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*President's Address Before the Teachers Assembly at the Thirty-third Meeting**

ROBERT H. WRIGHT

Mr. President, Fellow Teachers, Ladies and Gentlemen:

AS I realize the importance of the teacher in the advancement of our State socially and industrially, as well as mentally and morally, I would not be true to the finer feelings of my nature were I to speak to you tonight without first thanking you for the very great honor you have conferred upon me by selecting me as your president. I do esteem it a great honor to be so favorably thought of by the teachers of North Carolina, than which there is not a nobler band of workers in our State.

Standardization of the School System The true reward that comes to one for having wrought well is another opportunity for service. At present in our State this reward is constantly ours, for I am persuaded that there is not in our Union a State offering greater opportunities for constructive educational effort. Our people are bound by no traditions in education; they are open-minded to any real constructive effort. They say to us continually, "If the thing is good we want it." But we must show them the worth of any new plan. Our people want the best and they deserve the best there is. This is the time of all times in the development of public education in North Carolina for the teachers of our State to establish educational standards. The field is "white already to harvest." The teachers are ready and willing to do the work, but it cannot be done with any degree of uniformity nor with true efficiency until our General Assembly sees fit to pass an enabling act. Public education to be truly public must be provided for by public law. There is no public school system for the children of North Carolina. There are 108 public school systems in our State. There can be no standard set for 108 systems. Each system, to be a system, must have its own standard. One of the themes of this Assembly this year is *standardization*; but there can be no standardization until we consolidate.

*By courtesy of secretary of the Teachers Assembly of North Carolina.

Status of Schools in North Carolina Look at the facts. It never hurts to turn on the light. The State Department of Education is supposed to be the head of the public schools of North Carolina, and it is, in so far as they have a head. The General Assembly of our State has fixed the status of public education in its public and private laws, and here is what we have: As of June 30, 1915, 100 county superintendents working under and with the State Department; 107 graded school superintendents, working independently—not under and with the State Department. Of the 10,477 teachers paid by public taxation, 1,762 are independent of the public school law. If a teacher wishes to teach in any school under a county superintendent she must stand an examination and prove good moral character. She must show herself fit to teach. If she wishes to teach in a graded school she must get a majority vote of the graded school board of trustees. She may be ignorant and immoral, but if she gets a majority vote she is a teacher. Of the 540,410 children attending the schools maintained at public expenses, 100,135 do not come under the State Department. Of the \$4,132,213.76 spent in 1914-1915, \$2,229,021.76 was not under the State Department, and the \$1,452,070.77 raised in 1915-1916 by the 1,844 special-tax districts does not come under the State Department. This means that almost half of the money spent for public education is without the jurisdiction of the State Department.

Justice Through Gradation and Certification of Teachers The legislative enactments that discriminate against the so-called country schools are responsible more than any other one thing for poor country schools. A normal school or a college graduate has to stand an examination to teach the county school, but does not have to stand an examination to teach a graded school. As a result, all graded school teachers but 523 have had normal training, while 4,694 county teachers are without normal training. Yet we say we want to help the county schools. Let the legislators prove their words by their works. We must have for our State a law that gives us uniform gradation and certification of teachers. The present discrimination against the child born and reared on the farm must be done away with. In my judgment, this should not mean more examinations, but fewer examinations for teachers. Those persons without normal training or successful teaching experience should stand examinations, and those with sufficient normal training or successful experience as teachers should not be required to stand an examination. There must be a law for uniform gradation and certification of teachers in North Carolina, and the next General Assembly will not do its duty by the children of our State if it fails to put such a law on our statute books, for anything short of this will fail to give us a system of public education for the children of our State.

Our State has clearly demonstrated that examinations do not of necessity give us the best teachers; in fact, all an examination can do is to

keep the inefficient reduced to a minimum. In the county schools where we have the examination system there are nearly 54 per cent of the teachers without normal training, and in the graded schools where there is no examination, as a rule, there are less than 30 per cent of the teachers without normal training. Put the graded schools and the country schools on the same basis and more of the normally trained teachers will teach in the country schools. Of course, the examination is not the only handicap the country school has. Length of term, better salary, better organized work, modern conveniences found in the towns and not found in the country, and more social life in the towns, all work against the country schools. But good roads, cheap automobiles, and improved country conditions are fast removing many of the handicaps that have been felt by country schools. And if our State law would make the professional qualifications uniform I am sure we would soon have a much larger per cent of trained teachers in the country schools. The State owes it to the country child to do for him as well as it does for the urban child. A democracy means equal opportunity, not necessarily identical opportunity, for all.

Keep the Schools Out of Partisan Politics

I am sure our people want, and that the good of our schools demand, that as far as possible public education be removed from partisan politics. This means that our superintendents should be chosen by nonpolitical boards of education. One of the worst things that could happen for public education in North Carolina would be the election of county superintendents by the people through the political parties, for this would necessitate the selection of politicians as superintendents, when what we need is professionally trained men and women whose politics is "better educational opportunities for the children attending the public schools." Trained superintendents are just as essential for efficient work as trained teachers, and I sometimes think more necessary, and you cannot get trained superintendents through the school of politics. They develop in a different environment. Do not take what I have said as being "down on" politics. Every man ought to have a political opinion and must have the right to express himself freely on political matters. But the schools are for all, and as superintendent he must be for all, and, above all, trained for his duties as a worker in any political party.

Why a Commission of Education is Needed

It is perfectly clear to my mind that the people of our State do not know the exact status of public education, and that they will not be fully convinced until there is a careful study made by some competent commission. If the next General Assembly were to appropriate a sum of money sufficient to employ a committee of well trained students of public education and give them two years to make a thorough investigation, I am sure their report would awaken our people to the necessity of putting into law the recommendations of our State Superintendent; and not only this, but many other

things he wishes to have done, but knows it is useless to recommend. Today our people are already going in advance of our law, and in many respects are held back by the law from doing what they are willing to do. I want to see such a commission appointed and want it to have power to make a thorough study of public education in our State, not only of the so-called public schools, but of graded schools and all State-supported and State-aided institutions of education. Something of this nature is necessary for intelligent educational legislation. It is also necessary to acquaint thoroughly our people with the needs of our State educationally. I know of nothing that would more materially aid our State Department of Education in its efforts, and Superintendent Joyner is making heroic efforts to better the public schools, than to place the public schools of North Carolina upon a really efficient basis. Our first need is intelligent educational legislation. When we get this, then, and not until then, can we get really competent teachers for all the schools of our State. But this legislation must make teaching a profession. Teaching must become a profession before it can be standardized. But may I turn from this to another side of the question? To an aspect of it that is much more pleasant to me, and I trust will be equally profitable for you.

**Illiteracy
Must be
Eradicated**

We are spending \$4,132,213.76 annually, and are employing 10,500 teachers, in round numbers. What is the object of this enormous outlay, and what is the purpose of this army of workers? Is there any goal toward which we are all working? What is the real aim of public education in North Carolina? There must be a declaration of principles that will set forth the things we, the teachers, are going to strive to accomplish. In this declaration of principles will be found many things that a generation ago were not thought of as being a part of the duties of the teacher. We must recognize that public education is for *all* the children of *all* the people, and not for the favored few nor for the favored race alone. Ignorance and superstition are even today causing more suffering, more crime, more immorality and more waste than any other forces for evil in our civilization. Eliminate ignorance and superstition will vanish. The illiterate must of necessity be ignorant, but the lettered are not always enlightened. It should be the function of the public schools to eradicate the handicap of illiteracy. Illiteracy must be abolished from the citizenship of North Carolina. The stability of our government depends upon an intelligent citizenship. If illiteracy is not blotted out of our civilization, Nation-wide, our government will become the world's greatest governmental experiment. If blotted out our government becomes the world's greatest model in State organization.

**Essentials the
Schools Must
Teach**

Next, the public school must help to build character. A learned man without character is more dangerous than the immoral illiterate. The youth must be trained in morality, must be taught that a clean personal life and a pure public

life is essential to good citizenship, and absolutely necessary for successful living. He must be taught the necessity of honesty in his every act. For example, he must see the sin in putting three layers of nice apples or potatoes at each end of the barrel and inferior ones in the middle. He must be made to know the low grade of berries in the bottom of the quarts determine the price of the good berries on top. He must be made to see that honesty pays.

Again, the schools must teach health, not only individual health but community health. There are certain well known laws of health, certain known facts about contagious or infectious diseases that every teacher should make known to every child attending his school. I can remember when in our ignorance letters from a yellow-fever infected city were punctured and fumigated. Today we all know that screens to keep out mosquitoes is the best way to stop the spread of this dread disease. The schools must instill the laws of health into the minds of the children, and each must be made to realize that it is wrong for him to spread his communicable disease to his neighbor. Our people must be taught that it is really not necessary for every person, sooner or later, to have measles and whooping-cough. The time is soon coming when we will realize that a county hospital maintained at public expense, and a whole-time health officer maintained at public expense, are good investments for each county to make. A healthy body is absolutely essential for a serviceable citizen. Give us the right ideals and standards of health and the criminal classes and the feeble-minded will cease to multiply in our land. The institution at Kinston for the care of the feeble-minded—very necessary now under existing conditions in our State—is a monument to our ignorance and inefficiency. About 20 per cent of the blind in our State School for the Blind and the Deaf in this city are needlessly blind. Ignorance—no, inefficiency—has made them so. All those children in the Stonewall Jackson Training School are there because we back home have failed to do our duty by them. Instead of helping each who is born to become the best possible of his type we have a great vortex of physical and mental ruin into which we have been pushing helpless babes and unfortunate youths, and then we spend much of our time and money trying to pull them out. Some we get out, others never come back, but all carry through life the marks of our failures. Public health must be taught in the public schools.

One bright September day, at their mountain home, a father and son were talking about the boy's education. On tomorrow the boy was to start for the University. He was a bright youth. The father had struggled hard to save the necessary funds to educate his son. Finally in the conversation the father summed it up in these words, "Son, I want you to get an education so you can make a living without work." The son graduated and now gets along in life without much work, but he does not amount to very much. That is one of the false ideas in our

State that the schools must eradicate; for that education that does not make the one receiving it more industrious is a failure. The best educated man in North Carolina should be the most industrious man in North Carolina. All labor is honorable. It is one of the functions of the school to help each individual to find the thing in life he is best fitted to become and then to give him that training that will enable him to do the most possible in his chosen field of activity. It is not the work that is lacking in honor, but the worker.

Education should make each one active not only in his chosen field of labor, but active in the affairs of his church, his community, his State, and his Nation. The welfare of the individual is dependent upon the good of the community. No man can live the fullest life save as he assists in the development of the lives of those around him. True living is bound to be in coöperation with one's neighbors. Every schoolhouse, every church, is the direct result of coöperative effort. The welfare of each citizen is interdependent upon the welfare of every other citizen. Coöperative endeavor is just in its infancy in our State. Some day we are coming to coöperative selling and coöperative buying, and coöperative manufacturing. Many a dollar's worth of farm produce goes to waste annually in our State for lack of these. The schools must teach this to the next generation. It is too late for this generation, but the next should be saved. It is the task of the schools to see that they are saved. Community coöperation is of more value, cultural, as well as monetary, than a study of the humanities. I might name others, but I do not wish to tire you. John and Mary were on their way to church. John, burdened by his pent-up love for Mary, was too full for utterance as they drove along, but suddenly blurted out, "Mary, will you marry me?" She replied, "Yes." Before they reached the church, she said, "John, why don't you say something?" "I've said too much already," was his reply.

**Teachers
With a Vision
the Great
Need**

These things cannot come to pass unless we have a band of well-trained and efficient teachers and supervisors. The great need in our State today is more teachers with a vision; men and women who see constantly the 540,000 children standing in their ignorance with outstretched hands begging us to lead them from darkness into light; men and women who love children, who know there are no mean children, who realize that each child needs help and who are willing to spend and be spent for the sake of others; men and women with a purpose and with character, realizing that the spirit of the teacher counts for more in the lives of those taught than the subjects they are attempting to impart; men and women who see the limitless possibilities in the life of each child; men and women who are not willing that any one shall be lost to civilization; big-hearted, broad-minded men and women with a love for mankind that knows no bounds; painstaking and patient men and women who are willing to "labor and

to wait"; men and women with faith in mankind—yes, men and women who know there is good in every child, and that by search and endeavor it may be discovered and developed.

Only educational experts should be superintendents, for unless the supervisor knows better than the teacher the manifold duties of the teacher, he cannot be of the service he should be. It goes without saying that inefficient organization and supervision greatly handicap the efficiency of any system of schools. Our law should be so stringent that only those who are best fitted could become superintendents. I am sure the superintendents of our State realize the truth of this more vividly than any other group of teachers in our State. Their task is to stimulate each to his best effort and to coördinate the work of all. They, of all men, must have the vision. They must dream dreams and then help to bring their dreams to pass.

The strides of civilization have been so rapid for the past century that each rising generation finds it more and more difficult to keep apace with the times. The teachers of our children are the connecting links between generation and generation, and they hold the destiny of our State in their hands. They are the guardians of our liberty, the protectors of our Nation, and the promoters of our civilization.

The Vision "There is a path which no fowl knoweth, and which the vulture's eye hath not seen. Whoever looks into interstellar abysses knows that there is a highway which even the spirit of man in its most daring dreams has not trod. Forever nature moves under the compulsion of power which man does not appraise. The wind bloweth where it listeth, beyond human law, and the light that flashes through the universe is not kindled at man's forge.

"And yet we are beginning to understand our kinship with the life that seems alien—to understand that God and man are not divided by visible or invisible substance. The upward impulses of the race, finding expression in the beauty of art, the glory of ideals, and the triumphs of the spirit, attest that man is the moving instrument through which the type divine becomes articulate.

"There is something superior to the tenure of individual life. The music of Poe is greater than the frail tenement in which it sang. The thrush of today is dust tomorrow, but the choral song of birds is eternal. The statutes of Praxiteles have perished, but the genius of the sculptor of Greece has animated all succeeding centuries. What we see of the man passes, as all things visible pass, but thought does not die. The temple of Solomon has vanished, but the wisdom of its builder is a part of the word that excites the worship of the world. This is the real temple of the Great King of Israel.

"Civilization is greater than its cathedrals or its cities. Shakespeare lived but a fitful day, and Æsop we never knew, but what they wrote is

a part of the literature that lives on. Similarly, human love is tragic in its incompleteness, but the love that animates mankind is infinite.

"We are all a mystical and elemental part of the power that gives luster to a star, perfume to a flower, and melody to all life, but in reality we know little, if anything, of the cosmic secret of the soul. We are mendicants in the kingdom where we should be kings. In inattention to our inheritance, we are confronted by the sublime fact that life is greater than the living, for it outlives it.

"There is indeed an infinite highway toward which the race forever moves, but whose supernal vistas it has not yet discerned. For that path—the path of which Job in his vision dreamed—leads through the kingdom of heaven. And eye hath not seen nor ear heard the wonder of that invisible world that perpetually surrounds our faltering race."

"The works of God are all for naught
Unless our eyes in seeing,
See underneath the thing, the thought
That animates the being."

The responsibilities of life that rest upon this generation are greater than the responsibilities that have ever rested upon a previous generation. To meet these responsibilities demands better preparation than has ever been made before. "As good as I got" is not as good for my boy as what I got. We owe it to our children and to succeeding generations to give to the children of today the best possible preparation for the responsibilities of life. The future safety and prosperity of civilization rests more heavily and is more dependent today upon America than upon the rest of the world. It does seem to me that God has intrusted to our keeping His great plans for the human family. Shall we meet the demands of the day as true men and women or shall we become "mendicants in the kingdom where we should be kings"? Let us so stir old North Carolina from mountain to sea that every child in her borders shall have an opportunity to develop into the best citizen that it is possible for him to become; that each child may be so developed that he can live the fullest and the richest life possible for him to attain. Let us give each child a fair start in the race of life, then we will have accomplished our task; anything short of this is less than should have been accomplished.

Minimum Requirements for Teaching in North Carolina

DAPHNE CARRAWAY

WHICH is of more value, the life of a horse, the care of a corpse, the practice of medicine, or the training of the mind of a child?

In North Carolina there are those who have made a definite study of veterinary surgery and are qualified to pass on the merits or demerits of those who wish to enter that field of work. We also have an association of embalmers. The proper authorities in the organization say who shall or who shall not serve the public in putting away a lifeless corpse according to the best practices of embalming. For years a strict vigilance has been maintained by those practicing medicine for fear some incompetent person be admitted to that profession.

All this is well, and should not be changed only, possibly, to maintain higher standards. The horse is man's great friend. He is worth money and should be taken care of. To know that the dead bodies of our loved ones are laid to rest in the proper manner is a comfort. To have only competent physicians and experts restore to health those near and dear to us is of highest importance. Our bodies, the living temples of mind and soul, should surely never be so lightly treated as to have any one who has just finished seventh grade, or even high school, prescribe for their ailments. Never would we submit to that! Of all these things we are positive. We know we are everlastingly right.

Now let me repeat my original question: Which is of more value: the life of a horse, the care of a corpse, the practice of medicine, or the training of the mind of a child? Keep your answer. The hour has not yet come. I have some first-hand evidence to give you. Then we will talk over this matter before we "are ready for the question."

We have one hundred counties and a goodly number of town and city schools in North Carolina. Letters were sent to each county superintendent and the representative town schools asking for definite information. They were asked to state minimum scholarship requirements and minimum amount of professional training required of their teachers.

Many men of many minds gave interesting answers of varied kinds. Almost every county stands alone in requirements. Five county superintendents frankly say they have no requirements either in scholarship or professional training. Two others say they only require a second grade certificate on the seven elementary grades with no professional qualifications. Three others stated that teachers must have ability to pass county examinations, but that no professional training was required. Be it known, however, that two county superintendents require their

teachers to complete the high school course and have at least one year in college or teacher-training school.

In trying to get before you evidence from all over the State the following is quoted:

"We permit teachers who hold second grade certificates to teach, but they must attend the county institute and be a member of the Reading Circle."

"They must pass the examination sent out by the State."

"She must pass a satisfactory examination on the common school branches and attend at least one summer session of East Carolina Teachers Training School."

"Some are teaching in my county who have fairly finished the seventh grade and who have had no professional training outside of an institute."

"My teachers must pass on the elementary branches and Theory and Practice. Professional training is recommended, but not required."

"I have some teachers who hold a second grade certificate, but first preferred, based on five years' State examination and two weeks attendance of county institute or summer school—latter given preference."

"Those who teach for me must have about one or two years of high school, an institute or summer school."

"Teachers must have completed the public school course and had two weeks of institute."

"We have not quite reached it, but we are working for teachers to complete high school and have one year of professional training."

"Teachers must have high school education. Some of them have no professional training. All must hold teachers' certificates. Some of them, however, are second grade certificates."

"Those who teach must have three years high school and one year professional training."

One county superintendent gives the following classification and requirements of teachers:

1. Candidates must be 18 years of age and must be able to set forth the duties of teachers prescribed by the school law of North Carolina.

2. Must have completed the seven grades prescribed for the elementary schools of the State.

3. Must exhibit, besides a creditable knowledge of the subjects of the elementary course of study, special knowledge of the contents of a given list of twenty-six books.

4. Must possess professional information as follows: know phonics, titles of text-books adopted for use in North Carolina, familiar with Berry Writing Manual and Books I and IV, and know some educational games.

5. Must exhibit in her written work that she is familiar with the formal language in Hyde's Language Lessons I.

6. Minimum salary is \$25 and maximum of \$30 per month.
7. No Class A teacher can be employed longer than three years.
8. A person admitted to Class A will hold a second-grade certificate.

In this county there are six classes of teachers. Each class is a step higher and carries with it increased salary. A teacher in Class A may become a Class B teacher by complying with certain requirements, and so on up.

"Those who teach in one-teacher schools must have high school education and have attended at least one teachers' institute. The principals of two-or-more-teacher schools must have college training."

"All of my teachers must have completed high school course. A large majority of my primary teachers have some college and one year of normal training."

"My teachers must have four years high school and after ensuing scholastic year must have at least one year of professional training. Ninety per cent of my teachers have had professional training."

Now, friends, the above statements are not vagaries, but are the word of truth and soberness. They come from East, West, and Piedmont county superintendents. Draw your own conclusions and then see conditions in town and city school. The standards in the town and city school take on a Joseph's coat appearance. Observe a few rare bits of evidence.

Six city school superintendents have no minimum requirements. Five employ college graduates, while four require the teachers they hire to be a graduate of a standard high school and to have two years of professional training. Four other superintendents require two years of college training and one year of actual experience. There are four who accept four years of high school and at least two years of professional training. Two others say they must be a graduate of a standard college, and have one year of professional training. No standard is maintained by two other superintendents, but they are working toward securing no teacher who does not hold a diploma from a college or normal training school of standing.

Others say:

"So far as law is concerned, the towns can employ washerwomen."

"It takes four votes of the school board to elect a teacher, nothing more."

"The policy of our school is to employ only graduates of colleges. However, we sometimes employ undergraduates of colleges. The policy is all right, but the salaries are so small there is a bit of inconsistency between the requirements and the salary. This works a hardship in that we are often forced to take graduates of inferior colleges. Sometimes a splendid teacher is kept from the system because she has no diploma."

"Every teacher in our school who is not a graduate has had one or more years of successful teaching."

"There are no requirements, but I pass on the qualifications."

"Requirements are as high as we can justly demand now."

"Inexperienced teachers must attend a summer school."

"Teachers must pass the examination (but no definite information concerning what examination is given). No training is required."

"The regulation of the school board demands the graduate of some college, normal or university, but it is not lived up to. They also require two years of experience, but neither is that enforced."

"There is no definite standard observed, but all teachers have had at least one year of college work."

"All teachers in my school must have at least a high school education, one year at college, and training at a summer school."

"Some collegiate or normal training is required of teachers in my school."

"Two years of college work and one year of teaching as well as an institute or summer school is what we require."

"The teachers in my school must have finished four years of high school and have had six weeks of professional training. Reëlection is conditioned on attendance of summer school the summer following election, unless party shall have attended four summer schools in succession prior to her reëlection."

"My teachers must hold a first-grade certificate or a State certificate; must be a high school graduate, and have had one year's successful teaching experience."

"Teachers must have two years scholastic training equivalent to one year of normal training."

"We do not follow this strictly, but try to have two years of college work and at least one year of professional training."

"I require one year of college education unless teacher has had experience to make up for it."

"We ask two years' education above high school and two years' experience in teaching."

"Our teachers must be college graduates, have had two years of experience in a good school system, and attend a summer school every two years."

"Teachers in our school must be high school graduates, have four years at normal college or institution of equal standing."

"It is our custom not to consider an applicant who is not a college graduate unless she has had professional training, say at least two years, and has had successful experience. If she is a college graduate she should have at least one year's professional training."

"Every teacher in our school who is not a college graduate has had one or more year's successful experience."

"I am trying to get only those who have had special training, in a first-rate school, for the work done."

The above are actual conditions. The superintendents were also asked if they were satisfied with these conditions. From twenty-five county superintendents there come decided expressions of dissatisfaction and desiring a change. Some just said they were not satisfied, but said nothing of changing matters. Others stated a spirit of dissatisfaction and made definite recommendations that each teacher have at least two years of professional training, or high school and one year of professional training. One superintendent is in favor of stated requirements, but thinks it impossible until the State takes over the whole matter of certification. He hopes this will soon be done. Another superintendent thinks we are getting value received for money paid.

From the city and town superintendents we have eleven to say they are satisfied with their requirements, while nineteen are not and desire a change. Three others say they are not satisfied and will make a change soon.

"The last question asked the school men was, "In your opinion, should a primary teacher be allowed to teach with less than a high school education as her scholastic foundation for the work. In addition to this, what professional training should she have—one year or more?"

To this twenty replies came back, "Four years of high school work and not less than one year in an approved normal school." Two others declare the high school should be completed and two years of normal training.

To quote from the others we have: "Teacher should be a graduate of a good high school and have not less than two years of professional training."

"A rigid enforcement for a high school education will cripple the work and close schools for a year or so. Give them a few years to attain it."

"They should complete a high school and have at least one year in college or training school."

"A teacher should have a high school education and at least one year of professional training. It is unwise to be too abrupt."

"A four-year high school and one year of normal training for the first certificate granted for one year. Have county and city superintendents required to keep and submit to State Department at the end of each year a success rating for all their teachers. If a teacher makes a satisfactory success grade and reading course for one year certificate should be conferred for longer time."

"A high school graduate and one summer's professional training. Keep on taking some prescribed correspondence course and in summer take professional work until State gives life-time certificate."

"I am inclined to believe that requirements both as to scholarship

and professional training should be progressively raised so that by 1922 every primary teacher should be required to have two years' college work above high school and one year of professional training. Along with these requirements I think the minimum salary to be paid such teachers should be progressively increased by statute."

"If there is only high school training there should be at least two years of experience or professional training offered. This will have to be the case for some time in our rural schools, but the city schools cannot afford to drop down to this requirement."

"There should be a normal school requirement for all. I shall welcome the day when all teachers are required to have a normal school diploma and a State certificate."

"I am trying to raise the ideal of my rural teachers. There is a steady increase in the number who attend summer schools of good standing. With the small pay the teachers receive this number can never be proportionately large."

"Up until last year there were only four high schools in this county. The majority of the teachers of this county have been cut off from the advantages of a high school education. In my opinion it is imperative that they should have this to be efficient, and in addition should have professional training."

"The law does not state minimum scholarship nor minimum professional training."

"Teachers work in our rural one-teacher schools for a six months' term at \$40 per month. I think we are getting value received for the salary paid. For the salary we pay and for the length of term we offer I do not believe we have a right to make a minimum requirement of four years' high school work when several of our State high schools only offer two or three years of work. If all the country girls had the opportunity to take four years of high school work in their local high school, then I think we could afford to ask that they do that much work."

"To be able to fulfill all necessary requirements would take an increased salary, which I think will have to be given the teachers before they can become professional teachers. I am heartily in favor of a law providing for the certification and gradation of teachers."

"I should like to see the requirements such as will raise the standards of professional requirements and place the profession of teaching on a high plane."

"Some gradual practical changes should be made as speedily as conditions warrant."

Different superintendents suggest: "One year of high school and one year of professional training; at least two years of professional training; two years high school and two years professional training in proportion to educational advantages; two years of high school and one year of

professional training; complete high school and have at least one year in college or training school; a high school education, and at least one year professional training; it is unwise to be abrupt."

Can you not see something hopeful in this? "One of the greatest mistakes we make is employing inefficient young girls for our primary work." "If any teacher needs special training it is the teacher in the primary grade." "I am of the opinion that the people should not be satisfied with a teacher who is not a high school graduate with at least one year of professional training." "I would put the minimum at one year of professional training even for the small salaries and short terms that we have in the rural sections." "I think it is a shame that our colleges admit students who have not completed the high school course. We have high schools in all sections of the State and we should compel all students to complete the course in these schools before going to college or before starting to teach." "There should be normal school requirements for all." "Spend some time in observing good primary work and read some of the best works or papers on the subject." "Let's insist on better training and higher standards, and I believe better conditions, financially and otherwise, will come." "I should think that it would be better to announce that on and after a certain date, say, two or three years hence, the high school preparation would be exacted, that after another lapse of two or three years one year of professional training would be required, and that after a third lapse of two or three years two years of such training."

With the county and city school men from all parts of the State as witnesses we see some of the present requirements of teachers in North Carolina as well as the spirit of unrest and the suggestions for bettering conditions.

My friends, the facts are before you. I have tried to speak the speech they gave me, if not trippingly on the tongue, at least thoughtfully and plainly. You know part of the truth from eighty-eight school men of the State. Draw your own conclusions and act thereupon at once. This is no time for idle dreamers, but for those who are willing to think out their work and then work out their think.

Now, "gentlemen of the jury," what is your verdict? Speak!

The Rights of a Child

W. C. BAGLEY

(The Kinston Free Press recently published this in a department, "School and Community," which is edited by an editorial board composed of the superintendent and teachers of the school. The following note was introductory to the article: "A short time ago we became interested in the real question named above. In order to get a statement from one who could help us, we wrote to W. C. Bagley, one of the best known and strongest writers and thinkers in the field of pedagogy." The article is his reply.)

