





SCENES FROM "AS YOU LIKE IT"

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## A Social Program for Secondary Schools

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Address delivered at the 22d Convention, American Physical Education Association, Bellevue-Stratford Hotel, Philadelphia, April 12, 1918.

**T**WOULD probably be gratuitous to expatiate to this audience upon the various connotations of the word *social* as schoolmen use it; but for the sake of clearness, the present speaker, understanding that his topic was virtually a discussion of the *extra-class* activities of secondary schools, will deal alone with that phase of the high school's life, and not with the problem of socializing the actual teaching in the classroom. It ought to be said, however, at the beginning, that these two criteria of an efficient high school are practically always found together; and it is one of the fixed convictions of the speaker that the most promising approach to good teaching—and, after all, the ultimate aim and business of the school is good, craftsmanlike teaching—is the introduction of properly supervised extra-class activities.

Adolescents in high school are social beings; they instinctively work together in putting through the things that interest them; in every school club they are finding themselves by trying themselves out on each other. Whether their school countenances or frowns upon their extra-class activities, adolescents always find and carry on some sort of out-of-school business based upon their daily association in school; and the school that has taken over, in a rational way, these activities of its pupils is the school which will soonest afford examples of efficient, socialized, economical, method-controlled teaching. Call to mind a school whose pupils come in at 9 o'clock and leave at 3, seeing nothing of one another except in the classrooms, and you have almost certainly recalled a school of the most formal wooden-jointed type—one, in all probability, still carrying for every child, girl and boy, four full years of Latin and of mathematics, and deceiving itself and its clientèle into believing that it is giving a "liberal" education to its students. The school socialized is the school efficient; and the school socialized in its extra-class activities is the school most likely to carry the best quality of teaching—or, at least, to be ready to carry it, and, other things being equal, to keep its boys and girls longer.

So well understood is this principle of adolescent life that intelligent school authorities, when employing high school teachers, have begun to

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give preference to those candidates who have, beside knowledge and skill in their special subjects, the ability to supervise one or more of the extra-class activities mentioned below; and colleges, especially those preparing their graduates to teach in high schools, have begun to show signs of sensitiveness in the matter of preparing their students in one or more of these directions. When we remember the stolid conservatism of educational institutions and the tremendous influence of educational tradition, and recall that many of the strong high school men of less than a generation ago used to believe and to say that when the literary society came in the door of the school, scholarship flew out of the window, we realize one of the main directions of recent growth and progress in the American public high school.

At bottom the socialization of a high school through the rational utilization of its extra-class activities is simply a realization of the fact that social energy—to use a figure—is generated by the daily contact of pupils in the school relation; and that it is a professional crime not to see to it that this energy be so applied as to count in the training of these pupils for life. It has, therefore, an aspect of educational thrift, for if not guided, it dissipates itself and turns no useful wheels, or turns only useless or dangerous ones; and if guided, it elicits in many a boy and girl interests, powers, and abilities which he would have been years later in recognizing or which he might never suspect he had.

A few of the activities described below are possible only in large schools; most of them can be carried in schools enrolling as many as 100 pupils; and several can be conducted in schools as small as those of 30 pupils.

Mr. Alexander Roberts, of the high school at Everett, Washington, has very thoughtfully delimited the social aspects of high school work into such as arise from (1) the organization, (2) the course of study, (3) the supervision and administration, and (4) the so-called outside activities of the school. All of these contribute to the social program of the school; but it is with the last named that our interest principally lies. It is true that, through the organization of the school, we have opportunity to create a sense of student responsibility for good order, school cleanliness, and the like. By organizing courses requested by students, by seeing that their shop and laboratory work in manual training and domestic art carries over into actual life, the large schools can go a long way towards socialization. Through liberal, rational supervision of the instruction, teachers can be stimulated to do the sort of socialized, coöperative, group teaching referred to at the beginning of this paper. But the major part of high school socialization must of necessity be accomplished through the so-called outside activities, i. e., the extra-curricular ones. As far as the administration of the school is concerned, these activities may carry some slight credits toward graduation, or they may not; the point is, that the student is doing something with other

students for themselves, for the school, for the community, and thus learning, not books alone, but life. To paraphrase Mr. Roberts's succinct statement: "We recognize certain definite values in the work of these organizations: they provide an experimental field where the fledglings may try their wings, with no great harm if they fall; they constitute the school's chief effort to provide its students with muscular, vocal, mental, nervous, and moral control; here are carried out experiments in group living, concerted action, and social adjustment; in these organizations are produced in miniature conditions into which the students must go and in which they must find their several places; and it is here that the interests, ambitions, and energies of the students come first into organized common touch." In short, we may, in all fairness, well inquire whether any school not socialized or struggling toward socialization is, in any real sense, a school at all.

First among these activities are the musical organizations, vocal and instrumental. I believe that they, on the one hand, and rational physical training, on the other, are the most highly vitalizing influences for the medium-sized or small school. In the larger schools, which are normally in large towns or in cities, music is more generally available and accessible, and the school music functions usually only at school festivals, assemblies, plays, contests, and the like; but music is, in my judgment, absolutely indispensable in the smaller school. Apart from its refining influences and from its general psychology, it brings the school into constant demand for musical service in the community, and tends to range the community solidly behind the school. It furnishes a perfectly normal stimulant at school functions, and, properly taught and conducted, means to more children a greater amount of training for the proper use and enjoyment of leisure than does any other one of the cultural subjects. It runs the gamut from high seriousness to jolly, rollicking fun, and enables a child to sing out of his system irritations that would otherwise work out in the classroom. This is no brief for the teaching of music in the schools—that question, as such, is not before this company, and it was long ago settled; I am speaking only of mere rote singing, in cases where formal instruction is not possible. What is more likely to dignify to a child his whole school career than to have him and his several hundred fellows pass along the halls on their way to the assembly room singing, as they go, Kipling's *Recessional* or Arthur Johnston's *America* or *The Star-Spangled Banner* or even *Over There*? (Surely the schools, like the churches and the homes of this country, have no other business now than the country's business.)

Next, and of most importance to this company, I would place the physical education activities; and I wish here to register, as a school man who has grown up with high school athletics in this country, my unmistakable opposition to two features of this work: (1) the sort of athletics, so miscalled, which offers no chance except to a few boys or

girls; and that other misnamed activity for high school adolescents, military training. As touching the first point, I believe no school so small that every boy and girl in it may not have his place on one of the teams, and that each team may not have regular times to meet others of its weight and skill, just as the crack team of the school does; and I submit that, in a school where athletics has worked its proper work as an element in the socialization of the school, the older boys and girls can, in the absence of a regular trainer or leader, be detailed to take charge of the younger people. There are several ways to accomplish this; but the point is, that a principal who knows his business will see that every child gets and keeps his chance.

