and Its Application

H. E. COOPER.

No doubt you have driven John, the typical livery horse. When you started he seemed terribly stiff and tired. He moved very slowly and attempted to stop at every house, and whenever you met anyone in the road. You tried to induce him to go more rapidly and get you to your destination in time to keep your engagement, yet you pitied him and tried to be kind to him. You, however, felt constrained to rattle the whip in the socket, at which John pricked up his ears and feigned to make haste for an instant. His movements proved to be principally from side to side. Before long you took the whip, which was short, light, and really useless, into your hand and struck him a light tap. He jumped forward so suddenly and violently as almost to throw you out of the buggy backwards. Your neck could scarcely hold your head on your shoulders. After the jump and half a dozen steps John settled down to his former snail pace. You applied the whip repeatedly with diminishing returns, both in the violence of the jump and jerk and in the number of accelerated steps.

You decided after some study of John's case that he was neither stiff not tired, but lazy and tricky. You immediately stopped at a store, and bought a whip of good length and weight, and proved your decision to be correct. By lubricating John's joints with this whip and holding it in readiness for further application, you arrived in time to keep your engagement.

That over, you start to drive John homeward. How differently he performs! He sails along with tail and mane floating in the breeze. You even have to hold him in to prevent his dashing the buggy to pieces. You make the return trip in one-third of the time spent going, and do not even touch the whip with your hand, much less use it.

What wrought such a change in John? Nothing except the difference in incentives. When you started he knew nothing of the distance he was to take you. He knew nothing of the quality of the roads he was to traverse. He knew nothing of any rest, food, or shelter to reward him upon his arrival. Finally, he knew no reason why he should make that trip and took no interest in it.

On the return trip everything was changed. John knew well what kind of roads he was to traverse and the distance. He knew that rest, food, and shelter awaited his arrival. These were to him sufficient reason for his making the trip.

When John, the typical boy, comes to school, do we keep him on the first part of the journey in his studies without knowledge of the paths to be traversed or of the distance? Do we keep him ignorant of all re-

wards, and of any reason why he should make the journey? Do we drive him by means of punishments in the form of frowns, words of disapproval of his pace, taunts for backwardness, unfavorable comparisons with other children, or actual physical punishment? Or, on the other hand, do we allow him to proceed at once and constantly on the return trip with all the natural rewards of accomplishment? Do we drive him by the motive power that we ourselves administer, or do we let him move by his own motive force? Do we furnish him the incentives of the whip behind, or food, shelter, and rest before? Do we inspire by punishments to be avoided, or by rewards to be attained?

If you are a thinking teacher you are asking yourself how the foregoing harangue may help you to help John learn the multiplication tables. If John wants to play ball, familiarity with the tables will enable him to solve his problems in less time and give him that much additional time to play ball. If he has some pigs growing into hogs, he can figure expenses, profits, etc., more easily and accurately by means of that familiarity.

If John is interested in truck farming, he has a good incentive to study geography. If he is interested in school entertainments, he has a good incentive to learn to read. If he wants to answer some advertisement, he has an incentive to write well and also to learn to write good letters.

The quality of school work is in large measure determined by incentives. For incentives see *Specific Purposes* in the book entitled *How to Study*—McMurray, pages 15, 16, and 31-60.

Recompense

Where the green fir-tips meet the sapphire sky,
A gull, cloud-white,
Careless of earth, floats insolently by
In the warm light.

Still imperturbable, it holds a course
To lands unknown,
And scornful of the south-winds gathering force
It sails alone.

Seeing unmoved the noon's exultant glow,
The evening's grief,
The wind-swept waves that crumble into snow
Upon the reef.

The ships becalmed or scudding for the shore
In wind and rain,
Alluring isles—all these it passes o'er
In calm disdain.

Deep in the woods, the sea left far behind,
I listen long,
Searching in ambush, yet in vain, to find
Who sings that song.

I know those notes pure as the brooks that gush
Down Alpine vale;
Enchantress of the woods, the hermit-thrush,
Our nightingale.

Its world a forest bough; here in the shade
It sings unseen
The magic song a yearning lover made
To charm a queen.

The ocean-wandering gull from all his quest
Can nothing bring.
You have the world within your throbbing breast
For you can sing.

—EDWARD BLISS REED in *The Independent*. (By permission.)

Commencement

PROGRAM.

Sunday, June 4.—Commencement Sermon, DR. THOMAS H. LEWIS.

8:30 p. m.—Y. W. C. A. Sermon, REV. W. B. OLIVER.

Monday, June 5, 6:30 p. m.—Class Day.

Tuesday, June 6, 10:30 a. m.—Meeting of Board of Trustees.

Business meeting of Alumnae Association.

8:00 p. m.—Alumnae Dinner.

Wednesday, June 7, 10:30 a. m.—Commencement Address, HON. T. W. BICKETT.

MARSHALS.

Chief.—Juanita Weedon, Poe Literary Society.

Assistants.—Helen Gardner, Jessie Bishop, Lucile Bullock, Nannie Mac Brown, Effie Baughan, Christine Overman, Julia Elliot, Virginia Sledge.

The reports below are taken from the *Greenville Reflector*.

Annual Commencement Sermon

Yesterday, the first of the exercises of the seventh annual commencement of East Carolina Teachers' Training School was held. The program was carried out in a most pleasing manner to both the school and the people of Greenville and surrounding country. The commencement sermon, delivered by Dr. Thomas H. Lewis, president of Western Maryland College, of Westminster, Md., was a masterly discourse that made a lasting impression upon his hearers. Each of the musical numbers were well rendered by the students of the school under the direction of Miss May R. B. Muffley.

The sermon by Dr. Lewis was a remarkable one, marked by depth, power, beauty and charm. He treated his theme, human love, in a masterful manner, giving a wholesome, sane interpretation of love and its place in life, and paying just, fine tributes to the worthy type of womanhood and condemning unworthy types. It was singularly free from sentimentalism or from unreasonable claims for woman. It was a most fitting sermon for a group of young women starting out in life.

The delivery of Dr. Lewis was easy, and direct, without any ostentation or mannerisms. Before Dr. Lewis was half through the listeners realized that they had come under the spell of a subtle magnetism that they were not conscious of at first.

(The sermon is printed in full elsewhere in the QUARTERLY.—Editor.)

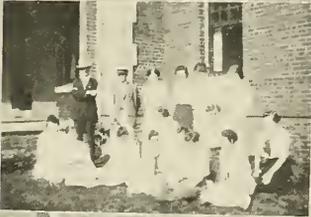


1918-1919

GROUPS AT THE SCHOOL



1918



1919

Y. W. C. A. Sermon

Rev. W. B. Oliver, pastor of the Baptist Church of Florence, S. C., preached the sermon before the Young Women's Christian Association.

His text was Psalms 16:11—"Thou wilt show me the path of life." His theme was life's value. He interpreted the meaning of life, the relationships of life, its opportunities, investments, expenditures, and the returns. He read as the Scripture lesson a portion of the eighth chapter of Mark, the theme of which is "He that loseth himself for My sake shall find himself."

The sermon was clear, logical and carefully thought out, with finely turned, well-balanced thought and sentences, and was delivered in an earnest, sincere manner. The impression that the message was an expression of the life of the minister was strong.

He began by enumerating the things that various types of persons value and preserve as a child who cherishes her doll. Values are determined by our understanding.

Below are given some of the valuable thoughts from the sermon:

As life goes on what has been least becomes greatest.

"To know self in all the relations that make life worth while is man's greatest task. Life is right relationship, and this means success; the reverse means failure. An educated man is a gift to the world." According to the evidences of the action of men the business of life is to make a living, but if this were all, the life of man would be no better than that of the beasts. He asserted that life cannot always be measured by achievement. There should not be a miserly saving of self nor a careless squandering of life, but life should be carefully planned and invested so that peace, dignity, and glory will be the returns in the end. Each one should make the most of the opportunities of life. "God hath put into the soul what will gladden the world." Right living is living a life of usefulness and service. "Manhood is more than money and womanhood grander than all the forces of wealth." "Character is the coin of the soul."

Mr. Oliver stressed the great need there is for citizenship, making it clear that it was as much a duty for a man to attend to the affairs of citizenship as it is for him to bear arms in defense of his country. "A man has no right to neglect his civic duties." "No substitute can clear a man of dishonor if he neglect his duties." "Woman, too, has obligations to society, which she cannot delegate to others; she has no right to live on and not for a community. Many people will die for a home who will not live for it. When a man merely provides for his family he does no more than he does for his horse and dog. "The man or woman who withholds self from the community is a traitor."

"A life is unreal, artificial until it has first gripped self." "Self must be conquered before it can be used."

"Today we think in terms of doing, but it is a day of big enterprises, a day of coöperation." The one who lives truly today is the one who serves his home, society, the State and the world.

"You will be just as large as your service." The old arbitrary lines shutting the Christian off from contact with the world are obliterated. Applied Christianity is the only Christianity that counts today. "By their fruits ye shall know them." The "sacred desk" is no longer the pulpit alone; it is the desk of the judge, of the merchant, of the teacher, of the mother, of any one who is pursuing a calling that involves service.

At the close Mr. Oliver told a story of the child waiting to give its father the best it had, and applied it to the Heavenly Father, who will accept the gift of the best from every life.

Rev. A. G. Harris led in prayer. The school sang the hymns, "Praise Ye the Lord" and "Draw Thou My Soul."

Misses Paschall and Wallace sang a duet: "God That Madest Heaven and Earth."

Class Day Exercises

PROGRAM.

I.

1. The Hopeful A's.
2. 1919 Class Song.

II.

1. The Busy B's.
2. 1918 Class Song.

III.

1. The Confident C's.
2. 1917 Class Song.
3. F. Class Song.

IV.

1. The Last Meeting of the Dignified D's.
2. 1916 Class Song.
3. Reminiscences of the Senior Play.

The Class day exercises of the graduating class of East Carolina Teachers Training School were exceedingly attractive and entertaining, as well as unique.

The whole school marched by classes, each class led by its president bearing the class banner, and each girl wearing a tie of her class colors. The exercises were on the hillside. Almost three hundred girls in white, seated under the trees, and a large audience gathered around them made a beautiful picture in the twilight.

The first bit of action on the program was when a group of seven seniors came skipping out and sang of their deeds when they were "hopeful A's." Then the A class sang their class song, which looks forward to the deeds they wish to perform.

The bustling around of the groups representing their year as "Busy B's" was perhaps the most catchy part of the historical program. First came girls with tape measure and pencils trying to solve problems in practical mathematics. These were interrupted by Latin students who insisted on showing their knowledge by singing the Latin song, "Gaudeamu's Digitur." Aspiring young scientists rushed in showing their tank of toads they were studying. Each group brought in clever sayings and hits that were generally appreciated by the other students.

The "B" class sang their song, "Under These Holly Trees," which is a parody on "Under the Greenwood Trees."

The seniors who represented the class when they were "confident C's" showed on posters many interesting statistics as "Class Registration, 97." The whole class rushed in and went through the motion of registering.

Then followed interesting facts and figures connected with their Junior year.

The C class, which is the largest class in school, sang with a vengeance their song.

Then the "F" or one-year professional class, sang their song.

The next section on the program was a formal class meeting, in which parliamentary law was strictly followed. The secretary in the minutes reported all of the activities in which the seniors had taken the lead during the year. They have many things to their credit. First they gave a Hallowe'en party to the school. Then followed an account of their "Moonlight School" program, the planting of sixteen trees on the campus, their Lincoln assembly program, the bringing of the University Glee Club to the school, and the senior play.

The president, Miss Louise Smaw, asked for reports from the different committees. The first to report was Miss Georgia Keene, who was chairman of a committee to draw up the last will and testament. The bequests to the different members of the faculty and to the classes brought forth shrieks of laughter from the appreciative students.

Then followed a report on a psychological survey made of the class. Miss Martha Lancaster read a letter purporting to be from learned psychologists who had made the tests and reported on what the tendency in each student would lead to in her future. This was cleverly done and called forth much merriment when some particularly apt forecast was made.

After each report there were discussions, amendments and voting.