WE believe in the rights of the child.

We believe that every child has a right to abundance of sunshine and fresh air; to wide, open spaces where he may run and romp; to a patch of earth wherein he may delve for hidden treasure—and therefrom he may receive, perhaps, riches in the form of cabbages, radishes, tomatoes, and other garden stuff symbolic of wealth beyond the dreams of Midas; to trees which he may climb; to brooks in which he may wade; to a swimming hole and the privilege of cavorting therein; to a real hill down which he may coast; and to a pond whereon he may row and sail and skate.

We believe that every child has a right to warm clothing, occasionally patched and darned; a right to go to bed early and get up betimes; a right to an abundance of plain and wholesome food, including fats, proteids, carbohydrates, all in due proportion, but not excluding now and then a real "feast" with sweets in abundance and liberal portions of that indigenous American concoction known as pie.

We believe that every child has a right to grimy hands and a dirty face, with an equal right to recovery therefrom even at the price of much valiant though involuntary scrubbing behind and within the ears.

We believe that every child has a right to affection; to loving care and tender solicitude; to some one who will tuck him in at night, who will grieve when he is naughty, who will sympathize with his childish ambitions, and rejoice in his childish triumphs; who will take him at all times for the really serious little being that he is.

We believe that every child has a right to protection; to protection against pampering, indulgence, and sickly sentimentalism; to protection against moral dangers, but also to protection against goody-goodyism, hypocrisy, and cant.

We believe that every child has a right to discipline; an inalienable right to correction for his childish mistakes; a right to the kind of correction that will protect him against his own worst enemy—himself; a right to a wholesome regime of life in which stated and regular duties will have their proper place; a right to habits and ideals of industry, thrift, responsibility, and thoughtfulness for others.

We believe that every child has a right to instruction; a right to his share of the skill and culture that have been accumulated during the

ages; a right to his due portion of the ideas and ideals that constitute the spiritual heritage of the race; and we believe that this right is far too sacred to be thwarted by a naive trust in his own momentary interests and impulses.

We believe that every child has a right to freedom; to periods each day when within reasonable limits, he may follow the dictates of his own sweet will; but we believe also that he has a right to preparation for the larger and more responsible freedom of his adult years, a right to the kind of preparation that will make him master of his own interests and enthusiasms and ambitions—master of himself.

*The New Motherhood**

RUTH COMFORT MITCHELL

If she had lived a little while ago
 She would be wearing tranquil caps of lace,
 Withdrawing gently to her quiet place,
 Sighing remotely at the world's drab woe.
 Today she fronts it squarely as her foe,
 Not from the inglenook, but face to face,
 Marching to meet it, stoutly keeping pace,
 Armored in wisdom, strong to overthrow.

This is the work she always understood—
 The world in terms of home. Set free to flower—
 Unhindered now, her own brood long a-wing—
 In broader, all-embracing motherhood,
 Calm with the years and ardent with the hour,
 Indian summer with the urge of spring.

*By permission of the *Century Magazine* and of the author.

Is the Public Library Worth While?

MRS. A. F. GRIGG,

Librarian, Durham Public Library

THE free public library movement is a comparatively recent addition to the number of things that show the progressive spirit of the South. Although the South realized the value and broadening influence of this movement, it was so busy getting something to eat and the wherewithal to be clothed that this among many other necessities had to wait its turn. That a free public library is a necessity goes without question.

The free public library movement has a secure footing in the South now, and the next few years will see wonderful progress in its development. The amount and quality of this development will depend largely upon librarians, library trustees, and public school boards of education, and to a very great extent upon the public school teachers themselves.

We believe that every town that has a public school building should also have a free public library. This does not mean necessarily a separate building; the collection may be housed in any adequate convenient place. Why teach a child to read unless something to read is provided? The public school system that does not provide an opportunity to the child to continue the pursuit of knowledge begun in the schoolroom hardly deserves the name. The public school and public library are virtually working for the same purpose, and they should develop a comprehensive plan of coöperation whereby each one should be benefited. A plan something like this might be adopted: The public school to equip an alcove and room in the public library, and the library provide the librarian and the technical care of the books, cataloging, etc. It is better to have the library housed in a central building rather than in separate school buildings, for the value of training the child in the library habit is great. One of the greatest assets a child can have is the library habit, and much can be done by the individual teacher to instil the love of the library in the mind of the child. It is most gratifying to the librarian to have a little child in the first grade come in and say: "My teacher told me I could get up here. I can write my name now, so I want to get a library card and take the book home with me. My teacher has been reading it to me in school." Or have an older sister say: "Can Jack take out a book? He has been learning to write his name so he could take a book home from the library." We require that a child be able to write his name before he can take out a book, and sometimes not very much reading is done, but the pictures are enjoyed and the habit is formed early in the child's school life.

It is very much easier to interest the children in the lower grades, and it is a genuine delight to see how eager they are to find information and follow up the suggestions made in class. In the higher grades it is more difficult, and I believe it is because the opportunity of the library habit was not suggested earlier in their school life. Pupils here resort to all sorts of ways to get the work done for them. Just the other day a girl came to me and said: "Have you ever heard of the Matterhorn?" And before I thought, I was telling her something of the mountain, and when I was interrupted she said: "Thank you, that is enough. My teacher told me to find out something about it and I thought maybe you could tell me and I wouldn't have to bother with looking it up." I will know less myself next time and give her the opportunity to know more.

I know of no better medium than debates to foster the library habit for the older pupils, and now that girls are almost as interested as boys in debating it will serve for them both. Almost all the subjects for debates are current topics, and the bulk of the material is found in current periodicals. These periodicals are bound and used for reference only, so it necessitates that the work done be done in the library building. This has many advantages. It familiarizes the pupil with the arrangement of the material in the library; the value of the library as a help; and develops a great respect for the library tone and atmosphere, for in nine cases out of ten the interest is attracted to other subjects and these students become regular patrons of the library.

One reason people—and here I mean the older people as well as the children—do not use the library to better advantage, is from a feeling of embarrassment or timidity; they do not know just what they want or how to find it. They are not familiar with the arrangement of the books and they do not know how to use the catalog. If they could just realize that the pleasure as well as the business of the librarian and assistants is to find what they want or to show them how—how much easier it would be! The librarian does not know *everything* by any means, but she does know *how to find things*, for she is familiar with the library tools, and as library work is her hobby, she is always glad to take a ride, so whoever you are, do not hesitate to ask questions.

The librarian is very human and she feels a personal interest in all those who come to the library, and likes to follow up some of the help she tries to furnish. She likes to hear of the success of the remedy she suggested for the sick chickens, or whether the particular verb you wanted conjugated was asked on examination. Which side won the debate—the boys who were so certain or the girls who worked so hard and were less confident? Did your mother enjoy the story that was sent when you brought the message: "Mother says send her a good book"? The librarian is very like a chameleon; is able to change her color, as it were, at a moment's notice. For the questions come something

like this: "I want all the material you have on government control of railroads." And, "My teacher told me to find out what kind of games the children play in South America." After seeing that these young students are provided with sufficient material to satisfy them, she turns to the little woman who has been waiting, and in answer to her inquiry, she says: "Is Dr. Holt's book in? I want to see if I am mixing the milk just right for the baby." Then here is a young man who through force of circumstances had to stop school before he got to the high school. "Do you think I could get a better salary if I took a business course?" And as he shows me the photograph of a pretty girl he is carrying about in his pocket, I understand why he would like his salary raised, and I think it advisable to take a business course. No opportunity for monotony to intrude in library work!

Of course there are various ways and means devised to attract people to the library, for it is as necessary to advertise its wares as any other good thing, if you wish the best returns on your investment.

To my mind, the story hour is one of the best means I know of to stimulate interest in the library, for adults as well as children, for "the story told means the story read." At mothers' clubs where the welfare of the child in all its phases is discussed, books to be found in the library relating to the subject are briefly reviewed and others suggested. At the various literary and civic clubs, a review and discussion of the new books on the subjects are a stimulus to reading of these and perhaps others.

Recently, in Durham, the Board of Library Trustees employed the services of a professional story-teller to establish the story hour in the various suburbs, and, as the demand grows, to extend it to other points in the country. In this way we hope to reach a number of children, and grown-ups, too, who otherwise would have no way of knowing that the public library with all its treasures really belongs to them. A regular plan and course of instruction will be followed with these stories.

The night schools held in the various manufacturing districts of Durham, with the aid of the public library, have been a wonderful factor in broadening the minds and opening resources to those whom force of circumstances had deprived of many opportunities, and it is a great privilege to be permitted to guide their ambitions and desires.

The use of attractive posters in various shop windows has been the means of calling the attention of the public to books on special subjects, to a very popular book the library has, and also to suggest reading lists, etc. The posters are really very unique and attractive; they are done by the pupils in the art department of the high school. The pupils are delighted to do something practical and are very interested in the returns. Of course, advertising pays well here, too.

The influence of the free public library upon us broadens our resources, and is one of the things that will help to keep us sane and fresh and young. Use it and see for yourself.

*Marketing the Canning Club Products**

JANE S. MCKIMMON

WITH an output in the summer of 1915 of 633,000 commercial containers filled with products from farms and gardens, the North Carolina Canning Club girls have been using various methods of putting these cans upon the market.

Back in 1912 the problem of getting the products before the consumer began, although the girls had only 70,000 cans and these were all filled with tomatoes. This was our first year in the organization, and both supervisors and girls were inexperienced in the commercial world. I can remember my consternation when the 70,000 cans were dumped upon me to sell, and every little club girl was asking that they be sold immediately as she needed her money.

Here we were with a large number of cans to be disposed of and with no reputation in the business world—worse than none, in fact, for we had to shoulder the reputation made by the usual carelessly packed product which the farm wife brought to the grocer! Thinking it would be a good plan to sell in bulk, I sent samples of our tomatoes to a large grocery house in New York. The products were examined and pronounced excellent, but in one of the cans there was found a light-colored tomato, and very properly the firm refused to take any product that could not be relied upon as uniform throughout.

This criticism at the very outset of our marketing career probably did us more good than anything that has ever happened to us. I felt that there might be a light-colored tomato secreted in every one of those 70,000 cans, and calling in to headquarters the fourteen supervising agents, we had a heart-to-heart conference regarding a standard pack, and agreed that we must not seek an outside market until we had proved at home that we could put up an article that could be relied upon. These women went back to their territories to dispose of what the club girls had produced among their own community housewives. If any can was found not to be what it should be commercially it was replaced by the club member or money was refunded. Strict rules and regulations regarding standards were enforced, and if a girl was found infringing the rules, either through ignorance or carelessness, she was not allowed the use of the label.

THE GIRLS' OWN RESPONSIBILITY

In a surprisingly short time these little business women learned the necessity of uniform packs, and the agents set to work inaugurating market campaigns and inspiring the girls to assume the responsibility

* By courtesy of the *Country Gentleman*.

of the disposal of their own products. This they did by loading wagons with cans and bringing them into the towns and villages, selling in this manner every can they had filled. In many county papers advertisements were run, saying that beans, peaches, tomatoes, berries, and so on, would be brought into town on Saturday by the canning club girls and orders might be left with the county agent, whose address was given.

All orders thus obtained were given first to one section, whose girls could club together in securing a dray or farm wagon, and the next week to another section. Cards were sent out at intervals requesting a statement of the number of products still held by a club girl, in order that the county agent might keep informed of how the girls were progressing. Sometimes a plan which we found in an old *Country Gentleman* was used: Signboards were placed on the farm gateposts listing the kind of canned goods to be obtained there and the prices, so that the hungry citizen riding by in his automobile might be induced to stop and purchase.

Sawmills and factories were found to be great sources of revenue. In fact, several clubs report that hands from the mills are sometimes willing to take the products even before the girls have time to label them. One of our girls, whose parents supplied milk and butter to a mill town in Gaston County, not only sold all her own cans but gave the other club members enough orders to exhaust their supply.

As the years go by and our output grows larger we are turning for our logical market to the local merchant. The housewives have had a chance to test our products and the commendations they give us have great weight with the retailer. In Moore County the merchants agreed to take everything the club girls of that county produced. These girls are backed by the Sand Hill Board of Trade and also by a large organization of women known as the Auxiliary to the Board of Trade. The merchants are supplied as they need products, and the wise little county agent reserves part of her club's output.

The Wayne County agent visits the grocers of Goldsboro every Monday morning inquiring about their needs and supplying many of them. They tell her they would as soon buy from the club girls as from anyone else. This agent also has asked prominent housewives who use club-canned products to write their opinions of the products as an advertisement, and the papers have agreed to publish them.

In Anson County the clubs have induced a great spirit of "Buy at Home" among the merchants. When these men were first approached they had one argument to present: "Maryland goods could be had for less money." They were shown the excellence of the quality of the home product and reminded that the girls and women who produced them would certainly demand the practice of reciprocity. If the merchants expected the farm women to stop buying their groceries from the big Northern department stores, the farm women would in turn expect

the merchants to cease buying their canned products outside the county. Beautiful exhibits in glass and tin put up by the club girls were placed in some of the grocery windows with this sign: "We Buy From the Country and the Country Buys From Us."

In one of the county papers this advertisement was inserted by a progressive merchant: "Union County Canning Club String Beans, as fine as can be put in a can. Every can sold under a positive guaranty. If not as represented your money back and no questions asked. Try a dozen cans."

PLANS FOR A SELLING ORGANIZATION

One newly organized club, through its businesslike supervisor, approached the merchants in two small near-by towns last spring and sold all the club products for fall delivery at a flat rate of twelve and a half cents a can. This was too much for tomatoes and kraut and too little for peaches and beans; but in the end things were so evened up that the girls came out with a very satisfactory profit. To know that they had an assured market also gave them great interest in canning the particular products required by the merchants.

We do not believe, generally speaking, it is the part of wisdom to try to market outside the State. To ship in less than carload lots is not only expensive but wholly unsatisfactory because of the danger of breakage and careless handling. Should we, however, receive orders by the carload this spring for fall delivery we should turn them over to counties of three years' experience and have the agent assemble the products at one shipping point. A request for prices on carload lots to the Argentine was sent in by an Argentine firm and we are much interested in filling an order to send there.

Since the amount of canned foods in our counties has so materially increased, we feel that better results may be obtained by organizing the club girls into a marketing association for the systematic disposal of their products, and plans have been set in motion to organize. The association will embrace first the individual club, next the combined clubs of the county, and finally the combined clubs of the State.

In the local club the whole membership shall constitute the marketing association, and from this membership the club supervisor or county agent will select an executive board of five members, including the chairman. These girls will be selected for their executive ability and will assume the responsibility of planning for the marketing of all that the club produces. It shall be the duty of this board to list the club products, to ascertain if they are of standard quality, and to search out a market. All local clubs will adopt a definite policy in their sales. They will realize that it is not a good policy to sell both to the merchant and to the merchant's customer and will confine their sales either to the one or to the other in any given market. The local boards will

meet frequently and will inaugurate market campaigns when it is necessary, carrying out such plans as were used last year or planning new methods to effect sales. All members of the local club will be expected to market their own products as far as possible.

Where the organization is a live one we expect all club products to be disposed of locally. However, if the production is too great for the local market the club organization may call upon the county organization for help. This county organization shall consist of the chairmen of all the local boards in the county, and shall meet at least once a month for conference during the marketing season. From this membership the county agent shall select a committee to form the executive board of the county coöperative marketing association. This board will undertake the marketing of all the surplus products from the local clubs, searching out markets in the county, taking products from a locality that has overproduced and placing them in a market where the locality is not meeting the demand.

Should this board find that with all its efforts there are too many products to be disposed of in the county, then it shall call for assistance upon the central or State marketing association, which shall consist of the chairmen of the county associations. From this membership the State agent in home demonstration work shall select a committee for the purpose of disposing of all the surplus club products.

Local and county boards are cautioned not to be too quick in calling for help from the larger organizations, but to remember that the spring months are good market months and may bring sufficient patronage locally to care for the entire output. Local prices are nearly always best, as the cost of packing and shipping must be added when an outside market is sought. For all products marketed through the central State organization there will be a commission charge of two and a half cents per dozen cans to defray necessary expenses.

Where the girls canvass the housewives for orders through the merchants, the newspapers always coöperate by writing up the market campaigns and the housewives are prepared to meet the young saleswomen half way. As soon as the orders are secured the chairman of the marketing committee or the county agent turns them over to the merchant. He is glad to fill them and often buys from twenty-five to fifty per cent more cans than his orders call for. Orders are divided among the girls for delivery.

BUY-A-CAN DAYS

Following up one of the successful canvasses, the Guilford County agent with the coöperation of the Greensboro Chamber of Commerce put on a "Buy-a-Can Day" in two towns. The newspapers headed their columns with "Halt! Buy a Can of Guilford Canning Club Tomatoes!" The movies threw on their screens this verse:

A little can of vegetables,
A little jar of fruit,
Anything our label's on
Is guaranteed to suit.

The mayor allowed the enthusiastic advertisers to stretch a banner across the street bearing the motto: "Buy-a-Can Day, Feb. 29. Girls' Canning Club Products." Exhibits in glass and tin were placed in the grocers' windows with "What you see in glass you will find in the tins." Demonstrations of preparing and serving club products were carried on in the stores. The county agent with two agents from neighboring counties and several club girls donned their white caps and aprons and proceeded to open cans of red ripe tomatoes and convert them into tomato bisque, tomato jelly and catsup, or served them whole on lettuce leaves with mayonnaise dressing. The string beans made excellent salad also—in fact, in Alamance County, where this demonstration idea originated, one merchant was sold entirely out of his products after the housewives saw to what uses they could be put. Buy-a-Can Day sent our products into every section of the city and advertised us in as many spots.

Last summer we canned in tin for market, tomatoes, string beans, soup mixture, peaches, blackberries, kraut and sweet potatoes. In fancy glass packs we put out jellies, preserves, jams, and pickles. All of these products sell well, but the string beans and soup mixture have topped the market in the percentage of early sales.

Last spring one of our women went out as a market agent to solicit orders from colleges, institutions, and hotels, and as a result we were able to give some of our most skillful workers large orders to fill in gallon cans. This was practically our first venture with the gallon can, but results were so satisfactory that we are prepared to make this a large part of our business in 1916. Some of the big hotels promised to put "Girls' Canning Club Products Served Here" on their menus, and have given substantial orders.

BY BRAND

I once heard an eminent economist say that there are only two ways of buying, one by pawing over articles until you can pick out the best, the other buying by the brand. Our girls are learning to sell by the brand; and it inspires you with faith in their desire to remain true to the standard when you see to what lengths they will go to obey regulations.

Two little sisters in Mecklenburg County getting fresh tomatoes early on the Charlotte market were able to place them at good prices with a merchant there. They packed them stem end down after grading as to size. In relating their experiences they said: "The merchant looked through to the very bottom of the box the first three mornings we

brought him our tomatoes, but after that he said: "Little girls, I can buy your fruit by the top row." These little girls had learned to sell by the brand.

Up in the mountains, many miles from a railroad, I was attending a canning demonstration and was much pleased with the businesslike preparations made. The smoke was pouring from the canner as I arrived, the table was scoured clean, the girls wore their white caps and aprons, and "Rules and Regulations for Canning" was pinned to a convenient tree.

A man drove up who had once been a canner. Knocking the ashes from his pipe he pulled out his pocket knife and went to work peeling tomatoes. When he had filled a can he began calling for the capping steel with which to seal it. The club supervisor, a girl of eighteen, had for some time been watching him; and when he prepared to seal the can she said: "Stop, mister. You can't seal that can; it might get mixed with ours, and you haven't even washed your hands."

The club girl is beginning to realize that she is developing a good business which depends absolutely on her own efforts for its maintenance. Many of the girls who joined the clubs in 1912 are our best business women today, having an assured trade with merchants or housewives who have found their products uniformly good.

The thought of earning the dollar was, in the beginning, the thing that brought them into the club. Almost every one of them in writing a history of her work began it with: "I joined the canning club to make some money for myself." I have not thought it an unworthy motive; but they have remained in the work to value equally well the other fine things that come to them through earning that dollar.

Score Card in Hygiene

ALICE V. WILSON

(This score card is used at Winthrop College in the hygiene class)

“**H**EALTH is wealth” and “health is a matter of control” are two statements that are being universally accepted as facts. Out of this acceptance there is arising an aristocracy, the proud boast of every member of which is “I have the health habit.”

For the many girls and boys who are in this aristocracy and who would remain, and for the few who are out of it and who are ambitious to come in, the following suggested score card and detail statements are offered:

SCORE CARD

1. Water a day, minimum, even winter, 3 pints, 2 points.
2. Sleeping in open air or in room with three windows and door open in winter, 2 points.
3. Sleeping in open air in summer, 2 points.
4. Sleeping place free from malaria mosquitoes, 2 points.
5. Light-weight bed clothing, 1 point.
6. Hard mattress, 1; (7) small pillow, 1; (8) bed clothing aired daily and sunned weekly, 1; (9) rise regularly, 1; total, 4 points.
10. One or two glasses of water (cool, but not ice) before breakfast, 1 point.
11. Light exercise on rising, windows open, 1 point.
12. Cool or cold bath, followed quickly by vigorous rubbing, 4 points.
13. Teeth and mouth cleaned at least twice daily, 2 points.
14. Individual (a) drinking glass, (b) toothbrush, (c) towel, (d) wash-basin, (e) comb and hair brush, 3 points.
15. Mental hygiene: (a) alone ten minutes each day, preferably before breakfast, (b) one humorous statement or joke each day, preferably at table or just before going to bed, (c) all conversation at table interesting and pleasant, (d) thirty minutes each day for something enjoyable, 3 points.
16. Hygienic breakfast, satisfying these requirements and others: (a) clean dishes and attractive table; (b) food broiled, baked, steamed, or roasted, not fried (one time a week off); (c) no “quick breads” (two times a week off); (d) no highly shortened bread; (e) no highly shortened cake (one time a week off); (f) no tea or coffee; (g) no additional salt if food is salted in cooking; (h) no black pepper; (i) not one fly in kitchen or dining-room; (j) milk, hot or cool, but not iced, and taken only when mouth is free from food; (k) some food that requires chewing and moistening; (l) hominy or oatmeal, if used, cooked at least one and one-half hours, 5 points.
17. Rest twenty minutes, 1 point.

18. Toilet regularly after breakfast and twice more during the day at regular times, 5 points.

19. Hygienic study and reading: (a) book at arm's length or on table; (b) crown (not top) of head high; (c) feet flat on floor; (d) light good and over left shoulder; (e) moving air, 3 points.

20. Two glasses of water between breakfast and dinner, 1 point.

21. Rest twenty minutes before dinner, 1 point.

22. Hygienic dinner, satisfying these requirements with others: See No. 16—(a) to (l), inclusive; (b) at least one green vegetable cooked so as to retain the mineral matter; (c) salad of uncooked fresh material, fruit or vegetable, or uncooked fresh fruit; (d) minimum time at table thirty minutes, 5 points.

23. Rest after dinner thirty to forty-five minutes in moving air and shaded from light, 2 points.

24. Two glasses of water between dinner and supper, 1 point.

25. Vigorous outdoor exercise, but not within two hours after dinner, 2 points.

26. Hygienic supper, satisfying these requirements with others: See No. 16—(a) to (l), inclusive, 5 points.

27. Read or think something ennobling and quieting, 2 points.

28. Go to bed regularly (one night off), 1 point.

29. Clean hands, face, mouth, teeth, tongue, eyes, and nasal passages each night, 2 points.

30. Glass of water before going to bed, 1 point.

31. Two or three warm (not hot) baths a week in winter just before going to bed, more if necessary in summer, following by running quickly over body with cool or cold water or wet cloth, 4 points.

32. Hours of sleep, minimum, even in summer, ten, 5 points.

33. Sleeping position almost straight, face uncovered, 1 point.

34. All breathing, night and day, through nose, 2 points.

35. Hygienic clothing: (a) nothing uncomfortable; (b) nothing tight enough to leave marks on the skin when removed; (c) nothing next to the skin that is not boiled; (d) nothing worn at night (even in winter) that is worn in the day; (e) knit underwear and hose turned and aired at night if used second day; (f) warmth adjusted to weather; (g) feet dry; (h) ankles warm; (i) extra wrap or coat when cooling off, unless constantly moving, 4 points.

36. Walk and stand tall, crown of head high, 4 points.

37. Appearance: (A) at breakfast; (1) cleanliness of person; (2) good posture; (3) clothes; (a) well washed; (b) well ironed; (c) well brushed; (d) becoming in design and color; (e) all fasteners on; (f) (for girls) waist and skirt securely fastened together and bottom of skirt even; (4) shoes clean; (5) hair clean and artistically arranged; (6a) lips closed when chewing; (6b) mouth free from food when talk-

ing, 3 points. (B) at dinner, see 37 (a). (C) at supper, see 37 (a), 2 points.

38. No patent or headache medicines or calomel unless prescribed by a competent physician, 3 points.

39. No soda fountain drinks (one time a week off), 1 point.

40. Mouth covered when coughing or sneezing, 1 point.

41. (a) Hands washed before each meal; (b) hands kept away from face, 2 points.

42. No cigarettes (boys), 4 points.

43. No narrow-toed high-heeled shoes or stays (girls), 4 points.

Note.—Omit 2 or 3 according to season, and 42 or 43 according to sex. Name; age; date; average; increase since last score.

DETAIL STATEMENTS

In taking a cool or cold bath, the following should be adhered to strictly: The time for taking it is before breakfast. The body should have a distinct feeling of warmth, which is best produced by light exercise. The room should be warm. The bath should be taken quickly and followed immediately by drying and rubbing until the skin glows. Any one not in the habit of taking a cold or cool bath in the morning should accustom himself to it gradually, bathing a little more of the body from morning to morning until the whole body is included. The test of the good or bad effects of the bath is the feeling of warmth and well-being the person does or does not experience immediately after the bath. If one does not realize this feeling he may be almost sure that he is not taking the bath properly. If he cannot vary the conditions so as to realize it he had better let the bath alone for the present at least. For most girls, especially in winter, the sponge bath is better than the plunge.

In taking a warm bath the following likewise should be adhered to strictly: Time for taking it just before going to bed. The room should be warm. The body should be quickly run over immediately afterwards with cool or cold water or a cold wet cloth and well dried. A warm bath should never be taken before going out.

No kind of a bath should be taken within two hours after a meal.

For growing and preserving good teeth two essentials are, food rich in lime salts and requiring chewing, and cleansing. One such good food is whole wheat unshortened bread made into dry toast, crisp and brown. For cleaning the teeth a dry brush, dry powder, and dental floss, silk thread, or rubber bands, are necessary. The lower teeth should be brushed up and the upper down with a slightly rotary motion. The teeth far back in the mouth and the inner side of every tooth should be given special cleaning. It is best to have both the brush and powder dry and follow the use of these with the brush and an abundance of water. Something that slips in between the teeth is absolutely necessary for removing material from between them. Dental floss is considered

best. A good and inexpensive tooth powder may be made at home according to the following directions: Precipitated chalk, 2 tablespoonfuls; carbonate of magnesia, 1 heaping teaspoonful; flavoring, oil of wintergreen or peppermint; ingredients should be mixed thoroughly and placed in a covered container.

Care of the hair consists practically in keeping it clean by brushing and by frequent washing with some mild soap like Castile and plenty of water.

Care of the skin likewise consists practically in keeping it clean and rinsed free of soap. In case of pimples, red nose, and other complexion disturbances, the one safe thing to do, unless one is under the direction of a competent physician, is to let them alone, and work on the cause, which is frequently some mistake in eating, exercise or some other habit of enjoying living.

Care of the hand to the point of keeping it clean and soft is more difficult and probably more important than that of any other part of the body, the hand being considered by some even more dangerous than the fly. Frequent use of a good nail brush and of plenty of water and soap is the backbone of such care.