It would be gratuitous, again, for me to work over the pros and cons of military training, whatever that may mean or include, before this audience; I can only say that I am quite at one on this matter with your President, and that the fate of the military training bill that died in the session of the Maryland Legislature which closed last week, and the enactment of the physical education bill which now becomes the law for the State, exactly represent the convictions of Maryland school people. We know that what the adolescent boy needs is generalized training under capable instructors and accompanied by thorough-going medical inspection, and not specialized drill for which he is neither psychologically nor physically ready; and our position is admirably stated by Mr. Warden, of Newark, N. J., in the N. E. A. 1916 Proceedings, p. 686 *et seq.* If we give our high school boys proper physical training, the army drill-sergeant will soon enough add the specialized military drill. To summarize, then: Physical training for every high school child, and military training after, not before or during, the high school period.

It may not be amiss to add that, apart from and in addition to its physical and psychological elements as a means of real character forming, I believe one of the principal socializing values of athletics is pointedly expressed in the characteristic statement of one of my boys who, when he saw me rather overwrought at the loss of a game through a technicality which I thought the referee had unjustly decided against my boys, said: "Gee! Mr. North, we can't win all the time! You lose too hard! Anybody can be a good winner!"

The other items on the social program for the high school are legion; but, even if I had to let the literary society go—and I should let it go, you may depend, only for a while—these two, music and physical training, would be my constants, my required subjects.

The school literary society, however, merits more than a passing word. Although it may function acceptably as a part of the school day in smaller schools which must be dismissed not later than 4 o'clock, it reaches high-water mark when it is a voluntary organization, meeting after school hours. I question seriously whether many boys and some girls could not more profitably spend the literary society hour weekly

in the school shop or kitchen or drawing-room or laboratory, their regular work in English or history furnishing all they will ever be able to assimilate in those subjects. By all means, if there are classes in speaking, every student should be obliged to speak publicly; but teachers of English are not sure that the school can do, for many children, more than to help them write and speak simple, correct, clear English.

Akin to the literary society is the dramatic club. One of the most encouraging signs of the times is the interest of young people in presenting the plays, in whole or in part, which they have studied in their classes, and the gradual disappearance of the cheap, paltry, colorless and unconvincing type of play or of slap-stick comedy that used to disfigure the school stage. Adolescents are, as a rule, good actors. I have seen in the high schools under my charge, in one year, praiseworthy presentations of *She Stoops to Conquer*, *The Rivals*, *Merchant of Venice*, *Taming of the Shrew*, three acts of *Macbeth*, all of *Carrying the News*, of *The Clancy Name*, and of *The Land of Heart's Desire*, to say nothing of a series of seasonal and patriotic pageants which grew right out of the work of the classroom. In school dramatics we have an almost ideal piece of socializing work. Every department, every teacher, is called upon for information or material, and in the course of the school year every pupil may act, or write, or manage, or build, or paint scenery for a play. This is coöperative work—the sort they must do after school is finished—and is, at the same time, the most valuable training in adapting oneself to work with others.

Then there are the language clubs—now, in some of our schools, reading about the war at first hand in French newspapers—a week old but with the actual flavor of the indestructible fortitude of that noble race; the science clubs, now busy with the problem of that latest example of Germany's solemn stupidity, the 65-mile gun; the camera club, enlargements of whose snapshots hang on the school walls; the sketch club; the short-story club; the chess club; the tramping club; and others, whose nature is dependent upon the character, locality, and principal occupations of the community.

This seems a large, unwieldy, and unrelated group; and school people may be prone to think that even a half of these activities would choke the regular formal classwork. To which perfectly natural feeling the rejoinder is: granting that one believes in extra-curricular activities, none of them, excepting always music and physical training, ought to be taken on until the school is ready for them; and that, granted the activities in the school, a most efficient device for handling them is the Board of Student Activities, presided over by the Principal, and composed of one faculty representative and one or more representatives of each of the extra-curricular activities. No new activity comes in without the consent of this board; those which make money by exhibitions (soccer, basket-ball, the musical clubs) help those which cannot meet their own

expenses (baseball, camera club, etc.); and it exercises, in general, a supervisory and adjusting function.

In conclusion: A high school that limits itself entirely to classroom work, and affords no opportunity to use, adapt, or modify that work outside of the class, that offers no opportunity to its pupils to *do* things such as they will have to do in life, but simply pours a daily stint of knowledge unrelated to life into their memories, is as alien to twentieth-century conditions as a monastic institution would be. Not all these things can be done in all high schools; but it is very safe to pronounce on the efficiency of a school as a whole in proportion as it attempts to make its work as much as possible like life itself.



## *Child Welfare Work to be Done*

ADELIA L. HARRISON,

*Chairman Child Welfare Department Wake County Council National Defense*

**T**It is a distinct privilege to address a body of teachers, either face to face or by means of a written message: one is sure at once of his audience, and of the attentive ear and open mind. I therefore gladly avail myself of this opportunity to call certain phases of Child Life to the attention of my readers.

One of our current magazines bears upon its cover the singularly attractive and appealing picture of a young mother clasping in her arms a little child, while with startled and amazed faces they gaze out wildly upon a sea of men at arms. The woman's eyes hold the sudden alarm of the doe surprised by the hunter, while the tender child, so like the mother, clutches with one tiny hand the woman's shoulder as her baby eyes, alight with terror, look upon the armed, struggling mass of men below. A world at arms!—whither, to what refuge, can the woman and child flee?

It was to try and answer this question that the Council of National Defense added a Child Welfare Department to its Council, for they foresaw that American children would, alike with the nations of Europe, suffer during and after the World War.

And already this dread is becoming a reality, for we are told that every child under twelve years old should consume a quart of milk each day, and with milk at 18 cents a quart and eggs at 60 cents a dozen, we realize that even now in North Carolina children have not had sufficient nourishing food during the recent severe winter. Many of the children in our schools and on our streets show signs of emaciation and under-nourishment; and how far these conditions will last no human intelligence can determine.

How to protect the children, how to save these little ones who represent the seed corn against the sowing-time, how to safeguard every phase of life that teaches the child so as to insure it against disease, blindness, and illiteracy—these are the great questions that should engage the best thought and energy of us all! How to make sure that the children shall be fit heirs of that Democracy for which we now travail at home and abroad, and fit citizens of that blood-fought freedom that is being sealed anew with precious blood today in France—this is our problem!