The class voted to leave some special gift to the school and called President Wright forward and presented to him a check for \$200 for the loan fund. Then they announced to him that they wished to present to the school a portion of the Parthenon frieze which was to be placed in the entrance hall of the Administration building, and extend

across the front. They expressed the hope that each class hereafter would leave some work of art to beautify the buildings.

President Wright accepted the gifts in a gracious manner, expressing his appreciation of the gifts themselves and of the fine spirit of the class.

Reminiscences of the play, "A Midsummer Night's Dream," formed the charming finale to the program.

Puck and a fairy came springing from the woods as if they were true spirits of nature. The dance by Puck was beautiful and the symbolism of the character seemed to stand out more clearly because of the setting in the woods.

The mechanics strolled in and gave a portion of their part in the play. The clown dance was greatly enjoyed by the audience.

Puck mockingly danced in the background.

The tree hearts seemed to have walked out of the trees literally, their costumes of soft green and brown melted into shades of the woods so completely, and their rhythmic movements as they glided seemed like the gentle swaying of the trees. In the soft twilight these dances from "A Midsummer Night's Dream" were alluring and marvelously beautiful. When Puck came forth and spoke the epilogue bidding all good-night the audience came back from fairy land with sighs.

The attractive programs were printed in gold and tied with gold cord, the class colors.

To Miss Daisy Bailey Waitt is due much of the credit for the excellent program. As class advisor the class has looked to her for direction and guidance in their activities throughout the four years they have been in the training school.

The officers of the class are as follows: President, Louise Augusta Smaw; vice president, Lela Reid Durham; secretary, Lida Harrison Taylor; critic, Hattie Thomas Turner; historian, Sallie Cook Lassiter; treasurer, Alma Spivey.

The class flower, which was very much in evidence during the evening, is the nasturtium. The class motto is: "Loyalty in Everything."

Meeting of Board of Trustees

The Board of Trustees met at 10 o'clock Tuesday morning. Most of the members were present. Some found it necessary to leave, but several stayed over to attend some of the exercises of commencement.

A report of the Alumnæ business meeting will be found in the Alumnæ Department.

Alumnæ Dinner

The Alumnæ dinner, which was given in the dining hall of the Training School at 8 o'clock Tuesday evening was a brilliant affair. The tables were beautifully decorated with nasturtiums, the flower of the

class of 1916, and ferns were arranged around the room in a rectangle, with a long table in the middle, at which sat the officers of the Alumnae and those who responded to toasts.

The Training School girls were the first to greet and pay deference to "Our New Governor" and the first to get a message from him. When President Wright proposed a toast all rose and responded enthusiastically. The Alumnae were all delighted that they had the opportunity of entertaining him. When called upon to speak he arose and said that he was like the old woman that was asked to go to the theatre and 'lowed she'd go, but didn't aim to be a part. He said the machinery would not go off until Wednesday morning. He expressed his pleasure at being present, however, saying that it was refreshing to join in such festivities after the strenuous campaign.

Several members of the Board of Trustees were here for the dinner: Messrs. Harding, Brinson, Lee, and R. B. White.

An orchestra from Washington played during the evening. Miss Edna Campbell acted as toastmaster, and welcomed the new members into the Association. She recalled the occasion five years ago when the small band of thirty-five, the classes of 1911 and 1912, gathered in the same place for the first Alumnae dinner; she gave the number added each year. This year the forty-seven new members, the class of 1916, carries the Alumnae roll to one hundred and ninety-five, a remarkably good showing for history only six years long.

Miss Lalla Wynne responded to the welcome for the class of 1916. She caused a great deal of amusement when she assured her listeners that the class would stand by the school "to a man."

Miss Luella Lancaster toasted the anniversary of the first dinner, "Our Wooden Wedding," reminding her fellow alumnae that they could never be old maid school teachers if they had celebrated their wooden wedding.

Miss Mary Moore responded to the call for "Preparedness," the one big thing the school stands for.

Mrs. Grace Bishop Dew spoke for and to "The Deserted," those who have taught the two years and have changed name and transferred interests.

Miss Pattie Dowell, Alumnae editor of the school magazine, explained briefly the nature of THE QUARTERLY, and gave a brief sketch of it, telling how its fame had spread over the country in spots and impressing upon the alumnae that it was their part to fill in the spots and extend its influences. She showed that it was the policy of the magazine to express the spirit and work of the school as nearly as it is possible. At the close she proposed in jingle a toast to THE QUARTERLY.

"Odds and Ends" was the toast to which Miss Pearl Brown responded, emphasizing what lingered longest in the minds of those who go out from school—the little things that are out of the rut.

Miss May Barrett proposed a toast "To Our Girls From the Faculty," graciously reminding the alumne that they were always "our girls" to the school and faculty, no matter where they go or how long they stay away.

President Wright, called upon to give anything from a smile to reminiscences of Frazier's mule, greatly delighted the alumne with a few remarks.

After the toasts the young ladies sang several songs at the request of the guests.

Graduation Day

ORDER OF EXERCISES

Prayer—REV. J. M. DANIEL.

Chorus—Sanctus, St. Cecilia's Mass.....Gounod

BarcarolleLock

GLADYS WARREN.

Chorus—Oh, Italia, BelovedDonizetti

Address—HON. T. W. BICKETT.

Glee Club—The Lass with the Delicate Air.....Arne

Presentations of Diplomas and Bibles.

Bridal Chorus, LohengrinWagner

Announcements.

"Star Spangled Banner"Chorus
Benediction.

The forty-seven young women in the graduating class, with the special chorus back of them, grouped on the stage the morning of the final exercises of the commencement of East Carolina Teachers Training School, made a charming picture. Singing was especially beautiful.

The speaker, present Attorney General and the next governor of North Carolina, the Honorable T. W. Bickett, did not show marks of the campaign he had just completed. His manner was genial, pleasing, and he spoke deliberately, with clear, distinct enunciation. The large audience was delighted with the address. President Wright, in presenting Mr. Bickett, said that the reason the people of North Carolina honored him was that they believed him a faithful servant to the best interests of the best people of the State. After this presentation the whole audience arose as one and saluted their future chief.

After the address, a digest of which appears below, and a song by the Glee Club, President Wright presented the Diplomas and Bibles to the forty-seven graduates, who are as follows:

Susie Barnes

Annie Laurie Bishop

Gertrude Lamb Boney

Ella Bonner

Lola Tabitha Brinson

Ruth Brown

Ava Viola Craver

Susie Toms Morgan

Lucile O'Brian

Katharine May Parker

Fannie Lee Patrick

Marjorie Lydia Pratt

Eva Annie Pridgen

Julia Rankin

Susan Naomi Dail	Mary Secrest
Jessie Brent Daniel	Janna Trilby Smith
Nellie Lucile Dunn	Mary Elizabeth Smith
Selma Raye Edmundson	Elizabeth Rose Southerland
Ethel Marie Everett	Sara Louise Stalvey
Anna Myra Fleming	Ruby May Vann
Adelia Dinabel Floyd	Mary Bloomer Vaughan
Blanche Allen Gardner	Eunice Yates Vause
Viola Gaskins	Marguerite Alma Wallace
Alice Harvey Herring	Gladys Virginia Warren
Georgie Spivey Keene	Mary Katharine White
Martha Annie Lancaster	Nell Virginia White
Janet Lee Mathews	Johanna Whitehurst
Lalla Bernice Wynne	

Mr. Bickett's Address

Mr. Bickett first referred to the establishment of the school. He was a member of the General Assembly of North Carolina and on the educational committee of the House when the question was settled and he took an active part in securing the passage of the bill. He said that his part in this gave him a new dignity, made him a sort of a grandpa, as it were; "A good grandfather is a better thing for North Carolina than a good governor."

He paid tribute to Governor Jarvis, saying that he felt that this institution was a monument to the great industrial governor of the State; he liked to think that, although he was denied children in the flesh, this school, was the child of his heart and the glorious legacy he left to all generations to come.

The subject that Mr. Bickett announced was "The Woman Beautiful."

He told a story of Max O'Rell, the famous French lecturer and writer, who, when invited to address a group at a Woman's College, was asked what he was going to talk about, and replied "Women," the woman who asked the question retorted, "Why did you come so far to tell us what every sixteen-year-old girl knows more about than you will ever dream of?" In spite of the rebuke, he talked on that subject. And Mr. Bickett announced that he, too, in spite of the rebuke, would talk on the same subject.

"An ugly woman is a mistake, a misfit, a false note," he said. "In the original plan she was intended to be the climax of creation." He quoted Burns and Milton to show that the poetic conception of woman was a creature of beauty, and the poets are the best witnesses. Some few have fallen from their high estate by thanking their stars that they are freed from pride in good looks; others meekly submit, laying the blame on Providence. "Ugliness," he declared, "is a preventable disease, and belongs in the same category as typhoid fever, tuberculosis and smallpox."

"Beauty is a master key that opens every door. The world never rates a woman at less than her face value.

"History shows that in the supreme crises of life sentiment triumphs over thought. The world pays more for its fancies than for its facts." These are some of the sentiments he used in his introduction.

He emphasized the importance to a woman of making herself attractive, and suggested the stages and causes that led to divorce. Often the woman needs a vacation and some new clothes.

He next proceeded to tell how the kingdom of beauty could be restored or acquired.

Three things the woman who would be beautiful must keep in mind, he said are: Be strong; be natural, and be holy.

He took as the basic principle of beauty and of service, good health, and urged the young women to take exercise, sleep enough, eat the proper food and learn to prepare food properly. "No one can associate beauty and dyspepsia," he said. "They are certainly not affinities. The triumphs of the parlor begin with the kitchen."

In urging young women to be natural, he said: "Affectation spoils more faces than smallpox. In this age of shams the truly beautiful stand out as the sincere, the genuine. Lack of self-consciousness is one of the marks of beauty. In this age of shams, ines and eens, as satine, velveteen, butterine, he feared there would finally be girlines who worship the God of things as they are."

He quoted from Bunyan, "At the end of the street called straight you come to the House Beautiful." He cited the example of St. Stephen to show how the soul, beauty of spirit, affected the appearance. He referred to the beautiful spirit and character of his old friend, John Charles McNeill. He would not ask young women to be sanctimonious, but he did insist that they live in an atmosphere of purity and truth.

He closed with an impassioned appeal to the young women who were listening to him to reach upward to the power and glory of womanhood, to reach the highest, the most beautiful, of which they were capable.

Announcements

Certificates for One-Year Course.—The school grants certificates to those who take the one-year course, but President Wright emphasized the fact that this was not the real teacher's course of the school. Twenty-eight young women received this certificate.

Gifts.—The Senior class gave the sum of \$200 to be used as a loan fund for worthy students. The class left a portion of the frieze of the Parthenon, which has been placed across the front hall of the Administration building. The class also presented sixteen Lombardy poplar trees which they planted on the campus. The Alumnae left the sum of \$250 to be used for a swimming pool.

Enrollment for the Year.—President Wright announced that the enrollment for this year was 295, exactly what it was last year. The reason that the school has not grown larger is that it has no room to grow.

During the last year 947 persons have been taught in the school. They are distributed as follows:

Summer term, 1915, 394; Model school, 1915 term, 112; the regular school year, 1915-16, 295; the Model school during the school year, 146.

The singing of "The Star Spangled Banner" by the audience and the benediction by Rev. J. M. Daniel brought to a close the seventh annual commencement of East Carolina Teachers Training School. With this the sixth graduating class goes forth to teach in the schools of North Carolina. This makes 195 who have received the diploma of the school.

The Annual Commencement Recital

PROGRAM

PART ONE.

Turkish March (Two Pianos)	Mozart
Eunice Hoover, Naomi Dail.	
When Your Dear Hands (Soprano)	La Forge
Alice Herring	
Impromptu in A flat	Schubert
Bess Tillett	
Invitation a la Valse	C. M. von Weber
Martha Lancaster, Lola Brinson	
When Thou Art Near (Soprano)	Gilbert
Ecstasy	Rummel
Mary Smith	
La Preima Ballerina	Boyle
Alice Herring	
Berceuse	Iljinsky
Eunice Hoover	
Argonaise	Massanet
Louise Croom	
Sing On (Soprano)	Denza
Lida Taylor	
Hark to the Mandoline	Parker
Lucille O'Brian, Martha Lancaster	

PART TWO.