Literature in the Public Schools

LEON R. MEADOWS

THIS is a subject which cannot be stressed too strongly. It deserves the careful consideration of every teacher. The course in literature seems to be about the weakest in the public schools of today, and yet there is only one other which in my estimation merits greater attention. I have reference to the English language itself. After completing the public school course many students forget their Latin and Science; they pay no more attention to Mathematics than their daily transactions require; they care less for History than for the average light novel; rhetorical analysis in English loses all charm; and, as a result nothing of real pleasure is retained from the public school save the power they have to enjoy literature. It is a notable fact that people *will* read some type of literature, whether the type be good or bad. It thus becomes the duty of the public school not only to give the child good wholesome literature during his school years, but to direct his reading for the future—that is, to teach the child to choose between good and bad literature. Emerson says: “If we should encounter a man of rare intellect, we should ask him what books he has read.”

Literature is a potent factor in the life of man and, like all mighty influences, it works great good or much harm. People should learn that children's minds begin to thirst after knowledge very early in life, and if not directed they are likely to go wrong. And the poor boy or girl who “strays from the path direct” feels for the rest of his or her life all the bitter truths of Josh Billings' humor: “It is better not to know so much than to know so much that is not true.”

Bad literature is particularly unwholesome for beginners, for in this stage when the mind is easily impressed it is not infrequent that the taste for good literature is permanently perverted. At the start the reader can mold his likes and dislikes according to his better judgment, or the better judgment of the teacher; but the style favored and used first and longest eventually becomes his prison. Bad drink does not hurt the body more than bad literature hurts the mind. The intellect requires pure and solid thought as much as the body needs pure, substantial food. Good habits are as easy to make and as hard to break as bad ones; so it is more dangerous to read foolishly early in life than late. Once the thirst is acquired it is harder to stop the reader from reading than the drunkard from drinking; and the reader and the drinker come to like the brands to which they are accustomed.

In this day of condensed compilation and deep publication ignorance can no longer be called a misfortune; it is almost a crime. One hundred

years ago the mind sought diligently after knowledge; now knowledge knocks at the door of the mind; swing it open and learning will come in. Reading good literature is public school and college combined, and knowledge is power still. Literature helps all along; it is the lamp of the uninformed and a sure support for the strongest intellect.

Literature should begin in the first grade; in fact, it is very often the case that pupils have already become acquainted with some kind of literature even before they enter the public school. I do not mean to say that children should be required to *read* any literature at such an early age, but they can easily become acquainted with it from their teachers and other associates. However, the children should begin to read simple short stories just as soon as they are able to do so, and until then the teacher should *tell* them good, wholesome stories. Good stories well told will stimulate the thought of the pupils, not for reproduction alone, but so that they will be ready and anxious to tell and later write out similar stories that they have read or that are formed from experiences coming under their own observations. Such stories as those by Joel Chandler Harris, Eugene Field, DeFoe, Swift, and others of like character may be told to children of the lower grades. Nor should the teacher cease to tell stories to pupils as soon as the latter have learned to read and interpret for themselves, but such work should be continued throughout the grades and high school. Literature should be taught in connection with Reading and Language up to the seventh grade of the public school, after which a separate period should be devoted to it during the remainder of the child's public school career.

As to the *kind* of literature that should be introduced into our public schools it should be left largely for the teacher to determine. I say this because different conditions may require different kinds of literature, and the teacher after studying the environment should be able to choose the kind best suited to the pupils. This, of course, presupposes a well-trained teacher. But in no school should any save good literature be studied. The best writing is the easiest to understand. Genius puts simple truth in plain language. Many teachers hesitate to undertake classic literature because the disagreeable and laborious translating in school has left a bad taste. So some students go through life believing that the thoughts of Homer, Virgil, Ovid, Horace, and Xenophon are as hard to learn as their difficult languages. Those who think that one must become acquainted with dead languages in order to understand English literature should be corrected by Ben Jonson's statement that Shakespeare knew little Latin and less Greek, for he was the most perfect master of human thought and good English that the world ever saw.

According to Professor Charles A. McMurry, every pupil at the age of fourteen should have a thorough knowledge of the following subjects: Robinson Crusoe, Hiawatha, Pilgrim's Progress, The Stories of

Greek Heroes, by Kingsley and Hawthorne; The Lays of Ancient Rome, Paul Revere's Ride, Gulliver's Travels, The Arabian Nights, Sleepy Hollow, Rip Van Winkle, The Tales of the White Hills, The Courtship of Miles Standish, Scott's Tales of a Grandfather, Marmion, and Lady of the Lake, the Story of Ulysses and the Trojan War, of Siegfried, William Tell, Alfred, John Smith, Columbus, Washington, and Lincoln. He goes still further and says: "The boy or girl who has grown up to the age of fourteen without a chance to read and thoroughly enjoy these books has been robbed of a great fundamental right: a right which can never be made good by any subsequent privileges or grants." The above is only one of many groups which might be suggested; some of these could be omitted and others substituted according to the environment of the pupils. If pupils, at the close of the seventh grade only knew these stories, or an equal number similar to them, thoroughly, we should be able to map out the following courses, but very seldom is such a list well known. Much, in the way of inspiration as well as information, may be gained by the student, and a great deal of time, worry, and energy saved by the teacher if the latter will map out from year to year a definite course to be taken up. Indefiniteness in the classroom causes the students to lose respect for both the teacher and the subject. Whether the course be long or short, simple or complex, the student should carry from it a definite conception of the work undertaken and completed. Few teachers would be content to have their pupils memorize only one poem each month; and yet, there are not many pupils who can give from memory sixty-three poems at the close of the seventh grade.

In making out courses of study the teacher should have in mind their correlation with the other subjects taught in school. This is a point which cannot be too strongly emphasized. Such correlation concerns not only "other subjects," and the greatest means in the economy of teaching, but also and equally the matter of literature itself. It has been truly said that there is no subject in which the sin of isolating a study so quickly and so lastingly revenges itself as the subject of language. On the other hand, the peculiar effectiveness of literature for developing appreciative power makes it more intimately helpful in every study than any other. The reason for this lies in the fact that the powers of both receptivity and expression depend inherently upon the power of appreciation.

Not only should the teacher look to correlation in literature, but that which is the most elevating should be chosen. It is not necessary to choose stories that have the moral points brought out too clearly; it is better to let the student find the morals for himself. On the other hand all literature that has even a tendency to degrade should be omitted from the course of study. Literature that causes independent thinking

will make a stronger impression upon the student and will remain with him longer than that which requires less thought.

However, the manner of teaching may have a much greater effect upon the pupil than the literature itself. One of the chief reasons why the teaching of literature is so difficult is because it is so easy. A great many people who have only a fair knowledge of how to read and write get the idea that they can teach literature. No greater mistake was ever made. It is a most difficult subject because it is by nature so broad and inclusive. To one teacher literature means philosophy, to another history, to another art, to another science, and to still others it may mean grammatical construction or rhetorical analysis. Each one is correct in his views, but literature really presumes a knowledge of all these subjects and many more. As printing has been called the art preservative of all the arts, so literature may be called the art comprehensive of all the arts. This being the case, we can see at once that the teacher of literature should possess rare traits of character and mind; he should know something about everything for the reason that everything is included in the something which he aspires to teach—a subject which is as broad and varied as life itself. Hence the importance of correlating the work so that one subject will throw light upon another. By so doing a considerable amount of energy is saved and the work is made lighter as well as more attractive for both the teacher and the pupil.

Especially should literature be correlated with grammar and composition. In fact, they cannot well be separated. Writing goes hand in hand with reading. The two combined exercise the creative power as well as the memory. He who writes without reading will write poorly, and he who reads without writing will become as a bottle too full to emit its contents freely.

Finally, we cannot afford to neglect the form in our efforts to get at the spirit of literature. The latter cannot exist without the former any more than personality can exist without the person. It may be true that the one is only a means to the other, but it is a means that is absolutely essential. The teacher who has an imperfect knowledge of rhetorical analysis and is indifferent to the fundamental principles of literary structure has builded a house upon the sands of destruction. Let us so present the types or models, that we teach, that the students will be able to master various types of literature after leaving school, and, without the "inspiration" of the classroom. Literature, thus taught, will function in the lives of our boys and girls.

The School Newspaper in the Colon School

JULIA RANKIN, '16

A SCHOOL newspaper has been found to be a good means of motivating English. The children take pride in writing for "our paper," while to write the same thing in a composition would be a burden and a bore. It makes the children observant and some develop quite a nose for news. Newspapers of all kinds should be read and discussed, and it seems to stimulate interest in reading. A school newspaper is being successfully published by the Colon school, in Lee County, and this is how it is done.

The school newspaper is written weekly by the advanced pupils under the supervision of the teacher in this two-teacher country school. Two editors and a printer are elected in the literary society and all pupils in the advanced room, from the fourth, through the eighth grades, are reporters. The editors are on the alert for news, and if certain happenings are not duly written by the reporters and placed in the box over which the editors preside, the case is reported to the teacher. Then it is taken up in the informal discussions held once or twice a week on newspapers in general and the *Colon News* in particular. In these discussions the editors report certain items that have been handed in and any one may suggest other news worthy of being used. The importance of each item suggested is discussed and a rough estimate made of the space it is supposed to cover; then the person who knows most about it is asked to write it and put it in the editor's box. In assigning this work care is taken to have as many children write as possible so that all will be benefited and none burdened.

All news is supposed to be in by 10:30 each Friday morning. Then the editors and teacher correct it, and it goes to "press." The printer takes two or three sheets of typewriter paper, depending upon the amount of news, and first marks off with pen and ruler the headings and two columns. Then he writes the news, taking care to have two leading articles to head the columns and the local items to fill in below. Only one copy is "printed" and this is read in the literary society on Friday afternoons by some one elected for the purpose. So the newspaper now takes the place of the "chatterbox" in the society. After the reading of the paper it is posted on the bulletin board until the next issue. All copies are carefully filed.

R. E. Lee

An address delivered by Professor W. C. JACKSON

TUNDERTAKE with diffidence the task which your partiality has imposed upon me—

First. Because nothing new nor original can be said of R. E. Lee. For more than fifty years his life, every minute of which was an open book to all the world, has been as minutely scrutinized and weighed as that of any man in modern life. Friend and foe and stranger have read every word he wrote, pondered over, remembered every word he uttered, noted the slightest gesture of every act.

Second. The time is long past when he needed any defense. And words of eulogy seem superfluous, for the memory of Lee is deeply, tenderly, genuinely, and affectionately enshrined in the hearts, not only of all Southerners, where he is beloved above all men, but of all true men everywhere.

Again, I am a partial and biased witness. In fact, I believe that there is no such thing as an impartial and unbiased witness, especially where personalities are involved. "There are those who think they are impartial and those who know they are not," remarks a discriminating biographer. I confess to a marked partiality for General Lee. My inheritance itself makes anything else impossible. Born in the Empire State of the South; son of a soldier who followed Johnston and Hood from Kennesaw Mountain to Franklin, Tenn., and starved eight months in Camp Douglas prison; of a mother who saw the flames and sifted the ashes of Sherman's march to the sea; reared where the voices of Stephens and Toombs and Hill still echoed through the land; taught in the stern school of post-bellum devastation and in the dark and bloody shadow of reconstruction, it is asking too much of human nature to expect me to be impartial.

Besides, I love Lee. He is more to me, I believe, than any figure in human history. There are others whose intellectual gifts are greater; there are others whose achievements have had more influence upon the affairs of mankind; there is none other in all history whom I love so much as the gentle, pure, kindly, kingly, godlike Lee. Professor Trent, in his excellent biography of Lee, expresses my own feelings exactly when he says: "For my enthusiasm I do not ask to be forgiven, although I feel that it is a serious fault in these critical days. My admiration for General Lee has always been considerable, but I questioned the full greatness of his powers until I began to study his life closely. Then I learned to see him as he is—not merely a son of my own native State, not merely a great Southern general, not merely a great American in whom citizens of every section may take just pride, but better than all these, a

supremely great and good man, whose fame should not be limited by the Chauvinistic conception of patriotism so rife among us today, but should be as wide as humanity, or, better still, as his own exquisite spirit of charity and brotherly love."

In all that I say, I have but a single thought: to exalt the life and character of Lee. I believe that we underestimate the power simply of character in the lives of our fellows, putting too much emphasis upon intellectuality. I really do not care whether Lee ranks first or second or third or elsewhere as a military leader; I do not care whether or not his letters constitute real literature. I am very little concerned about his statesmanship, his interpretation of the Constitution, or his attitude concerning slavery, and so on. What I am greatly concerned about is the wonderful simplicity, purity, and beauty of his character—his unselfishness, his beautiful devotion to duty, his high, unsullied honor and integrity—that he was a supremely good man. This has had and will have more influence on American history than any achievement of his military or political career.

It is not an easy matter to determine just what should be said with so great a theme and so short a time. With me there is always the temptation to deal with the purely human side of his life—his personal appearance, his intimate family life, the thousand interesting anecdotes of his career. These things, though I well know they are not the really important things, are nevertheless very interesting things. My interest in Napoleon has been rather piqued by the knowledge that he had fits. And so with one Julius Cæsar, who was very lean, and was lacking in personal impressiveness. Samuel Johnson had a habit of touching the trees and posts as he walked along the streets. If he missed one he would go back and touch it, however great and urgent his haste. George Washington had false teeth; his face was pitted as a result of the smallpox; he had enormous hands and feet, wearing a No. 14 boot. Lee wore a 4½, and always ate fish for dinner. Emerson had a habit of eating pie for breakfast, and Charles V. died of eating too much pie. I can imagine no more glorious death than that!

General Lee was an unusually handsome man. General Hunt says, "As fine-looking a man as one would wish to see, of perfect figure, and strikingly handsome." While at West Point he was described as follows: "Five feet 11 inches in height, weighing 175 pounds, beautiful white teeth, hair originally jet black and inclined to curl at the ends, eyes hazel brown, face cleanly shaved except a mustache, a countenance which beamed with gentleness and benevolence."

General Wise says: "No representation of General Lee which I have ever seen properly conveys the light and softness of his eye, the tenderness and intelligence of his mouth, or the indescribable refinement of his face. I have seen all the great men of our time except Mr. Lincoln,

and I have no hesitation in saying that Lee was incomparably the greatest looking of them all."

And, as we might expect, Sidney Lanier tops them all with: "Like some majestic god presiding at a terrible yet sublime contest of human passion."

With the courtier's, soldier's, scholar's eye, tongue, sword—the mold of form—surely Lee was in appearance the kingliest of men.

One could spend an entire evening with pleasure and profit recounting anecdotes of his interesting life—sidelights upon an intensely human soul—his fondness for animals, especially birds, dogs, and horses; his love for children and never-failing kindness to them and interest in them, and their universal love for him; his devotion to his invalid mother, and later to his invalid wife; his deep interest in his children and all the relatives and devoted friends of the family; the innumerable interesting incidents of the life of a great soldier; the wonderful devotion of his men to him.

I suppose that the soldiers of Napoleon, Cæsar, and Hannibal had as much admiration for the military prowess of their commanders as Lee's men had for him. I seriously doubt if they had the *love* of their men as did Lee. His soldiers called him "Marse Robert" or "Ole Marster." ("Marster" is a title often used, as you know, by the negroes to indicate divinity.) One day a soldier in camp kept speaking of "Ole Marster," and his comrade spoke up and said: "Which one are you talking about—the one at headquarters or the one up yonder?"

There is a great temptation to me to spend much of the hour contrasting the great civil leader of the Confederacy, Jefferson Davis, with the military leader, Lee. It is a significant and remarkable fact that Lee is far better known and much more honored than Davis. I believe that this is due in part to the fact that Davis represents all that was lost in the Confederacy—political ideals, the wreck of a government, disaster, failure, and all the strife and bitterness of civil and military leaders in a losing cause. Lee represents all that was saved—honor, courage, heroism, devotion to duty, all the glorious memories and the glamour of war.

Again, Davis, who was a man of great self-esteem and self-confidence and strong willpower, as well as great ability, was lacking in tact, and quarreled sooner or later with almost every civil and military leader in the Confederacy. Lee was a man of the utmost humility and possessed great tact; and although there were those who sometimes disagreed with him—very, very seldom—he never was antagonized, and he had not an enemy. In my opinion, Lee's memory will be fresh in the minds of men long after Davis is forgotten.

The spiritual life of Lee is one of the really beautiful themes of biography. I have read almost every letter of his that is extant, and all his dispatches, and scarcely one omits a reference to the guiding hand of

God, and I believe implicitly the statement of Rhodes, who said, "Sincerely religious, Providence to him was a verity, and it may be truly said that he walked with God."

Again, how delightful it would be to spend an evening with Lee and his redoubtable lieutenant, "Stonewall" Jackson, for their names are almost as one upon the lips and in the hearts of Southerners. Lee's opinion of Jackson is well known, I take it, but I doubt if Jackson's attitude toward Lee is so well known, and, besides, the proprieties of this discussion would demand the presentation of Jackson's views of Lee. [Professor Jackson here read letters and quoted authorities proving the esteem Lee and Jackson had for each other.]

My greatest temptation is to spend all my time discussing Lee as a soldier, for it is as a soldier that he achieved greatest distinction. However, I shall content myself by simply quoting some of the most competent military critics of modern warfare. [Testimony was given from Colonel W. R. Livermore, Roper, Roosevelt, Lord Wolsley, Henderson, and Battine—all of whom pay tribute to Lee's greatness as a soldier.]

To each of these phases of Lee's life, as well as others, the entire evening might be given, but I choose to pass them by with the references given, and call your attention to the *Three Supreme Hours* in the life of Lee—hours well known, yet whose repetition will never grow weary—three hours that reveal fully and completely the genius of his life and character. These hours and the lesson they teach I fain would have enshrined in the hearts of every true American.

The first of these is the 18th of April, 1861, when he bids farewell to his beloved commander, General Scott, and tenders to Secretary of War Cameron his resignation as a colonel in the service of the United States Government.

The second is the 9th of April, 1865, when he surrenders the Army of Northern Virginia to General U. S. Grant at Appomattox Courthouse.

The third is the 24th of August, 1865, when he accepts the presidency of Washington College, Lexington, Va.

The first scene is staged at the beautiful seat of Arlington, with its pillared porticoes, its stately columns, its lordly expanse of acres round about, ancestral home of the Custises, of Mrs. Lee, and the home of Lee since his marriage in 1831. Here his children were born and reared. Here he had returned from his various tasks in the service of his country for rest, for pleasure, for that sincere and rich reward of a genuinely home-loving man. This was Virginia soil, the land of his fathers, who had pledged their lives, their fortunes, and their sacred honor that it should be free, and had given their blood that the pledge should be redeemed. At the foot of the hill runs the placid Potomac, whose waters in a few short miles will flow under the shadow of the stately Mount Vernon. Across the river stands the city of Washington, and from the dome of its capitol there float the Stars and Stripes. It is the 18th of

April, 1861. Back and forth on the broad pillared veranda the lord of the manor paces, now glancing at the floating flag, now glancing at the sacred soil of his native Virginia. For more than thirty years he has followed that flag; followed it because he loved it devotedly and believed in it; followed it at the risk of his life; had given his own blood for it. For it he had crossed the deadly Pedregal; following it he had stormed the works of Cerro Gordo and Contrevois, and had scaled the heights of far-away Chapultepec.

This, too, is the man who but recently had uttered these words: "In this enlightened age there are few, I believe, but will acknowledge that slavery, as an institution, is a moral and political evil in any country." He had already liberated his own slaves.

And again, in January, 1861: "I can anticipate no greater calamity for the country than a dissolution of the Union. It would be an accumulation of all the evils we complain of, and I am willing to sacrifice everything but honor for its preservation. . . . Secession is nothing but revolution. The framers of our Constitution never exhausted so much labor, wisdom, and forbearance in its formation and surrounded it with so many guards and securities if it was intended to be broken by every member of the Confederation at will. It was intended for 'perpetual union,' so expressed in the preamble (Lee, of course, here confounds the Constitution with the Articles of Confederation), and for the establishment of a government, not a compact, which can only be dissolved by revolution or the consent of all the people in convention assembled. Anarchy would have been established, and not a government, by Washington, Hamilton, Jefferson, Madison, and the other patriots of the Revolution."

[Mr. Jackson here quoted the conversation between Lee and the messenger when he was offered the command of the United States Army.]

Yonder is the flag! With it wealth, honor, glory, position, power, fame, the applause of the nation he himself loves so well, and of mankind; here the condemnation of his country and many of his fellows; here untold suffering; here failure; here the death of all his dreams and hopes and longings and desires. But, here also, duty.

A few days later, "trusting in God, an approving conscience, and the aid of his fellow-citizens," he accepted the command of the army of the State of Virginia. This is the supreme individual *sacrifice* of American history.

I shall not dwell upon the second scene. It is too familiar and, to me, too tragic. The quarry is at bay. "The Army of Northern Virginia" had, in Gordon's picturesque phrase, literally "fought itself to a frazzle."

Down the line the command "Cease firing," and a few moments later the Army of Northern Virginia saw its beloved leader ride away towards the lines of General Grant. The whole world knows the story of that hour at Appomattox Courthouse—the sympathetic, generous, chival-

rous conduct of the victor, the nobility, courage, grandeur, the heroism of the vanquished.

All day long Lee's ragged veterans had looked for his return. It was late in the afternoon of this Sunday in April when they caught sight of him as he rode back to camp. He rode with head erect and with dry eyes, but every one knew that his heart was broken. They crowded around him in throngs, and in tears wrung his hand, sought to touch him, or to touch the beloved Traveler, and called down the blessings of God upon him; for Lee's men loved him, and Lee loved his men. "Men," said he, "we have fought through the war together. I have done the best I could for you. My heart is too full to say more."

On the following morning, after an affectionate farewell to his men, he rode away in solitary grandeur to his simple home in Richmond—a paroled prisoner of war. He was defeated.

The third scene is the 24th of August, 1865, when he accepts the presidency of Washington College, Lexington, Va.

After the war was over it was General Lee's sincere desire to acquiesce in the result and spend the rest of his days in some quiet, remote country home. He writes: "The war having been decided against us, it is the part of wisdom to acquiesce in the result, and of candor to recognize the fact." Again he writes: "I am looking for some little quiet home in the woods where I can procure shelter and my daily bread, if permitted by the victor." He applied to President Johnson for amnesty, but his application was refused.

Late in the summer of 1865 he accepted the hospitality of a very dear friend of the family, and took up his residence in a modest little home, such as he had desired, in a remote region of Powhatan County.

[The various flattering offers that came to Lee were here recited.]

When offered the presidency of an insurance company: "Do you not think," said the General, "that if my name is worth \$50,000 a year I ought to be very careful about taking care of it?"

The Trustees of Washington College, Lexington, Va., having heard that the General had refused all offers and that he would accept nothing unless he felt that he could earn his salary, tendered him the Presidency of Washington College. After mature deliberation he writes, on August 24, 1865: "Fully impressed with the responsibilities of the office, I have feared that I should be unable to discharge its duties to the satisfaction of the Trustees, or to the benefit of the country. Should you, however, take a different view, and think that my services in the position tendered me by the board will be advantageous to the college and the country, I will yield to your judgment and accept it."

At this time, Washington College had a faculty of four men, a student body of forty, and the salary of the President was \$1,500, *if it could be raised.*

This is the highest act of true patriotism of the age.

In these supreme hours of his life, Lee's character stands revealed in all its richness and nobility. The key to all is found in his own words to his son: "Duty is the sublimest word in our language. . . . There is a true glory and a true honor; the glory of duty done, the honor of the integrity of principle."

There are three figures in American history that stand incomparably apart and above all their fellows—Washington, Lincoln, and Lee. Washington and Lincoln were successful, and success helped to make each the heroic figure that he is. Lee stands by the side of Washington and Lincoln in spite of failure.

The end came to Washington's career while he was living in affluence upon vast estates, with not only the plaudits of his grateful countrymen sounding in his ears, but with the admiration and the applause of the world bestowed upon him. In the very zenith of its course, Lincoln's marvelous career was crowned with martyrdom—surest of all roads to sainthood and to glory. Lee died in poverty; he died struggling from day to day to earn his bread; he died a man without a country, not even recognized as a citizen of the government under which he was living; he died in overwhelming and crushing and disastrous defeat. That he stands today side by side with the immortals, Washington and Lincoln, is the greatest victory in American history, and is the sublimest tribute ever paid by any people to any man.

In the beauty and nobility and perfection of his character, Robert Edward Lee is, in my humble opinion, excelled by no man—not merely in our own history, but in all the history of mankind.

As the dead Lancelot is addressed by one of his sorrowing companions: "So thou wert the courtliest knight that ever bare shield; and thou wert the truest friend to thy lover that ever bestrode horse; and thou wert the truest lover of sinful man that ever loved woman; and thou wert the kindest man that ever struck with sword; and thou wert the goodliest person that ever came among the press of knights; and thou wert the meekest man and the gentlest that ever ate in hall among ladies; and thou wert the sternest knight to thy mortal foe that ever put spear in breast."

Time Allotment for Studying

RUTH LOWDER, '17

Report of a Committee of Investigation of how students in the Training School use their time.

DURING the fall term, when some of the students began to study, they thought they could not prepare all the work that was being assigned them in the time available for lesson preparation. Many complained that the assignments in some subjects were too long; others neglected the apparently easier subjects; and others spent most of their time in merely covering the assigned reference reading without being able to give deep thought to those phases of the subject that required thinking and deep study. They were beginning to feel that they were being asked to do impossible things.

They were delighted when they found out that the members of the faculty were deeply interested in the same question and were ready to coöperate with them in finding the solution of this problem. It was not solely for the students' sake that the teachers became interested, but they wanted to know for their own benefit whether they should lighten the work that was being given to the students or lengthen the assignments. While no teacher wished to take more than his share of the student's time, he did want his just share.

A time allotment committee from the faculty began to work upon this problem. Five girls were selected from each of the classes to work with this committee. These students represented every department in school. They attended all the committee meetings, and worked out an individual schedule, giving forty-five minutes' preparation time to each subject. Each girl was given a timepiece, so that she could tell exactly how long she studied and follow the directions given her by this committee. These study schedules were rigorously followed. The girls were asked not to interrupt student members of this committee during the study periods, so that the full time might be spent in concentrated study. At the beginning of each recitation a written statement was given to the teacher, telling the exact time spent upon the preparation of that lesson, and whether the assignment had or had not been completed during the forty-five minutes that were allowed for that particular subject.

After five weeks of this experimental work, and after numerous meetings of the students in sub-committees to discuss the best means of conserving their time during the study periods, the entire student committee was called together to give the results of their efforts. It was found from their reports that they had gained certain definite values—

1. By having only a definite time allowed for the preparation of

each subject the student was required to concentrate her time, thought, and energy upon that subject; and this resulted in the discovery that she could do the same work that she had previously been doing in less time, and that she was preparing it better. The students had discovered that they had been wasting their time during the study period, and, at the same time, they had discovered a vital principle in effective study.

2. Each subject received its proportionate time. Hitherto some of the students had been spending the greater portion of their time upon their hardest subjects, others upon the subjects that they liked, and still other students had been spending the greater portion of their time upon the subjects in which the teacher was strictest in his requirements. But when each subject had to be given its full forty-five minutes this was stopped and each subject received its full time.

3. Through this test, or work upon this time basis, students learned to conserve their time; they learned the value of time, how much even five minutes helped when preparing a lesson. Some students prepared lessons sometimes a day or two in advance. The students of the practice section were found to be crowded in their preparation.

4. The students found too much work was not being required by the teachers. If the allotted time was spent in real study upon each subject the students could satisfactorily prepare the assigned lesson.

Incidentally the students of this committee learned a great deal about themselves and their neighbors. It was found that needless interruptions were made by "Tiptoe visitors" during the study period. Frequently fifteen or twenty minutes was lost each night from this cause. One inattentive girl would come tiptoeing into the room to ask about some assignments, a careless one to borrow a book, while another to make a little social visit.

It was recommended by the student committee that the working schedules be submitted to all the students of the various classes, so the entire school might profit by the experience of the few. This recommendation was adopted, and the schedules were made out and placed in the rooms of the various class advisers where they are accessible to all the students.