A mighty undertaking this—so great, indeed, that the Federal Government has thrown itself into the breach, and, calling 1918 the "Year of the Child," presses forward to save 100,000 children under one

year old and 300,000 under twelve years. And so, while cannon and shell mow down men by the million over there, we at home shall seek to devote more time and attention to the precious little children, who, like Spring flowers, are all around us—little children into whose dear, unclouded faces, unstained by sin and tears, we older ones are looking now for inspiration and hope. Worthy, indeed, they are—worthy of our best endeavor, and blessed of heaven is each citizen of North Carolina who seeks by something he can do to insure to some little child a better, richer life and a fuller development of its latent powers.

Some, perhaps, will ask: "And what can I do?" and these need not be the faithful teachers who have already devoted themselves to this cause. But have the teachers stopped to consider and to dignify the lives they are giving by definitely realizing that in giving richly, ungrudgingly of their best they are thereby filling a most sacredly high calling? For next to the parent and his God-given position comes the teacher, and if she be a consecrated teacher, what power for good she wields! Your voice may ring down the years of that young life, your face rise between it and sore temptation, your influence uplift and mould that child if only you can rise now to your opportunity.

Give of yourself as you have never given before, and give your best: give because your heart is aching to help somehow in the struggle *over there*, because you want to count for more just now in God's world; give to the child all the zeal you long to pour out for your country and her cause!

In beginning definitely War Work for the Child, remember that each community has its own conditions and problems, and as it is estimated that one in every seven babies die during their first year, seek out the cause in your section for a too high death rate. Babies live principally on milk, and the milk supply should be looked into. A large proportion of babies die of colitis, a disease superinduced by a polluted milk or water supply. How is the water in your town or on the farm?

Are the houses screened from death-carrying flies? Are stables, pig-pens, and surface closets in good condition and kept so?

Every community now would be benefited by getting the mothers together in a monthly meeting, and at these gatherings practical talks on proper cooking for children should be given, discussions of school lunches, and women of experience should be present to talk to the mothers on the supreme importance of redoubling their efforts just now in order that the children physically, mentally, and morally should be safeguarded. Can you not inaugurate some such meetings in your community? Then, too, we need to inquire into the nursing system and find out who are the midwives in our vicinity—the women who introduce these tender little creatures into an oftentimes unfriendly world. Who are these women, and are they carrying out the simple laws of cleanliness in their profession, laws made by North Carolina to insure healthy

children, and not blind children? Do you realize that three-fourths of all the blindness in our State is preventable, and that four drops of a 1 per cent solution of nitrate of silver used at birth will fairly open the blind eyes? No, we never thought of all these things before, and, in fact, until late years we were prudishly taught *not* to think of them; but thank God that time is past now, and we women know that any subject connected even remotely with a child it is our sacred duty to investigate.

And so I say to you, do not rest until your midwives have been organized for instruction, the laws governing their profession furnished to them, and a simple course offered and insisted upon.

It is the pitiful illiteracy of North Carolina that is destroying her young children, and we must go into the homes of our people and there personally instruct young mothers how to care for these helpless ones.

These are some of our problems, to be faced and solved. When Mrs. Browning wrote "The Cry of the Children" she had in mind the children enslaved in the mills and mines of England, and her poem brought quick results in the form of new and wiser laws. But there is a perpetual cry that goes up from the children of the world at all times, and only those who are dull of ear fail to hear it.

May we of North Carolina hear this cry, and go forth to find the stricken ones in the name of Him who "took a little child and set him in their midst," and whose heart was ever open to the need of a child.

## Why We Should Conserve Wheat

DR. ALONZO E. TAYLOR, of the U. S. Food Administration

Speech at a meeting of Hotel Men, New Willard Hotel, Washington, D. C., March 29, 1918.

**T** WISH very briefly to lay stress upon three points that every man in this room ought to realize and accept as war policies.

We have got to reach the place, each one of us, where we define every decision in our lives as an act of war policy. Everything that we do, plan, eat, wear, must be analyzed and measured from one single point of view: Will it contribute to the carrying on of the war, or will it contribute to its prolongation? There is no other thing in the world for us but to define everything in our lives as acts of military necessity or policy.

The first necessity for us is to get a clear conception of the relation of wheat in the human diet and to divest ourselves of all preconceptions that a life of generations of ease, indolence, and luxury has bred in us.

We are accustomed to regard wheat as a more or less indispensable article of diet. It isn't. It is an article of luxury, and absolutely nothing else. Wheat possesses over oats, corn, and rice absolutely no nutritional quality for man or beast. It has no more protein and no better protein. It has no more fat and no different fat. It has no mineral salt better or in larger amounts. It has no more fuel or better fuel. It is just *one* of the cereals, and there isn't the slightest evidence that it is the best one, because so far as comparative tests are concerned in animals, it isn't the best one—it is very far from the best one.

Our predilection for wheat is solely a question of taste, comfort, and convenience; it is absolutely nothing else. Wheat makes the nicest bread, the lightest bread, the bread that is transported best, the bread that keeps moist and sweet longest. It lends itself to the habits of ease and convenience of a people; and because it lends itself to the convenience of a people, we want it sent to Europe and not kept here, and we ask and expect the American man and woman in judging of every situation as contrasted with that of our allies, men and women, to ask who has the larger burden to bear, who has borne it the longest, who has wasted in resources the most, who has lost the most by sacrifice, who has suffered the most in death and destruction—we or our allies? And when we have a choice to decide as to whether we or they should increase or decrease our burden, it ought to be not the duty but the joyful privilege of every American to lessen the burden of every man, woman, and child in the allied countries of Europe, by accepting the heavier burden on this side. And because wheat is easier to prepare than oats and rice and barley—that is the very best reason in the world why we ought to accept the oats and the rice and barley and to give them the wheat that is not necessary to maintain a normal ration.

You gentlemen serve a great many food faddists and cranks, and you will hear a great many expressions that your patrons cannot eat this or that, merely because they are accustomed to this or that other thing, or because they have had idiosyncrasies bred in them or developed by luxury.

Now, gentlemen, whenever any one of your patrons tells you that he or she can't eat oats, or rice, or corn, but must have wheat, that individual is either a crank or a slacker, and deserves from your hand only the consideration proper to the one or the other.

We have all to decide whether we will serve the Allies, who need help the most, or whether we will serve ourselves, who need it less. We had better begin serving the Allies now!