Toreador Song from "Carmen" (Two Pianos).....	Bizet
Louise Croom, Mary Wooten, Agnes Hunt, Ruth Lowder.	
Papillon	Grieg
Lou Ellen Dupree	
At Parting (Soprano)	Rogers
A May Morning	Denza
Marguerite Wallace	

Summer Night	Binet
Valse Noble	Schumann
	Janet Matthews
Nita Gitona (Soprano)	De Koven
	Helen Paschall
Lullaby from "Mid Summer Night's Dream".....	Mendelssohn
	Chorus
Lolita	Chaminade
	Gladys Warren
Valse—Caprice (Two Pianos)	Rubinstein
	Gladys Warren, Janet Matthews

The Seeing Eye

A curve in the road and a hillside
 Clear cut against the sky;
 A tall tree tossed by the autumn wind,
 And a white cloud riding high;
 Ten men went along that road;
 And all but one passed by.

He saw the hill and the tree and the cloud
 With an artist's mind and eye;
 And he put them down on canvas—
 For the other nine men to buy.

—MARGARET L. FARRAND in *The Independent*.
 (By permission.)

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POE LITERARY SOCIETY.

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SUMMER STUDENT EDITORS.

LUELLA LANCASTER.

VIOLA DIXON.

VOL. III

JULY, AUGUST, SEPTEMBER, 1916.

No. 2

Who's Who This Summer

Space is given in this issue for a roster of the summer school. The facts and figures printed here are usually kept in the office and are consulted only by superintendents who are searching for teachers. But the students themselves are interested in them; others may wish to know something of the personnel of the summer group at the Training School, where the students come from, what training they have had, and what kind of schools they have taught in.

Heretofore only the names and addresses of the summer students have been published, and that not until the next spring, in the annual catalogue, and alphabetically arranged with the regular students, so that only the people in the school can distinguish them.

Each student would like to know something of his fellow students whose elbows he has been rubbing all the summer, but he is too busy doing the work he came here to do, or does not like to appear inquisitive. This gives him a chance to see for himself without annoying any one. This information may be of practical value. One who has accepted a new school may find some one from that community here, and can get many points about the community; he may even find last year's teacher of that school. A number of students from the same school, but at different times, may find each other to form social groups for exchanging reminiscences. Some lonesome soul may find another

lonesome soul from the same county and the lonely feeling is gone when two share it. Geographical bonds are strong.

The list was closed the last of June. A number entered after that, but were too late for the roster.

**Vacation
and the
Summer School**

"Vacation" to the teacher once meant months of long hours, day in and day out, with no thought of school past or to come. She locked the door of her mind when she locked the door of the school house the last day of school.

If she were ambitious and wished to study further, she had to wait until fall before she could find a school to enter, and then she often felt herself an alien among immature school girls; she had to take a full year from teaching, and would then have to wait another long summer before getting her expensive training to work; and in the meantime, her ideas grew dim and hazy, and her enthusiasm cooled.

She can now teach a full school year, go directly from her teaching while she is still conscious of her peculiar needs, can get courses that are planned especially for her, courses in child-study, pedagogy, sociology, school administration, psychology, in addition to the course on the subjects she is teaching, or that she wishes to pursue for her own pleasure.

She can look ahead and prepare herself for any special work she finds she is peculiarly fitted for, and at the same time continue to make her living. Years ago a change of work meant expense beyond the dream of many a girl who knew that she was a misfit, and knew she could do another kind of work well, but she had to keep plodding along at the distasteful tasks because she could not afford the change. "Many a mickle makes a muckle." The credits for a few summers put together make up a full course. Everywhere now full credit is given for creditable work. The world realizes the quality of work done in July is not inferior to that done in December. The old type of summer school that had only hot-air courses and was considered only a make-shift for the lazy teacher who wished to get something for nothing, is gone. The great numbers that flock to the summer schools prove that the teachers prefer six or eight weeks of mental work in the summer to mental rust.

This item in a local paper caused a laugh: "Mr. has gone to New York, where he will take the summer course at Columbia University." Imagine all the students in a big University taking one course!

**What are You
Going to Do
With Your
Real Vacation?**

What is the one thing that means the greatest rest to you, that re-creates you? Find out what it is and do it between now and the time school opens. Perhaps it is just lolling about reading for pure pleasure. If so, loll and read. If it is rolling on the grass looking up at the trees, roll and look. If it is visiting around being entertained, accept some of your invitations. It may be that you would enjoy uninterrupted hours at the sewing machine, or helping with house work or cooking. Whatever thy spirit craves to do, do it with all thy might, provided it does not interfere seriously with the rights of others. It may be that you can give only a part of each day to your favorite recreation, or it may be you can take only a few days for it, but give some time to doing what you please. Nothing rests one so much. There is no universal prescription for rest that is any more definite than this.

Business people get more out of their two weeks' vacation than the average teacher gets out of his long one because they plan it carefully, and jealously save every bit of it for pleasure, make it a true holiday.

Teachers, remember your playtime is here, and make it playtime.

Playgrounds Playgrounds have been written about and talked about so often that it seems that there should be none left to be convinced of their value, but the people of North Carolina are just beginning to prove their convictions by appropriating money and space for the cause. Raleigh was one of the first towns in the State to have a supervisor and to take up the work systematically. In this issue of *THE QUARTERLY* is an account of the work by one of the supervisors and the report by the man who has had charge of the work for the two years since it began. At the Centennial School the supervisors talk enthusiastically of the success of the various organizations which are run in connection with it.

Instead of groups of surly, cross children eyeing each other suspiciously, as little animals at bay, as they play on the streets, ready to pitch into each other on the slightest provocation, one sees the happy play groups on the playgrounds, playing games, and working together.

One group was seen building Raleigh in the sandbox. There was no mistaking the Capitol, the streets laid off in the square around it, the jagged skyline of Fayetteville street, and the skyscraper bank. There was some discussion as to the shape of the top of the Capitol, the sticklers for accuracy insisting that it must be made as it really is. A discussion as to which bank they should build checked the work for a few minutes. The little folks were happy and were incidentally getting some good lessons in geography.

The Thompson School playground has been opened since the close of school. The old building has been shoved back and the excavating begun for a new building, when the work was stopped even before it was begun. That left a hole of red mud right in the center of the grounds. The other parts of the grounds were sunken and not in any condition for a playground. The city hauled dirt for filling in. At first it seemed hopeless, but what seemed a handicap turned out to be a help. The boys of the neighborhood had something to do at once that was worthy of the best that was in them. They leveled the dirt, made the tennis and basketball courts themselves and got the grounds in good shape. It was theirs, because they had done the work. They helped put up the equipment, and did the painting themselves. There was at once a feeling of companionship and good-fellowship between the supervisors and the children because they had worked together.

“Tell me a story” has been the plea of children since stories were first told. It is the surest way to lead them to a love of literature, feed their imaginations, stir their better emotions, and train their ears to listen. What is more inspiring than a group of children gathered around a storyteller, listening to the escapades of Brer Rabbit, the adventures of Ulysses, the feats of Robin Hood, the wonders of the Arabian Night tales, or to the beautiful nature myths? They can follow the story unhampered by such troublesome details as words that have to be mastered by eye and then combined with other troublesome words before they will make sense. Their ears and minds are far in advance of their power to take in by the eye print language. By the time they have mastered the artificial the interest is killed. Everybody who will can reach children by heeding their cry, “Tell me a story.”

**Why Not
Have Weekly
Big Meetings?**

The “big meeting” is still a feature of country life in North Carolina, the annual series of meetings for arousing religious interest. Why not have a weekly big meeting, have one part of a day set aside for social communication, for play, for singing and for all of those things that make for brotherly love? Perhaps there would not be so many misunderstandings among neighbors to clear up, so much lukewarmness in church affairs to warm up, if the big meetings were not so far apart and if religion and every-day life were brought closer together.

Each graduating class has left as a gift to the school **Gifts That Bind** a sum of money to be used as a loan fund for worthy students. The passing on of advantages by one group of girls to another group gives a personal touch to the gift that makes it mean more both to the givers and to the receivers. It may be mere sentiment, but it cannot hurt the cause.

To give to others what you could not have for yourself but felt the need of, is a high type of philanthropy. This is what the Alumnae are doing when they give a swimming pool to the school. And this is only the beginning, they say, a nucleus around which a gymnasium will grow. None know so well what the girls wish for most longingly as the girls themselves, and the alumnae are just Training School girls, one or two, or more, years removed from residence.

A replica of a portion of the frieze of the Parthenon was placed in the entrance hall of the Administration building by the class of 1916. The gift of a work of art to the school speaks well for the spirit of the class.

Each class has left something planted on the campus, something growing as an emblem of the class. This year sixteen Lombardy poplar trees were planted.

All these gifts are tangible bonds that bind the givers to the school. The finest asset any school can have is a loyal Alumnae.

“The community sing” has come into favor in many places, everybody gathering for an hour of singing, a director teaching new songs, and leading. It is the old singing school in a new guise, that isn’t very new, after all. In one church everybody joins the singing, in another very few sing. It is not that one community has been blest with fine voices and another slighted, but that those in one place have used theirs and those in the others have not used theirs.

Suggestions and Reviews

Making Paper in the School Room

LUCILE DIRLAM.

Student, Bowling Green State Normal College.

A crude process of making paper can be illustrated easily by the teacher in the grade schools. In the process of the manufacture of paper the pupils will surely be interested, especially, if a brief history of writing materials is given them by their teacher.

In order to procure material and insure more interest from her pupils the teacher should ask each one to bring to school a piece of cloth wrapped in brown paper. Other materials, such as pine shavings and sawdust, may be used with the rags, and a finer, whiter grade of paper may be substituted for the coarse brown paper. The teacher should also have at hand three-fourths of a pound of caustic soda, and small quantities of starch, bluing and glue.

She will need a large pail, or tank; a wooden paddle with which to stir the mixture; a colander; a screen, or mold, a large piece of cheese-cloth; and a hand press, or vise. In the absence of a press, two large boards with bricks to pile on them will do as a substitute. Several of the children should be asked to bring meat grinders from their homes.

The children will delight in tearing the rags and brown paper into small bits. The teacher should dissolve the caustic soda in six quarts of water in one of the pails, being careful not to get any of the solution on her hands or clothes as caustic soda is very active. Equal parts of old rags and papers should then be placed in the solution so that a thin gruel-like substance results. This should be boiled for three or four hours. After the boiling, the pulp should be placed in the colander and rinsed thoroughly in several clean waters; then spread out to dry. If the weather is warm the pulp may be dried out-of-doors but if the weather is cold, the pulp may be spread on papers under the stove, or on top of the radiator. After a thorough drying, the pulp must be ground fine in the meat grinders, the children aiding in this operation. The ground, dried pulp should then be added to six quarts of water containing eight tablespoonfuls of starch, one tablespoonful of bluing, and ten tablespoonfuls of glue, and the whole stirred thoroughly. The starch gives body to the paper, the glue holds it together and the bluing bleaches it. While the pulp is in motion (the teacher will need aid from her pupils to keep the pulp suspended in the water) it should be lifted out on the screen or mold and turned onto a piece of the cheesecloth. Then a piece of cheesecloth should be placed over the pulp; this should be followed by another layer of pulp; then by one of cheesecloth, and so on, until

the desired number of sheets have been taken out. The whole pile should be placed in the press, or vise, which is at hand, and a pail, or can, set underneath to catch the water which will be pressed out. When the water has been run off, the sheets should be removed and dried where the air will reach them. A good place is in the schoolroom windows.

The paper will probably be a grayish-white color and of about the same quality as the pasteboard used on the back of tablets. It will not be of any practical use as a writing material, but it will help to teach the child an appreciation of what his ancestors have had to accomplish in their struggle to bring the art of paper making up to its present degree of perfection.—*Southern School Journal*.