The Three Education Bills

(These are the three bills that are placed before the present General Assembly of North Carolina by the educators of the State. Whatever their fate may be, just as they stand they are of interest to all in the State who are interested in education.—THE EDITOR.)

A BILL TO BE ENTITLED AN ACT FOR THE REDUCTION AND ELIMINATION OF ILLITERACY IN NORTH CAROLINA.

The General Assembly of North Carolina do enact:

Section 1. That the sum of fifty thousand dollars annually until January 1, 1920, is hereby appropriated out of the State Treasury to be apportioned by the State Board of Education under such rules and regulations as it may adopt, for conducting schools to teach illiterates over fourteen years of age.

Sec. 2. That the State Board of Education shall duplicate out of said appropriation the sum of money raised and provided by any county, any school district, or community for the conduct of any school in said county, school district, or community for teaching illiterates over fourteen years of age, for a term of not less than one month with an enrollment of not less than ten.

Sec. 3. That the State Board of Education is authorized to use annually not to exceed five thousand dollars of said appropriation for the organization and direction of said work of teaching illiterates under the direction of the State Superintendent of Public Instruction. All printing necessary for carrying out the purposes of this act shall be done by the State Printer as public printing.

Sec. 4. That this act shall be in force and effect from and after its ratification.

A BILL TO BE ENTITLED AN ACT TO CREATE A STATE EDUCATIONAL COMMISSION.

The General Assembly of North Carolina do enact:

Section 1. That there is hereby created a State Educational Commission consisting of five members of established reputation and successful experience in educational work, to be appointed by the Governor and the State Superintendent of Public Instruction, for the term of office of two years. It shall be the duty of said Commission to make a thorough study of the school laws of the entire public school system of the State, a careful survey of existing educational conditions and a comparative study and investigation of the educational systems of other States. Said Commission shall codify the public school laws of the State, and shall report to the General Assembly of one thousand nine hundred and nineteen with its recommendations of such amendments, changes and additions to the school law as in its opinion may be needed for a complete correlated, co-ordinated public school system.

Sec. 2. That said Commission shall also investigate the methods and cost of supplying text books to the public schools in this and other States and report to the General Assembly of one thousand nine hundred and nineteen the results of its investigation, together with its recommendations about this matter.

Sec. 3. Said Commission is hereby authorized to employ such clerical and expert professional assistance as it may deem necessary for its work and to call to its aid such other assistance as may be available, without expense to the State, from public or private foundations.

Sec. 4. That a sum of money not to exceed five thousand dollars is hereby appropriated out of public funds in the hands of the State Treasurer, not otherwise appropriated, for the expenses of said Commission and its work.

Sec. 5. That the compensation of the members of the said Commission shall be five dollars per day and expenses for the time actually given to the work of the Commission, and the compensation of all persons employed by said Commission for carrying out the purposes of this act, shall be fixed by said Commission. That the payment of the members of the Commission and of all employed under this act shall be upon requisition of the State Superintendent of Public Instruction, approved by the Chairman of the Commission. Said Commission is hereby authorized to have all printing necessary for carrying out the purposes of this act done by the Public Printer as other public printing is done.

Sec. 6. This act shall be in full force and effect from and after its ratification.

A BILL TO BE ENTITLED AN ACT TO ESTABLISH A STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS.

The General Assembly of North Carolina do enact:

Section 1. There shall be and is hereby constituted a State Board of Examiners and Institute Conductors, which shall consist of six members—three men and three women—of recognized ability, character, professional training, and successful experience in teaching or in supervising schools, to be designated as Institute Conductors, who shall be appointed by the Governor of the State upon the nomination of the Executive Committee of the North Carolina Teachers' Assembly, three for a term of two years, three for a term of four years, and their successors for a term of four years. All vacancies occurring in the membership of said board, by death or resignation or otherwise, shall be filled in the same manner for the unexpired term. The State Superintendent of Public Instruction shall be ex officio chairman of said board, and the State Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and the Cherokee Indians shall be ex officio secretary. The salary of each institute conductor shall be fixed by the State Board of Education upon the recommendation of the Executive Committee of the North Carolina Teachers' Assembly at a sum not to exceed \$2,500 per year exclusive of expenses. For immoral conduct, incompetency, failure to perform duty, or other good and sufficient cause, the State Board of Education may remove from office any member of said Board of Examiners and Institute Conductors, after due notice in writing to said member of the charges, who shall be given at least five days to appear and answer and offer evidence, and who shall have the right to appeal from the action of the State Board of Education to the courts of the State.

Sec. 2. Said Board of Examiners and Institute Conductors shall have entire control of examining, accrediting without examination, and certifying all applicants for the position of teacher, principal, supervisor, superintendent, and assistant superintendent in all public elementary and secondary schools of North Carolina, urban and rural, and no person shall be employed or serve in said schools as teacher, principal, supervisor, superintendent, or assistant superintendent who shall not be certificated for such position by said board under the provisions of this act: Provided, however, that the examination and certification of all applicants for second and third grade certificates shall be under the control of the county superintendent of each county or of the town or city superintendent of each town or city system

operated under special act or charter. Said board shall prescribe rules and regulations for examining, accrediting without examination, and certifying all such applicants, for the renewal and extension of certificates, and for the issuance of life certificates. No certificate issued by said board shall be valid until approved and signed by the county superintendent of the county or the city superintendent of the city in which the examination of the holder of said certificate was held, or in the schools of which the holder of said certificate, is issued without examination, applies to teach. Any certificate when so approved by said county or city superintendent shall be of State-wide validity, and in case said county or city superintendent shall refuse to approve and sign any such certificate, he shall notify the secretary of the State Board of Examiners and Institute Conductors and state in writing the reasons for such refusal, and said State Board of Examiners and Institute Conductors shall have the right, upon appeal by the holder of said certificate, to review and investigate and finally determine the matter.

Sec. 3. All State high school certificates, five-year State elementary school certificates, and first-grade county certificates in force at the time of the ratification of this act shall continue in force until the date of their expiration as stated in each certificate, after which the present holders of such certificates shall be subject to such rules and regulations as the State Board of Examiners and Institute Conductors may adopt in regard to the issuance or renewal, with or without examination, of certificates of the same class. Said Board of Examiners and Institute Conductors shall issue to all city superintendents, to all county superintendents, and to all assistant superintendents in service at the time of the ratification of this act, temporary superintendents' or assistant superintendents' certificates without examination, and prescribe rules and regulations for the renewal and extension of the same, and in cases of undoubted fitness, competency, and progressive efficiency, evidence of which shall be submitted in writing to said board, it shall issue to all such superintendents and assistant superintendents a permanent certificate without examination under such rules and regulations as said board may adopt. On or before July 1, 1917, the superintendent or other supervising officer of every city, town, or other specially chartered school that now has power and authority to elect teachers without a county or State certificate shall file with the State Board of Examiners and Institute Conductors a complete list of the names of all teachers, principals, and supervisors in service in the school or schools under his supervision during the school year ending June 30, 1917, together with a certified statement from them and from said superintendent or supervising officer of the qualifications, preparation, professional training, and teaching experience of each, and the recommendation of said superintendent or supervising officer as to the grade of certificate to which each is entitled. Whereupon, the State Board of Examiners and Institute Conductors shall authorize and cause to be issued to such teachers, principals, and supervisors, without examination, a permanent certificate of the grade recommended, subject, however, to the rules and regulations of said board for keeping permanent certificates in force.

Sec. 4. The State Board of Examiners and Institute Conductors shall prepare questions for the examinations authorized under this act, and the State Superintendent of Public Instruction shall cause lists of the questions so prepared to be printed, and shall, before the date of such examination, send in sealed packages, not to be opened until the day of the examination, to each superintendent or other person appointed to conduct said examinations in the various counties or cities of the State, a sufficient number of such lists. The second Thursday in April, July, and October of each year is hereby desig-

nated for said examinations, which may be continued from day to day for three successive days, under such rules and regulations as said board may adopt, but no examination shall commence on any other day than the first day of each period mentioned in this section, and no examination shall be held at any other time: Provided, however, that said board may in its discretion provide for special examinations to be conducted by such persons as it may appoint. Said examinations shall be conducted by the county superintendent of each county for all applicants in his county, and, in cities and towns of five thousand or more inhabitants, said examinations for applicants for positions in the schools under their supervision may be conducted by the licensed superintendents of the schools in said cities and towns. All examination papers shall be promptly transmitted to the secretary of the State Board of Examiners and Institute Conductors. All examinations of applicants for superintendents' certificates shall be conducted by the State Board of Examiners and Institute Conductors under such rules and regulations as it may adopt therefor. Upon the recommendation of the superintendent concerned, said board may grant a temporary certificate or permit valid in the county or city designated, to any teacher who at the time of the last preceding examination was not in the State, or who at such time was prevented by illness from taking the examination, as evidenced by the certificate of a physician. Such temporary certificate or permit, however, shall be valid only from the date of issuance to the date on which the State Board of Examiners and Institute Conductors shall make their report upon applicants at the next succeeding regular examination, and no such temporary certificate or permit shall be renewed.

Sec. 5. Said Board of Examiners and Institute Conductors may, with the approval of the State Board of Education, when adjudged by it to be absolutely necessary, employ competent persons to assist in the reading and grading of examination papers, and shall fix the compensation of such persons not to exceed five dollars a day for the time employed to be paid upon the requisition of the chairman of the board out of the funds provided under this act.

Sec. 6. After July 1, 1917, it shall be unlawful for any board of trustees or school committee of any public school that receives any public school money from county or State to employ or keep in service any teacher, supervisor, principal, superintendent, or assistant superintendent that does not hold a certificate in compliance with the provisions of this act. Upon notification by the State Board of Examiners and Institute Conductors to the State Board of Education or to the county board of education that any school committee or board of trustees is employing or keeping in service a teacher, supervisor, principal, superintendent, or assistant superintendent in violation of the provisions of this act, said State Board of Education shall withhold from such county any and all appropriations from the State Treasury for such school, and said county board of education shall withhold from said school any and all appropriations from the county school fund until the law has been complied with. The county, town, or city superintendent or other official is hereby forbidden to approve any voucher for salary for any such person employed in violation of the provisions of this act, and the treasurer of the county, town, or city schools is hereby forbidden to pay out of the school fund the salary of any such person.

Sec. 7. In coöperation with the Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and for the Cherokee Indians, said board shall plan, direct, and supervise the work of said schools, and shall have general direction and supervision of the work of all

teachers' associations and reading circles and of such other work as may be deemed necessary for professional training and home study for teachers.

Sec. 8. Said Board of Examiners and Institute Conductors shall plan, direct, and the six members of the board designated herein as Institute Conductors shall conduct, biennially in each county in North Carolina a county teachers' institute for not less than two weeks for the public school teachers of said county, at such time and place therein as may be designated by said board, having due regard in fixing the time and place to the convenience of the teachers and the recommendations of the county board of education and county superintendent. All public school teachers of the State, rural and urban, including all public high school teachers, principals, supervisors, and superintendents are hereby required to attend biennially some county institute continuously for two weeks or some summer school for teachers accredited by said board, continuously for one entire term of such summer school, unless excused from attendance by said board for sickness evidenced by the certificate of a physician or for other cause adjudged by the board to be providential. Failure to attend such institute or accredited summer school, unless so excused, shall debar any person so failing from teaching or supervising in any public school, high school, urban or rural, until such person shall have attended some county institute or summer school as herein required, and said board is authorized to cancel the certificate of any person failing to comply with the provisions of this section. Said board shall provide for separate county institutes for the teachers of each race, and is further authorized to provide for joint county institutes for two or more counties for the teachers of either race, and to provide for holding the county institute of any county in which an accredited summer school is conducted in conjunction with said summer school. Said board is hereby authorized to employ competent negro teachers to assist in conducting the county institutes for negro teachers and to fix their compensation, which shall be paid out of the funds provided in this act.

Sec. 9. There shall be the following classes of first grade certificates: (1) Superintendents' and Assistant Superintendents'; (2) High School Principals'; (3) High School Teachers'; (4) Elementary School Teachers'; (5) Elementary Supervisors', and (6) Special. Said State Board of Examiners and Institute Conductors may subdivide and shall define in detail the different classes of first grade certificates, determine the time of their duration and validity, prescribe the standards of scholarship for same, and the rules and regulations for the examination for them and for their issuance, and their renewal or extension.

Sec. 10. Any person who purloins, steals, buys, receives, or sells, gives or offers to buy, give, or sell any examination question or copies thereof of any examination provided and prepared by law before the date of the examination for which they shall have been prepared, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined or imprisoned or both in the discretion of the court.

Sec. 11. For the payment of the salaries and other expenses authorized under this act, and for carrying out all of the provisions thereof, an annual appropriation of not more than \$25,000 is hereby made out of the funds in the State Treasury, the same in lieu of the apportionment of about \$12,000 annually out of the county school funds for county institutes and of the annual expenditure of about \$1,000 out of the State Treasury for the expenses of the present State Board of Examiners.

Sec. 12. Sections 4162 and 4167 of chapter 89 of the Revisal of 1905, as

amended by the General Assemblies subsequent to 1905, and all other laws and parts of laws in conflict with the provisions of this act, are hereby repealed.

Sec. 13. This act shall be in force from and after its ratification.

Defects of the Present Plan of Examination and Certification of Teachers and Advantages of Proposed Plan

(This comparison of the present plan and the proposed plan clears up any doubt there may be about the new plan.—EDITOR.)

DEFECTS OF PRESENT PLAN

1. All teachers in the elementary rural public schools are required to be examined and certificated by the county superintendent of the county in which they teach: first grade teachers biennially, second and third grade teachers annually. There is no provision for them to secure exemption from this endless round of examinations on the same subjects. Their certificates are valid only in the county in which they are issued. The same teacher may be legally required to be subjected to a new examination on the same subjects in every other county to which he removes and desires to teach. There is no legal provision for the renewal of certificates without further examination, for the issuance of permanent or life certificates, or for allowing credits towards certification without examination for work done in standard colleges, normal schools, or high schools, or for successful experience. Previous preparation and successful experience count for nothing toward certification. All must be subjected to the same examination on the same subjects for all grades of certificates in the elementary rural schools.

2. All teachers in all city, town, and other public schools operated under special acts of the General Assembly are exempt from examination or certification of any sort by anybody.

3. Each county superintendent is authorized to prepare his own examination questions and grade his examination papers. With a hundred county superintendents, some rigid, some lax, all differing temperamentally and intellectually, it is possible to have a hundred different standards for the same grade of certificate in North Carolina; it is impossible to establish any uniform standard of qualification or certification for teaching or any State standard that will command or deserve the respect of the public or of the profession, or that will afford reasonable protection in either.

4. Some rural high school teachers, only those in State-aided rural high schools, are required to be examined and certificated; others are not. No high school teachers in city and town schools are required to be examined or certificated.

5. Under the present law there are no required qualifications in scholarship, professional training, or experience for superintendents of city and town schools, and only the glittering generalities of a liberal education and two years experience in teaching within the five years preceding their election for county superintendents.

6. The tyro just entering the work of teaching, often as a stepping-stone to something else or as a mere temporary means of making a little money to do something else, is placed upon the same footing as the professional teacher. Under such a system there can be no adequate protection to the teaching profession or to the public against incompetents and charlatans; without professional protection there is no adequate inducement to strong

men and women to enter it as a life work, and no guarantee to the public and to the taxpayers against the waste of money and the sacrifice of the precious time and interests of their children by the employment of incompetent, untrained, and inexperienced teachers on the same footing and practically at the same salaries, in unjust competition with competent, trained, and experienced teachers. Every other profession in North Carolina has been granted by the General Assembly the professional protection that it asked for itself and for the public against incompetents and charlatans in the profession.

From the above explanation of the present law regulating the examination and certification of teachers in North Carolina, its injustice, its inconsistency, its lack of uniformity, though Article IX, sec 2, of the Constitution of North Carolina explicitly directs the establishment of a uniform system of public schools, its inadequacy to meet the changed conditions in the State and to conform to the progress in education along other lines, and to the demand for a better guarantee for better trained teachers and better service for largely increased expenditures for teaching, ought to be evident to everybody. A law enacted thirty-six years ago, fairly well adapted, perhaps, to the needs of that time, could hardly be expected by any reasonable man acquainted with the changed conditions since that time to be adequate to the needs of this time. It is out of date, a half-century behind progressive legislation upon this subject in many other States, and out of harmony with progressive educational thought everywhere upon this subject. Forty-five of the 48 States of the United States already have State examination and certification of public school teaches in some form.

ADVANTAGES OF PROPOSED PLAN

1. It will establish a uniform standard of qualifications for all public school teachers, urban and rural, without special privileges to any.

2. It provides reasonable protection to the profession and the public and to the children against incompetents and charlatans.

3. It provides for the rational certification of teachers with or without examination, and the classification of certificates according to the work to be done and the subjects to be taught.

4. It provides for academic and professional credits for work done on the basis of scholarship and training and successful experience.

5. It gives relief from the everlasting round of senseless examinations of the same teachers on the same subjects for the same grade of certificate by making provision for renewals of certificates without examination and for permanent and life certificates.

6. It will protect the members of the teaching profession from unjust competition with inexperienced, unqualified, and untrained teachers, and make it possible to develop and maintain a real teaching profession in North Carolina.

7. It will gradually eliminate incompetent teachers, stimulate professional pride, and encourage better preparation, scholastic and professional, by putting a premium upon this.

8. It will relieve superintendents from the embarrassment of personal and political influences in behalf of local applicants and from criticism and antagonism, injurious to the schools, from the friends and relatives of applicants refused certificates by them for lack of scholarship and for other good reasons.

9. It takes care of all the worthy among the present teachers and superintendents without further examination, and throws proper safeguards around entrance to the profession in the future.

10. With little additional cost it provides a much more efficient and systematic plan for examination and certification of teachers and for the conduct of teachers' institutes and all other teacher training work of the counties for the improvement of the rank and file of teachers.

11. It leaves open for those who are not qualified for first grade certificates and high school certificates, second and third grade certificates, so that no worthy person need be deprived of his means of livelihood. In the meantime he is afforded a better opportunity for professional improvement and for qualifying for higher and better paid work in the profession.



SCENES FROM "INGOMAR"



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President Wright's Ad- dress Timely

The address by President Wright delivered before the Teachers' Assembly at their thirty-third meeting is published in full in this issue of THE QUARTERLY.

If one reads it carefully he will find that the vital questions the State has to face in educational affairs he met squarely and honestly, as those who heard it realized when it was delivered. The reports that reached the press were partial; it seemed there were two items stressed especially, to the exclusion of others of equal importance. While it will be published in full in the proceedings of the Teachers' Assembly also, it is not amiss to have it presented to the public in another form, and it seems especially timely as the bills asking for legislation on these questions are published also. The address is somewhat of a commentary on these. The master idea in this, as well as in the bills, is standardization of the profession, but the address gives reasons for the faith expressed therein.

Copies of Bills Interest- ing

Before this reaches the eyes of the public the three educational bills before the General Assembly of North Carolina will, perhaps, have met their fate. Whatever that may be, the bills as originally drawn are of great interest to the people of the State who have the working of educational affairs at heart. Although these bills may later have only historical value, they are worth publishing. It will be interesting to watch them as they pass through the hands of the House and the Senate, and compare with the original

the changes, amendments, and curtailments they no doubt will suffer. Whether or not they will have a quiet passage or will have to weather stormy gales, the mind of man knoweth not.

**“Standardiza-
tion” is the
Cry**

The big thought underlying the educational bills is standarization of the profession of teaching. This involves the standarization of the school system. There must be minimum requirements for those who are to practice the profession of teaching, else there would be no standard. Before one can know just what to do, how to proceed, he must know the exact status of affairs. This is a day when arbitrary statements are not listened to; opinions do not count for much unless based on facts. Each one may see one little angle of the subject; those who spend their whole time working on educational problems are in a position to see a number of angles, but they are, perhaps, too near to get proper perspective. The surveys in other States, in counties and in cities, revealed many things that have opened the eyes of the interested citizens. Sometimes they have revealed conditions that have been humiliating, and again they have found virtues.

**The Teachers
the Gainers**

From a teacher's point of view, the proposed law on certification is greatly to be desired as it will free teachers from much irksome and unnecessary work and worry. The old round of examinations required of the teacher in the rural schools seemed foolish to one who has had normal training, perhaps with college background, has attended summer schools and institutes, and has had years of successful experience, and it is not just, because she is placed on an equality with an inexperienced girl who has hardly finished high school, but can pass on the content matter in the examination. If the examiners are sane, just men, all the qualifications and experience of a teacher will be weighed and she will be the beneficiary. Precautions are taken to insure expert judges.

The teacher in the town schools who is already exempt from examination, on first thought, may think that this may be a trap to put her on the same footing as the teacher in the country, but if she looks carefully at the bill she will see that she has had experience; usually she has had normal training; she has, perhaps, a diploma from an accredited college, and she is doing a definite grade of work. Therefore she will still be exempt from examination. If she is a young teacher just starting out she should equip herself professionally, or she should be willing to prove herself worthy. The teacher has nothing to lose and all to gain.

The Illiteracy Problem a Business Proposition The State was stirred by the thrilling campaign against illiteracy that was waged last winter. The moonlight schools went through a period of romantic interest, when the stories of sacrifice of those who taught in the schools and of the earnest endeavor and marvelous achievement of the adult illiterates stirred the emotions and appealed to the imagination. That period has served its purpose and has passed, giving place to another.

The first heat is over, and we feel the flush of success. But we are not through. The long, hard pull is yet to come. Henceforth it should be a business proposition. The hard-worked teachers of North Carolina should not be allowed to continue making a sacrifice of their time and energy without compensation for it, and compensation more substantial than the satisfaction that comes from the feeling of giving self.

What has been done can never be lost, but nothing should be left half done. It is wise that the method of distributing the money appropriated should be safeguarded so that not a dollar should go to waste; so that there will be no problem of illiteracy for those who come after to handle. This cause should have special appeal because it is a piece of work which, when done once, is completed. Former legislatures have passed laws that have provided for the future.

Keep the schools out of party politics, is a warning that should be heeded if the schools are to go forward without shiftings and back-sets.

Requirements, from None to Many What the superintendents themselves say in regard to the minimum requirements for teaching in the schools in North Carolina is interesting, especially in the light of the recent discussions on the status of the teaching profession in North Carolina. One can see that anybody can get a job in some place in the State, and that in others the requirements are so rigid that few there be that have the qualifications to enter therein. Between these two extremes are all shades and grades of requirements.

In the article by Miss Carraway in this issue of *THE QUARTERLY*, she uses the material from which she drew her conclusions in a report to the Primary Association of the Teachers' Assembly.

State Schools Should Not be Beggars State schools should not be beggars. Every two years the presidents, officers, and members of the faculty of the State schools are made to feel that they are paupers asking for something for themselves when they are merely placing before the representatives of the people the need of the institutions they

hold in trust for the State, to whom the institutions belong. The dollars and cents do not show up in the budget of the same year, and there is no way to measure adequately the monetary returns, but all agree that the State is enriched by the work of these institutions. They would never have been established if the people had not believed there was a definite work for each to do.

Nothing is heard about an institution when it is doing nothing. Failure hides its head and is silent. Success speaks out. The success of an institution is voiced by the students whom it has sent out. When it has used well what means it has it should be given more. It is as the man with five talents.

**Read With the
Eye and Then
Between the
Figures**

Read what the eye can see in the biennial report of President Wright, published in part, and then re-read, carefully reading between the lines. Notice the number of students who have been taught at this institution during the seven and a half years of its existence, and note the number who wished to be taught here, but had to be refused admission. Then wonder how many more would have tried to get in had they not known that there was no room. Notice the needs of the school and judge if each need enumerated is not more than a need. Yea, verily, each is a necessity.

**"Summer
Term" Not
"Summer
School"**

Many seem to think there is a special school run here in the summer time that is in some way detached from the regular school year. The eight weeks of summer really makes one of the four terms, three of which consecutively taken, make a year's work. One of the students has explained in the School bulletin in this issue of THE QUARTERLY the summer term in its relation to the regular work. The term "summer school" is used often referring to the body of students who are together here during the summer, but it is erroneous when applied in any other sense.

**The Girls'
Clubs for
1916**

Each year the reports of the work of the Girls' Clubs in North Carolina show rapid growth, and are full of human interest stories that would make good copy for feature articles. The ugly duckling is fast growing into a swan. The once scorned "women folks' work" is no longer to be sniffed at when it is paying mortgages, making the home comfortable, sending the girls to school, and fast getting them in trim to carry on their share of community work.

When in one year these clubs add a net profit to the wealth of the state of \$88,383.96, and this on an investment of \$29,432.50, it is enough to make the business world take notice. When 3,731 girls and 2,864 women, in the forty-four counties in which the work is organized, have filled 680,557 containers with some vegetable, fruit, jam, pickle, or preserves, that means work, but work which they enjoyed, for it led far beyond the actual work of putting it into the cans. It means getting out of the old rut in mind and body, and it means that these women and girls have that independent feeling that increases any one's self-respect. It means that a varied diet is on the table where side meat was once the staple article of food. This means better health, therefore clearer minds and better people.

"Housewifely arts" is the term used now instead of "household drudgery." Think of the mental effect of the two words, "arts" and "drudgery." Look at the evolution of the clubs so far as their interests are concerned. They started out as "tomato clubs," and that is all they meant; and, mind you, it was the girls, not the women. Then they gradually began to can other products of the farm and the orchard. Now they have branched out until they raise and put up practically everything that can be raised in this State. They have "winter gardens." Some grow spinach for market; some are making pine-needle baskets for market; and some are even making cross-stitch embroidery! Everything that women in the country can create or turn into a marketable product is getting attention.

They are teaching people how to make fireless cookers, iceless refrigerators, fly-traps, kitchen cabinets, scrubbing chariots, wheeled trays, ironing boards, and floor mops. They are getting water works put into the farm homes—51 of them last year, and five of them with shower baths. There are 3193 home conveniences and devices more in North Carolina now than there were before 1916. Nineteen more places have rest rooms to make a day's shopping a joy to the women from the country, whereas it used to be a tiresome, nerve-racking day.

Mrs. McKimmon speaks for herself in this issue on some phases of her work; but get her report for her work for 1916, and read that also.

**Durham Prov-
ing the Value
of the Library**

Instead of stressing editorially the work that Mrs. Griggs is doing in Durham we have placed in the department of Reviews a digest of a report of this work by one who knows first hand about it. This report appeared in the *Library Magazine* last fall. Turn to it after you have read the article by Mrs. Griggs and see what Durham people think of their library.

**Time
Allotment
for Study**

That a schedule to study by is as essential to students as a schedule for recitations, the students of the Training School are finding out. A valuable piece of investigative work was done in the school recently which is helping the students to see what goes with their time and to plan to use it to the best advantage. These reports remind one of Arnold Bennett's "How to Live on Twenty-four Hours a Day." A report of the work from one of the student members of the committee is printed in this issue. It was interesting to get the results from the standpoint both of students and of faculty. Every school could adopt the suggestion, adapting it to their time. It would be a good plan for the schools whose students live at home to work out a schedule showing how much home work they do and what outside affairs make demands on their time. Incidentally, it may be a step towards counting points for home work. It is the next best thing to supervised study, and may finally be even better than supervised study, because it gives the student experience in organizing and keeping account of his time, making him realize the value of time.

The Teachers Assembly

BY THE EDITOR

IMPRESSIONS OF THE THIRTY-THIRD SESSION

The Teachers Assembly of North Carolina has become an important all-the-year-round organization. It has gone a long way since the days when the teacher considered it a mere excuse for taking a trip to the seashore or to the mountains. How could the inlander who was hungry for salt air and water pay serious attention to professional matters when he knew that every moment he spent on these was taken from the few precious hours he had for fishing and bathing and boating? This was in the days the Assembly met at Morehead City. When it met in Asheville it was so much time taken from mountain climbing or from sight-seeing. The novelty of each appealed to the man from the Piedmont section. As Pippa, he exclaimed, "O day, if I squander a wavelet of thee," etc. His business was recreation, the very spot they chose proved that they placed recreation before work.