The second point that I wish to emphasize, and this is based upon European experience in the art of rationing, is the enormous positive example, the worth of the example, of the highest grade hotels and restaurants. Gentlemen, there is no such thing as enforcing a food conservation program in public eating houses unless the very best hotels and restaurants lend the positive example in every way and in the most punctilious fashion. The greatest diet difficulties in Germany today are due to the fact that the poor man realizes that the big hotels don't play the game. A rich man today in Germany can buy anything he has the price to pay for—hams at \$60 to \$70 apiece, butter at \$5 a pound. Any delicacy outside of the regulations can be bought by a man of wealth in Germany today, and this has honeycombed that nation with graft. And it started with the very best hotels, the Adlon, the Esplanade, and they are today responsible for the disorganization of the rationing systems in public eating places. Each manager or owner of the high-grade hotel and eating house has a positive influence and example that cannot be measured, as judged by European experience. Each one of you has the chance to be a big brother to a boy scout, and how the boy scout acts will depend very largely upon not only your example but your positive working influence with the institutions and establishments that are smaller, simpler, and in no way as influential as your own.

We have just sent over to Europe two of the best food experts of the United States, and what is the striking thing contained in their letters from London and Paris? The thing that struck them the most was the scarcity of food in the best hotels of those two cities.

Thirdly and lastly, you have a very important field of negative example. It isn't possible to maintain a conservation program in the home if the husband can leave and go to a hotel and escape it. It is impossible for a home program to be successful so long as hotels, restaurants, public eating houses, and clubs will give the spoiled man those things to eat which the housewife is trying to keep him from having.

Now, this is not a theory, gentlemen; it is an absolute fact. We hear it from every State, we hear it from all classes, we hear it from women

of larger means and from women of little means, that they who are trying to play the game, who are conscientious, are frustrated in their efforts at conservation by the selfishness of men who will not play the game with them, because they know that they can find some public eating places in which the policy of conservation is violated. In this negative manner, by making it impossible for selfish men to break the rules which their wives are trying to follow, you can contribute enormously to the effectiveness of a food conservation program.

Go to England today and compare it with England of a year or two years ago, and what is the striking conviction that comes home? That the intensity with which England is fighting this war is due as much as anything else to the example, force, and ability of her upper classes, so-called, the classes of means. They deny themselves the most, they take the heaviest burdens, they reduce the most from their accustomed standards; and the poorer classes, the working classes and the union labor groups of England have become convinced that the British classes of wealth and station are absolutely in this war to the end, are willing to risk everything and will stand every deprivation that they ask everybody else to stand, and more. And when this spirit comes over to this country we will all have a much greater intensity in the carrying on of the war than we at present possess.

I wish every man in this room could go to the battlefield of France, could go to the front, not merely to see what a front looks like, with its trenches, its men and all of the paraphernalia, but to get the reaction of the French common soldier toward the American visitor. These men who have faced death for three and a half years for you and me, fighting a battle in which we have just as much at stake as they have—these men salute an American civilian with an expression of respect, reverence, and trust that is absolutely past description by human words.

Why do these French soldiers who have struggled with death for freedom for three and a half years salute the American? Because in that salute they express their trust in America in the war; they express the trust in our assuming our share of this struggle from every point of view, not merely by governmental participation in a military program, but also by the reconstruction of our entire lives from the point of view of saving and sacrifice, by supporting them in the same sense that the American boy who fights beside them supports them, and is supported by them.

Now, we, gentlemen, must be worthy of this trust, and when a French soldier salutes an American civilian and he knows that that American is merely one typical of a hundred and five million, he expects us to do our duty as an ally, and he knows we *will* do it! The people of France know that the American people are being asked to undergo food conservation and they know that the man who asks them to undergo it is the man best qualified in the world to lay out a program—the Hoover of Northern France and Belgium and now the Hoover of the United States.

## *The Hoover Kitchen of Birmingham*

ISLA V. SMITH, *Secretary "Hoover Kitchen," Birmingham, Ala.*

**M**ISS MARTHA ARMSTRONG, director of the "Hoover Kitchen," Birmingham, Ala., is hereby pronounced guilty of a serious offense against the readers of the QUARTERLY, for she has passed on to the secretary of the "Kitchen" a request made to *her* to tell said readers about the big patriotic work which she is doing here.

The unfortunate secretary feels that she has been placed in the uncomfortable position of attending a party to which she wasn't invited and during the process of which she is in danger of being mobbed. Seriously, though, don't be too hard on Miss Armstrong, however disappointed you must be, for she is a very busy woman, doing a wonderful work in a wonderful way. Nothing would give her more pleasure, I'm sure, than to talk to her old friends in person; but we cannot stop to consult our own pleasures these days.

The secretary feels that she is further imposing on the patience of the QUARTERLY's coterie in attempting to describe that which needs to be seen to be appreciated and understood. It has been hard enough to get into the heads of these Birmingham people the idea of the great scope and purpose of the work in its entirety, even with the kitchen right here in their midst. How much harder is it to try to tell it all to folks who are at such a distance! Nevertheless, I will do the best I can between telephone rings and the questions of callers.

As it was put to me, you want to know what the kitchen is, what we are doing, how we are doing it, the whys and wherefores.

Then I shall try to begin at the beginning and tell you what the kitchen is. Materialists that we are, it will probably be well to begin with the building itself, the transformation of which was a piece of magic. Before your well-loved teacher came here, in a nice location, across from the front of the courthouse stood an old dilapidated brick building, containing two discarded, two-storied stores. Little birds began softly twittering about Hoover and a headquarters for him right in our midst. The twitters grew to chirps, things became livelier, and by the time the head Hooverite arrived the inside of one of these old stores had been changed, almost overnight, into a white, blue, and tan kitchen! The floors were neatly oiled, the walls were covered with fresh tan paper, and a white porcelain sink stood in the far corner with stoves of all kinds arranged conveniently against the walls. More prominent than all stood out the new white kitchen furnishings, Hoosier cabinets, tables, and long white counters with burners planned for individual workers.