The Cost of Paper

Teachers may naturally inquire into the causes leading to the advance in printers' materials. While we suffer from these causes, we are not sure that we are yet fully acquainted with all of them. All teachers know that the greater part of our paper is made from wood pulp; that forests are cut down, the trunks of trees are shredded or ground, and chemically treated until a smooth mass is obtained; and that into this smooth mass is put, also, a certain percentage of rags or cotton to give strength to the paper. Much of this wood pulp has been obtained from Canada, and a great part of it from our own northern woods. Naturally, the white woods are preferred in the manufacture of paper. White wood is used also, in the manufacture of certain gun powder. Therefore, Canada's white wood is going into the manufacture of explosives; and much of our own wood is going toward the same sort of factories in our own country. This creates a shortage in the supply which can be obtained for paper manufacturing. Another source of difficulty is in getting good rags. The paper factories complain that American rags are inferior because they have had the life washed out of them—a matter for congratulation, although at this time a little inconvenient, perhaps. The bales and bales of rags which have been coming to us from Europe cannot now be obtained; and it will take more and more of our washed-to-death rags to supply the strengthening fiber for the paper mills. Your newspapers are no longer white, but yellow—the war has cut off the supply of bleaching material. Personally, we prefer the ivory tints, and are somewhat glad that we shall not find it necessary to protest against white paper in our future shipments.—*Southern School Journal*.

Scrap-book Making

Few schools in country districts are supplied with any kind of reference books. A useful book can be compiled by teacher and pupils.

A scrap book can be bought for a small amount, or one made of cambric, with board covers, and the leaves filled with historical and geo-

graphical sketches, anecdotes, and biographies of eminent men, notes on travel and descriptions of natural curiosities.

A large class of advanced pupils become interested in gleaning from all classes of papers such extracts as were suitable. As the articles were brought they were placed in envelopes properly labeled, and were pasted in the book where quite a collection was on hand.

An index neatly written on first page aids in finding the subjects. All articles should be placed in their proper departments and blank pages left for future use, so that sketches and extracts brought in later can be put under their correct heads.

Pupils will take more interest in this book of their own manufacture, and refer to it more than they would to a whole set of Encyclopedia.—*American Journal of Education.*

Illustrate Your Books

You are all aware that there are coming from the presses all the time excellent pictures relating to everything under the sun, and especially to the scenes and characters of well-known books. The suggestion we would make is that you preserve such of these as may come in your way, and then use them to illustrate your own books. It will be easy, for instance, to secure portraits of the authors in whom you delight, and it often is not at all hard to find pictures of noted places referred to in the text of the book. Do not be in too great a hurry about pasting in what you find. It is wiser to keep an envelope—large enough to hold the pictures without bending them—and collect whatever comes rightfully to hand and is thought fit for the purpose. After you have a fair amount of material, you can sort out the best and prepare it for the book. Some grown-up people who give a great deal of time, thought, and money to this “extra-illustrating,” as it is called, are very finical about the work, and have the pictures so prepared as to seem made for the volume; but this would not be worth your trouble. It is to be hoped that you all have something better worth your time and effort. It will be best for you to mount your pictures on thin paper cut to the size of the book, and then fix these in their places with just a touch of paste.—*St. Nicholas.*

The Schoolhouse Pig

“The schoolhouse pig” is a new and popular phase of extension of pig production in Georgia. A patron of the school gives a shoat or pig to the pupils. The big boys build a pen under the shade of some trees on the schoolhouse grounds. The little boys go into the woods and collect pine needles and make the bed. Others build a shelter over the corner of the pen and construct a feed trough. The girls, for surely the girls are interested, collect all the scraps from the lunch baskets at noon and feed them to the pig. The pupils also bring to school, occasionally, an

ear of corn for their pet pig. On Saturdays and Sundays a boy living near the school does the feeding. Some of the schools barbecue the pig at the end of the year, others hold an auction, and with the money buy library books or something for the schoolroom.

Care must be exercised that the pig is not overfed. At one place in Georgia he was foundered twice in one week. At another school the patrons wondered what was wrong. The children came home at night hollow to their heels and toted away in their dinner baskets each morning enough good food to gorge a hungry harvest hand. In time they discovered that a pig in a pen on the schoolhouse grounds was rapidly growing as large one way as the other.—*Exchange*.

Parts of Common Things

Here is a language lesson that will stimulate a good degree of thinking and observing if rightly managed. It will also form a basis of pupil-study on the part of the teacher; it may surprise the teacher to discover how little some of the children know about matters which are usually regarded very simple and commonplace.

Let each pupil write a list of the parts of some of the objects named in this list and others, also the use or position of the various parts.

A wagon wheel	A desk	A window	A boat
A box	A coat	A carriage	A stove
A shoe	A plow	A book	A clock
A bicycle	A rake	A chair	A gun
A knife	A hat		

Selecting a Teacher

Specification of non-essentials is the rock upon which many a school-board splits. A committee comes to me and says: "We want a principal, both normal and college graduate; not less than 25 or more than 30 years old; rather tall, and weighing from 150 to 175 pounds; married, with an agreeable wife and two or three children; who has had experience in a school under the Regents, holds a State certificate by examination, and can show that in every school where he has taught he has increased the foreign attendance."

"And what will you pay?" I ask.

"Well, if he just suits us, we will give him seven hundred and fifty dollars."

One is reminded of the dignified but seedy individual who entered a cheap restaurant, took off his gloves, hung his hat and overcoat upon the hooks, dusted the chair, brushed the crumbs from the table-cloth, and then addressed the waiter as follows:

"If you have just the right kind of oysters in just the right condition, please take half a pint of small ones (not too small you know, and strain the juice off them carefully, leaving just a little juice on them; put them

in a pan which has been scoured and dried, and then add a little butter (good, pure butter) and a little milk (not New York milk, but real cow's milk), and then place the pan over a coal-fire, being careful to keep the pan in motion so as not to let the oysters or milk burn; add a little juice if you choose, and then watch the pan closely, so that the exact moment it comes to boil you can whip it off. At the same time have a deep dish warming near at hand, and when you see the first sign of boiling empty the pan into the dish. Do you think you can remember that?"

And the waiter who listened respectfully, called wearily down into the kitchen, "One stew!"

So the school board that goes so much into detail in prescribing qualifications will find in the end that it has secured one stick.

The worst of it is, trustees are often the most strenuous about the least important qualification. A committee says:

"We want an intermediate teacher, normal graduate; between 22 and 26 years old; rather imposing in height; dressing neatly but not showily, with four years' experience, the last half in graded schools; who can play the organ for marching, has read occasional papers at county associations, and attends the Free-Will Baptist Church. Salary seven dollars a week."

"And if you can't get all these things?"—*C. W. Bardeen, in School Bulletin.*

Schools to Celebrate Farm Life

So fundamental is the upbuilding of rural life, in the opinion of Dr. P. P. Claxton, United States Commissioner of Education, that the observance in the schools of one day each year as "Agriculture and Rural Life Day" should become a national custom, instead of being confined to a few States, as at present. "We can do without some of our anniversaries, if need be, says Dr. Claxton, "to have time for this, the most fundamental of all. The children in our schools should be given an opportunity to pause in their regular work and consider the significance of agriculture and rural life; the worth and worthiness of tillage of the soil; and the beauty and glory of simple and sane life in the open country."

Dr. Claxton points out that in several States "Agriculture and Rural Life Day" has already been introduced into the schools, at the suggestion of the Bureau of Education. In other States exercises appropriate to the purpose are held in connection with Arbor Day, Thanksgiving Day, or the Harvest Home celebration. In order to aid in the proper observance of the day, under whatever name it may be celebrated, the Bureau of Education has issued a bulletin containing material that can be used by teachers and others in arranging an interesting program.

Fittingly prefaced with the "Country Boy's Creed," the bulletin includes sections on man's struggle for food; the application of science to agriculture; men influential in improving agriculture—from George

Washington down through Luther Burbank, Liberty H. Bailey, and other present-day men; our domestic animals; and a study of forests.

How vegetables have been used as medicines among different peoples; breadmaking through the ages; the mysteries of mother earth; the origin of food plans; coöperation among farmers; wonders of a single acre—these and other topics treated with special reference to glorifying country life. Following each discussion there is a list of suitable poems and songs on farming and farm life.

“What we have tried to do,” said Dr. Claxton, “is to get together in convenient form, material that will help in the movement for appreciation of the true value and beauty of farm life among all classes of our population. The wider observance of Agriculture and Rural Life Day, both in city and country schools, will give the coming generation a clearer insight than the past has had into the fact that agriculture is the basis of national well-being, and that there is no more honorable work in life than that on the farm.”—*From U. S. Bureau of Education.*

A Valuable Circular to Teachers

A live county superintendent sent out a neatly printed and very sane circular to his teachers and school boards, in which is emphasized the value of school gardens, well kept grounds and ventilated rooms. He announced a number of prizes to be given by public spirited citizens as follows:

Neatest and best kept school grounds.

Best flower bed, grown by school, class or child.

Best school garden.

Best arrangement of plants, trees and outbuildings.

Best bed of ferns.

Best ventilated, heated, lighted and supplied schoolhouse.

Best ten ears of corn raised by a school child.

Here are some of the things he said to the teachers:

Is your schoolhouse one of those that has recently been painted, papered and made attractive?

Ask the board to repair the fence, porch and outbuildings before Arbor Day, and to make wood of that fallen tree and burn the limbs. Ask the children to assist you in making the yard and schoolhouse the neatest place in the district.

Do you read at least one good educational journal? How many books on education do you read in a year?

Have you had any public school entertainments?

—*American Journal of Education.*

The Alumnae

The annual business meeting of the Alumnae Association was held Tuesday morning, June 6, at 10:30 o'clock. It was well attended, each class having several representatives, which, with the class of new members, made an attendance of nearly one hundred. The association has now 195 members.

The meeting was presided over by the President, Edna Campbell. The minutes of the previous meeting were read by Mrs. Eula Proctor Greathouse, in the absence of the Secretary-Treasurer, Mary Newby White, and were approved. The committees made their reports, and all unfinished business from the meeting of last year was taken up.

The question, whether the Alumnae Association should continue to finance the Alumnae Dinner, as it has done heretofore, or should accept the offer of the Board of Trustees to finance it, was discussed. It was voted upon and passed that the Board of Trustees should become responsible for the Alumnae Dinner, thus doing away with the annual plate tax. This will make it a dinner in honor of the Alumnae, instead of one given by them.

The President made a report of the proceeds from the performance of "The Mikado," which was given last commencement. A discussion of what should be done with this money, \$239.00, resulted in the decision that the money should be turned over to the Board of Trustees to be used for a swimming pool to be built at the school.

Miss Lula Fountain, in behalf of the class of 1914, presented to the Association twenty-five dollars to be added to the Gymnasium Fund, this making a total of \$264.00.

The election of officers was held and resulted as follows:

President—Estelle Greene.

First Vice-president—Mary Newby White.

Second Vice-president—Vera Mae Waters.

Secretary-Treasurer—Eula Proctor Greathouse.

Corresponding Secretary—Annie Smaw.

Alumnae Editor—Bettie Spencer.

Committee to Write By-laws—Pattie Dowell, Grace Dew, Edna Campbell.

Finance Committee—Edna Campbell, Ernestine Forbes, Marguerite Wallace.

Committee on Circular Letter Writing—Ernestine Forbes, Luella Laucaster, Annie Smaw.

Committee on Stationery—Mary Moore, Emma Cobb, Rubelle Forbes.

Advisory Committee—Hilda Critcher, Lucile O'Brian, Nell Pender.

Plans as to the best way to obtain money for the year 1916-17 were taken up. The finance committee presented the following plan:

1. During the summer to have in connection with White's Theatre a short play, the Association to have a certain per cent of the receipts.
2. To present a play, or have some entertainment next commencement.

The following is a complete list of alumnae attending commencement:

1911.

Grace Bishop Dew.....	Wilson, N. C.
Pattie S. Dowell.....	Ayden, N. C.

1912.