How different the purpose of the crowd of busy, enthusiastic workers who assembled in Raleigh last fall! The lobbies and parlors of the hotels were full of prosperous men and women who were talking business as zealously as the salesmen. These are willing to come away from homes and pleasures at a holiday time—Thanksgiving. A football game of great interest was played, and men and women who love the game denied themselves the joy of seeing it because there were discussions of problems they were interested in scheduled for the same

hour. One of the striking things about this was that it was not the seasoned, older teachers altogether. Many of the most enthusiastic were the young ones. Young teachers at Morehead used to think teaching had to be excused; there was a note of apology when work was mentioned.

This year the badge was a convenience; it was not only a protection to the authorities and a means of identifying members, but it was a bond. It set apart the members, and when one saw the badge on another the two were no longer strangers.

There was a feeling in the air of activity and interest. The fighting spirit was abroad, but not the pugnacious spirit of fighting merely for the sake of the fight, but the spirit of fighting for a thing that was worthy of a fight.

It may appear vainglorious and boastful for one from the Training School to comment on the presiding officer, as he is one of us, but it did take a man who was versed in parliamentary law, who knew the inside and outside of all the questions that arose, who understood people, who was alert in season and out of season, and one whose motives were unquestioned, to steer through that stormy business meeting. It takes one of striking personality to command attention in the large auditorium. Whenever the president arose there was always immediate and undivided attention given to him.

The visiting men, Dr. Bagley and Dr. Briggs, seemed to have an un-failing supply of matter and were inspiring and helpful in the departmental meetings, especially in the high school and administration sections. Both men showed that they were in the habit of working out with teachers problems and were more at home in the sectional meetings than in the public assembly. Both, however, made fine impressions on their audiences. To the uninitiated, who take only a vicarious interest in the meetings, the public addresses perhaps seemed long and full of complicated problems; but to the interested, the logical development, the wise suggestions, and the sound diagnoses, were exceedingly interesting. Miss Brockhausen was with the primary and elementary sections, back and forth, giving sane, stimulating advice and strong inspirational talks that were definite and yet broad and suggestive. The fact that this was her second year with these sections proves what a high estimate the elementary and primary teachers of North Carolina have of her.

On "Governor's Evening" only one of the three governors, and he the one from a distance, was there. Two, the Governor of North Carolina and the Governor-elect, were both absent; but with good cause. Governor Brumbaugh made a deep and profound impression on the teachers of the State and on the people of the capital. His rugged, gigantic stature, magnificent and magnetic personality, permeated all he

had to say. The words of Emerson might have fitted well, "What you are speaks so loud I cannot hear what you say," but those who heard both found that what he was and what he said were one.

The sermon by Dr. McGeachy, of Charlotte, was peculiarly appropriate and logical. He showed that he understood how to handle a crowd. He stopped just when the attention of the audience was at the highest pitch, before there were any signs of restlessness, before anyone began to think of the Thanksgiving dinner, the game, or the afternoon meeting. When he completed his written sermon and then added a few words that were inspired by the actual assembly before him, the effect was heightened.

That evening, at twenty minutes to eleven o'clock, after the large audience, half of whom, perhaps, were not teachers, but just plain citizens, had listened to two speeches, Mr. Dykema arose to talk on the community music, as the crowd made a move towards the door; some were thinking of the last car out. But Mr. Dykema knew people and he knew the effect music could have. Here was his opportunity. He had ready a lantern and he had planned to illustrate what he had to say, but before he said anything he woke up the crowd. When those leaving found there was actual singing and not simply a talking about singing, they turned back. He divided up the audience and had them singing a round "Row, row, row your boat," old men, little children, even those who said they couldn't sing in the darkness opened up their mouths and lifted up their voices; under cover of darkness, some had the feeling they would not be caught. Soon the three-part round was in full swing, and the rocking of the boat was felt. Then he put on the screen other songs, "The Star Spangled Banner," a patriotic song; an old favorite love song, "Love's Old Sweet Song." "Dixie," "My Country, 'Tis of Thee"; and, after the crowd had gained confidence, a beautiful song, new to many in the audience, "Stars of the Summer Night." After the crowd had been fully aroused and interested he gave some good, strong argument for community singing.

In the departmental meetings one could not possibly get all from each, but by observing even a few minutes listening enough to get the way a subject was handled, catching the spirit of the listeners, then going into another meeting for the same purpose, one could get a comparative view; which departments are working and which are beating the air; which know what they are doing and how they are doing it; which have people in them who have a feeling of responsibility is keenly felt. We will not single out any section for special comment. Many excellent ideas were presented. Sometimes one stays to hear a thing that looks interesting on paper and gets a lot of hot air, or some ideas presented as new that have been worn also threadbare.

For instance, one teacher said she knew she was going to tell a thing that nobody could believe could be done with little children and thought she had made a great discovery, but at that moment THE QUARTERLY had in it the development of the same idea that had been carried out by the girls in this school, and the writer did not dream she was making a new or startling suggestion.

One of the unique and interesting things that the editor stumbled on was a demonstration on how to teach writing by the aid of the victrola. As the demonstrator of the talking machine operated it and made running comments on the rhythm of certain letters, some one stood at the board and wrote to the tune the instrument the machine was playing. For instance, the letter S, made to the tune of "Jack and Jill," had to become a perfect S before it fitted into the tune perfectly. The lady at the board explained how she taught the children to hold pencils; then chalk, etc. It was a live topic that might have been worth while in the department of music. This may be advertising a method and a talking machine; but if so, it is good advertising.

PLANS FOR THE THIRTY-FOURTH SESSION.

It has been announced that the next meeting will be held in Charlotte. The general trend of thought now seems to be along the line of surveys, trying to get at the actual status of educational affairs in the State, getting at the heart of troubles; and there seems to be a demand for an earnest, conscientious search for the causes of troubles as well as for finding out the actual strength. Each department will, perhaps, have at least one piece of careful work done for the purpose of finding out the weakness in the work of that section. For example, the primary section will have a survey of the points of work connected with the primary work in the State; the association of Grammar and Grade Teachers and Principals will find out about the grammar grades, the departments that have administrative problems, the superintendent, etc., will report on administration, in the like. This would be a stupendous task for any one section, but organized thus it will not fall heavily on any one. If it is found that several working independently arrive at the same conclusions it will be interesting. For example, if it is found that trained teachers is the main thing, that will certainly be classed as one of the vital troubles.

Suggestions

Introducing Map Study Into the Fourth Grade

"In order for a child to be able to read and understand a map successfully he must know directions, the symbols that have been selected to stand for certain place facts, something about distances, and how to use a scale in illustrating distances."

With these facts in mind I began the fourth grade at the Model School with maps. It seemed to me a most difficult subject but during the two weeks' work with the children I found it both interesting and enjoyable.

We began our work by making a map of the Model School grounds on the sand table. The children were delighted with the idea, and our first lesson was spent in deciding what we would have to put on the table to make a good representation of the grounds and how it should be done. They suggested that we have the boundary line, building, walks, hills, valley, and some trees. Later, as each problem came up they suggested what material should be used to represent each of these places.

Perhaps the hardest problem that came up at all was that of a scale to be used in putting the grounds on the sand table. They went to work on it, however, as soon as it confronted them and did some of the best thinking during this recitation period that was done during the study of maps. The result was that the scale was worked out by the children themselves, even the very one used. "How shall we measure the grounds?" was the question raised in this connection. This was settled by a suggestion from one of the children that we step it off.

We did most of the measuring at recess, although a few times it was necessary to use a part of the recitation period, and the very fact that the children were willing to give up their usual time for play was proof that they were interested in the work. Each child would beg to be allowed to measure, and they were all eager to have a part. The work was planned, as nearly as possible, for each child to have a part in both the measurements and the construction on the table. While the work of construction was going on the children were grouped around the table so that all could see, while two or three worked at a time. The class would offer suggestions to those at work and say whether or not a thing was done correctly.

At the end of one week the map on the sand table was finished, and what we had is given here. One boundary line made of chalk placed in the sand; a fence made of small picture wire and sticks formed

another; one was made of clay representing the sidewalk on the street, and a line made by removing the sand from the bottom of the table, which was made of zinc, had been made to represent the stream on the north side of the grounds. A school building that had been made of clay, modeled to a scale even to the steps, doors, and windows, had been placed on the table. Slight elevations had been made to represent the hills on which the building stood, and the valley on the east side of the building was clearly shown by a trench in the sand. Twigs from the various kinds of trees on the campus had been placed in the sand to represent trees. The walks had been made of clay to represent cement, and the small flower bed in front of the building was made of black dirt.

The children were very proud of their work when it was finished and invited the children of the other grades in to see it. They also said they had insisted on their mothers' coming to see the sand table before it was torn up, which showed us how interested they were.

A map of the grounds on paper was planned for as soon as the sand table was finished, and the children were just as eager to begin this as they had been the other. To draw this map a much smaller scale had to be worked out, thus giving a review of drawing to a scale in a new way. The measurements of the grounds had been placed on one end of the blackboard while they were working on the sand table, so it was unnecessary to do the measuring over for the map on paper. By making this map the children got some idea of the symbols used on maps, and the kind of line representing a stream or river, shaded places representing hills.

These maps were completed in three days, but the important question of hanging them and of learning directions was left over for a whole period of work. The children realized that all the maps should hang with the same side up so they could tell quickly whether or not the maps were of the same place, and from this idea they concluded that there probably is a set way for all maps to be placed. The decision was reached that all maps are placed with the north side at the top, and each child placed his or her map in the book just as it belonged. They there placed them on the wall with the north side up, getting the directions on maps clearly in mind.

This work was followed up with a study of the globe—the north and south poles, equator, oceans, continents, etc.—thus indirectly testing the children to see if they really had true concepts of the facts brought out in the introduction to map study.

The plan of making the school grounds on the sand table might easily be given in the third grade with somewhat simplified directions.

Opening Exercises

The morning exercises are far more important than most teachers realize. The spirit which dominates the morning exercises, in a large measure pervades the whole day. Sometimes a child's mood must be changed by the morning exercises before he can work well. Possibly he could not find his books and was scolded for carelessness, then he comes into the school room in an irritable mood.

Then, too, when the child comes to school in the morning, he has been playing and taking vigorous exercise. Should he be put to work at once or allowed to work off some of that stored up energy, and start the routine work by degrees? We have found in the Model School that the latter produces much better results, for the day's work.

Bible stories, prayers (repeated or sung), games, story telling, reading of some good continued story, or dramatization, furnish excellent means of beginning the day. It is natural for them to take the parts of the other people or animals. In their play they are continually impersonating some one or some thing. After all, we are trying to introduce more play into the school work, and the morning exercises offer a good opportunity for this kind of work.

The pupils are always interested in anything in which the teacher shows an appreciative interest. If she shows an indifferent attitude towards the exercises it will be reflected in the pupils, resulting in a failure.

F. L. S., '17.

The First Grade

It would be superfluous for me to relate the importance of opening exercises in the first grade, for every good teacher will agree that in order to do successful work she must begin well. What we want to do is to make the schoolroom a place of personal interest to the children, and we can do this through informal conversation. In this grade, as in all other grades, we are working against formality. We want the children to feel as free and easy at school as at home, and in the opening exercises we may hope to accomplish this result. In achieving this freedom, variation is the all-important factor. Little folks grow tired of doing the same thing over and over again from morning to morning, and soon lose interest. Then they look upon their exercises as a burdensome task which they must necessarily do.

Here are a few suggestions showing how we may vary our opening exercises in the first grade, and make them interesting. Teach a lively, snappy little song, one that is full of action, and can be made real through dramatization.

Singing games make a very interesting exercise, and the children are all wild with delight when they are told that they are going to learn a new game. The following games are a few of those used suc-

cessfully in the first grade at the Model School: "See Saw," "Carrousel," "Jumping Jack," "Our Holiday," and "Dance of Greeting."

One of the most excellent ways of coming in close contact with the child's home life during this period is through informal conversations. When the teacher manifests an interest in the child's pets and toys, then she has found the key to his heart. Talk with him about the simple, childlike things he is interested in, and in this way make the child feel that the schoolroom is a place he can go to find pleasure as well as information. Besides the language value that comes from these conversations, a bit of hygiene can be incidentally taught here, such as the importance of keeping the face and hands clean, wearing warm and sanitary clothing, and removing coats and overshoes upon entering the warm building. Notice and comment on all these little things.

Some mornings read or tell a good story, and the next day let the children dramatize it.

One day out of the week, perhaps, let one or two children learn a little recitation to say to the school, as a pleasant surprise.

Later on in the year the children will have learned to read pretty well for themselves, and they can learn a short story to tell to the school. This will encourage outside work which will be enjoyed.

One morning during the week may be devoted to nature study. This is the best time of the day for this work, as the child's mind is fresh and ready to receive impressions. It also encourages him to observe the different kinds of birds and flowers that are common in his vicinity.

AGNES THOMPSON, '17.

The Second Grade

Following are a few suggestion that teachers of the second grade may find helpful in planning opening exercises:

Fifteen minutes before the opening of school all pupils that have come to the grounds should enter the room, and during these few minutes much freedom should prevail. This gives an opportunity for social acquaintance with the teacher, delivery of messages, and to attend to various little matters that help to put things in order for work.

Fifteen minutes is the usual allotted time for opening exercises, and these may be begun by having the children sing a morning prayer. "Father, We Thank Thee" is a general favorite.

The remainder of the exercises can be devoted sometimes to teaching a new song, as "Good Morning, Good Morning" and "Sleep, Baby, Sleep," both of which can be dramatized. Sometimes it can be given to teaching short verses or poems, as "The Sheep," a poem which is correlated with the language work, "Pastoral Life." Often a nature

story can be told—a story for appreciation. Some of the pupils who read well could be chosen to select a story and read it to the school. This would be an incentive for better oral reading and tend to encourage home reading. The little game in which one or more children are chosen to shake hands with all the boys and girls who have clean hands gives a simple lesson in hygiene.

The dramatic idea might be occasionally carried out when the teacher chooses a group of children to leave the room and prepare something that they themselves decide to give to the other members of their class. Often they will dramatize a story or song before their attentive audience.

Then, miscellaneous topics can be brought before the class, such as number games in addition or any of the fundamental processes they are found to be deficient in, or nature conversations, etc.

It is well to close the exercises by singing some song that the children know, in order to get them in the right spirit for work.

S. F., '17.

The Third Grade

The opening exercises of the third grade in the Model School have consisted of a variety of forms. Story-telling has proved to be a favorite with the children, especially when the story has a humorous trend. Many morals can be indirectly put before their minds in this way, and are always quickly grasped by the eager minds. The children are often called upon individually to read a story to the class. Their preference seems to be personification of animals. Games such as "The Brownie Dance," "The Muffin Man," "Soldier Boys," or "Old Jack Frost," are played with eagerness and produce desired results. They call for action and prepare the children for the work to follow.

The story of "The Little Tailor" was dramatized by a few of the children under the direction of one of the student-teachers. The children were interested from the beginning, and were sorry to hear the closing words. Odd moments before school in the mornings, a few minutes at recess and one or two full rehearsals prepared the five characters to appear before the class. The children of the third grade were so delighted with it that the amateurs presented their play before the second grade a few days later.

HELEN GARDNER, '17.

The Fourth Grade

We know that "Well begun is half done," and interesting opening exercises will work wonders.

In the fourth grade the greatest interest is being manifested at present in the reading of "Tom Sawyer." The children all try to be present, that they may not miss any of the story, and they keep good order, that more may be read in the allotted time. They can hardly

wait for the time to come when they may find out more of Tom's wonderful adventures with "Huck Finn" or his "Aunt Polly."

To vary the exercises, they sometimes play singing games, such as "The Windmill," "Come Boys, Come Girls," "Fido's Photograph," or "The Mill Wheel." These they enjoy very much, since they are full of action and afford a place for working off some of their surplus energy before beginning the day's work. J. T., '17.

Material the Resourceful Teacher Can Find Without Cost

The resourceful teacher, when she wants to do a thing, does not give up merely because she hasn't ideal material with which to work. She knows much can be accomplished with materials which are to be found anywhere.

Let us see where she finds her material and what she does with it. "Save old calendars," she says, and we ask, "For what purpose?" This is what you find out. Occasionally you can find the pictures suitable for beautifying your schoolroom. Cut out the large figures to use in your number work. After both picture and figures have been removed the cardboard may be used in construction work. Save old catalogues, that is, seed catalogues, furniture books, and style books. Again we ask, "For what purpose?" "Let the children cut out the articles and make booklets, posters, charts," etc., comes the ready answer. Nature booklets can be made from articles cut out of seed catalogues. House booklets, in which each page can stand for a room, can be made of the furniture cut out of furniture books, while paper dolls cut out of the style books can be pasted in the house booklets. The stiff paper backs on these and other such books (which, if bought, would be expensive) can be used for making paper furniture to be used on the sand table and in the playhouse.

But why try to make a playhouse when one has no material to make it out of? Is it not better to let the children do without the training it gives than to have their parents complaining about the expense it amounts to? Expense is unnecessary; remember much can be accomplished with materials which are to be found anywhere, comes the answer from our resourceful teacher. For the house small wooden boxes, such as any merchant would be glad to give you, can be used. If two stories are required, one box may be placed upon the other. Scraps of wood can be used for partitions between the rooms. After the rooms have been made, doors and windows may be sawed out and finished up. Oh, yes, the tools, where are they to come from? Why, what child would not be delighted to bring a hammer or a saw from home to use at school for a day or two? Now that the house is built how shall we ever furnish it? What a delightful problem to solve! Several language lessons may be spent in discussing what is to be put

in each room, the children giving reasons for the decisions reached. Drawing lessons may be spent designing paper for the walls and weaving rugs for the floors, while many a good lesson in number work could be given in the measuring and making of furniture for the house. Groups of children may be given different rooms to furnish, affording an opportunity for individuality and originality to be expressed. And there you have your playhouse built and furnished, with the children thinking they did it all by themselves.

The possibilities of a sand table are numerous and varied. But many a teacher thinks she can not afford to keep up one. However, when such material as the list given below can be had for nothing, any one who will take the trouble can have a sand table. These are merely suggestions for materials and their use:

1. Toothpicks to be used in propping up drawings.
2. Pine straw to cover ground with, to use in thatching roofs and for weaving purposes.
3. Pine burrs to make shingles for shingle roofs.
4. Twigs to represent trees and bushes.
5. Cotton to represent snow.
6. Cardboard to make furniture.
7. Wire, which may be cast off wire used in electricity, for making wire fences.
8. Grasses, for making shrubbery and thatching primitive houses.
9. Clay for modeling animals, and Eskimo houses.
10. Sandpaper, in making roofs.

Other materials, as pebbles, thread, leaves, and spools, can be used to serve various purposes. I once saw a very attractive house and fence made out of cornstalks.

Do you really believe picture studies are next to impossible when one has not a great deal of money to spend in getting the proper kind of pictures? Why do you have to buy expensive pictures when one can so often get them from the picture section of magazines like the *Woman's Home Companion* or the *Ladies' Home Journal*? These are sometimes valuable in a lesson in picture study. Interesting picture booklets can be made of small prints from the really famous pictures, at the small cost of one-half cent each. Children would delight in making these.

Suppose you cut down your poster bill since the cost of paper has gone up so. Try using brown wrapping paper for your background, and plain white or cream wrapping paper for the freehand cuttings. If you can't get a supply of brown wrapping paper, why not ask book dealers to give you the bogus paper that comes on the books at book stores? I am sure they would as soon give it to you as to burn it. Paste can be made of flour and water. Many such posters can be made at the cost of a few cents.

Railroad folders and government publications, which can be had for the asking, are very useful in supplementary work.

If your schoolroom does not happen to be supplied with maps, drop a card to the Interior Department of the U. S. Government. They will be glad to send you one.

Remember that it is the resourceful teacher that is up to date, and very much in demand today.

VIOLA KILPATRICK, '17.

Farming on a First Grade Sand Table

The children in the first grade of the Model School suggested making a farm sand table where they could plant seeds and watch them grow; they had become interested in the study of birds, plants, and farm life in their nature study. This was in the spring of 1916.

Farm problems were discussed during morning exercises; nature songs and games were played and sung for rest periods; the animals on the farm were cut and rail fences were made for busy work. Many other things were correlated with the sand table farm as they worked.

The germination of seeds was taken up by the children by means of the following experiments:

They soaked a sponge in water, sprinkled it with mustard seed, and kept the sponge moist all the time. Then the seeds sprouted up all over the sponge.

They covered the bottom and sides of a dish with green moss, sprinkled dry dirt over a pine cone and set it in the middle of the dish on the green moss, then sprinkled a little more dirt at the bottom of the pine cone so it would stand up well, and put a little dirt on the moss. Next they sprinkled grass seed all over the pine cone and moss and kept it moist. This made a very pretty green dish when all the grass came up.

They took half of an egg shell, filled it with dirt, then planted mustard seed in the dirt and made a little hole in the bottom of the egg shell for water to drain through. As they kept the dirt moist, the mustard seed came up very quickly. It is a good plan to fix this so that the seeds will come up about Easter. The children may be allowed to carry them fixed in little paper boxes on baskets home to show their parents.

They filled a glass with water, then cut a piece of cotton-batting to fit inside of the glass at the top on the water, and sprinkled mustard seed, beans, or peas on top of the cotton-batting, so the children could see how the roots grow down and how the other part of the plant grows. They kept plenty of water in the glass so the seeds would grow well.

They filled a chalk box about half full of sawdust, then planted some beans in it and kept the sawdust damp. When the seeds began to

grow they took them up and looked at them in the different stages of growth.

All of these experiments were tried by the children, who took a great interest in studying the germination of seeds. The seed experiments were placed in the windows near the sand table and on the desk where the children watched them every morning.

While the children were studying the germination of seeds, they divided the sand table off by rail fences into three parts, first, for house and garden; second, for oat field; and, third, for barnyard. The children made a typical farmhouse and barn of cardboard; planted a garden of beans behind the house, grass in front, and an oat-field in front of barnyard. In planting the seed the sand was first moistened, then the seeds were sown. The beans, grass, and oats were kept moist by the children, and they enjoyed watching the sand table every day to see what they could discover first for themselves.

The children brought in some of the first plum and peach blossoms they could find, and stuck them in their garden on the table for the orchard. When the oats were high enough the children cut them and stacked them up in the field.

The children watered the sand table when necessary, and watched it each morning to see when the first seeds sprouted. They became much interested in their work and kept the sand table looking green and fresh nearly all the spring term. JESSAMINE ASHLEY, '16.

Playing Daniel Boone

The student-teacher to whose lot fell the teaching of Daniel Boone to the fourth grade, read everything available containing anything of interest concerning Boone, then made an outline of the story. From this outline the story was divided into four parts, and each part was developed and given in a thirty-minute period.

The story was developed with the children. Parts of the story were given entirely by the teacher, but many times a situation was explained out of which grew a problem. For example, this was a part of the story: "As the men were standing in front of their cabin, a whole band of Indians came up. The Indians were right at them; the men didn't have time to get their guns and they knew it was of no use to run. What could they do?" The children quickly responded, telling what they thought the men did and what they themselves would have done. Many problems like this arose which the children solved. The entire story was told in this way, the children making it very real by contributing stories from their own experience.

After the story was completed the children asked that they be allowed to play it. They decided to make an outline of the entire story in

order that they might be able to pick out the best parts to play. This is the outline they made:

1. Boone's Childhood.
 - (1) Love for hunting.
 - (2) His present from his father on his twelfth birthday.
2. Life in North Carolina.
 - (1) His marriage.
 - (2) His children.
3. How he came to know about Kentucky.
4. His first trip to Kentucky.
 - (1) Troubles in Kentucky.
 - (2) Hunting grounds in Kentucky.
5. His second trip to Kentucky.
 - (1) Building of road.
 - (2) Building of fort.
 - (3) He brings family to fort.
 - (a) Death of James Boone.
6. Life in fort.
 - (1) Capture of the three girls.
 - (2) Return of the three girls.
 - (3) Capture of Boone.
 - (4) His life as an Indian.
 - (5) His escape.
 - (6) The bad news he brought to the fort.
7. The attack on the fort.
8. Boone's life in Missouri.
 - (1) Death of his wife.
9. Death of Boone.
10. His body moved to Kentucky.

From this outline they selected "The capture and return of the three girls," "The capture and escape of Boone," and "The attack on the Fort." In order that they might know exactly how to play these parts, they were told again by the children, each part being told by a different child, thus some language work was brought in.

As they discussed each section they put on the board lists of characters and materials needed. When the children found that they could not play "The Attack on the Fort" without a fort they decided to build one out of poles.

The poles were furnished them from the woods surrounding the Training School, and work was at once started. First, they decided what size it should be, marking off with a hoe how far each side should extend. A ditch about one foot deep was dug around the outline of the fort. The poles were nailed together with strips from an orange crate, about ten being nailed together. These were stood upright in

the ditch; the ditch was then filled with dirt which was packed tightly to hold them steady. A gate was made of poles and put on with leather straps. After all the poles had been put up and the gate put on the children discovered large spaces between the poles. Fearing that the Indians could see the people in the fort, they tacked guano bags across the poles on the inside and filled other spaces with branches of trees. The hoes, axes, hammers, etc., were brought by the children at recess, thus making it possible for the fort to be completed that afternoon.

The next day the children chose characters for the play and each child told what he had at home that he could use in the play—such as Indian suits, pistols, rifles, bonnets, etc. That the children might have a better background for the play some supplementary reading was then given in “Hannah of Kentucky.”

The fort was built on top of a hill, the Indian camp was at the bottom of the hill, and a little stream of water at the foot of the hill was used for Otter Creek.

After all was ready they played the three scenes just for themselves, each child deciding what he should do and say. The next afternoon they played it for the second and third grades. Before going out to the playground the fourth grade selected their best two story-tellers and sent them to the second and third grades to prepare their audience to enjoy the play.

From “Playing Daniel Boone” the children not only learned the story of Boone and the part he played in the history of our country, but they also received practice in organizing, selecting, judging, story-telling, and handwork.

If interest is a measure of success, assuredly the playing of Daniel Boone was a success. The children’s enthusiasm was plainly shown by the attention they paid to the telling of the story, by the sighs and exclamations they made when Boone encountered some new difficulty, and by the varying expressions on their faces. Each day at the close of the period they begged that the lesson be continued and more of the story told. Finally, when the story came to an end and Boone’s death was told, one little boy said, “Oh, is that all? I didn’t want Boone to die.”

That we did not dwell upon the story until the children became tired of it was proved by the fact that after the fort was built and the story played twice the children continued to talk about Boone and ask for more stories about him.

JESSIE BISHOP, '17.

The Story of John Smith

In preparation for presenting John Smith to the fourth grade children, two weeks were spent in searching for material and studying in order that all the facts of his life might be thoroughly mastered by the student-teacher, and that she might see her work as a whole and have some definite idea as to the organization of it and the separation of it into the required number of lessons. The selection of the material was by no means an easy undertaking. She had to avail herself of the little incidents that were both of interest to the children and of historical value. Word-pictures were sought for especially, and these were blended with the facts in chronological order.

Having gathered all the material, she then went about making an outline which was of paramount value in the planning of her lessons. In all there were twelve lessons to be prepared, ten on the story itself, and two on the dramatization. After the material had been apportioned, so as to distribute equally the work, the plan-making was begun.

As a background for the story of Captain John Smith, the story of Columbus, which they had had not long before, was used. The plans were made very flexible and the facts were presented in such simple language that they were readily understood by all the children. Whenever a word was especially descriptive of an idea, the student teacher used it, thus doing some excellent work along the line of vocabulary enlargement, both for herself and for the children.

An outline according to the time events in the life of Smith was then made from the material collected.

I. Early life: (1) Born at Willoughby, England, and, (2) his boyhood; (3) conditions in England; (4) an apprentice boy.

II. John Smith begins his adventures: (1) Crosses England into France; (2) renders a Scotch gentleman a service; (3) goes to the Netherlands; (4) goes to Scotland; (5) trip with the Pilgrims to the Holy Land; (6) In Hungary; (7) Sold as a slave.