Then there were fresh white window curtains, and in their proper places, new china, shining kitchen utensils, bright knives and spoons, and all the rest of it. The remainder of the dusty old building blushed with shame at the embarrassing contrast. Then more and more people went in and out of the doors leading into the big new room, and a long red, white, and blue sign appeared across the sidewalk, bearing the emblem of the United States Food Administration, the name "Hoover Kitchen," and the explanatory "Coöperative Extension Work." The rest of the building could stand it no longer; something began to happen next door. First came the rubbish collectors—and they were busy a long time; then came carpenters, painters, wall-paperers, and it looked as if the kitchen had a zealous rival in the big new business concern moving in at its left. Then strange noises of hauling and hammering became very disturbing overhead—and a big new school was adding its improvements. Next the finishing touches came in the shape of fresh paint on all the outside, and the "Hoover Kitchen" had made over the appearance of the entire block.

Now, it's time to sigh. All this has been said and the sermon isn't yet begun. You don't know even what the real "Hoover Kitchen" is. Well, it is a part of the extension service of the Alabama Polytechnic Institute with the State Board of Agriculture and the United States Department of Agriculture coöperating. The Government furnishes the excellent worker in charge of the kitchen, and the citizens of Birmingham, working largely through the local board, furnish everything else necessary—the place, the equipment, the materials, and people to carry on the work. Of all these, they have given and are still giving most generously, as is shown by the kitchen's poster of donations and by its lists of workers.

The board of directors referred to above consists of the local food administrator and representatives from the various large organizations in the city—the Civic Association, the Chamber of Commerce, the Rotary Club, the Kiwanis Club, the Grocers' Association, the Council of National Defense, the Council of Women's Clubs, the Housewives' League, and the Suffrage Association.

We come next to what we are doing. We are furnishing Birmingham with headquarters for food conservation work of all kinds: that is, we are teaching the possibilities of the new materials which we are using in the place of those we are sending abroad to our allies and our soldiers; we are keeping in touch with the local food situation, teaching what materials are available, where they can be procured, and at what prices; we are creating a demand for the substitutes, and showing people how to use them.

Up to the present the work of the kitchen has been the preparation of war breads, largely the "quick" variety, the working out of uses for new materials, the classifying of recipes, the presentation of balanced menus, the construction of home-made fireless cookers, and their use, and infor-



mation of like kinds. Demonstrations planned for the near future include risen breads and later on canning and drying.

There's no use in going into further detail, because you school people know all about the Food Administration's program. So on to the next point.

How are we doing it? For one thing, through public demonstrations four times a week. At these demonstrations new foods are prepared, principles of cooking taught, and household conveniences are shown. Anybody interested is welcome at these times and at any other time.

On other days there are lessons and demonstrations for groups of women who pledge themselves to teach this work in some center either in the city or county for a definite length of time. The members of these classes are women who know how to cook and have the faculty of teaching others. They come to the kitchen, learn to use the new materials, then teach their friends and neighbors or anybody who asks for help. These women realize, as we all should, that while in other forms of war work a woman may take no part at all, neither help nor hinder, in the case of foods every housekeeper who must plan or prepare food three times a day, works either for or against the Government—for the United States or for the Kaiser, according to whether she helps conserve the foods necessary to our allies and to our soldiers or uses them for her own pleasure. This is one phase of war work that she does not have to go out and hunt for; it comes to her and forces itself on her attention. Through its volunteer workers the Hoover Kitchen is enabled to give demonstrations on food conservation to any group of women who request it and who are willing to furnish a place for the demonstrations and the materials used in the work. Any woman who is familiar with the preparation of foods, has the ability to impart the knowledge, and is in earnest about the work, is more than welcome to enter these classes.

We work also through newspapers, through conferences and coöperation with club women, allowing them open afternoons at our headquarters, through talking with visitors, and through large public meetings of various types.

I might illustrate by citing two meetings recently held. One was an open club meeting to which was invited a representative from each of the women's clubs in the city. About seventy-five women were present in all. One of the club members made a talk on food conservation, and Miss Armstrong demonstrated the preparation of a Hoover luncheon such as was to be served to the audience later on. Printed sheets of the recipes were passed. Then there was music, and refreshments, the latter consisting of fish croquettes, spring salad with a chiffonade dressing, little barley-flour biscuit, and a strawberry ice with corn-flour cakes.

On the very next afternoon there was a large meat-cutting demonstration at the kitchen. Two expert butchers cut up a side of beef, explaining, as they worked, the market names of the different cuts and the best

method of preparing each for the table. After the demonstration the housewives were allowed to display their newly acquired knowledge through purchasing their Sunday portions of the meat they had seen cut. A very large and delighted audience was present—delighted with what they had learned and delighted with the very choice meat which they were taking away. It is true that we must cut down on meat, but *all* of each beef must be used.

“Why” and “wherefore” are we doing all this conservation work? Because, as “Sid says,” the Kaiser is here, and we don’t like him. He’s upset all our ordinary routine and ways of doing things. The costs of riding on the railroad are up to the skies, and traveling uncomfortable at that; “Heat turned off, lights turned down, sugar nearly gone”; “No more coal until further notice—by order of German Willie.” “He’s a domineering, dictatorial nuisance!” “Uncle Sam has set out to fire this man.” “All join in the chorus: W-E D-O-N-T W-A-N-T T-H-I-S G-U-Y!”

## *Lend Your Dollars to Fight*

D. M. CLARK, *Chairman Pitt County War Savings Committee*

**I**N these critical and distressing times when the world is bathed in a maelstrom of blood and misery, America demands that her every son and daughter do his or her all in sacrifice and service.

Therefore, under the draft law, the Government with impartial hands of Democracy reaches out into every hamlet and village, every town and every city, in every county and every state of this vast Union, and touches a man here and a man there, saying:

“We choose you because you have the blood of freedom in your veins, the ideals of America in your heart, and the indomitable spirit of democratic America in your soul. You have the courage and are the most fit to serve your country in this hour of peril; we choose you, therefore, to go over the seas and fight to save the liberty not only of America but of the world, and to keep the Hun from the sacred soil of your country.”

The flower of our manhood is coöperating with the Government by responding nobly to the call of the draft, although there is no guarantee of a safe return with either life or limb. To those who are not within the draft age, to the old and young, to the womanhood of the Nation, and, in fact, to all who are left behind, the Government calls for assistance, for sacrifice and self-denial, so that our army and the armies of our Allies may be armed and supplied to meet the enemy on equal terms.

Money is needed for everything—money and more money. It is as essential as men, for the side that has the most resources, and can stand the strain the longest, generally wins. War is won more with resources than with men.