Nannie Bowling.....	Greenville, N. C.
Edna Campbell.....	Greenville, N. C.
Sadie Exum.....	Greenville, N. C.
Eula Proctor Greathouse.....	Rocky Mount, N. C.
Hilda Critcher.....	Greenville, N. C.
Estelle Greene.....	Greenville, N. C.

1913.

Eloise Ellington.....	Greenville, N. C.
Annie Mae Hudson.....	Winston-Salem, N. C.
Mary Moore.....	Greenville, N. C.
Lalla Pritchard.....	Swansboro, N. C.

1914.

Corinne W. Bright.....	Washington, N. C.
Mattie H. Bright.....	Washington, N. C.
Emma Coble.....	Pinetops, N. C.
Helen M. Daniel.....	Henderson, N. C.
Mavis Evans.....	Greenville, N. C.
Lula Fountain.....	Tarboro, N. C.
Blanche Lancaster.....	Battleboro, N. C.
Luella Lancaster.....	Rocky Mount, N. C.
Carrie Manning.....	Parmele, N. C.
Addie Mae Pearson.....	Bailey, N. C.
Agnes Pegram.....	Henderson, N. C.
Geneva Quinn.....	Chinquapin, N. C.
Annie E. Smaw.....	Henderson, N. C.
Grace Smith.....	Greenville, N. C.
Bessie Doub.....	Wendell, N. C.

1915.

Mildred Brooks.....	Roxboro, N. C.
Connie Bishop.....	Wilson, N. C.
Pearle Brown Tyson.....	Gatesville, N. C.
Leona Cox.....	Richlands, N. C.
Mabel Cuthrell.....	Aurora, N. C.
Ethel Finch.....	Bailey, N. C.
Rubelle Forbes.....	Greenville, N. C.
Ernestine Forbes.....	Greenville, N. C.
Clara Griffin.....	Macclesfield, N. C.
Sallie Jackson.....	Greenville, N. C.
Julia Jordan.....	Sunbury, N. C.

Ruth Proctor.....	Rocky Mount, N. C.
Millie Roebuck.....	Robersonville, N. C.
Bettie Spencer.....	Washington, N. C.
Kate Tillery.....	Scotland Neck, N. C.
Christine Tyson.....	Greenville, N. C.
Vera Mae Walters.....	Pactolus, N. C.
Irene White.....	Scotland Neck, N. C.
Laura White Roebuck.....	House, N. C.
Ella White.....	Middleton, N. C.

Mr. and Mrs. Robert Virgil Hope and Robert, Jr., of Rocky Mount, spent part of June with Mrs. Hope's parents, Mr. and Mrs. Freeman, in Washington. The Training School girls remember Mrs. Hope as Lillie Freeman. "Bob" sends greetings to the QUARTERLY.

Estelle Greene, '12, of Greenville, recently visited Mrs. James Hackney, of Washington.

Florence Perry, '15, Macon, spent some time with friends in Washington.

Blanche Lancaster, '14, did splendid work in the Turlington School, Smithfield, this year. Her school won the Johnston County loving cup for athletics for the past year. Prof. Hagedorn, of Raleigh, visited her school and complimented the chorus work very highly. The presidents of the Junior and Senior Classes of the University this year are both graduates of this school.

Geneva Quinn, '14, Chinquapin, who taught in the Watha School last year, is very proud of her school. It is the banner school in Pender County, having won more points in athletics and in the literary exhibit.

Mary Chauncey, '14, Bellhaven, passed through Washington on her way to attend the Summer School at Chapel Hill.

Irene White, '15, Scotland Neck, attended the Summer School at Chapel Hill this summer.

From the 195 who have joined the Alumnae Association, only a small per cent are members in good standing. See that your back dues are paid up so that you may become an active member.

Emma Harden taught primary work at Fountain last year. She is spending her vacation with her parents at the "Willows" at Ore Hill. She was initiated into the Eastern Star recently. During the three years since she left school she has influenced several girls to attend the Training School.

Emma Robinson, '15, taught the first and second grades at Battleboro School last year. Her school took the prize at the Edgecombe County commencement for the best thing in the pageant.

The Summer Term

The Visitors

On Tuesday, June 20, 1916, Dr. Forbush, platform manager of the Chautauqua, visited our school. He made a very interesting talk at the Chapel exercises. He told the story of a little boy, who, under the most adverse conditions, secured an education and attained success in life.

Mr. T. E. Browne, Director of the Boys' Corn Clubs, was another one of our visitors. He told of the kinds of clubs, such as the Corn Club, the Pig Club, the Canning Club, and the Poultry Club. He told how these clubs may be organized by the teachers of the rural schools. Boys and girls are more interested in clubs at the adolescent age than at any other time, so the teacher has an opportunity to turn her attention to the organization of these clubs, by the means of which the children learn to improve their environment. Through the Boys' Corn Clubs, more and better crops of corn are being raised. Many of the boys raise more bushels of corn per acre than their fathers. At present there are no tobacco clubs, but in a few years we expect them to be organized also. These clubs are not only financial factors in their communities, but they are also strong socializing forces.

Mr. R. E. Parker, Secretary of the State Audubon Society, spoke to the students June 21, 1916. He stated that the purpose of the Audubon Society is to care for and protect the birds of our State. In his talk he said that insects destroy about one-tenth of our crops, which amounted to nearly one billion dollars each year. Birds are the enemies of these insects and destroy them, therefore the birds should not be killed. He told of a number of reservations that had been made for the protection of the birds. The teacher can get material from the Audubon Society at Raleigh or Washington, D. C., and can organize a minor society in which children are taught to love and protect the birds.

Dr. A. S. Pendleton, of Raleigh, and Dr. C. O'H. Laughinghouse, of Greenville, visited the school June 29, 1916.

Dr. Laughinghouse, in his charming manner, introduced Dr. Pendleton, who made a very interesting and instructive talk on Mental Hygiene. In his talk he said that children differ greatly, and it is the duty of the teachers to study each child, so that the child may receive the greatest possible good from the school work.

"It is during the school age that the differences between the children

are strongest, so the teacher must try to direct the interests of the pupils in the right way, or the pupils may become mentally unbalanced.

"One of the principal things that a teacher should observe is that children should not be advanced too fast in their studies, especially the nervous children, who are usually the brightest. For this reason manual training should be in all schools; even the smallest rural school may have this work; such work will be of great value to the precocious child, who needs to be kept busy all the time."

**Bion H.
Butler**

On Monday evening, July 3, Mr. Bion H. Butler, of Southern Pines, made an address to the students of the Eastern Carolina Teacher Training School. That was Founder's Day for the school, so Mr. Butler's address was planned to celebrate it, and also to serve as one of the series of the lectures that have been planned for the summer. A digest of the address is published in the first part of the QUARTERLY.

Reception

On the evening of June 25, from 8:30 to 10:30 o'clock, was one of the most brilliant social occasions of the summer, when the school entertained in honor of the new students.

The West end of the campus was attractively decorated with Japanese lanterns and the school colors, purple and gold. Presiding at the punch bowl were Misses Jessamine Ashley and Ida Etheridge. The tables were artistically arranged in a setting of ferns and nasturtiums.

After the guests had all arrived pictures from advertisements were put on the screen by means of flash-lights, and the contestants guessed what each one advertised. Following this Mother Goose rhymes were dramatized, each being read as they were presented.

Songs and games were enjoyed throughout the evening. The annual social affair given to the Summer School students is always looked forward to as one of the most enjoyable events of the summer.

The Faculty

Mr. C. W. Wilson is director of the summer term. The other members of the regular faculty who will remain are as follows: Mr. H. E. Austin, Science; Mr. L. R. Meadows, English; Miss Sallie Joyner Davis, History; Miss Marie D. Graham, Mathematics; Miss May R. B. Muffley, Public School Music; Miss Daisy Bailey Waitt, Latin; Miss Martha Armstrong, Household Economics; Miss Mylitta Morris, Model School.

Miss Lida Hill, who has had a year's leave of absence, has charge of instrumental music again.

Mr. L. R. Matthews, Superintendent of Sampson County, has the work in School Management. He has been a member of the summer faculty before.

Miss McKinney, who has been a member of the summer term faculty

before, and who was for two years a member of the regular faculty, is here again this summer. Miss Alice V. Wilson, who has been in the summer faculty several times, has work in the science department again this summer.

There are nine new people in the faculty for the summer. Mr. H. E. Cooper came directly from Teachers College to take charge of the work in Pedagogy and Methods. Mr. W. R. Mills, Superintendent of the Louisburg Graded Schools, has some of the work in History. Miss Annie Ray comes from George Peabody College for Teachers for Primary Methods work. Miss Daphne Carraway, one of the supervisors of Wake County, has work in Pedagogy and Primary Methods. Miss Lillian Burke, Supervisor of Drawing in the schools of Washington, D. C., has charge of the drawing department.

The three additional teachers in the Model School are Misses Mollie Heath, of New Bern; Corday Olive, of Greensboro; and Maud Rogers, of Durham. All of these are teachers of successful experience in graded schools.

Roster of Summer School

Below is given a roster of the summer students, with some item of interest about each one. This is from data collected before July 1. There were then 329 students enrolled. These are from fifty-one counties and one student is registered from another State; 148 of these have taught.

The limited dormitory room seems to be the only thing that limits the number. Practically all of the rooms that the people of the town rent are filled, and this in spite of the fact that these people cannot afford to give rates as cheap as the school gives.

These figures show that 148 teachers who have been teaching in the schools, mostly in the rural or village schools, will go back to their school-rooms with new ideas, enthusiasm, and zeal for their work, and that many others who will enter the school-room to take their places for the first time on the teacher's side of the desk will go fresh from inspirational teaching, armed with better principles, definite ideas of how to go about their work, and will have clearer conceptions of what they are working for, than if they had not attended the school.

The counties and the number from each county are as follows: Anson, 1; Beaufort, 35; Bertie, 10; Bladen, 10; Camden, 1; Caswell, 1; Carteret, 5; Chatham, 1; Columbus, 6; Craven, 18; Cumberland, 9; Currituck, 2; Chowan, 1; Dare, —; Duplin, —; Durham, —; Edgecombe, 4; Franklin, 13; Forsyth, 2; Gates, 3; Greene, 3; Granville, 3; Halifax, 12; Hertford, 1; Hyde, 2; Harnett, 2; Jones, 1; Johnston, 8; Lee, 1; Lenoir, 7; Martin, 5; Moore, 2; Nash, 10; New Hanover, 1; Northampton, 4; Onslow, 12; Pamlico, 4; Pasquotank, 2; Pender, 3; Person, 1; Perquimans, 2; Pitt, 35; Richmond, 1; Robeson, 8; Rowan, 1; Sampson, 14; Tyrrell, 2; Wake, 7; Warren, 5; Wayne, 13; Wilson, 4; Washington, 12; Virginia, 1.

Eva Ainsley, Roper, Washington County, taught a rural school near Roper last year. This was her second year of teaching. She attended Roper High School and also completed one term of the one-year course at East Carolina Teachers Training School.

Corinna Alford, Zebulon, Franklin County, comes from the Wakelon High School.

Mozelle Aman, Rocky Point, Pender County, was principal of the two-teacher school at Willard last year. She has had one year's experience in teaching. Dell High School is the school she attended.

Nora Aman, Rocky Point, Pender County, taught the primary department in the school at Willard. She is also from the Dell High School and has taught one year.

Bertha Andrews, Stokes, Pitt County, comes from the Stokes High School.

Drew Andrews, Bethel, Pitt County, has been in the Bethel High School.

Zeke Arnold, Creswell, Washington County, has taught for two years, last year in a rural school in Washington County. He formerly attended Tindell College.

Amy Arthur, Askin, Craven County, taught one-teacher school near New Bern last year. This was her second year teaching.

Mamie Ashford, Clinton, Sampson County, taught the first grade in the Clinton Graded School last year. She has had a number of years of successful experience in teaching.

Jessamine Ashley, Fairmont, Robeson County, this summer completes the regular two-year professional course at East Carolina Teachers Training School, and receives her diploma.

Edna Atkinson, Proctorville, Robeson County, is from the school at this place.

Ollie Austin is from South Creek, Beaufort County.

Bessie Atkins, Littleton, Halifax County, has attended Littleton College.