III. His return to England: (1) Conditions there; (2) solution of the problem in England.

IV. Smith decides to go with London Company to Virginia: (1) Reasons for expedition; (2) voyage to America.

V. In America: (1) Arrival in Chesapeake Bay; (2) founding of Jamestown, 1607; (3) search for gold; (4) the struggles of the settlers.

VI. Explorations in Virginia: (1) Wish to find "South Sea"; (2) adventures with Indians.

VII. Return to Jamestown: (1) What he found there; (2) how he met the situation; (3) help received from Pocahontas.

VIII. More settlers come to Jamestown: (1) Captain Newport returns from England; (2) gifts brought to Powhatan.

IX. Powhatan plots to destroy Jamestown: (1) Reasons for this; (2) Pocahontas warns Smith; (3) Smith frightens Indian chief into peace.

X. Enforces discipline in Colony: (1) Reasons; (2) how managed.

XI. Smith returns to England: (1) Wounded, medical aid needed; (2) how Jamestown had progressed under him; (3) he does not return to Jamestown.

XII. Smith goes to North Virginia, 1614: (1) In service of Plymouth Company; (2) he explores northern coast of New England.

XIII. Smith starts again to New England: (1) Captured by French ship; (2) spends rest of life in London writing books about his adventures in America.

XIV. Last days of Smith: (1) Died in London; (2) buried in Church of Saint Sepulchre.

The new thoughts in the story had to be made very vivid and closely related with the experiences of the children for them to grasp them. Illustrations were used frequently to make the points stand out. Some of the points that were understood and liked best by the children were: Early adventures of Smith; in America; building of Jamestown; Adventures with the Indians; capture, trial before Powhatan—life saved by Pocahontas; Smith's return to England; coming of Lord Delaware.

The story was developed by the problem method, the teacher leading the pupils with Smith through the dangers he faced, and when the crucial moment was reached, they were thrown upon their own resources to work out the situation as if they were in Smith's place, under like conditions. Some very effective work was shown by the children's answers, which gave evidence of power to reason and imagine. If something silly or irrelevant was said, the child would be checked up by the class.

Two lessons were allowed for the dramatization as this was the form chosen by the children in preference to other means of reproduction.

The first lesson was given to the reproducing of the story in the form of an outline; the main points being obtained from the pupils by skillful questions on the part of the teacher, but every point named in the outline came from the children.

1. Boyhood of John Smith.
2. His travels.
3. His voyage to America.
4. The building of Jamestown.
5. His troubles with the Indians.
6. How Jamestown fared.
7. His return to England.
8. Jamestown saved by Lord Delaware.
9. His last days.

Compare the long outline made by the teacher and the one made by the children, and see how much work the teacher must do to get results.

The outline called for a review of the story, the organization, and judging as to the best name to give to the point that came next.

In selecting the event to be dramatized there were several things to be considered: (1) The adaptability of the Model School grounds, and the event that could be best dramatized on it; (2) the location of the places in the event selected as to their relation to one another; (3) the section of the story that would be of most value to them.

After thinking carefully, they decided on the section they had named: "The troubles with the Indians." This involved: (1) The expedition down the James River with men and guides to look for corn; (2) attacked by Indian warriors; the fight; (3) Smith captured by Indians; (4) carried through country and finally before Powhatan; (5) trial before Powhatan; (6) saved by Pocahontas; (7) Smith given to Pocahontas; (8) allowed to go back to Jamestown.

The places selected were Jamestown, James River, and Powhatan's village.

"Who were the people needed to play the story?" was the next question. The children named the characters needed and were left with the problem: Think over the children in the room and decide the part of the story you think they will play best.

The next day the plans made the day before were reviewed and each place firmly fixed in each child's mind. The characters were then chosen. In case two children were named for one character, they were voted on and the one getting the greater number of votes played that part. Each child in the room was given an active part in the playing of the story. The children were thrown on their own responsibility and their ingenuity in acting was a revelation. For instance, when Smith was captured by the Indians he showed them his pocket compass to amuse them, and they were very much surprised when they found that they could not stick their finger through air, as they called the glass; again when he was condemned to die an Indian squaw brought him a bowl of water to wash his face and hands, and a bunch of feathers to dry them on. These things were not mentioned while we were planning the story, but out on the grounds, amid the action, they remembered these things and met the emergency without any suggestion on the part of the teacher.

After working out the story of Captain John Smith, and seeing others worked out, I am thoroughly convinced that History taught in an oral form is by far the best way to present it to children. It means more work on the part of the teacher. Are they not, however, doubly repaid for their effort when they can prove to the masses of people that History is a live, interesting subject and not the dry collection of facts and dates?

LIZZIE STEWART, '17.

Reviews

Industrial Art Text-books. A Graded Course in Art in its Relation to Industry.

Authors: Bonnie E. Snow and Hugo B. Frochleich. Illustrated by George W. Koch. The Prang Co., New York.

A new set of Drawing Books that every teacher wants to own! Only six of the series have come from the publishers. Those who have examined these six are anxiously waiting for the other two.

These Industrial Art Text-books teach that the ability to draw is a means to an end. Each book has eight chapters, and the same subject is taken up in the same number of chapters in each book. For instance, "Commercial Design" is Chapter II in each book in the series.

Each chapter contains most helpful suggestions to teachers, and each problem in construction is so plainly illustrated that any teacher can understand. A teacher interested in a particular subject can easily work up this subject from the first grade through the eighth grade. Some of the subjects are not practical for all schools, so can be omitted.

Subjects of chapters are given below.

I. Design and Color.

II. Commercial Design, showing the study of lettering, booklet making, etc., from the first grade through all the grades.

III. Costume Design begins with cutting the simple paper-dolls and their clothes, developing designing until they can design their own clothes.

IV. Interior Decoration begins with the doll's playhouse, familiar to all primary teachers.

V. Domestic Art includes weaving, sewing, crocheting, and knitting.

VI. Constructive Design, the art of making things, in which we find paper boxes, baskets, wooden toys, the boy's kite, and in sixth book a real footstool.

VII. Object Drawing is explained in this quotation from the chapter: "Continued practice in drawing from objects is the best means of developing the eye and hand. Ideas of shape and proportion must be gained through study of objects in the world around us. The hand can be trained to portray what the mind perceives and the eye visualizes. In drawing from objects it is possible to use a variety of tools, although we are accustomed to regard the pencil and the brush as the only legitimate implements. We draw with scissors and paper when we cut paper shapes of objects. We draw with clay when we model a farm."

VIII. Nature Drawing. "The children are led to look to nature for material that can be used in making decorative arrangements. In the primary grades flowers that are familiar and interesting are presented for study, and the shapes of their different parts are cut from paper. These shapes become elements of design and the arrangements that result are applied in constructive problems, adapted to the grade."

There are four color sheets in each book besides the abundant illustrations throughout the book.

KATE LEWIS.

The Social Studies in Secondary Education. "Report of the Committee on Social Studies of the Committee on the Reorganization of Secondary Education of the National Education Association." Compiled by Arthur William Dunn, Secretary of the committee.

This *Bulletin*, No. 28, for 1916, Bureau of Education, is full of valuable suggestions: "The social studies are defined as those whose subject-matter relates directly to the organization and development of human society, and to man as a member of social groups." The keynote of all modern education is "social efficiency," and all subjects, the report says, should contribute to this end, and whatever their value from the point of view of personal culture, unless they contribute directly to the cultivation of social efficiency on the part of the pupil, they fail in their most important functions.

All American social studies in high schools should have for their aim the cultivation of good citizenship. From the viewpoint of the committee, they consider wherein such studies might be made to contribute most effectively to the purpose of secondary education. The selection of topics and the organization of subject-matter should be determined in each case by immediate needs.

This report proceeds on the assumption that the secondary schools are six-year high schools divided into the senior and junior high school with three years to each. The course recommended in this report aims to provide a comprehensive, and, in a sense, complete course of social study for each period. Although the four-year high school is the prevailing type in this State, the course of study can readily be adapted. Geography, European history, American history, and civics are the studies outlined. With such a course of study the pupil who leaves school after completing the sixth grade will have acquired some experience with practically the whole range of social studies.

The committee can not emphasize too strongly its belief in the desirability of such careful adjustment of courses to local and current circumstances as suggested on pages 29-32. Community civics needs special adaptation to rural conditions and requirements. One of the chief purposes of civics should be to provide the pupil with a motive for the continuation of his education.

Part II of this report deals with civic relations of vocational life, the adaptation of civics to rural conditions, and the relation of civics to history. In the first of these topics it is said that the chief purpose should be "the development of an appreciation of the social significance of all work; of the social value and interdependence of all occupations; of the social responsibility of the worker, not only for the character of his work, but for the use of its fruits; of the opportunities and necessity for good citizenship in vocational life; of the duty of the committee to the workers; of the necessity for social control governmental and otherwise of the economic activities of the community; and of the part that government actually plays in regulating the economic life of the community and of the individual.

The report proposes for the last year of the high school a concrete study of "Problems of Democracy." These problems vary from year to year and class to class, but they should be selected on their immediate interest to the class, and their vital importance to society. . . . It is far less important that the adolescent youth should acquire a comprehensive knowledge of any or all of the social sciences than it is that he should be given experience and practice in the observation of social phenomena as he encounters them; that he should be brought to understand that every social problem is many-sided and complex, and that he should acquire the habit of forming social judgments only on the basis of dispassionate consideration of all the facts available. The best way for accomplishing this is by dealing with actual situations as they occur, and drafting into service the material of all the social sciences as occasion demands for a thorough understanding of the situation in question."

Part IV of this report deals with standards by which to test methods, the preparation of teachers, and the availability of text materials. "Probably the greatest obstacle to the vitalization of the social studies is the lack of preparation on the part of teachers." Suggestions are made as to what can be done in the high schools, teacher training schools, and in colleges and universities.

Finally, the committee reaches the conclusion that it is unquestionably true that the most effective teaching of the social studies can be secured when there is a supervisor or director trained in this particular field. Text-books are few now, but will be provided when the demand is realized by publishers.

LOIS HESTER, '19.

Bulletin (1915), No. 17, Civic Education in Elementary Schools as Illustrated in Indianapolis, by Arthur W. Dunn, special agent in Civic Education, Bureau of Education.

Realizing that one of the most important functions of the public schools is to give instructions and training necessary for the intelligent

performance of the duties of citizenship, the editor of the bulletin shows how this need was met in the city schools of Indianapolis. It contains suggestions for all American schools, whether in the city, in the village, or in the rural district.

One of the characteristics of the Indianapolis course of study is its constant readjustment to immediate needs in the light of current experience. Before one can formulate a plan for teaching civics he must have a clear definition of "civics." The Indianapolis definition is as follows: "Civics is a training in habits of good citizenship, rather than merely a study of government forms and machinery. The broadening field of instruction in civics finds its limit only in the ever-widening content of the term 'citizenship.'"

The aim of the schools seems to be to make of education not a process of instruction in a variety of subjects, but a process of *living*, of *growth*, during which the various relations of life are unfolded—civics, geographical, historical, and ethical. In the first grade the pupil does not study "English" or language, he merely does things, talks about things, and hears about things. The teacher alone is conscious that she is giving the child his first organized lessons in civic life, as well as teaching language. Civics as a separate subject is not taught until the eighth grade. With this in mind, the following course of study has been adopted: Civics, geography, history, stories, and construction work are taught from the first grade through the eighth with the addition of community arithmetic in the second grade. In the first grade in civics, the family is the center of study, in geography, common plants and animals are studied; in history, national holidays and birthdays; in stories, nature furnishes the material; in construction, furnishing the doll house furnished work to be done.

In the third and fourth grades the same plan is followed, but it broadens out into the school and community life. In the sixth grade civics is divided up into the following heads: (1) Health—cleanliness of person and premises; (2) Wealth—care of property and fire prevention; (3) Knowledge—punctuality and regulation, studious habits; (4) Beauty—beautifying home, school grounds, and town; (5) Protection—protection of property and in crossing streets.

The following summary is a type lesson in community civics as it occurred in the eighth grade. It required several days for development of this lesson. "The pupils discussed informally what good health means to each one, and gave examples from their own experience of consequences of sickness. They discussed specific dangers to their own experience of consequences of sickness. They discussed specific dangers to their own health, such as impure food, water, or air. They explained how they individually care for their own health, or how at times they are careless of it. They discussed how, in many cases, their health depends not merely on their own care, but on the care of others,

and how the danger to health is increased where many people are gathered together." Then it goes on to show how the city made laws for the conservation of public health and the necessity for each person's doing his part as an individual in helping to carry out the laws. It also tells how the boys and girls discovered things for themselves; for instance, in the discussion of the duties of the board of health, one boy asserted that it passes pure food laws. Another boy disagreed, saying that the National Government made the pure food laws. This led to the working out of the problem and the reasons why it should be a national act.

This question is asked, "Is such civic education effective?" It is answered with this statement, "Whether the children who are now undergoing this training for citizenship will in reality be efficient citizens ten or twenty years hence cannot, of course, be foretold. But there is apparently ample evidence that they are better citizens now, and, moreover, that the present civic life of the city is appreciably affected by it."

It shows the growth of effective coöperation, and that each child realizes his measure of responsibility for the welfare of the community, home, and school. It says that the growth of desirable habits which is the chief purpose of civic education is observable, also, that not only the teachers observe a change in school conduct, but that the parents inquire what is being done in the schools to cause such a transformation in home conduct.

Community arithmetic is not a separate course from the regular arithmetic. In this type of arithmetic the children, as far as possible, make their own problems from data acquired from their own observation and research. They have problems that grow out of their work and problems that are real. Often they are related to food, clothing, cost of building, cost of furnishing the home, cost of preparing a meal, etc.

In summing up the results of this kind of instruction one finds it does two things especially: (1) it helps the child to understand the nature of his community, his dependence upon it, and his responsibility for it; (2) it cultivates habits of right action as a member of the community, and in relation to its government. F. L. S.

In the *Bulletin* for January, 1917, published by the North Carolina State Board of Health this question is answered: "Is it just and right that the farmer may know what he gives his plants, and unjust and wrong to allow the parent to know what he gives his child?" On the front cover of the *Bulletin* are two columns. One column gives a set of definite facts about a bag of fertilizer, and the other about a bottle of dope; one is for the plant, the other is for the child; still the farmer

often knows better the composition of the fertilizer he uses under his farm products, than he does about the composition of the medicine he gives his child or takes himself. The editor of the *Bulletin* protests that this should not be so, but this condition will certainly continue to exist as long as "patent medicines," that is, these that are secret, are used. Except to the manufacturer the composition of the secret remedy is unknown. The name and amount of its ingredients are purposely and obstinately denied the user.

The editor reminds us of the fact that people who take secret remedies of unknown composition have no way of knowing what they are taking, either qualitatively or quantitatively, or what are to be the effects of the unknown drugs when taken in varying doses and for variable periods of time. Yet, if one goes into a country store he will see the shelves filled with these secret remedies. Many of the people purchase these medicines, for all kinds of illnesses, not knowing in the least what they are using them for. These medicines taken in this way often have serious effects upon the health condition of those who take them.

Some startling facts are set forth. Does it enter the minds of our people, that the people of the United States expend annually upward of \$500,000,000 for medicine? Much of the medicine used is the secret remedies. The report of an investigation of the State Sanatorium will give the reader an idea to what extent the secret remedies are used. This investigation showed that 40 per cent. of the 398 patients at the Sanatorium had taken secret remedies, expending a total sum of \$1,314.85, or \$8.01 per capita. Of course the money spent by the patients for these medicines counts for very little compared with the time lost while relying on the medicine to cure their diseases.

A bill has been introduced in the legislature for the purpose of making secret remedies under various and sundry trademarks come out in open formula. There is no fight against the so-called "patent medicines," official remedies, and remedies compounded on the prescription of a physician. North Carolina is the first State in the Union to attempt the open formula. This is especially interesting because the laity has lumped all patent medicines into the same group. It has been pointed out that the open formula will abolish fraud and will encourage the manufacturing and sale of medicines having merit.

IOLA FINCH, '19.

In the September, 1916, issue of the *North Carolina Library Bulletin* there is an article on the Durham Public Library, by Mrs. B. W. Brooks, in which she says: "We are fortunate in having as librarian, Mrs. A. F. Griggs, to whose untiring labors, as well as her interest and enthusiasm, is largely due the present success of the library." In this issue of *THE QUARTERLY* there is an article by Mrs. Griggs.

Mrs. Brooks shows in her article what a great work this library is doing. It was established in 1897; the funds for the building and books were secured by the board of trustees and the woman's board. A trained librarian was secured in 1911 and the books were classified and catalogued and new books constantly added. More people visited the library, and finding what they wanted, were encouraged to come again, until the library is now a most popular place.

It is used by high school pupils for reference work, and by the graded school teachers for story books and classics. It is of great use also to the county teachers, who are allowed to take as many as a dozen books away at one time. The country people have the privilege of using it too, and in increasing numbers are taking advantage of it.

The five women's literary clubs of Durham also find it of great aid in carrying out their programs. Each year the Halycon Club and the Tourists' Club donate to the library the books which they have studied that year.

The reading room which is well supplied with newspapers and periodicals is a source of profit and pleasure, and is visited by many, both young and old. There is also an alcove for the children.

A branch library was established in West Durham in the community house of the Welfare Club sometime ago. This furnishes good literature to many people in this mill village and is helping greatly to instil a love of higher things. As a part of the work, a weekly story hour has been begun, and is proving very popular with the children. This story hour has proved such a decided success that similar ones will be established in other mill sections.

A library under the supervision of the librarian has recently been started by the colored people, the money being given by some of the well-to-do negroes.

When other towns see what a great influence the Durham library is exerting it will encourage them to push the library question further.

J. T.

These items from *Legislative Circular*, 1917, No. 1, issued by the United States Bureau of Education, are of peculiar interest in North Carolina now:

In a number of States amendments to the Constitution affecting the schools were voted on at the election on November 7, 1916. The Bureau of Education has received definite reports of the results of the election on several of these and they are summarized below:

Alabama.—Raising to 4 mills the maximum county tax that may be levied and providing for a district tax (after county tax of 3 mills is voted) of 3 mills. County tax to be voted by majority of qualified electors of county; district tax, by majority of electors of district. Previously a State tax of 3 mills was mandatory and a county tax

of 1 mill could be voted by three-fifths majority. Now possible to have a combined tax (State, county, and local) of 10 mills for a district school. Amendment ratified by majority of 21,798.

Arkansas.—Authorizing any school district to vote “any school tax at the annual school election not to exceed 12 mills.” The old maximum limit was 7 mills. Amendment ratified.

Colorado.—Requiring the State Treasurer to invest the school fund in school district bonds and in first mortgages on farm lands. Amendment ratified.

Louisiana.—Designed to make women eligible to all public school positions, such as board membership, parish, and State superintendency, etc. Amendment defeated.

Nevada.—Permitting the investment of the State permanent school fund in farm land bonds. Amendment ratified.

North Carolina.—Art. II, Sec. 29. “The General Assembly shall not pass any local, private, or special act or resolution . . . erecting new townships, or changing township lines, or establishing or changing the lines of school districts” . . . (a new section).

Art. VIII, Sec. 1. “No corporation shall be created nor shall its charter be extended, altered, or amended by special act, except corporations for charitable, educational, penal, or reformatory purposes that are to be and remain under the patronage and control of the State” . . . Assembly must provide by general law for chartering corporations. Amendment ratified.

North Dakota.—“Amending Section 216 of the Constitution of the State of North Dakota by establishing and locating a State normal school in the City of Dickenson, County of Atark.” Amendment ratified.

Oklahoma.—Proposing to repeal Section 12 (a), Art. 10 of the Constitution. Said section reads as follows:

“Section 12 (a). All taxes collected for the maintenance of the common schools of this State, and which are levied upon the property of any railroad company, pipe line company, telegraph company, or upon the property of an public service corporation which operates in more than one county in this State, shall be paid into the common school fund and distributed as are other common school funds of this State.” Amendment defeated. (Voted on in August.)

Texas.—Authorizing the legislature to enact a law or laws whereby counties may levy a school tax of not exceeding 5 mills and whereby school districts may levy a tax of not exceeding 10 mills. No county school tax is now levied, and the maximum district tax is 5 mills. Amendment defeated by a majority of 7,099.

Wyoming.—Permitting the investment of State permanent school fund in farm mortgages and other securities authorized by law. “None of such fund shall ever be invested or loaned except on the bonds issued by school districts, or county bonds of the State, or State securi-

ties of this State, or of the United States, or on first mortgages on farm lands or such other securities as may be authorized by law." Amendment ratified.

The following States report that no amendment or referendum law was voted on at the recent election: Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, Pennsylvania, South Dakota, and Wisconsin.

The United States Commissioner of Education, Dr. P. P. Claxton, issued a call for an "America First" conference held on February 3d immediately following the annual meeting of the Chamber of Commerce of the United States of America. This conference dealt with the industrial phase of Americanization and was the first of a series of "America First" conferences to be known officially as the "National Conferences on Americanization through Education."

The conference on February 3d, was under the auspices of the Bureau of Education in the Department of the Interior, acting in coöperation with the National Committee of One Hundred. This committee was appointed by the Commissioner of Education on September 1, 1916, to assist the Bureau in conducting the "America First" Campaign. The Committee on Immigration of the Chamber of Commerce of the United States of America also participated in the program.

The recorded coöperation of hundreds of industrial establishments and chambers of commerce in the "America First" Campaign has brought into the foreground the demand for a definite plan of Americanization by industries and commercial organizations. For some months a tentative plan has been in process of formation in a series of consultations between Bureau officials and the Immigration Committee of the Chamber of Commerce.

The bearing of this conference upon education and industry is significant. It brought into practical relation employers and educators. This was effected by the nature of the call for the conference. Those invited included officials of chambers of commerce, plant welfare directors, representatives of labor and immigration departments and commissions, and school authorities.

Each session of the conference was opened with an address and then conducted as a round-table discussion of various questions printed in the program and relating to a national policy of Americanization.

Owing to the growing interest of industrial men in the subject, many delegates and others attending the annual meeting of the Chamber of Commerce of the United States remained over for the "America First" Campaign conference.

Succeeding conferences appealed to various other organizations, groups, and individuals interested in general features of Americanization.

Alumnae

The Alumnae should begin making their plans early for a big gathering at the school during commencement.

Whenever you change your address please notify the business manager of *THE QUARTERLY*. Quite a number of the alumnae and old girls who are subscribers are teaching at a new place. We have only the address of last year and the home address. In some cases where *THE QUARTERLY* has not reached the subscriber we have found that it was sent to the old address and the business manager had no means of knowing that the address was changed. The Business Manager and Editors keep their eyes and ears open and when they hear of a change they correct the mailing card. Please, whenever your copy does not reach you, or whenever you have any complaint to make, make it directly to those in charge and mistakes will be cheerfully corrected.

Show *THE QUARTERLY* to your fellow teachers in your school. Show it at your teachers' meetings. When you have found something helpful in it pass it on to others and tell where you got the idea. Let our world see what we are doing.

Send in not only any news about yourself and your work but tell us what you hear of other old girls. One of your number has a short article in this issue telling of one piece of work she is doing. Suggestions for improving *THE QUARTERLY* will be thankfully received. We wish to know what you would like to have. Sometimes we are not sure what line of work the readers wish to have taken up. The magazine is for you and we wish to give you what you need and wish to have. If you are having problems you need help in solving, if we have not the same problems at the Model School we can find somebody who has the same and who will gladly tell you what they are doing. We have an opportunity to look out over a larger field than most of you have and we can find suggestions perhaps more easily.

The next issue is the number that is partially devoted to the inside matters of the school, the number that belongs partly to the Senior Class. They are given a fourth of the space. In this number each year we like to feature up the school so that as one in later years turns through the files he can measure the growth of the school by

the years. The growth of the work done by the alumnae is a large part of the growth of the school. Make that a number that will show what you, the alumnae, are doing now.

If THE QUARTERLY has meant anything to you, if you have heard others comment on it, drop a line telling us so. We wish to collect a few of these words of approval that have come to us from time to time and put them in the next issue just to let you see what people are saying about THE QUARTERLY and to let you see how it stands with the world. One of your number who is studying in another institution took the trouble to let us know what her instructor said to her class about THE QUARTERLY. We shall tell you later what was said and who the girl was, but it was a fine impulse that made her drop a note telling about it.

A few of the Alumnae have written asking whether or not the advanced course in Geometry will be given this summer. If there are enough students to justify the formation of a class this course will be offered but it will be well for all of the old girls who are thinking of coming back some time to take this work to get together and plan among themselves to come this summer. Miss Bloomer Vaughan is one who has requested that the course be given. She would like to know if there are others who will come with her this summer for this course.

Many of the students now in the Training School are from communities in which graduates are teaching. It occurred to the Editor that perhaps these students could give some news about these old girls and what they are doing in their communities. The items below are what they reported.

Louie Delle Pittman, '13, who is in the midst of her second year as teacher of the second grade in the Selma Public School, is doing excellent work, the people of Selma think. She is a great favorite among the teachers and the town people, and her superintendent speaks highly of her work.

Mary Weston, '14, the people of Macon say, is a very enthusiastic worker both in the school and for the community. This makes her popular. She and the people evidently like each other, as she has been teaching there ever since she finished school.

Lola Brinson, '16, is principal of Southwest School, Onslow County, a two-teacher school. She has the fifth and sixth grades. She is making good both in the school and in the community.

Helen Daniel, '14, is teaching the primary grades in the Epsom High School, Vance County, her home county. She has done excellent work, the Vance County people think, and they consider her one of the best primary teachers in the county.

Leona Cox, '15, is also teaching in Onslow County. This is her second year in the Richlands Graded School. The people like her and her work.

Selma Edmundson, '16, is the primary teacher at Nichols Schoolhouse, nine miles from Greenville. The report comes, "Everybody likes her," and she is doing well in her work.

Naomi Dail, '16, is teaching the primary grades, the first three grades, in the school at Pink Hill, Duplin County. She has a music class in addition to her other work. She is doing well.

Fannie Lee Patrick, '16, is principal of the Fleming School, District No. 11, about four miles from Greenville. She is getting along well.

Gertrude Boney, '16, has the primary work in a three-teacher school at Fountain. Fine reports of her work and of her popularity have reached the Training School.

Louise Stalvey, '16, has the primary work in a two-teacher school not far from Farmville. She and the people seem to like each other very much.

Viola Gaskins, '16, is teaching at Falkland.

Mavis Evans, '14, who teaches primary work at Forbes Schoolhouse, is also teaching public school music in the school and has a class in piano.

Lillie Tucker, '11, is teaching the intermediate work in a three-teacher school near Rocky Mount.

Esther Brown, '15, is teaching the first and second grades in the Lake Landing School. This is her second year there and the reports are that her work is very satisfactory.

Mary Bridgman is reported as doing good work in the fifth and sixth grades in the Engelhard Graded School, Hyde County.

Ella White, '15, is still teaching the first and second grades in the Lake Landing School. She is doing good work, especially in drawing.

Judging from the number of letters that have been received asking for information about athletics, requests for addresses for goods, etc., the enthusiasm for athletics the girls have while in school carries over after they leave here and they arouse enthusiasm in the communities in which they teach.

Ella Bonner, '16, writes that she, her girls, and some girls in the community who are not attending school, are going to have a basketball team. They had ordered a ball and were getting the court ready. She wrote for rules about laying off the court. Ella is teaching near Pac-tolus, Pitt County.

Louise Smaw, '16, wrote in the fall that her school, at Grifton, had raised some money to purchase athletic apparatus. She is the coach for basketball and for other outdoor games.

Millie Roebuck, '15, has organized a basketball team at Robersonville. She wrote to Miss Comfort in the fall for detailed instructions about the game and coaching it.

Sallie Lassiter, '16, writes from Jackson that there is enthusiasm about basketball in that town.

This letter from Gladys Warren, '16, speaks for itself:

"First, I must tell you Moss Hill is one of the garden spots of the world: but we are hoping to make conditions even better, for we are building a new brick building now. I have organized a tennis club, and we are planning to enter the tennis tournament at the county commencement in April, also in basketball; our high school pupils especially are very enthusiastic athletes. I have thirteen music pupils, two of whom are boys; and I must tell you they afford me lots of problems as well as pleasure. What we consider one of the best organizations of the school is our recently organized glee club of twenty-five boys and girls. They are very interested and have done very good chorus work considering they never have had any of that kind of work before. They sang two songs at the fair in Kinston on Educational Day as a beginning in glee club work."