There are two ways of providing money for this war: by taxation and by bond issue. When taxes are levied, you pay the tax and get a receipt, which is about as valuable as last year's newspaper; you are separated permanently from your money and when you get the receipt it is all over. But the Government cannot raise all the money it needs by taxation; it would not be fair to attempt it. The present generation cannot carry the great load of this great war; the load must be divided; the present generation must take a big share of it, and does take the biggest share when it gives the young manhood to fight for the liberty and integrity of the Nation, and for those who are going to follow us. That, of itself, is vastly the greatest part, the absolutely essential and vital sacrifice—being made for the succeeding generations. The Government must, therefore, not only tax, but ask the men and women of the present generation to lend additional money that is needed—not give it, but lend it to the Government, so that future generations may bear their part in

this great war by paying the debt when it matures. That is why the War Saving Stamps and the Liberty Bonds are issued.

As has been said, there is no guarantee given to any soldier or sailor that he will come back from the war whole, or that he will come back at all. But the United States Government does guarantee the return of every dollar loaned the Government, plus the interest that it has earned. There is absolutely no risk attached to the investment; the Government backs the War Saving Stamp and the Liberty Bond with the same security that the money it issues is backed with. The only difference is, the money is redeemable on demand, but does not draw interest; the War Saving Stamp does draw interest—4 per cent compounded quarterly, and is redeemable at any postoffice on ten days notice, and the bonds draw  $4\frac{1}{4}$  per cent interest semiannually, and are redeemable at some specified time. The security is a first mortgage on every foot of the United States and its territories.

But, to talk about profitable investment and sufficiency of Government security in a crisis like this is to cheapen patriotism and make one forget the sentiment of our priceless heritage. Our liberty which was paid for in blood cannot be successfully defended with money that is loaned only because it is financially profitable to the investor; our patriotism must not be, cannot be, of the dollar variety.

Our business these days is to think only in terms of America, to forget money, to forget self, to forget ambition, to forget partisanship—in fact, to forget everything except right and justice and triumph for America's cause, and the suppression forever of those infamous things which have thrown and cast civilization itself into darkness during these last three and a half horrible years. For nothing else under Heaven matters today except that the war shall go on to victory.

There can be no compromise in this war, no halfway ground. It is either victory or defeat for us. If defeat, we will be robbed of our money, our property, our liberty, our every tradition and principle upon which America and civilization have been so carefully built. The whole idea of Democracy, which the German is fighting against, will be destroyed, because it will be found incapable of defending itself. If Democracy suffers defeat at the hands of Autoeracy, it will die an inglorious death, and forever be discredited, and every belief and principle upon which it is based will perish.

Therefore, what are we fighting against? Whom are we fighting for?

We are fighting that we may not be robbed of everything near and dear and herded into actual slavery, such as the Germans' militarism has established in Belgium, Serbia, and other parts of Europe. We are fighting against forced labor at the point of the bayonet, with a dog's death and dog's burial at the end.

We are fighting that American men, women, and children may not be tortured, burned, and mutilated as happened in Europe. And we will

go on fighting until the race that has committed these atrocities is in no position to continue or repeat them against America or America's Allies.

But the soldiers in France cannot win or keep the enemy from our shores unless the home people support them. Only our geographical position has kept us thus far from seeing with our own eyes what it means personally to live in a world not safe for Democracy. I say, thus far, because unless we go to the help of our Allies with all of our strength and resources now, the Kaiser may yet make good his boast that he will attend to America after he gets through with the others. If our Allies lose, the least we can hope for is to pay Germany's war debt, which in itself would bankrupt the country.

Pity be to the American citizen, young or old, that is not going to have some part in this war. The measure of our resources, ability, or economy should be the measure of our part in this war, even if it be no more than the purchase of one 25-cent thrift stamp.

There is a reckoning coming for the slackers. It matters not what type they be, whether it is a boy who has avoided the draft, a tight-wad financial slacker who has hoarded his money, or an extravagant woman who has saved nothing to help—the result will be the same. They will be scorned by their neighbors in the days that are to come, when the sacrifices are renewed, and when the hearts bleed for those who have died. It may not be felt during the days of stress, but it will be felt during the days of reconstruction and restoration, because it will be remembered then, and those who have served and sacrificed will be exalted, while those who have not will be scorned.

We are asked to contribute to the defense of this country, that has given us maintenance and protection these many years, but has asked nothing in return. The Government now does ask us, not to give but to save for our own individual welfare, and to render to the Government so slight a service as to lend to it, at a fair rate of interest, the product of our thrift. Could less be asked of any people?

Would that we might be asked to give. We ought at least to subscribe interest, for if we are worthy sons and daughters of the great men and women who have built this Republic and preserved it, we will at least try to match their achievements.

In conclusion, let me urge that no chances be taken with the Kaiser and his hordes by withholding your support of the Government, for to do so is to deny your birthright.

“Breathes there a man with soul so dead  
Who never to himself hath said,  
‘This is my own, my native land’?  
If such there be, go mark him well,  
For him no minstrel raptures swell.”

## *Our Reserve Officers Training Camps*

L. R. M.

**O**NE of the chief difficulties which confronted the United States, when she declared that a state of war existed between her and Germany, was the lack of properly trained army officers. It was easy enough for Congress to pass a draft law requiring all men between the ages of twenty-one and thirty-one to register for military service, but it was not so easy a matter to train the men thus secured. But almost a month before the registration took place direct steps had already been taken toward preparation for the training of millions of men for war. It is true that we had our great training schools at West Point and Annapolis, and that many colleges and preparatory schools throughout the United States were giving military training, but the men turned out from these institutions were only a nucleus around which our great army was to be formed. We had no schools where army officers could be prepared and graduated in large numbers and in a very short time; so the Government established the reserve officers training camps for this purpose.

The idea of an officers training camp was not entirely new to us when we entered the war. Some years previous to this time such a camp had been successfully established and operated at Plattsburg, New York. This camp was kept open during the summer months, and to it came thousands of men for training and for enjoyment. Among those attending this camp were such men as Governor Whitman of New York and Mayor Mitchel of New York City. The body of men thus gathered was very cosmopolitan; the spirit was democratic; the hours for drill were comparatively short; the work was not strenuous; and, on the whole, the time was spent in a most delightful way. From this camp men returned to their homes, after six weeks of training, with bodies stronger, and more capable of throwing off disease, with a clearer conception of the rights and privileges of others, with the power to regulate their lives more systematically, and with a greater respect for discipline than they had hitherto had. Such was the embryo from which has developed our great national army training camps.