Delphia A. Bain, Fayetteville, Cumberland, comes from Flora McDonald College.

Mary Bain, Fayetteville, Cumberland County, a former student of Flora McDonald College, has been principal of a two-teacher school at Folkstone, Onslow County. She has taught for six years.

Elizabeth Baker, Fairmont, Robeson County, is a regular student at the Training School, taking some special work.

Nora Lee Baker, Ayden, Pitt County, has been a student at the Ayden High School.

Jimmy Baker, Teachey's, Duplin County, comes from the Teachey's High School.

Gladys Ballentine, Middlesex, Nash County, has attended Chowan College.

Lillian Ballentine, Middlesex, Nash County, has attended both Chowan and Meredith Colleges.

Flora Barnes, Fayetteville, Cumberland County, is a regular student at the school doing special work during the summer.

Leora Barrett, Farmville, Pitt County, has been attending the Farmville High School.

Maude Basden, Richlands, Onslow County, has been a student at the high school at her home.

Susie Batchelor, Grifton, Pitt County, has taught the two years since completing the one-year course at the Training School. Last year she had primary work in a two-teacher school in Pitt.

Annie Bazemore, Aulander, Bertie County, is a regular student at the school taking some special summer work.

Mittie Becton, North Harlowe, Craven County, was last year principal of a two-teacher school at Dover. She has taught four years. She was a student in the Craven High School.

Thelma Beddingfield, Wake Forest, Wake County, has had private work under professors at Wake Forest College and one year at Meredith College.

Bessie Benton, Chadbourn, Columbus County, is from the high school at her home.

Lillian Best, Pantego, Beaufort County, comes from the Pantego High School.

Carrie Best is from Edward, Beaufort County.

Florence Blackmore, Warsaw, Duplin County, has completed the Warsaw High School.

Lillian Blake, Hope Mills, Cumberland County, has attended Carolina College, Maxton.

Mrs. Corinne Bobbitt, Littleton, Halifax County, who has had nine year's experience in teaching, taught a one-teacher school near Littleton last year. She is a former student of Littleton College.

Gaynelle Bonner, Bonnerton, Beaufort County, was formerly a student here in the first year academic class.

Gladys Bonner, Bonnerton, Beaufort County, a former student at the Training School, taught last year at Stokes, Pitt County.

Mattie Boseman, Weldon, Halifax County, is a regular student at the Training School, taking special work.

Bessie Bost, Salisbury, Rowan County, was principal of a two-teacher school near her home. She is a former student of the State Normal College at Greensboro, and has had a number of year's experience in teaching.

Beulah Boyd, Aurora, Beaufort County, a former student of the Training School, taught a one-teacher school in Beaufort County last year.

Leona Boyette, Scotland Neck, Halifax County, has been a student at Trinity College.

Susan A. Braddy, Surry, Beaufort County, taught a one-teacher school at Scranton, Hyde County, last year. She has had eight year's experience in teaching. She has been a student at the Washington High School and has attended summer terms both at the State Normal College and at the Training School.

Alax Bradley, Greenville, Pitt County, is a regular student of the Training School doing special work.

Myrtle Branch, Ayden, Pitt County, is from the Freewill Baptist Seminary.

Gladys Brantley, Spring Hope, Nash County, comes from the Stanhope Graded School.

Addie Breedlove, Hester, Granville County, was last year principal of a two-teacher school at her home. She has taught for five years, and is from Oxford College.

Beulah Breedlove, Hester, Granville County, taught a one-teacher school at Bahama, Durham County, last year. She has taught for four years. She was a student at the Oxford High School, and has attended the Summer School at the University.

Annie Mae Brewer, Littleton, Halifax County, was formerly a student in Aurelian Springs High School and Littleton College.

Lillian Brite, Elizabeth City, Pasquotank County, is from the High School at her home and Chowan College.

Ida Mae Brown, Beulaville, Duplin County, is from the Magnolia Graded School.

Lola Britt, Bentonville, Wayne County, taught the primary grades in a two-teacher school in Johnston County, near Four Oaks. She has taught two years.

Janie Brown, Chadbourn, Columbus County, taught a one-teacher school at Boardman last year.

Kate Brown is from Chadbourn, Columbus County.

Myrtle Brown, Robersonville, Martin County, who was a regular student at the Training School for two years, has taught for five years. Last year she taught a one-teacher school in Edgecombe County, near Bethel.

Annie Bryan, Greenville, Pitt County, is a regular student of the Training School.

Kate Bryan, Cove City, Craven County, taught the primary grades in the school at her home last year. She has taught for seven years. She is from the Winterville High School.

Cattie Bullock is from Fairmont, Robeson County.

Cora Bullock is also from Fairmont, Robeson County.

Vera Bunch, Windsor, Bertie County, has been attending the High School at her home.

Effie Burgess, Shiloh, Camden County, has taught for three years.

Winnie D. Burt, Enfield, Halifax County, has been teaching a one-teacher school near her home. This was her second year of teaching.

Annie Butler, Windsor, Isle of Wight County, Virginia, taught the primary grades in a two-teacher school near New Bern. She has had several years of experience.

Julia Cameron, Vass, Moore County, was a student at the Training School for two years.

Belle Carpenter, Polkton, Anson County, attended the Polkton High School.

Waneta Carraway is from Walstonburg, Pitt County.

Effie Carson, Bethel, Pitt County, has been attending the Bethel High School.

Amelia Clark, Woodville, Bertie County, is a regular student of the Training School, doing special work during the summer. She will be in the Senior Class next year.

Minnie Croom, Fort Barnwell, Craven County, taught a one-teacher school near Vanceboro last year. She has taught for seven years.

Eula Clarke, Belhaven, Beaufort County, taught a one-teacher school at Pine Town, Beaufort County, last year. She has taken a term's work at the Training School before this.

Jimmie Clark, Inez, Warren County, who has had some years experience, taught a one-teacher school at Marmaduke, Warren. She was formerly a student at Louisburg College.

Elizabeth Cogdell is from Elise, Cumberland County.

Sophia Cooper, Chocowinity, Beaufort County, is a regular student at the Training School who is doing some special summer work.

Alavia Cox, Richlands, is a regular student at the Training School who began with the one-year course and changed to the regular course leading to graduation.

Blanche Cox, Winterville, Pitt County, after finishing at Winterville High School spent two years at Meredith College. Last year she did substitute teaching in Winterville High School.

Essie Crandall, Stokes, Pitt County, has been attending Greenville High School.

Kate Credle, Swan Quarter, Hyde County, was a student at Louisburg College.

Lillian Crisp, Falkland, Pitt County, has been teaching English in the Salisbury High School. She is from the State Normal College and has had three years' experience in teaching.

Hilda Critcher, Greenville, Pitt County, taught near Goldsboro last year. She was a member of the class that graduated from the Training School in 1912. She has been teaching the four years since she left the school.

Dora Crocker, Goldsboro, Wayne County, taught the primary work in a two-teacher school near Wilson's Mills, Johnston County.

Lottie Cromartie, Elizabethtown, Bladen County, was at one time in the Maury High School, Norfolk, Virginia, and later attended Peace Institute.

Odessa Crumpler, Pantego, Beaufort County, taught a one-teacher school at Wenona, Washington County. She has had several years experience.

Katie V. Curtis, Bath, Beaufort County, taught last year at South Creek in the same county. She has attended the summer term of the Training School before.

Sallie Cuthrell, Aurora, Beaufort County, has taught two years; last year she taught a one-teacher school near Bonner-ton.

Annie G. Cutler, Pinetown, Beaufort, a former student in the Training School, taught the primary grades in a three-teacher school at Surry in the same county.

Mamie Cutler, Alliance, Pamlico County, has attended the Training School before.

Beulah Cyrus, Louisburg, Franklin County, has been attending the Louisburg High School.

Mamie Davenport, Plymouth, Washington County, is from the Plymouth High School.

Lena Dawson, Ayden, Pitt County, was last year principal of a rural High School at Spring Hope. She attended both St. Mary's School and the State Normal College. She has had several years experience.

Luther A. Denning, Bentonville, Wayne County, was principal of a two-teacher school near Four Oaks, Johnston County. He has taken summer work at the Training School before.

Viola Dixon, Elm City, Wilson County, was a member of the graduating class of the Training School of the year 1913. Since leaving school she has taught the second grade in the graded school in her home town. Before coming to the Training School she attended Louisburg College.

Bettie Downing, Yorick, Bladen County, taught a one-teacher school near Elizabethtown. She has taught for five years.

Hattie DuRant, Wilmington, New Hanover County, has been attending the High School there.

Clyde Edmonson, Bethel, Pitt County, has been attending the High School at her home.

Amanda Edwards is from Blount's Creek, Beaufort County.

Mrs. Hattie Edwards, Morehead City, Carteret County, taught the second grade in the graded school at Morehead City last year. She has had several years experience in teaching.

Mae Belle Elks is from Chocowinity, Beaufort County.

Annie S. Ellis, Branchville, Virginia, has been teaching a one-teacher school near Garysburg.

Jessie T. Eubanks, Holly Ridge, Onslow County, has been attending Washington Collegiate Institute.

Ida Etheridge, Kenly, Johnston County, taught in Lenoir County last year. She has attended the Training School before.

Pattie Etheridge is also from Kenly, Johnston County.

Agnes Etheridge, Elizabeth City, Pasquotank County, has been attending Chowan College.

Millie Everett is from Holly Ridge, Onslow County.

Nina Everette, Robersonville, Martin County, taught a one-teacher school near Jamesville, Martin County.

Gertrude Ewell, Vanceboro, Craven County, taught a one-teacher school near Askin, Craven County. She has had four years' experience.

Geneva Exum, Greenville, Pitt County, taught a one-teacher school near Greenville. She has attended the Training School before.

Rosa Exum, from Greenville, Pitt County, has attended the Training School before.

Brownie Ezzell, Dunn, Harnett County, taught the primary grades in a two-teacher school near Dunn. She is from Greensboro College for Women.

Bessie Farmer, Bailey, Nash County, taught the first grade in a three-teacher school near Wilson. She has been a student at the Training School before.

Elsie Flowers is from Bentonville, Johnston County.

Cora Freeman is from Franklinton, Franklin County.

Maude Fuller is also from Franklinton.

Eva Gardner is from Elm City, Edgecombe County.

Louise Gardner is from Lakeview, Moore County.

Louise Gaskins is from Aurora, Beaufort County.

Mamie Gaskins, New Bern, Craven County, taught the primary grades in a two-teacher school near Dover last year. She has attended the Training School before.

Maude L. Gatlin, Vanceboro, Craven County, has spent three years at the Farm Life School there.

Belle Grady, Mount Olive, Wayne County, taught a one-teacher school at Albertson, Duplin County. She attended the James Sprunt Institute.

Hettie Geddie is from Fayetteville, Cumberland County.

Almira Godfrey, Hertford, Perquimans County, taught a one-teacher school at Burgess, in the same county. She was a regular student at the Training School for two years.

Sibyl Goodrich, Benson, Johnston County, taught the primary grades in a two-teacher school near Four Oaks.

Hettie Green is from Parkersburg, Sampson County.

Lillian Griggs, Vandemere, Pamlico County, has been attending Virginia Christian College.

Sudie Grimes, Mount Olive, Sampson County, was principal of a two-teacher school near Hagan, Georgia. She has taught for four years.

Gussie Gurganus, Jacksonville, Onslow County, taught a one-teacher

school near Verona, in the same county. She has attended the Training School twice before.

Alice Cooper Hale, Halifax, Halifax County, is from Louisburg College.

Jessie Harding, Washington, Beaufort County, has been in the Washington High School.

Annie Hardy, Stantonsburg, Greene County, who was in the class of 1914, taught the Fourth Grade in one of the schools in Raleigh.

Annie Harper, Rocky Mount, Nash County, was a student in the school during the spring months.

Neva Harper, Rocky Mount, Nash County, taught the intermediate work in a three-teacher school in Nash County last year. She has attended the Training School before, and has taught three years.

Bertha Harrington, Broadway, Lee County, has taught for four years. Last year she taught a one-teacher school in Harnett County.