Martha Lancaster, '16, says that there is no grade like the first, even though she has forty-five pupils who keep her more than busy all the time. She is also coaching playground games for all the grades. Last fall Matha went through the thrilling experience of teaching her first observation lesson before her county superintendent. Several members of the Training School faculty were present.

Kate Sawyer, '15, taught first, second, and third grades in the public school at Merritt before Christmas. The Betterment Association helped the school to buy new desks for the entire school. Kate is now teaching in a one-teacher school near Grifton.

Mamie Ruth Tunstall, '13, is teaching music at Grimesland again this winter. Mamie Ruth attended the Teachers' Assembly in November.

Kate Watkins, '14, is in Raleigh this winter taking a business course. Kate was present at the get-together dinner which was given during the Assembly held in Raleigh.

We are grieved for the sorrow that has fallen upon Trilby Smith in the death of her mother. Trilby has given up her work in Grimesland and is staying at home.

Ruth Proctor, '15, who is doing primary work in the Dixie School, taught a model third grade reading lesson before a group teachers' meeting which met at her school recently. Ruth attended the Teachers' Assembly in Raleigh in November.

Lula Fountain, '14, Rocky Mount, attended the Assembly in Raleigh and gave reminiscences of the class of '14 at the get-together dinner. Lula's grade gave a Christmas program and had several other grades as guests. Lula is now looking forward to attending commencement.

Mary Moore, '13, in December, at her home near Greenville, was married to Mr. Leon Nobles. They are at home in Greenville.

Clara L. Davis, '15, Atlanta, Ga., on January 24, 1917, at the home of her sister, in Fayetteville, was married to Mr. Charles L. Wright of Washington, N. C. A public reception was given at the home of Mr. Wright after their arrival in Washington. They are at home in Washington. The groom is a member of the firm of Credle & Wright.

Leona Cox, '14, and Emma Brown, '15, who are teaching at Richlands, have organized an athletic association and literary society. Some time ago they gave a carnival to raise funds for the occasion. Mr. Karl Jansen gave an entertainment at their school before Christmas and they used the proceeds from this for playground equipment for the little folks. The Farmers' Institute meets in Richlands soon, and Leona and Emma expect to use that day as Community Day.

Luella Lancaster, '14, writes as follows:

"I am enjoying my work with my thirty-three youngsters immensely, yet I feel the magnitude of the job keenly. The majority of my grade come from the factory district; only a few of the children come from homes where there has been much opportunity for gaining the richest experiences of child life. This makes my work harder, of course, but I feel that at the same time I can do such a great deal for the children and, through them, even the homes. My, how I work! And doesn't it make you feel good to hear them say, on a 'one-session day,' 'I want to come back after dinner'? Right now our entire faculty is extremely interested in working out our playground problems. We have succeeded in getting the community pretty well aroused. January 12th and 13th we gave in our auditorium 'Alice in Wonderland,' the parts taken by members of the faculty, pupils of the school, and some of the young people of the town. I was Mother Goose, and some of my children and some of the first grade children were Mother Goose boys and girls. The proceeds from our play go to buy playground equipment. We have already secured some little equipment from odds and ends, such as hurdles for races for both boys and girls; jumping bars (made of wood), for both boys and girls; two small iron acting-bars. Two teachers are on special duty as yard monitors each week, but each teacher is on the grounds also, and must play some organized game with the children at least twice a week. She can choose her day and call on other teachers to help her. It is wonderful to see the change that organized play puts in a school yard, especially when there are so many children like there are here. I never miss a chance to play. I want to know just as many children as possible, and this is such a good way to know them. To play twice a week is not enough for me. In the teachers' sitting-room Mr. Bachman has placed a copy of 'Bancroft's Games,' etc., and we use it to select suitable games. I introduced last week 'Bear Pit' with the boys of about twelve and thirteen, and as young as ten, and it was a decided success. The smaller boys like the relay races. Even the girls of fifth grade like the 'Cat and Rat' and 'Farmer in the Dell.' Last week we played 'Raise the Gates as High as the Sky.' The only trouble is there is but one of me, and I want to play with each crowd."

School Activities

(The students-editors are this quarter indebted to other girls for efficient help in this department; they wish to thank especially Misses Martha O'Neal, Jennie McGlohon, and Lizzie Stewart.)

Young Women's Christian Association

REPORTS ON BLUE RIDGE CONFERENCE

On the evening of Saturday, January 6, the evening of our monthly business meeting, the Blue Ridge reports were given. These reports were given by the eight girls, Lillie Mae Whitehead, Agnes Hunt, Fannie Lee Speir, Ophelia O'Brian, Martha Elvin O'Neal, Helen Gardner, Hallie B. Jones, and Jennie McGlohon, who went from this school last spring as delegates to the Blue Ridge Conference. Four of these girls were sent by the Association and four volunteered to go and pay all their expenses.

This Conference is held ten days each year, for the purpose of giving girls training in order that they may carry out the purpose of the Young Women's Christian Association among the students back at school the following year.

These reports were given to show the girls just what is done at the Conference, to create a desire to go, to make them feel the need of being represented, and to make those chosen feel that it is worth while to make a sacrifice to go.

Reports were given on the following subjects: "The Purpose of the Conference at Blue Ridge and the Purpose of the Blue Ridge Reports," by the president, Martha Elvin O'Neal; "The Trip," by Hallie B. Jones; "Our Arrival and Our Departure," by Lillie Mae Whitehead; "Our Reception," by Agnes Hunt; "The Religious Life," by Fannie Lee Speir; "The Recreation," by Helen Gardner; and "Some of Our Experiences While at Blue Ridge," by Ophelia O'Brian. They also told about the songs and yells they learned, and the whole delegation sang the songs and yelled the yells.

There was a special effort made to make the reports interesting, and from the response made by the girls this proved to be so.

RECENT ACHIEVEMENTS AND PLANS

Here are some of the things the Association has done and is planning to do.

The Sunshine Committee, by making and selling candy to the girls in school, made money to play Santa Claus to the children of the

workmen on the place. This made the Christmas time happier for them than it might have been otherwise. This committee has bought bowls and narcissus bulbs. As the flowers bloom they place them in the different classrooms, thus scattering sunshine. Besides this, they have sent flowers to some girls who have been taken to the hospital and have kept flowers in the auditorium and Y. W. C. A. Hall.

The Mission Study Committee by systematic giving has raised money for home and foreign missions. This committee, realizing that more interest will be created by some definite piece of foreign and home mission work from which they will hear some definite results from their money, are making investigations to see where will be the best place to put their money. This committee gave \$5.00 to the Associated Charities organization in town Christmas, to be used to help some needy family. They have organized a Mission Study Class since Christmas, with an enrollment of 60 girls.

The Bible Study Committee has attempted this year to connect the Bible class with the Sunday Schools in town. This is a new plan with us and we are hoping and believe it will be a success.

Through the efforts of the Membership Committee we have 170 members this year.

The Music Committee has provided excellent music for every service and with only one or two exceptions we have had special music in the form of duets, solos, both vocal and instrumental, Glee Club numbers, and Victrola selections. This committee has purchased one dozen new hymn books.

The Association News Committee has made very attractive posters for all the Sunday evening services and also some for special services. They have posted on the bulletin board interesting clippings and references to entertaining articles.

Our Religious Committee has planned for variety in the religious services by having once a month, in turn, a teacher in school, a minister, a committee and a class to conduct the Sunday evening services. For the Friday evening prayer service we have had a very interesting continued story.

Our Room Committee deserves special credit for keeping the Y. W. C. A. Hall and the auditorium attractive for the services. They are now planning to get two dozen new chairs and some curtains for the Y. W. C. A. Hall.

The Social Committee is planning some special social affairs to be given at an early date.

The Finance Committee has done excellent work in collecting dues and keeping all the finances of the Association as they should be kept.

The Secretary has kept a record of all the meetings and has sent monthly reports to the South Atlantic Field Committee, to keep them in touch with the work of the Association.

The president, with the help of the Advisory Board, has suggested, guided, and directed the work of the Association.

The Association is now planning to raise funds to send delegates to the Blue Ridge Conference in June.

The schedule of Y. W. C. A. activities is as follows: Mission Study class, Tuesday night; prayer service, Friday night; Bible class, in connection with the Sunday School, Sunday morning; Sunday evening service each week; the monthly business meeting the first Saturday night of every month; and cabinet meeting once a week.

SUNDAY EVENING SERVICES

Rev. A. G. Harris, pastor of the Presbyterian Church, led services on December 5th. He took as his subject, "The wiles of the devil," and as his text, "Put on all the whole armor of God, so that you may overcome the wiles of the devil." He enumerated the ways in which Satan gets hold of people by disguise and false labels, by striking in strategic places and in strategic times, by intellectual doubts, by nibbling tactics, and by postponement. Mr. Harris preached a very direct, earnest sermon. Special music was rendered by the choir. Miss Agnes Hunt played an instrumental solo.

Mr. Leon R. Meadows led the services on December 12. He read the fifth chapter of Matthew for the Bible lesson and opened his talk by citing the Scripture, "Ye are the salt of the earth, but if the salt have lost its savor, wherewith shall it be salted?" He pictured two lives that may be compared to the salt and saltless lives. The saltless life is a life of selfishness, dishonesty, unfaithfulness and low ideals. The selfish life is always looking out for self, but the thoughtful, of other people. The dishonest life is a life of deceitfulness, the unfaithful life is the life that starts out with good intentions but does not hold out. The life of low ideals is a life that is not what it should be, such a life as illustrated by Judas. The salted life is a life of service, faithfulness, and high ideals. The life of service is the life that is always giving out to others and willing to make sacrifices. The life of faithfulness is the life that does not waver, but is always willing to struggle and strive for success. The life of high ideals is the life that is noble and uplifting. He left the question with the association, "Which life will you take, the saltless or the salted life?" An instrumental solo was played by Miss Ina McGlohon.

The Junior Class conducted a beautiful Christmas service. The Christmas story as found in the second chapter of Luke was read by the Vice-President of the class, Miss Violet Stilley. A very interesting Christmas story, "Why the Chimes Rang," was told by Miss Luna Lassiter. Van Dyke's essay, "Christmas Living and Christmas Giving," was read by Miss Elizabeth Hutchins. A duet was played by

Misses Agnes Hunt and Bess Tillit. A quartette sang an arrangement of "Holy Night," and the choir composed of members of the Junior class sang "Little Town of Bethlehem." The Association was dismissed by a Christmas prayer said by the class.

The Mission Study Committee led the services January 7. The Scripture lesson was read by Miss Iola Finch, chairman of the committee. She stated that the Mission Study classes would be organized soon, and that Miss Davis would be the teacher. She urged every girl to join the class and become interested in the work. Miss Bess Tillit read a very interesting Japanese story. Extracts and letters from Miss Rosa Lowder, who is now a missionary in Korea, were read by Miss Harris. The purpose and result of foreign mission study classes was read by Miss Lizzie Stewart. Miss Louise Croom, played a very beautiful instrumental solo, and there was special music by the choir.

Mr. H. E. Austin led the services on January 15. He took as his subject, "The meaning of the Shining Face," and a recipe for gaining it. He said, "The face mirrors the real personality of any one." and that your deeds will be revealed in your face. Be sure your sins will find you out; no man can sin and remain the same. The marks of sin are graven upon the countenance as well as the marks of health. The recipe for gaining the beautiful face was illustrated by the story, "The Great Stone Face." A duet was sung by Misses Ethel Stancell and Flora Hutchins.

Rev. J. J. Walker, pastor of the Christian Church, conducted the services on January 21. He took as his subject, "Applying the Test and Results." He gave as example the test that God gave Gideon and his army. The tests that were applied to Gideon's army were willingness, eagerness, and courage. He said that the amount of service we do is determined by our willingness, and that Christianity is a call of service and sacrifice and depends more on you and me and mankind than anything else. The greatest powers are given to those who are courageous, willing, and eager. Mr. Walker preached a very interesting sermon which was very much enjoyed by the association. There was special music by the choir and an instrumental solo was played by Miss Ophelia O'Brian.

Athletics

The interest in athletics has continued and better spirit has been shown than ever before.

The Thanksgiving basketball game was played by Juniors and Seniors on Thanksgiving morning at 10:30 o'clock. The game was won by the Seniors, with the score of 16 to 6. The game the year before was won by the same class, '17, with a score of 13 to 5. An unusual amount of enthusiasm was manifested and the game was one of the best and most sportsmanlike of any that has ever been played here.

Miss Ophelia O'Brian has continued the work in playground games. The girls have taken much interest in them and enjoyed them very much. In the fall she worked up a demonstration of playground games for the teachers of Pitt County, when they had their last regular meeting. All of the classes were contestants, each class taking part in two or three games.

On account of bad weather there has been very little done in either basketball, tennis, or volleyball during January. The girls are looking forward to the time when the spring opens so they can begin their play again. The cross-country walking has continued whenever it is possible to go and the classes are jealously watching their score.

As soon as the weather will permit, the match games in basketball will begin so that it can be decided which classes will play in the tournament which is to be held during the month of February or March.

The try-out games of volleyball and tennis will begin in February.

Classes

SENIORS HAVE CHARGE OF NORTH CAROLINA DAY

Friday, December 15, instead of December 22, was celebrated as "North Carolina Day" by the students of the Training School. The members of one section of the Senior Class, under the direction of Miss Davis, of the Department of History, gave a program on the life and work of Archibald Murphy, "The Father of Education in North Carolina." Miss Lucile Bullock, president of the class, was the leader, making the announcements and explanations. Miss Flora Hutchins gave a biographical sketch of Murphy. Miss Blanche Satterthwaite told of his work as an educator. Miss Sue Walston read his remarks to the Literature Society of the University. Miss Mary Cowell told anecdotes and stories that revealed the conditions of school life in Murphy's day and made the listeners draw contrasts as to the conditions of today. Miss Sallie Joyner Davis at the conclusion of the program gave a brief summary of the work of Murphy. The program was based on the bulletin sent out to the schools as a guide to the celebration of the day, but was supplemented very much, showing careful outside reading and preparation. It meant a great deal to the school to pause and look back at the beginnings of things and study the life, work, and personality of one of the leaders, one of the pioneers in a great work.

SENIOR TREE PLANTING

On November 17, 1916, the Seniors, following the custom established by their sister class, planted a tree on the campus. The tree is known commonly as the wild peach, but botanically "*Lauro Cerassur Carolinensis*."

At 11:45 the school was requested to meet in the auditorium and, led by the Senior class, marched out on the campus, where a short program was given. The Seniors formed themselves in a circle about the tree and sang a song to it composed by members of the class. Miss Ruth Spivey then read an interesting paper on "The Value of Trees." The class poet, Miss Lillie Mae Whitehead, then read a poem, "The Evergreen," inscribed to this particular tree. Each member of the class in turn put a spade full of dirt on the roots of the tree, after which the "spade" that is used for all official tree-plantings was presented to the Junior class by Miss Sue Walston. After the tree had been planted and the spade disposed of, Miss Lucile Bullock, president of the Senior class, presented the tree to the school. In the absence of President Wright, the tree was accepted, in behalf of the school, by Mr. C. W. Wilson on one condition: that he be not required to call the name. After the class song was sung the class marched over to the tree planted by the class of '15 and sang the '15 class song, and from there to the silver maple planted by the class of '13 and sang the '13 class song. The first tree planted on the campus was by the class of 1913, the sister class of the class of 1917.

SENIOR TEAM ENTERTAINED

The Senior basketball team of the Training School, the victorious team was delightfully entertained on Monday afternoon, December 4, by the Junior team, the defeated team.

The reception hall was attractively decorated in the two class colors, purple and white and blue and white. At 4 o'clock sharp the Seniors, dressed in bloomers, led by their captain, Miss Ruth Spivey, were welcomed with a yell. The Captain of the Junior team, Miss Grace Whitaker, then asked all to be seated on sofa pillows on the floor, to make ready for a track meet. The first event was a peanut race, in which the Seniors carried the peanuts in a spoon from one end of the hall to the other. Peanuts were then served. The Seniors were then asked to answer in athletic terms a list of catchy questions, and the winner, Miss Jessie Bishop, received as a prize a drum and drumsticks, with which she furnished music during the afternoon.

Two other races, the obstacle race and the needle race, resulted in much fun. After these the Seniors, because they were such "Cracker-jack players," were served crackerjacks. The afternoon passed quickly with much fun and enjoyment for all, and the Seniors went to their rooms yelling "Juniors, Juniors, they're all right."

JUNIORS ENTERTAIN "A's."

The Junior class entertained the "A" class, the baby class of the school, on Saturday night with a children's Christmas party and

Christmas tree, the guests in addition to the "A" class were the members of the faculty who are class advisers of their sister classes.

Every "A" had a Junior escort and it was each Junior's business to see that each "A" had a good time. In the receiving line were the class officers. President, Thelma White; Vice-President, Violet Stilley; Secretary, Gladys Yates; Treasurer, Elizabeth Evans; class advisor, Miss Jenkins.

All were dressed as little children and they really seemed like little girls and boys in their eagerness to get their presents that Santa Claus, who was Ruth Fenton, took off the Christmas tree.

The brownies, Pattie Farmer, Cora Lancaster, Charlena Hart, and Sadie Thompson, dressed in Christmas colors, assisted him in distributing the presents. Everybody received a doll and a stocking of Christmas "goodies" after Santa Claus had been assured that they had been good little boys and girls.

Before the Christmas tree a program was given under the direction of Ruth Cook. The musical numbers on the program were a duet by Agnes Hunt and Bessie Tillitt, a vocal solo by Lula Ballance, accompanied by Sallie Best, and an instrumental solo by Lida Thomas. Blanche Ross, dressed as a doll, recited a Santa Claus piece. The last number on the program was an adapted scene from "The Birds' Christmas Carol." The Ruggles family led the way across the hall to the Christmas tree.

Some of the Juniors to whom credit is due for the success of the Christmas party are, Thelma White, Minnie Exum Sugg, Mary Banks, Ruth Cook, Gladys Yates, Camille Robinson, Bess Tillitt, and Pattie Farmer.

SENIOR RILEY PROGRAM

On Saturday morning, January 27, 1917, the Senior Class entertained the school with a delightful program in commemoration of our great child poet, the Democratic poet of America, James Whitcomb Riley.

The entire class, dressed in white with their blue class ties on, sat on the stage. Miss Lucile Bullock, President of the Senior Class, presided.

After the usual devotional exercises, Miss Bullock gave a few introductory remarks, explaining the program and why they had chosen Riley in preference to any other American poet. She said that it was the purpose of the exercise to let the school become better acquainted with the spirit of Riley and his works.

An exceedingly interesting biography of Riley was given by Miss Alavia K. Cox. His philosophy was well illustrated in this by one of his poems, "When a Hand Rests on Your Shoulder."

The poem through which Riley won his fame, "Leonanie," was read by Miss Myrtle Lamb. This poem was an imitation of the style of Edgar Allan Poe, although he professed a strong dislike for Poe personally. "Grandfather Squeers" one of his humorous poems, and "There Little Girl, Don't Cry," showing his philosophical point of view, were also read by Miss Lamb.

The class then sang as a chorus, "There Little Girl, Don't Cry," "When Old Jack Died," and "Happy Little Cripple," showing his knowledge of child nature, were read by Miss Sue Walston, also "Fishing Party," showing his knowledge of human nature.

"Orphan Annie," "Raggedy Man," and "Our Hired Girl," all showing his knowledge of child nature, were given by Miss Eunice Hoover. Miss Hoover is especially apt in reading dialect, and the drawl and manner in which she read those humorous selections was exceedingly delightful.

Miss Virginia Suther sang the lovely lyric, "Sweetheart of Mine," that has in it the favorite motto from Riley, "Just Be Glad."

"Dixie Medley" composed of Southern melodies Riley used to pick on the banjo was played on the Victrola.

At the conclusion of the program the class marched out, singing their class song.

Miss Hallie Jones was chairman of the committee that was responsible for the program.

On December 20, 1916, the Senior Class entertained their sister classes, the B's and F's. An account of this will be given in the next, the Senior, issue of THE QUARTERLY.

Societies

The details of "Ingomar," the play given by the two societies, jointly, for the purpose of raising money for the campus fund, are given elsewhere in THE QUARTERLY, among School Notes.

The play was quite a success, artistically speaking, but financially it did not fulfill the hopes of the society members. This was perhaps wholly due to the fact that the streets were torn up, all over town, and all streets leading to the school were blocked. A great many people usually come in automobiles.

LANIER SOCIETY

The big event of the Lanier Society each winter is the celebration of Lanier's birthday by bringing to the school and the townspeople a speaker of reputation to deliver an address of literary value. This year Dr. T. P. Harrison, of A. and M. College, was the speaker. A report of this is given among the school notes.

The Lanier Society has been making a study of Sidney Lanier's life, for the past few meetings, which has been both interesting and instructive. The following program was rendered December 9, 1916:

Current Event Report	Sadie Thompson
Reading	Ellen Renfrow
Current Event Report.....	Sarah Williams
Woman's Suffrage	Mae Sawyer
Lanier's College Life	Cora Lancaster
Instrumental Solo	Elizabeth Spier

This is the program for January 27, 1917:

Lanier as a Soldier.....	Thelma White
Piano Solo	Sallie Best
Current Events	Ida Walters
Vocal Solo	Neta White
Two Piano Numbers.....	Agnes Hunt and Louise Croom

The debaters are hard at work on the debate that is to be given in March. The debaters will be chosen from those who are in the preliminary debate. The Laniers have the negative side.

POE SOCIETY

The Edgar Allan Poe Literary Society has challenged the Sidney Lanier Society for a debate in March. The query is: "Resolved, That the Federal Government should own and control the railroads of the United States." The Poes have the affirmative. Six girls from the Poe Society were elected to take part in the preliminary debate, which is to be some time in the latter part of February, at which three girls will be selected to act in the final debate.

The Program Committee has rendered some very interesting as well as instructive programs this winter.

The following program was given December 9, 1916:

Instrumental Solo	Ina McGlohon
Reading—Poe's Life.....	Virginia Suther
Instrumental Solo	Eunice Hoover
Talk—Poe's Works.....	Mr. L. R. Meadows
Poem—"Ulalume"	Violet Stilly

A "comic" program was given January 27, 1917:

"Old Maid and Young Maid at Church".....	Mary Wooten
"The Old Woman Who Lived in a Shoe".....	Group
"Old Black Joe" (dramatized).....	Helen Gardner
"Way Down Upon the Sewanee River".....	By Society

School Notes

**Concert by
George F.
Boyle**

The school, thanks to the efforts of the pupils of Mr. Boyle in the music faculty, had a concert by the great musician, George F. Boyle, the famous Peabody Conservatory teacher. The date was January 22. The *Reflector* has this to say of the concert:

"The concert by the great pianist, George F. Boyle, which was given under the auspices of the Women's Club and the Training School on last evening, was the most brilliant musical event Greenville has ever had. It is, perhaps, the first time a great pianist has ever played before a Greenville audience. The people showed their deep appreciation by the way in which they applauded Mr. Boyle and the repeated encores. It seemed as though they could not let him stop. He came back twice after the last number on the program. The audience was not only appreciative, but was very attentive.

"The Gluck 'Gavotte' was played with elegance. The group of Chopin numbers was the most popular with the music lovers. Of this group perhaps the Nocturne was the favorite, but many liked best the wonderful martial spirit of the Polonaise. The most popular group with the entire audience was the group of his own compositions. The appeal of the modern music to the younger people was noticeable. The rhythm of the Sgambati numbers made strong appeal. Never before had most of these in the audience heard the familiar Wedding March played as it was played last night in the Midsummer Night's Dream music. The fairy music in that was played with remarkable lightness and beauty.

"The encores were Schumann's 'Prophet Bird,' Schumann's 'Whims,' and Macdowell's 'Water Lily,' all of which were beautifully poetic. He also played 'Morning' a second time.

"Every number on the program made its appeal to some special group in the audience. This proves that it was a well balanced program. The audience was struck by the genuine air of manliness and the freedom from mannerism in Mr. Boyle. Geniuses have the reputation of being freakish; hence Mr. Boyle was somewhat of a surprise to many."

PROGRAM

Sonata Appassionata	<i>Beethoven</i>
Allegro assai-piu allegro	
Andante con moto	
Allegro ma non troppo-presto	
(a) Melodie (arranged by Sgambati) } <i>Gluck</i>
(b) Gavotte (arranged by Brahms) }	

(a) Ballade in A flat	}Chopin
(b) Nocturne in F sharp major		
(c) Polonaise in A flat		
(a) Morning	}G. F. Boyle
(b) Evening		
(c) Spring Breeze		
(a) Vecchio Minuetto	}Sganbati
(b) Gavotte		
Midsummer Night's Dream.....		Mendelssohn-Liszt

Address by Prof. W. C. Jackson Prof. W. C. Jackson, head of the Department of History at the State Normal College, on Saturday evening, January 20, at the Training School, delivered a charming and thoroughly interesting address on Lee. Although it was the day after Lee's Birthday, this was the annual celebration by the school of Lee's Birthday. Prof. Jackson said that he loved Lee better than any other hero, and he fully proved before the evening was over his love for him. He had collected with care personal stories, intimate facts of his private life and tributes other great men have paid him, and interpreted these with sympathetic understanding. When the evening was over those in the audience felt as if they had had a delightful evening with Lee, and had left him with clear understanding and increased love and respect. The address is printed elsewhere in THE QUARTERLY.

Mr. Jackson was very happy in his opening remarks. He said: "Permit me with my first words to convey to you, from the faculty and students of the State Normal and Industrial College, most cordial greetings and the sincerest good wishes. All of the daughters of North Carolina are sisters, and I count myself twice happy to be the bearer of a message from one part of the family to another—a message of love, of sympathy, and coöperation. A good friend of mine is constantly saying: 'civilization is getting acquainted.' Accepting for the time the definition, I entertain the earnest hope that this great institution and the institution from which I come may attain to a very high degree of civilization."

Address by Dr. Harrison Dr. T. P. Harrison, of the Chair of English of the A. and M. College, on Saturday evening, February 3, delivered an able address on O. Henry. This was on the occasion of Lanier's birthday, which is celebrated annually by the Lanier Society. Every year except one they have brought some speaker of note to the school to deliver a literary address. In the past there have been addresses by Dr. C. Alphonso Smith, Dr. D. H. Hill, Dr. Benjamin F. Sledd, Dr. Frank C. Brown.

Talk by
E. A. Miller

Mr. E. A. Miller, of the United States Department of Agriculture, was a visitor to the Training School Tuesday, December 5. In his interesting talk to the students he gave them the feeling that the government was as a father whose purpose is to help his children over their difficulties. It is not a kind of policeman holding the big stick over the people, nor a big show fair in Washington, nor a big piece of machinery without much humanity. It is a big organization manned by human beings for human beings.

Mr. Miller said that he received inspiration from school people; he needed to get out from the office life and see things at first hand. He brought home to his listeners the fact that you cannot sympathize with people or help them unless you understand their business; therefore those who teach in rural schools must understand agriculture. It is the business of people today to reattitudinize the people in rural life, making them realize the great advantages they have.

Mrs. W. H. Hollowell and Miss Willie White were visitors to the Training School on the morning of February 2, and talked to the students. Mrs. Hollowell talked on the importance of teaching fire-prevention. Miss White told the girls something of the work of the girls' clubs. She is a demonstration agent in Wilson County. She spoke especially of the improvement in conditions where the clubs have been organized for some time.