Since our entrance into the war three series of training camps have been completed, the first beginning in May, 1917, and closing in August; the second beginning in August and closing in November; and the third beginning in January, 1918, and closing in April. These camps were located in various parts of the United States, each accommodating an average of from four to five thousand men, and each, for convenience, within reach of good railroad facilities. Several hundred thousand men

have received army commissions during the past year and most of these commissions were issued to candidates in the training camps. In some cases the commissions have been issued first and the officers have been required to take training afterward; this is particularly true of medical officers. It is, of course, impossible to give, in three months, the course that one would get at West Point in four years, but most of the men of the training camps are considerably older than the average West Pointer, hence the Government gains in experience enough to offset what is lost in training. In fact, it has been maintained, by many of our best army men, that business men who go out from the training camps are more successful in handling soldiers than are the newly commissioned men from West Point.

The work of the training camp is strenuous but interesting. To those unaccustomed to regular hours and habits the discipline is rather severe. First call is given at 5:15 in the morning, and taps does not sound until 10 at night; during the seventeen hours between these two signals the candidate for a commission must hold himself in readiness to execute any command of his superiors in rank; failure to do this means failure to receive a commission. He who would command must first learn to obey.

It is not the purpose of this article to give the details of camp life; however, it should be stated that everything that is done bears directly or indirectly on the theory and the practice of modern warfare. The theory is given through lectures and text-books, while the practice is given through constant drills and through simulated war. The camp is like a big school that is conducted under strict military rule and at the same time in a most informal manner. The principle that we learn to do by doing is followed. Each candidate is at some time given an opportunity to act as an officer; in this way the executive ability of the men is learned. A man never knows what act of his may make or mar his chances for success. One of the brightest men in one of the camps was dismissed as inefficient simply because he did not know how to organize the battery commander's detail when called upon to do so. Out of justice to this man, it should be stated that he had been on guard duty the day previous to the time referred to above and had had little opportunity to learn the new work; he could and would have learned it in a very short time, but he was not given another chance. One candidate failed to organize the guard properly on an occasion when the colonel was observing him; the next day he was asked to leave camp. The boy was one of the best drillmasters in the battery, but he failed when failure meant everything to him. Another boy, of mediocre ability, was given a commission and sent to France at once, in the Signal Corps, because he knew how to operate a telephone in the field. A former private in the army was given a captaincy because he was able to name all the parts of a cannon, and thereby relieve the captain of the battery of learning and teaching the parts to the men.

If a teacher wanted to study methods of teaching, he could find no better place to study them than in an officers training camp. The work must be so condensed that it can be presented in the three months that the camp is in progress. All useless devices must be eliminated; all unnecessary conventionalities abolished. Text-books are used, lectures are given, recitations are held, and written examinations are required, and yet there is no regular classroom. Men will drill for one or two hours and then fall out under the shade of some tree for a conference or a lecture. Unfortunately, most of the army officers forget that interest is the first requisite to learning. The lectures are usually read from the Army Drill Regulations or some book dealing with the theory of fire, and are dull and uninteresting. Occasionally, one finds a live teacher that has been commissioned and is in charge of a battery or a company; such an officer gets the best results from his men.

The results of the training camps have been most satisfactory. Through them the lack of trained officers has been overcome. At present, the Government has not only enough officers to train the drafted army, but there are thousands of men who have received training and who may be called as they are needed. These men are now our Nation's best asset; they are physically strong, mentally alert, and democratic in spirit. Millionaires and men of small means have bunked together and have endured the hardships of camp life side by side. Many, who are over the draft age, have given up comfortable positions in order that they may serve their country during the present crisis. These civilian officers are very popular with the enlisted men, and it is fortunate that they are, for such officers predominate today. In one fighting unit, now in France, every officer came into the service from civilian life. One man who was a private a year ago is now a brigadier-general commanding troops fighting in France. To be commanded in battle by officers of this type is a great incentive to the enlisted men. At the same time a democratic feeling exists that helps rather than hurts discipline. With the exception of meeting the immediate need for well-trained officers, this democratizing effect is perhaps the best result obtained from our officers training camps. It puts the American army in a class to itself. With reference to it, we have this favorable criticism from the commander-in-chief of the American expeditionary forces in France: "I am convinced that the American army is going to become the world's most efficient army, possessing more intelligence and striking harder blows than any other army, and it will become such without banishing our democratic ideals for the Prussian theory that an enlisted man is a dog and an officer a god." This wholesome effect leads one to believe that very soon we will have military training in most of our colleges and universities, and that when this is done we will have a stronger people physically, morally, and politically.



# La Salle

MATTIE POINDEXTER, '18

THE story of La Salle for oral presentation to the fifth grade was one of the subjects assigned to the Senior Class during the year. The fifth grade age is the time of hero worship, and La Salle is a typical hero in a pioneer setting. At this time children are advanced sufficiently to appreciate the geographical background of such a story.

After the assignment of the subject, search for material followed. Several books were found. The fullest and most interesting was, perhaps, McMurry's "Pioneer of the Mississippi Valley." From all these sources a very full teacher's outline was made. Previous experience had taught that a full, orderly outline counted more than half in the teacher's preparation. The introductory part of the outline forms an excellent review of the Frenchmen who came to America before La Salle—Cartier, Champlain, Joliet, and Marquette.

Then follows the story of La Salle. After a brief explanation of his birth, parentage, and education, his personality was emphasized in a way to throw into bold relief such characteristics as fitted him to leave his well-ordered, settled home to find his way into the new world.

The following extract from the outline shows how the story is developed from that point:

2. La Salle's dream—the guiding star of his life:
  - (a) To gain fame for France somehow and somewhere in America.
  - (b) Accepted a grant of land from the king of France.
3. Arrival at Montreal.
  - (a) Took charge of estate near Montreal granted by king.
  - (b) Learned languages of seven or eight Indian tribes.
  - (c) Won favor of Indians.
  - (d) Listened to tales of a great river in their country.
  - (e) Learned of Joliet's great discoveries.
4. Dream for France took shape.
  - (a) A waterway through continent of America to China, or
  - (b) An outlet to Gulf of Mexico—waters open all the year to French trade.
5. Plans commenced with Governor Frontenac's permission.
  - (a) Built a fort on Lake Ontario to serve as trading post for furs.
  - (b) Built a vessel to command lake.
  - (c) Impressed Indians by parades, displays of boats and cannon.
  - (d) Cemented friendship with Indians by erecting Fort Frontenac.
  - (e) Became anxious to go on great expedition south.
6. Plans and preparations for expedition.
  - (a) Interested Governor Frontenac in these.
  - (b) Sailed back to France with message to King.
  - (c) Laid before the King wonderful possibilities of French in America against the English.