Zenobia Harris, Pleasant Hill, Northampton County, taught in the Graded School at Rich Square, intermediate work. She attended Blackstone Institute, and has taught for four years.

Mary Harris, Stem, Granville County, taught a one-teacher school in Granville County.

Lela E. Hatfield, Creswell, Washington County, a former student of the Training School, has been teaching a one-teacher school in Washington County.

Una May Hayes is from Louisburg, Franklin County.

Annie A. Heath, Folkstone, Onslow County, is from the Farm Life School at Vanceboro.

Lillie Herring, Snow Hill, Greene County, who has had several years experience in teaching, taught the third grade in the Belhaven Graded School last year. She has had two terms before of the one-year course at the Training School.

Caloway Hewitt is from Catharine Lake, Onslow County.

Lillie M. Hewitt, Catharine Lake, Onslow County, was principal of a two-teacher school at Vista, Pender County. She has taught three years. She attended Atlantic Christian College, and has been a student at the Training School before.

Tamsey May Hill, Oriental, Pamlico County, has attended Atlantic Christian College and the State Normal College.

Annie L. Hodges, Washington, Beaufort County, taught a one-teacher school in Beaufort County last year. She was at one time a student at the State Normal College. She has taught for seven years.

Maude Hofter, Gatesville, Gates County, has attended Blackstone Institute, Virginia.

Marritta Hoggard, Windsor, Bertie County, was a student at Chowan College.

Maggie Hoggard is from Scotland Neck, Halifax County.

Ora Holder, Clemmons, Forsyth, taught the primary work in a two-teacher school in Forsyth County last year. She has taught for six years.

Sallie Hollowell is from Aurora, Beaufort County.

Sinnie Hollowell is from Hobbsville, Gates County.

Mollie B. Holmes, Dothan, Columbus County, was principal of a two-teacher school near Tabor, Columbus County. She has taught for four years, and has been a student at the Training School before.

Emma Hooker, Aurora, Beaufort County, taught the primary work in a two-teacher school at Royal, Beaufort County.

Sallie Hooks, Fremont, Wayne County, has been a regular student at the Training School for some time.

Eloise Horton, Ahoskie, Hertford County, has attended Chowan College.

Florrie Horton, near Wake Forest, Wake County, was a student at Peace Institute.

Beatrice Hunter, Rich Square, Northampton County, did primary and intermediate work in a graded school at Woodland, Northampton County. She was a student at Chowan College.

Elma Hurt is from White Oak, Bladen County.

Jessie Jernigan, Bentonville, Johnston County, taught the primary grades in a three-teacher school near Kenly.

Cora Johnson is from Benson, Johnston County.

Eva Belle Johnson is from Benson, Johnston County.

Mrs. K. G. Johnston, Folkstone, Onslow County, had charge of the primary work in a two-teacher school.

Mamie E. Johnson, Goldsboro, Wayne County, taught the first and second grades in a three-teacher school in Wayne County. She has taught for five years and has attended the summer schools of both the University of North Carolina and of Virginia.

Mildred Johnson is from South Creek, Beaufort County.

Macy Jones, Trenton, Jones County, taught a one-teacher school in her home county, at Comfort. She has attended the Training School before.

Martha Jones, Catharine Lake, Onslow County, had the lower work in a two-teacher school at Sloan's. She has had one term at the Training School before.

Myrtle Jones is from Stedman, Cumberland County.

Rosa Jones is from Pantego, Beaufort County.

Pearle Keeter, Avoca, Bertie County, was principal of a two-teacher school at Colerain. She has taught two years, and is a former student of the Training School.

Marvin Keith, near Creedmoor, but in Wake County, taught a one-teacher school near Youngsville, Franklin County. She has been to the Training School before and has had four years of experience.

Mamie Kennedy is from Beulaville, Duplin County.

Emina King is from Roxboro, Person County. She has attended the Training School one term before.

Annie M. Kittrell, Ayden, Pitt County, has been to the Training School before.

Vivian Lampley is from Rockingham, Richmond County.

Luella Lancaster, near Rocky Mount, Edgecombe County, has been teaching the third and fourth grades in the Grimesland School for the two years she has been teaching. She is a member of the graduating class of 1914. She has also taken special advanced work at the school since her graduation.

May Langley, Route 2, Wilson, Wilson County, has been a student at both Atlantic Christian College and Littleton College.

Margaret Laughinghouse, near Grifton, in Craven County, taught a one-teacher school near her home. She has attended summer terms at the Training School twice before.

Wesley Laughinghouse is from Grimesland, Pitt County.

Lillie Lewis, Clinton, Sampson County, taught a one-teacher school near Magnolia. She attended the Training School the summer of 1915.

Lottie E. Lewis is from Clinton, Sampson County.

Ruth Lewis, Kerr, Sampson County, taught a one-teacher school near her home.

Rosa Lewis is from South Creek, Beaufort County.

Lizzie Lee is from Benson, Johnston County.

Victoria Little, Ayden, Pitt County, attended Carolina College.

Reba Loftin is from Kinston, Lenoir County.

Ruth Mallard, Morehead City, Carteret County, taught primary grades in a school in Cisco, Oklahoma. She also attended school in Oklahoma.

Sophia Mann, Swan Quarter, Hyde County, this summer completes her two years' professional course and gets her diploma, enrolled with the class of 1916.

Estella Marsh, Fayetteville, Cumberland County, has attended Flora MacDonald College.

Earl Matthews is from Turkey, Sampson County.

Mrs. Annie C. Matthews, Clinton, Sampson County, taught the third grade in the Clinton Graded School. She has had a number of years experience in teaching. She has attended the Training School before.

Katie Lee Matthews is from Clinton, Sampson County.

Ruth Matthews is from Roper, Washington County.

Katherine Maxwell is from Albertson, Duplin County.

Anna Maynard, Kerr, Sampson County, taught the intermediate grades in a three-teacher school near her home.

Mayona Mayo, Greenville, Pitt County, was a regular student at the Training School last year.

Maggie McCulloch, Populi, Bladen County, taught a one-teacher school near her home last year. She has had several years experience.

Robbie McCulloch, Populi, Bladen County, taught a one-teacher school near Raeford, Hoke County, last year. She has taught four years.

Sudie McCulloch, Populi, Bladen County, taught near White Oak, Bladen County.

Sallie Meekins is from Surry, Beaufort County.

Lela Melvin, White Oak, Bladen County, taught a one-teacher school near Elizabethtown last year.

Etta Mercer, Fountain, Edgecombe County, had the primary work in a two-teacher school near her home. She has attended the Training School for one term.

Martha Mercer is from Fountain, Edgecombe County.

Minnie Midgette, Stumpy Point, Dare County, has attended Littleton College.

Leona Mills, Vanceboro, has taken one term's work at the Training School before this summer.

Emily Mitchell is from Bath, Beaufort County.

Verna Mae Mizelle is from Windsor, Bertie County.

Ethel Moore, Bruce, Pitt County, taught the intermediate work in a three-teacher school at King's Cross Roads. She was a regular student at the Training School at one time.

Marjorie Moore is from Grifton, Pitt County.

Norma J. Moore is from Franklinton, Franklin County.

Jennie B. Morrill, Snow Hill, Greene County, taught the fourth and fifth grades in the school at Snow Hill. She was a regular student at the Training School for three years, finishing all but the Senior year. She attended the Summer School at the University one year.

Katie Munford, Greenville, Pitt County, taught a one-teacher school near Bethel. She has attended the Training School before. She has had three years experience.

Grace Murphy, Marshallburg, Carteret County, taught the primary work in a three-teacher school near her home.

Madeline Murphey, Davis, Carteret County, taught the lower grades in a two-teacher school at Otway. She has attended the Training School before.

Lula Nelson, Vanceboro, Craven County, taught a one-teacher school near her home. She spent a year at the Training School.

Lenna Nelson, Vanceboro, Craven County, taught a one-teacher school near her home. She has taught two years.

Mattie Newsom, Airlie, Halifax County, attended Littleton College.

Alice Newton, Falkland, Pitt County, has attended the Training School two terms, and has taught two years.

Anna Newton, Durham, Durham County, taught a one-teacher school near Durham. She attended Meredith College. She has taught two years.

Nettie Noble, Deep River, Lenoir County, has attended Atlantic Christian College.

Charity Norfleet, Kelford, Bertie County, taught a one-teacher school near her home. She was a student at Chowan College.

Ada Oglesby, Newport, Carteret County, taught a one-teacher school near New Bern. She has attended the Training School before, and has taught three years.

Clara Oglesby is from Newport, Carteret County.

Maude Oliver, Fairmont, Robeson County, taught a one-teacher school near her home.

Lottie Outlaw, Seven Springs, Duplin County, was principal of a two-teacher school near Mt. Olive. She was a regular student at the Training School, completing the academic courses.

Iredell Owens is from Poplar Branch, Currituck County.

Gladiola Parker, Gates County, taught a one-teacher school at Roduco, Gates County, during the year 1914-'15. She has been attending Chowan College.

Pearl Parker is from Clinton, Sampson County.

Ruth Parrish is from Louisburg, Franklin County.

Alethia Payne, Stumpy Point, Dare County, was principal of a two-teacher school at Lily, Camden County. She has taught for five years and has taken work at the Training School.

Lucy Pearson, Clinton, Sampson County, taught at Chinquapin, Duplin County.

Lillian Peebles is from near Raleigh, Wake County, and has attended Cary High School.

Irene Peele is from Castalia, Franklin County.

Florence Peele is also from Castalia, Franklin County.

Ethel Perry, Franklinton, Franklin County, has been a regular student at the Training School for some time.

Pattie Perry, Tyner, Chowan County, has attended Blackstone Institute.

Mae Phelps, Merry Hill, Bertie County, taught in the Graded School at her home, the primary grades. She has taught four years, and is from Louisburg College.

Minnie Lee Pickett is from Catharine Lake, Onslow County.

Edith Piner, Snead's Ferry, Onslow County, taught a one-teacher school at Hubert, in the same county.

Bertha Pipkin, New Bern, Craven County, taught a one-teacher school near Askin. She has been to the Training School before.

Mary Pipkin, Goldsboro, Wayne County, taught in a two-teacher school near Stantonsburg. She has had several years experience.

Mittie Pittman is from Lewiston, Bertie County.

Madeline Pollard, House, Pitt County, has been attending the Training School during the last year.

Fannie Poteat, Blanche, Caswell County, taught a one-teacher school near her home. She has attended Oxford College, and has taught two years.

Elbert Prescott, Ayden, Pitt County, taught a one-teacher school near Greenville, and has attended the Training School before.

Bertha Rouse, Kinston, Lenoir, taught a one-teacher school near Kinston. She attended Atlantic Christian College.

Julia Respass is from near Washington, Beaufort County.

Martha Richardson, Louisburg, Franklin County, attended Littleton College.

May Riley, Wilson, Wilson County, has been a regular student at the Training School.

Mary Robertson is from Hamilton, Martin County.

E. H. Robinson, Clinton, Sampson County, who has been teaching the fourth grade in Clinton, or near there, has had some years experience.

Kathlyn Rogers is from Littleton, Warren County.

Ethel Rose is from Pungo, Beaufort County.

John M. Roth, New Bern, Craven County, attended Thiel College, Pennsylvania, and has had several years experience.

Katie L. Sanderson is from Mt. Olive, Wayne County.

Alma Sandlin is from Elliott, Sampson County.

Juanita Savage, Greenville, Pitt County, taught a one-teacher school near Spring Hope. She has attended the Training School before.

Julia Sawyer, Harbinger, Currituck County, taught a one-teacher school at Duck Mountain, the same county.

Rachel Scott is from Jacksonville, Onslow County.

Annie Seymour is from Cary, Wake County, and has been attending the Cary High School.

Sadie E. Sitterson is from Windsor, Bertie County.

Bernice Skundberg, Vaughan, Warren County, taught the intermediate grades in the school at Fosburgh Camp.

Clara Sledge, Louisburg, Franklin County, taught a one-teacher school near Nashville.

Pattie Lou Smith, from near Rocky Mount, Nash County, has been a regular student at the Training School since the early part of the year.