The club women of the tenth district of the North Carolina Federation of Women's Clubs met in Greenville on February 1 for their reciprocity meeting. They were guests of the Training School for luncheon and a music recital was given in their honor in the afternoon in the auditorium. Mrs. K. R. Beckwith, who is sub-chairman of the State Department of Civics, was on the program and made a strong talk on the subject of civic improvement. Miss Daisy Bailey Waitt spoke on the Endowment Fund, which is the chief topic of interest to the State clubs this year. She also told something of the work of the clubs in the Department of Education. Miss Jenkins was on the reception committee. Mrs. Robert H. Wright, as president of the End of the Century Club of Greenville, was actively interested in making the day a success. Miss Muffy directed the musical features; Misses Hill, Sherman, and Fahnestock played; and Mr. Austin sang. Groups of students were on the musical program.

Annual
Meeting of
Trustees

The Board of Trustees held a meeting Tuesday, December 7. President Wright made his biennial report, in which he gave a detailed account of the work and growth of the school, and gave an itemized statement of the special needs

of the school. The board carefully went over this report and decided to ask the General Assembly of North Carolina for the sum of \$111,000 to meet these needs. There was no appropriation for permanent improvements from the last Legislature, therefore it is more urgent that there shall be a greater appropriation now. It is important that another story be added to the Model School, and before that can be done the Training School will have to buy from the town the building as it now stands. There should be another wing added to the dormitory, thus making more room for students. There can be no growth in numbers until more room is added. A gymnasium is one of the great needs that the students in the school are especially interested in. Both teachers and students realize daily what a handicap it is not to have an adequate library, housed in a special building, and with a trained librarian in charge. There is no place for the library as it is, and if a library building is put up the other things will follow.

President Wright told the students in Assembly what things the board were asking for. He told them of a number of little things that would mean much to those living in the school, but would seem insignificant to outsiders, for instance a system of hot water that will not run mud, a system of drinking water in each building, some furniture for the parlors, and screens on the second floor.

**Pictures from
Health Car**

The students of the Training School thoroughly enjoyed seeing the moving pictures shown by the representatives of the State Department of Health. While they appreciated the lessons on the mosquito, the story in movies that revealed the causes of typhoid fever, and the truths lying under the tuberculosis picture, they enjoyed the attractive form in which these truths were given, and the fact that they were shown a comic series at the end left them with a good feeling. The health lessons will stay longer than if they had been presented more directly.

At the close of the evening Dr. Laughinghouse made a talk on the importance of health measures, and gave them facts and figures proving the need of greater care and concern. He drove home the lessons of the pictures.

**Christmas
Music
Recital**

The annual recital by the music pupils of the Training School on the evening of December 18 was one of the best ever given at the school. The musicians seemed to enjoy it, playing with ease and precision and showing the excellent training they had had. Misses Hill, Fahnestock, and Sherman are to be congratulated on the impression their students of piano made. The two choruses, one by the school and one by the Glee Club, under the direction of Miss Muffy, were particularly beautiful.

Before the first number President Wright made a few comments to the audience on the subject of listening. This seemed to get all in a listening, appreciative mood.

A pleasant surprise to the school and President Wright, as well as to the audience, was the presentation by the pupils of the department of four reliefs by Donatello, from the altar of San Antonio, Padua. These are to be placed on the walls of the music corridor in the Main Building. Miss Bess Tillitt, as spokesman for the department, called the president from the audience to the stage, and in a graceful manner presented the Christmas gift to the school. She said that the teachers of the department must have as their motto, "Let us then be up and doing" as they had inspired their pupils to do something for the school. President Wright took this occasion to announce that the Board of Trustees at their meeting last week authorized him to secure the services of some competent person to supervise the decoration of the buildings. The students showed their appreciation of this announcement by the manner in which they applauded.

President Wright in his thanks expressed his great appreciation of the gift. His face, when he responded to the call to come to the stage, showed mingled surprise and delight. There was no doubt in the minds of the audience that he was called up unexpectedly.

Every single one on the program did well. Perhaps the favorite of the evening was Miss Lou Ellen Dupree, the most advanced pupil in piano. She played Haydn's "Adagio" with a great deal of expression and entered thoroughly into the spirit of Gluck's "Gavotte in A." She and her sister Norma, played Moszkowski's "Spanish Dance No. 1" in a charmingly sprightly manner.

Miss Nannie Mack Brown played Chaminade's "Scarf Dance" in a way that made the audience feel the swing and movement of the dance. Miss Louise Croom in her numbers showed fine technique and sympathetic interpretation. Miss Agnes Hunt played with a delicacy and lightness of touch that was pleasing. Miss Eunice Hoover's playing of Massenet's "Black Butterfly" was light and airy. Miss Elizabeth Speir showed by the manner in which she interpreted Lack's "Idilio" that she has temperament. Misses Ruth Lowder and Blanche Satterthwaite played Moszkowski's "Spanish Dance No. 2" with a joyous swing. Miss Ophelia O'Brian played with precision, yet ease. Miss Loretta Joyner brought out the melody and rythm to Nevin's "Barchetta."

The most brilliant numbers on the program were the "Torchlight March" played by Misses Ethel Smith and Sallie Best, and "Mitzi Katzchen" played by Misses Lyon, Hoover, Lancaster, and Wiggins, was one of the most enjoyable numbers on the program.

The program follows:

PART I

Gounod—Ring Out Wild Bells.....	Chorus by the School
Bach—Bournee	Louise Croom
Hollaender—Canzonetta	Ophelia O'Brian
Hollaender—Spring Song	Agnes Hunt
Haydn—Scherzo.....	{ First piano, Nannie Mack Brown Second piano, Ophelia O'Brian
Lack—Idilio	Elizabeth Speir
Godard—Lullaby from Jocelyn.....	Soprano, Neta White
Nevin—Barchetta	Loretta Joyner
Massenet—Black Butterfly	Eunice Hoover
Behr—Mitzi.....	{ First piano, Helen Lyon, Eunice Hoover Second piano, Cora Lancaster, Irene Wiggins

PART II

Horn—I Know a Bank.....	Chorus, Glee Club
Moszkowski... {	Spanish Dance No. 1—Lou Ellen Dupree, Norma Dupree
	Spanish Dance No. 2—Ruth Lowder, Blanche Satterthwaite
Haydn—Adagio.	
Gluck—Gavotte in A.....	Lou Ellen Dupree
Reinecke—Gondoliera.....	Two pianos—Louise Croom, Agnes Hunt
Chopin—Prelude (Raindrop).	
Chaminade—Scarf Dance.....	Nannie Mack Brown
Scotsan Clark—Torchlight March.....	Ethel Smith, Sallie Best

“Ingomar” The audience at the Training School last night found “Ingomar,” the Greek play, even more beautiful and enchanting than they expected from the advance reports of the play. The details of the story were new to almost everybody, although each had a feeling that he was vaguely familiar with the play. All followed the gradual unfolding of the plot as they would follow a delightful story. When the familiar words, “Two souls with but a single thought, two hearts that beat as one,” were so beautifully uttered by Parthenia, a wave of satisfaction passed over the house as if people were recognizing an old friend.

The play required good acting on the part of the leading actors, for there is much play between two characters when one is obliged to off-set the other. There were also spectacular scenes, groups that gave variety and life to the play.

The star who held all parts together and who was seldom absent from the scene was Parthenia, and Miss Viola Kilpatrick as Parthenia gave a delightful interpretation to the part. She was particularly good in her quick change of mood, from one with “much of the child in her,” prattling pretty sentiments she only half understood, to the noble woman ready to do and dare all for high principles and worthy feelings she fully understood. As the beautiful Greek girl of charm and refinement she formed a pleasing contrast to the rough, boastful, ignorant Ingomar in the first act, and was in equally pleasing harmony

with the Ingomar she had civilized in the last acts. Miss Ophelia O'Brian as Ingomar, a difficult part indeed for a young lady to take, threw herself into the part and acted remarkably well. It is difficult to say which part she played better, that of the crude, bragging barbarian, who scorned all women, or of the transformed creature who was putty in the hands of a woman.

Miss Camillo Robinson as Polydor, the rich, crafty, revengeful old man, who was first suitor for Parthenia's hand, and later her arch enemy, did some of the best acting in the play, and she lived the part so completely that the audience was not once conscious of any personality before them except that of the old man.

Miss Gladys Yates, as Myron, first as the cringing cry-baby slave of the barbarians, and later in his home as the husband jealous of his authority, yet following every wave of opinion, carried the audience with her through all of the fine shades and sudden changes the part required. The part of Actea, the match-making mother and the wife was well played by Miss Ruth Cook.

Miss Flora Hutchins, the majestic Timarch of Massilia, and in the background the soldiers with their glittering armor and gorgeous robes made an effective scene. They were heralded with the blast of a trumpet by a lonely page.

The barbarians, in their costumes of bright colors and skins and with their helmets and shields, made excellent group scenes.

The stage was simply but effectively arranged in several Greek styles in the first and last scenes, and with the suggestion of woods in addition to the back curtain in the other scenes. This simplicity of setting made the acting stand out all the more.

Mrs. James Joseph Walker, who worked untiringly for the play, deserves full credit for her excellent coaching, and, indeed, for the whole success of the play. The excellent training she gave the actors showed up well last night, and she deserves all the more credit when one realizes that they are not her pupils in expression. She took them as strangers less than a month ago and trained them.

Between acts the music teachers of the Training School, Misses Hill, Sherman and Fahnestock, played to entertain the audience.

The only drawback to the play was the fact that there was not a large audience. This was largely due to the torn-up condition of Fifth Street. But those who were there followed the play closely and systematically, appreciating the finer points. They enjoyed the rooting of the two societies from groups of girls in the gallery.

The societies are to be congratulated on their success, and the public hope they will soon raise the full amount needed for the work they trust to do on the campus.—*Greenville Reflector of November 28.*

PLACES OF ACTION

ACTS I and V—Market Place in Massilia.

ACTS II and III—In the Cevennes.

ACT IV—A Rocky Pass.

PERSONS IN THE PLAY

INGOMAR, leader of a band of Allemanni.....	Ophelia O'Brian
PARTHENIA, daughter of Myron.....	Viola Kilpatrick
Actea, wife of Myron.....	Ruth Cook
Myron, an armorer of Massilia.....	Gladys Yates
Polydor, a merchant.....	Camille Robinson
Theano, a neighbor of Actea's.....	Vera Bunch
The Timarch of Massilia.....	Flora Hutchins
The Herald of the Timarch.....	Lula Ballance

CITIZENS OF MASSILIA:

Neocles.....	Beatrice Tucker
Amyntas.....	Ruth Fenton
Apollo.....	Ava Bowden
Adrastus.....	Luna Lassiter
Elphinor.....	Blanche Satterthwaite
Lykon.....	Helen Gardner

ALLEMANNI:

Alaster.....	Ruth Spivey
Trinobantes.....	Ola Carrawan
Ambivar.....	Rosa Vanhook
Novio.....	Sallie Barwick
Samo.....	Ethel Stanfield
Alem.....	Mattie Poindexter

CITIZENS: Hegesistratus, Leotycludes, Hydarnes, Ephialtes, Artaphenes, Artemisia, Alemæon, Cypselus, Zapyrus and others: Alax Bradley, Jessie Howard, Rena Gilligan, Ethel Perry, Orena Hollowell, Lyda Thomas, Elizabeth Hutchins, Flora Barnes, Una Brogden, and others.

GUARDS: Bessie May Futrell, Violet Stilley, Myrtle Brendle, Hallie Jones, and others.

ALEMANNI: Rena Harrison, Ruth Lowder, Sallie Franck, Fannie Mae Finch, Eula Peterson, Bette Allen, and others.

Get-Together Dinner The "Get-Together Dinner" was a happy occasion. It was truly a getting together; those of the past and the present, together took a little peep into the future. There was a homelike, genial air throughout the dinner. Governor and Mrs. Brumbaugh were the guests of honor and they were taken in as members of the family and seemed to feel at home, also. When called on for a few words Governor Brumbaugh remarked that he was glad to hear the reminiscences of those who

spoke before he did; they gave him an insight into the struggles of the past, he saw the institution as it was growing, and he felt the triumphs and success that had come to us. He told them something of his own early days. He said that the small college or the small school had an influence that the large school could not have, and that we who are so near the beginning of the school, while it is still small in numbers, have something that those who come after will not have. He spoke of the vast importance of the work in which the school is engaged.

Every one present felt greatly impressed by the big, rugged, strong, massive personality of the man. It was an inspiration to meet him and his charming wife.

A representative of each class responded to a call for a report from the class. Mary Woodburn, for the first class, told something of the times we had getting started and of the delight her group felt in being the first in everything. Miss Alice Medlin spoke of the Class of 1913, telling in a few graceful words their hopes and aspirations. Miss Lula Fountain commented on the fact that her class had more at the dinner than any other class, and let all know that they were for whatever the Training School did. Miss Kate Tillery made a delightful impression by the happy manner in which she recalled to the minds of the old girls the little inside affairs that cause amusement, weaving in pet expressions of the faculty and making witty allusions to hobbies. Miss Louise Smaw, for the class of 1916, spoke for the baby class, and proved that the babies were strong enough to make themselves felt. The Faculty was called on for the "School, Past, Present, and Future." Mr. Wilson responded to a call to tell of the past. He reminded them of the days when the school opened, when all the furniture had not come, of the conditions of the campus and the streets. Miss Jenkins gave them news of the present, telling them of the changes in the town around them, of the campus planted in grass and shrubbery, and of the little inside things that only the initiated could appreciate. President Wright led them into the future, giving some idea of what we have a right to think we can do, judging from what has been done. He filled the students with confidence in the future and made them realize they had had a big part in laying the foundation.

Those present were as follows: Governor and Mrs. Brumbaugh, President Wright, Mr. C. W. Wilson, Messrs. H. B. Smith, Hoy Taylor, S. B. Underwood, Misses Elizabeth White, of Baltimore. Muffy, Lewis, Waitt, Hill, McCowen, and Jenkins, of the Faculty. From the class of 1911, Miss Mary Woodburn; 1913, Miss Alice Medlin; 1914, Misses Mattie Cox, Annie Hardy, Carrie Manning, Lula Fountain, Agnes Pegram, Bessie Doub, Grace Smith, Annie Smaw, Mary Weston, and Essie Woolard; 1915, Misses Bettie Spencer, Millie

Roebuck, Kate Tillery, Alice Tillery, Esther Brown; 1916, Louise Smaw, Allen Gardner, Martha Lancaster, Sallie Lassiter, Janet Matthews, Lucile O'Brian, Dinabel Floyd, Sophia Mann. Several who have attended the school, taking one-year professional course, were present also. Among these were the Misses Fleetwood, Lillis Barnhill, Allie Bert Brown, Blanche Boyce, Bessie Stafford, Iris Ives, Ethel and Virginia Ives, and Blanche Bullock.

The dinner was served in one of the Sunday School rooms of Edenton Street Church and was furnished by one of the circles of ladies in the church. It was beautifully served and the menu was excellent.

The Faculty Committee in charge of arrangements was composed of Misses Waitt and McFayden, and Mr. Wilson.

ELSON ART EXHIBIT.

The Elson Art Exhibit was at the Training School from the sixth of December to the ninth. The purpose in having this exhibit was to bring to the school and the people of Greenville, pictures which were the work of the world's greatest artists, so the people might learn to appreciate true art through the works of the masters. All the schools—the Training School, the Graded School, and the Model School—made a study of these pictures. Also many visitors from the town came during the time it was here. Ninety dollars was realized from this exhibit. The money will be spent in buying pictures for the school.

The Model School children are going to buy four pictures, which were in the exhibit, with the money they made in picking cotton.

The date set for the annual Senior play is April 29. The play selected is "The Rivals."

School Bulletin

The Summer Term

LYDA TYSON, '19

The summer term of the Training School is not apart from the regular work. The school is running all the year except six weeks during a part of August and September. There are four quarters during the calendar year; it takes three of these quarters to make a year's work. In certain courses a girl can take two quarters: for instance, the winter and spring, and come back in the summer and take the third quarter. She can also make a whole year in the three summers and teach during the winter. Courses offered in the summer term are regular courses in the work of the school. The most popular course is the one that has the most primary work in it, because most of the teachers feel their lack in primary methods. Many of these are teachers of one-teacher schools or those who are doing the lower grade work in two- or three-teacher schools, and feel their immediate need of this work.

The public school law of North Carolina requires each teacher to attend an institute or summer school every two years. All teachers who take the full summer term at the Training School are excused from taking institute work. In some instances certain counties have not held an institute because all of their teachers who were required to attend an institute have agreed to come to the summer term. These counties are Beaufort, Craven, and Pitt. Pitt County has never held an institute since the Training School has been established.

The cost of instruction for each summer term is approximately \$5,000. The boarding department of the Training School is always self-sustaining. The cost of board, laundry, and room during the summer is \$12.50 per month of four weeks; the registration fee is \$2.50, and the book fee \$1.50. This makes a total of \$29 for the term of eight weeks. Students boarding in town only have to pay registration and book fee. The dormitory will hold comfortably 240 pupils. Those beyond that have to room in town. It is difficult to get many rooms in town because the rooms and board are scattered and the people cannot afford to take the students at the same price the school does. As a rule the applications begin pouring in early. By February 1st a number of applicants have already been received.

The number of students during a summer term has never dropped below three hundred. By years the numbers are thus: 1910, 330; 1911, 300; 1912, 359; 1913, 322; 1914, 328; 1915, 394; 1916, 398. The reason the number has not grown larger is because of the limited dormitory room. Each year a number of applicants are turned away.

Four-fifths of enrollment have taught, for the most part in public or rural schools. The other one-fifth are teachers in training who expect to begin the work in the fall. No man or woman is coming to the summer school and work hard unless he is going to put it into immediate use.

There are few special features outside of routine work, such as lectures and entertainments, given during the summer. Founder's Day, July 2, is usually celebrated by having some special speech or exercise. Four or five professional or semi-professional lectures are given during each summer. As a rule there are one or two social entertainments. The summer term is a little shorter in time than the others, but the full amount of work is done, therefore few activities are allowed to interfere with classroom work.

Fifth Biennial Report of East Carolina Teachers Training School

Dr. J. Y. Joyner, chairman of the Board of Trustees of East Carolina Teachers Training School, in his letter of transmittal in the biennial report, calls special attention to the urgent needs arising out of the increasing popularity, the enlarging service, and the growing demands of the public upon the institution. He interprets the popularity of the school as an evidence of the fact that people are demanding trained teachers. He says:

This school is working with almost unprecedented success for the training of teachers for the elementary schools, especially the rural schools, upon which the vast majority of children of the State are dependent for their education for citizenship and for life. The importance of the work to which this school has been set, and the success with which it is doing that work, merit and demand the support of the General Assembly to the utmost of its ability to enlarge and strengthen such a work.

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

The report of the Board of Trustees sets forth the needs of the school and recommends that funds sufficient for meeting these needs be appropriated. Their recommendations are based on the recommendations of the President.

This part, as the report is perhaps of special interest to the public, therefore is given below :

The facts revealed in the President's report demonstrate clearly that this school is constantly growing in the favor and the confidence of the people. The increasing patronage and the ever increasing number of applications for admission emphasize the urgent need for increased capacity for the accommodation of eager and ambitious young women in whose faces the door of opportunity for increased efficiency for better service to thousands of children in the elementary public schools by better training in this institution for such service must be closed every year for lack of room and a few paltry dollars to provide it.

During the seven years of its existence this school has enrolled 4,232 students and has been compelled to turn away, for lack of accommodation, 1,817 students. How many more have been deterred from even applying because of the advertised fact that the institution was already filled to its utmost capacity, it is impossible to estimate. It has been the constant purpose of the faculty and of the Trustees to hold the school unswervingly to the fundamental aim and purpose for which it was established: the training of teachers for the elementary schools of North Carolina.

In consideration of the useful service that the school has rendered and of the constantly growing demand for increased service, which is impossible without increased capacity for such service, the Board of Trustees appeal with confidence to the General Assembly, representing the people from whom are annually coming these urgent demands for increased accommodations and equality of opportunity for their daughters, to supply the means for increasing the capacity and service of the school, as honestly set forth in the sub-joined recommendations of the Trustees and the President of the institution. These recommendations and estimates have been carefully prepared after a thorough examination of the work and needs of the school, and a careful scrutiny and investigation by the Executive Committee.

The Board has endeavored to keep constantly in mind the many demands upon the State for needful appropriations for many other purposes, and has sought to limit their recommendations to the present pressing needs. Unless these are supplied the future growth and expansion of the school will be impossible, and present demands cannot be met. When the State is progressing so rapidly along all lines, we feel sure that the progressive representatives of a progressive State in this General Assembly will provide the reasonable necessities for this useful school to keep step with the universal progress in this time of unusual prosperity.

THE PRESSING NEEDS OF THE SCHOOL

Believing, after the most careful examination, that the following are urgent needs for the growth and development of the school, and for meeting, in part at least, the immediate demands of the people upon it, we beg to recommend the appropriations, carefully and economically estimated, for meeting them.

1. *Indebtedness.* The General Assembly of 1915 made an appropriation of \$18,000 to meet the indebtedness incurred for the erection and furnishing of buildings. This, as will appear from the treasurer's statement, was strictly applied to the purposes for which it was appropriated, liquidating in full all of the debts.

On April 1, 1915, as will appear from the report of the President, the roof of the dining-room was destroyed by fire. It seemed advisable and economical that the opportunity should be used to relieve the congestion of the dining-room and reduce the danger of fire by carrying out the original plan of throwing all of the original building into a dining hall and adding a modern kitchen

with a fire wall between it and the dining-room. The additional cost of this was \$2,500 over and above the amount received from insurance. The increase of 150 students in the capacity of the dining-room, the increased comfort and beauty, and the added protection from fire in the future, more than compensate for this indebtedness.

2. *Paving.* The town of Greenville has put down a large quantity of concrete sidewalks. Among other streets decided upon is the street running in front of the Training School property. The paving of this sidewalk has increased the indebtedness that the institution is not able to meet from its maintenance fund. On the school grounds the walks from the street to the buildings, and from building to building, were made of boards. These boards were not only very unsightly, but were a constant source of expense for repairs. It was deemed advisable to have these walks laid. There is an indebtedness of \$2,335.45 for this concrete work.

3. *Hot-Water Line.* The main line of pipe conducting hot water from the heater in the power plant to the bathrooms and other places in the several buildings where hot water is used is in very bad condition. It is causing considerable expense to keep it up, also making it necessary constantly to dig up the grounds. This matter was called to the attention of the General Assembly of 1915, and they were urgently requested to make the appropriation necessary properly to install this line of pipe. It will cost \$3,000, and by all means should be provided for.

4. *Repairs.* The buildings have been in use now for over seven years, and during this time have been of little expense to the State for repairs. It is now necessary to give attention to these buildings. Also to replace some of the furniture. Some of these repairs must be made within the next six months and some of the furniture, by all means, should be purchased at once, as the students do not have sufficient furniture in their parlors to receive guests, even though the guests come in small numbers. We have gone over this item carefully and have made the most conservative estimate we can of the urgent needs, and the estimate is \$2,500.

5. *Model School.* In an institution like this a school building with classes for observation and practice teaching is an imperative necessity. The Model School, now in use, was erected on our property by the town of Greenville. We promised at that time to pay for the cost of erecting the building as soon as possible. This Model School at present has but four rooms, which means that the students cannot observe work above the fourth grade, neither can they do practice teaching in work above the fourth grade. The graduating classes, now, are so large that they cannot do their observation work as it should be done in four rooms. It is, therefore, necessary for us to provide at least four more rooms. This can be done by paying for the Model School building now in use and adding a second story, thus completing the original plan of this building. The cost of this will be \$20,000.

6. *Addition to East Dormitory.* The President's report shows that during the regular school years of 1914-15, 1915-16, and the fall term of 1916-17, the enrollment is practically the same. This is true, because the dormitories have been absolutely full since the additions made out of the appropriation from the General Assembly of 1913. The school has refused admission to 1,817 students. It is, therefore, urgently requested that you make an appropriation sufficient to add the wing to the East Dormitory. This will increase the capacity of the school by 80 students. The cost of the building and furniture is estimated at \$20,000.

7. *Gymnasium.* A school that trains teachers should, of all institutions, give the student body healthful exercise. It also should give to its students a

knowledge of the plays and games they should teach in the public schools. This cannot be done without a gymnasium. The students who have attended the school are so conscious of the necessity for a building of this kind that the Alumnae Association is doing all it can to raise funds for the erection of such a building. This will take a long time, however, as the building should cost at least \$40,000. We, therefore, request that this appropriation be made.

8. *Library.* The school does not have a library. A room in the Administration Building is being used for the library. This is totally inadequate. One thousand, nine hundred and twenty volumes completely fill all of the available shelf space, and the room is entirely too small for the present student body. A library should be erected as soon as possible, and our estimate of the cost is \$20,000.

The aggregate of the appropriation recommended and urgently requested for meeting the pressing needs of the East Carolina Teachers Training School for indebtedness, repairs, and additions, buildings and equipment, is \$111,000. The Board of Trustees, mindful of the many demands upon your honorable body, have sought to be as conservative and economical as possible in these recommendations and requests.

MAINTENANCE

The present annual appropriation for maintenance is \$50,000. After careful investigation, the Board is convinced that it will be impossible to maintain the present high standard of work in this school, to retain the high class of teachers needed for such work, and to provide for the increased patronage so urgently demanded without an increase of at least \$10,000 in the annual appropriation for maintenance. Therefore, an annual appropriation of \$60,000 is absolutely necessary and urgently recommended.

Respectfully submitted for the Board of Trustees.

J. Y. JOYNER.

Chairman, Board of Trustees.

The Treasurer's Statement

The treasurer's statement giving in detail the receipts and disbursements for the two years shows the strict business methods used in accounting for the funds of the school. Those who are especially interested can obtain a copy by dropping a card for the report.

The President's Report to the Board

The President reviews the enrollment by years, thus giving a clear idea of the remarkable and constant growth of the school. He enumerates the donations, sets forth the needs of the school, making recommendations as to necessary buildings and equipment, and reports certain conveniences that should be added and repairs that should be made. Most of these are incorporated in the report of the Board given above.

The introduction, which gives the condition of the school, is here given :

From the above table it is seen that the total number of students enrolled since the school first began is 4,454. Not counting any student's name twice in twelve months, the total net enrollment is 4,282.

For lack of room in the dormitories, we have been forced to refuse admission to 1,817 students. Our dormitory capacity is 240. This means that we

have refused more than enough since the school first began to fill the dormitories seven times, and the school is just beginning its eighth year.

The health conditions in this school have been entirely satisfactory. We are now in our eighth year, and we have never had a death nor an epidemic.

From the beginning we have held the school entirely to the purpose for which it was established, viz., to train teachers for the schools of North Carolina. If a student agrees to teach for two years, there is no charge for tuition. At present we have only five students who are paying tuition. This means that practically all the students in this school have signed the agreement to teach when they leave us.

A glance at the Courses of Instruction outlined in our catalogue will show that we are offering only those subjects that will help to make efficient teachers. We are trying to meet the needs of the rural school as well as the needs of the graded school. The country school for a long time has been the neglected school in our State. In our One-Year Courses, and summer work, we find a large number of country teachers taking instruction and many others who are preparing themselves to teach country schools. But this does not mean that the *graduates* of this school are not going into the country schools. Over 75 per cent of our graduates are teaching country children. Of the 4,282 students who have attended this school, almost all of them, except the present student body, are teaching in the public schools of our State.

Drugged English as She is Spoken

"I want some consecrated lye," he slowly announced, as he entered the store. "You mean concentrated lye," suggested the druggist as he repressed a smile. "Maybe I do. It does nutmeg any difference. It's what I camphor, anyhow. What does it sulphur?" "Eighteen cents a can." "Then you can give me a can." "I never cinnamon who thought himself so witty as you do," said the druggist in a gingerly manner, feeling called upon to do a little punning himself. "Well, that's not bad ether," laughed the customer, with a syruptitious glance. "I ammonia novice at the business, though I've soda good many puns that other punsters reap the credit of. However, I don't care a coppers far as I am concerned, though they ought to be handled without cloves till they would not know what was the matter with them. Perhaps I shouldn't myrrh-myrrh. We have had a pleasant time, and I shall carraway—" It was too much for the druggist and he collapsed.—*From the Chemical Trade Journal, and reprinted in the Carolina Chemist.*

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