Ruby C. Smith, White Oak, Bladen County, taught a one-teacher school near her home. She attended Flora MacDonald College.

Glennie Smith, Deep Run, Lenoir County, was principal of a two-teacher school near her home. She has attended the Training School before this.

Fannie Smith is from Grifton, Pitt County.

Mrs. R. R. Smithwick, Wendell, Wake County, was once a student at Oxford College. She has had four years experience.

Flossie Lee Smith is from Elizabethtown, Bladen County.

Ethel Frances Smith, Greenville, Pitt County, is a regular student at the Training School.

Mrs. Callie W. Smith, New Bern, Craven County, taught a one-teacher school near Cove City.

Margaret Smith is from New Bern, Craven County.

Pearl Southerland, Wallace, Duplin County, has attended the James Sprunt Institute.

Nellie Spivey, Rich Square, Northampton County, was principal of a two-teacher school at Fountain. She was formerly a student in Louisburg College, and in the Training School. She has taught five years.

Eva C. Spruill, Creswell, Washington County, taught the primary work in the Creswell School. She has had several years experience.

Lula Spruill is from Creswell, Washington County.

Sibyl Spruill is from Aurora, Beaufort County.

Maude Stanton, Elizabeth City (on Route five), Pasquotank County, taught a one-teacher school in her home county. She attended Blackstone Institute.

Geraldine Stillman is from Creswell, Washington County.

Nora Stone is from Orrum, Robeson County.

Bernedyne Sumrell is from Scotland Neck, Halifax County.

Virginia Suther, Goldsboro, Wayne County, is a regular student at the Training School.

Elvis Sutton, Kinston, Lenoir County, taught the intermediate grades in a three-teacher school near her home. She has taught seven years. She has attended the summer term of the Training School before.

Gretchen Sutton is from Kinston, Lenoir County.

Elsie Swain is from Creswell, Washington County, and has attended the Training School before.

Iva Swain, Mackey's Ferry, Washington County, taught the primary grades in a two-teacher school near her home. She has attended the Training School before.

Rosamond Swain, Plymouth, Washington County, taught a one-teacher school at Corapeake, Gates County, last year.

Aleathia Swindell, Creswell, Washington County, taught a one-teacher school near her home. She has attended the Training School before.

Mollie Swinson, New Bern, Craven County, taught a one-teacher school near Vanceboro.

Lucy Sykes, Conway, Northampton County, taught the lower grades in a two-teacher school near Clinton. She attended Louisburg College, and has been to the Training School before.

Sadie Taft, Columbia, Tyrrell County, taught the primary work in a two-teacher school at Jerry in the same county.

Addie Taylor, Spring Hope, Nash County, taught the third and fourth grades in the School at Spring Hope. She has attended the Training School before.

Sallie Taylor is from Mt. Olive, Wayne County.

Rosabel Taylor, Grifton, Lenoir County, was principal of a two-teacher school near Grifton. She attended Atlantic Christian College and has been to the Training School before. She has taught several years.

Kathleen Thomas is from Hallsville, Duplin County.

Myrtle Thompson, Hallsboro, Columbus County, taught the intermediate grades in a four-teacher school at her home.

Minnie Thorne is from Walstonburg, Wilson County.

Leona Tolson, Croatan, Craven County, taught a one-teacher school at Havelock.

Rachel Tripp is from Washington, Beaufort County. She has attended the Training School before.

Lillie R. Tucker, Winterville, Pitt County, taught the primary grades in a two-teacher school near Farmville. She was in the first graduating class of the Training School, and has taken special advanced work there in the summer.

Louise Tucker is from Greenville, Pitt County. She has attended the Training School before.

Myrtle Tucker is from Greenville also.

Annie Tyner, Surry, Beaufort County, taught a one-teacher school at Blount's Creek. She has attended the Training School before.

Christine Tysor, Cumnock, Chatham County, taught a one-teacher school near Grimesland. She attended Littleton College, and has attended the Training School before.

Ada Vickers, Spring Hope, Nash County, taught near Louisburg. She has attended the Training School before.

Ada Valentine, Spring Hope, Nash County, taught near Louisburg. She has attended the Training School, and has taught three years.

Alma Vickers, Ruskin, Bladen County, taught near Parkersburg. She has attended the Training School.

Malissie Vinson is from Roseboro, Sampson County.

Odelle Voliva is from Pantego, Beaufort County.

Lena Walker, Burgaw, Pender County, attended school in Winthrop, Massachusetts, and Carolina Industrial School.

Venia Waller, Mount Olive, Wayne County, taught a one-teacher school near Magnolia. She has taken work at the Training School before, and has taught six years.

Bertha Walton is from Beulaville, Duplin County.

Bessie Warner, Clemmons, Forsyth, taught the primary work in a two-teacher school near her home. She has had several years experience.

Agatha Warren is from Washington, Beaufort County.

Dare Waters, Jamesville, Martin County, taught a one-teacher school near Roper. She has attended the Training School before.

Elizabeth Welch, Warrenton, Warren County, taught a one-teacher school near Ayden. She has attended the Training School.

Annie Lee Welch is from Warrenton, Warren County.

Carrie Wells, Wallace, Duplin County, taught a one-teacher school near Rose Hill. She attended Meredith College.

Annie Thomas Wells is from Teachey's, Duplin County.

Annie Lee White is from Lumberton, Robeson County.

Lillie White is from Franklinton, Franklin County.

Flossie White, Vineland, Columbia County, taught the primary work in a two-teacher school near Hallsboro.

Mary F. White is from Hertford, Perquimans County.

Clara White, Belhaven, Beaufort County. She attended the Training School before.

Alice Whitley is from Washington, Beaufort County.

Edna Wilkins, Spring Hope, Nash County, taught the sixth grade at Salisbury, Maryland. She has taught two years.

Annie Wilkinson is from Scotland Neck, Halifax County.

Mary Willey, Enfield, Halifax County, taught the primary grades in a three-teacher school near Spring Hope.

Dells Williams, Washington, Beaufort County. She attended Atlantic Christian College.

Florence Williams, Rose Hill, Duplin County, taught a one-teacher school near Farmville. She has taught two years.

Ludia Williamson is from Hobucken, Pamlico County.

Neta Williamson is from Hope Mills, Cumberland County.

Minnie E. Wilkins is from Greenville, Pitt County.

Lora Wilson is from Mount Olive, Wayne County.

Essie Woolard, Everett, Martin County, taught the primary grades in a two-teacher school near Greenville. She is a member of the class of 1914.

Maude Yelverton is from Stantonsburg, Wayne County.

School News of the Spring Term

ADDRESS BY DR. CYRUS THOMPSON.

Dr. Cyrus Thompson, of Jacksonville, Onslow County, delivered an address at the Training School on the evening of May 15. It was not altogether a formal address, but rather a free, fluent, heart-to-heart talk, giving good, sound advice to young women going out to do their part in the world. The talk was rich in anecdotes and allusions, showing the active, well-filled mind of a man who had given his life to people.

Dr. Laughinghouse, in introducing Dr. Thompson, said that he had spent his life, not in making money, but in winning love and confidence, fellowship, sweetness and goodness from men and women. Mr. Wright announced that he had tried repeatedly to get Dr. Thompson to the school, but something had always prevented his coming. When

Dr. Thompson began he said he was going to talk as he pleased, off-hand from meagre notes; "that," he said, "pleases an audience."

He first said that people usually referred to children as bundles of joy, but to him they were just as much bundles of tragedies, which, when opened, would be like Pandora's box. While he was going to talk on the teacher, he was going to talk from the standpoint of a layman, he said. He made the astounding statement that he was a better man than Paul, who said, "Let women be silent." Paul's opinion of woman is antiquated doctrine; he had a low estimate of woman and did not enumerate even the things she had done two thousand years ago. All institutions for women are anti-Pauline.

Dr. Thompson attacked what he believed to be the weakest points in education. First of all he placed the monumental unfitness of those who take up the business of teaching—mere boys and girls begin teaching. Another fault is that so many men teach school as a mere side line, planning to go into law or something else later.

If any one goes into teaching for the money there is in it, he will never be worth one-tenth paid him. No man ought ever to go into any calling primarily for the money or for the good they can do themselves. Go into a thing for constructive purposes, let the pay come as it will. Not what you make out of it, but what you make out of yourself counts. It is suicide the way some people wear themselves out; one owes himself the debt of buliding up a strong body, clean spirit for the building up of something else. It is duty to maintain efficiency to the highest point. The foolish virgins were not entitled to the oil for their lamps, because they were to blame for letting them go out. No teacher has a right to break down, for each person is the most important person in the universe to himself.

The speaker read many bits of wisdom from Montaigne, showing that all the wisdom is not of this age.

He gave as the weakest point, outside of the untrained condition of the teaching force, the fact that there is no provision in the mass to care for the individual. Every teacher should be a psychologist, and no man or woman who is not is fit to teach. He declared that any teacher who could not get on a level with the child was a failure. "It is better to know children than to know books."

When the heads of families fail, he said, there is nobody to take their places but these girls who do the teaching. It is a big job to save somebody's child, and only by keeping your head and your heart and by not wasting yourself can you do it. "We could get along if we did not have a politician, or if the legislature did not meet for ten years." "One good teacher is worth a cowpen of politicians."

Dr. Thompson enumerated some of the things that the schools have done in educating the community. The State Board of Health has done a wonderful work in preventing and discovering malaria, but more credit is due the teachers for public health than the doctors.

He closed with an exhortation to the young women to go out in the world and do good work, and make the world a better place to live in.

The young women enjoyed the advice from a layman and appreciated the thoughts that he left with them.

Mr. and Mrs. Austin were at home to the class of 1915 during commencement, on Tuesday afternoon. The time was spent in recalling past experiences, singing class songs and in listening to Mr. Austin sing. The following members registered in the class register presented to Mr. Austin on the occasion of the Junior-Senior reception of 1914:

Vera Mae Waters, Julia N. Jordan, Ruth Proctor, Sallie Jackson, Pearl Browne, Millie J. Poebuck, Ethel Finch, Bettie Plummer Spencer, Christine Johnson, Mabe Cuthrell, Leona F. Cox, Ella M. White, Connie Bishop, Irene White, Kate Tillery.

The B class entertained their sister classes, the D's and F's, at the twilight hour on the last Saturday before examinations. They served punch "under the holly trees," played games and sang songs.

"A" ASSEMBLY.

The first year academic in "A" class of the Training School held their public assembly on Wednesday morning, May 17.

The following program was carried out suggesting the idea of spring, bright and joyous:

Chorus—"Welcome Sweet Spring Time."

Reading—"The Prayer of Agassiz."

Clara Goode

Piano Solo—"Dorothy."

Ina McGlohon.

Recitation—"The Gladness of Nature."

Vera Bennett

Chorus—Fairy Waltz.

Dance—Twelve Members of the Class.

Class Song.

An Appreciation

MOLLIE H. HEATH.

(First grade teacher in New Bern Public School and principal of primary building. First grade critic teacher in Model School of E. C. T. T. School during summer term of 1916.)

I had often heard of the excellent work done at the East Carolina Teachers Training School, but when it was my great privilege to become a member of the summer faculty I found "The half had not been told."

The afternoon of my arrival was a doleful, depressing one, with a steady downpour of rain. To arrive among perfect strangers on such an afternoon was calculated to dampen the ardor of the most enthusiastic, but the cordial greeting and many kindnesses of the teachers made me feel at home right away and more enthusiastic than before.

This school is doing a work of which every North Carolinian should be proud.

It is, as its name implies, a Teachers' Training School, and those who are preparing for this most important work, teaching the children of our State, are shown the most approved methods, both by precept and example.

Each department of the school is carrying on its regular work under most efficient instructors. After being taught what to teach and how to teach it, the classes are taken to the Model School, where they are shown the work in actual operation, with all of its difficulties and perplexities.

The courses are so thorough and practical, everyone seems filled with such kindness, sympathy and helpfulness that all who are so fortunate as to be members of this institution will surely carry away with them help and inspiration that will smooth many rough places in life's pathway.



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