- (d) Was granted lands around Frontenac by King, the right to make a five-year period of explorations west and south, and to build forts wherever necessary.
7. Return to America.
- (a) Brought Tonty, his best friend, Father Hennepin, thirty men, sailors, carpenters, laborers, and abundant supplies.
- (b) Selected Niagara, the site for building ship for exploring the lakes.
8. Building the *Griffon* at Niagara.
- (a) Had trouble with Indians and scarcity of food.
- (b) Returned to Fort Frontenac—trip of 250 miles through a snow-covered forest.
- (c) Completed the ship after return.
- (d) Named and launched the *Griffon* with much ceremony.



9. Explorations on the Great Lakes.
- (a) Sailed the *Griffon* from Niagara, through Lake Erie, Lake St. Clair, westward through Lake Huron into Lake Michigan.
- (b) Anchored at Green Bay, where he meets the few traders who had been sent ahead.
- (c) Sent the *Griffon* back to Frontenac with furs.

The graphic description was given with all the details.

After the *Griffon* left Green Bay for Fort Frontenac, La Salle and fourteen men started on their way down Lake Michigan, to St. Joseph River, in four

canoes, which were loaded with tools, guns, bows and arrows, and food. The first day was a stormy one. The rain poured down upon the men in the canoes making them very uncomfortable. Along in the evening the rain came down so heavily and the lake became so rough the men were forced to the shore to find some kind of shelter in the dripping forest. They found a place in a sandy cove where they could huddle together under some trees and avoid most of the storm for the remainder of the night. As the rain kept falling, it compelled the men to stay in this cove for five days and nights. They lived on pumpkins and Indian corn, and sometimes they found it easy to catch wild animals such as the porcupine, which furnished them with meat. When the rain ceased, La Salle and his men moved on down Lake Michigan. Several times they were driven to the shore by a great storm. Every night when they stopped they had to shoulder their canoes, climb through the breakers and up the steep banks to shore. They spent many uncomfortable nights wrapped in their wet blankets trying to protect themselves from the fierce storms. The men sometimes rowed all day long without food; but as they came near the southern shore of Lake Michigan, game became plentiful and they were able to get bear meat and venison. Wild grapes grew bountifully along the shores of the lake, and the men could cut down the trees and get grapes, which they enjoyed much more than the wild berries that they had been compelled to eat many times on their long journeys.

The explorers saw no Indians for a long time until one day, while they were gathering grapes, they saw a footprint on the shore and they knew that some stranger was near. A careful watch was kept, and that night one of the men in the party, during a heavy rain, discovered a crowd of Indians under a bank where they had been hidden for some time. The men of La Salle's party called to the Indians and made them crawl out and explain what they meant by their actions. They came sneaking out, and one in the party explained that they thought the French were the Iroquois Indians, who were their enemies. These Indians became very intimate with the white men and prepared a great feast for them.

After the feast the white men noticed that the clouds seemed fewer and looked less like storming, so they decided to move on their way around the southern shore of Lake Michigan till they reached the mouth of the St. Joseph River. La Salle's best friend, Tonty, had promised to meet them there, but failed to get there as soon as La Salle. As winter was drawing near, the men wanted to reach the Illinois River before the weather got so cold. To keep down discontent, La Salle set the men to work to build a fort, where they were to stay, until Tonty finally arrived, and they set out together to hunt for the source of the Illinois River. They had an Indian guide, but he was absent hunting, and the eyes of the Frenchman, untrained for things of this kind, missed seeing the trail. La Salle decided that he would go ashore and hunt for it. The snow was falling so fast that he could see only a short distance in front of him; therefore he lost his way in the dense forest. He wandered through the woods until he saw a fire which he supposed belonged to his party of men. He hurried up to the fire, found no one near, but discovered a bed of dry grass still warm and leaving signs that some one had just left, and La Salle knew that it must be some Indian. He called out in several Indian languages, but no one answered him. La Salle, very tired, lay down in the nice warm bed to rest and sleep until morning.

In the meantime the rest of the party was very much alarmed about his absence and began to search for him. They landed on the shore, shot their guns and sent scouts into the forest to see if they could find any sign of him. That night the party sat on the shore wrapped in their blankets, waiting

for their faithful leader to return. All night long they gazed into the dense forest wishing that they might hear him calling to them, but the night passed by and no leader came. Late the next afternoon they were all standing on the shore talking and trying to decide what to do when they saw him coming along the bank of the river carrying two opossums which he had killed on his way. When he reached the place where his men were standing he told them of his nice warm bed that he had slept in the night before. They were all proud to know that their brave leader had slept well that night, but still they felt that he must be very hungry. They immediately prepared the opossums for him to eat. As he was finishing up his meal the guide returned, reporting that he had found the trail that led to the Illinois River. The next morning each one prepared himself the best he could for the long journey that lay before them. The course was about five miles through a marshy plain covered with snow and strewn with bones of buffaloes. They all started out wading through this marsh, carrying their supplies and canoes on their backs. The soil became more spongy and difficult to travel over as they advanced.

All around them were pools of water, bunches of small shrubbery, and clusters of tall grass which made the journey still more difficult. At last they came to a small stream of water in which they placed their canoes and pushed their way into the river.

The scene changed as they floated down the river. They saw long chains of hills on each side of the river and by climbing these hills they could see great prairies in the distance.

After the completion of the story, a pupil's outline was made which consisted of leading topics simply stated.

The working out of the story closed with the selection of certain episodes that could be easily dramatized by the children of the fifth grade.

## *Teachers to Shape Citizens*

HOY TAYLOR, *Superintendent Greenville Schools*

“**T**HE teachers shape the voters of the Republic for the next generation.” This sentence is taken from a recent public statement of a prominent member of the President’s Cabinet. It is generally accepted as true, and the fact that it was recently made under such circumstances only officially calls attention to something that was well known before.

But what a task it sets up for the teachers! The teachers are to shape the voters, the voters determine the character and policy of the Republic, and, unless present signs fail, the American Republic will have much to do with world conditions in the next generation. Who are these teachers and how are they equipped for such a task?

In North Carolina four-fifths of them are women. More than half have had no college or normal training and have taught less than four years. More than half the children of the State are taught by girls who have had almost no training or experience beyond their own home life, and who look forward to nothing more than to become part of another home after a very brief period of teaching. What can such teachers be expected to know about shaping voters?

Psychologists are pretty well agreed that a learner must have a sense of need before he can learn. Knowledge and facts can be made a part of a person only when there is a necessity and opportunity for them to function in conduct. It makes no difference, then, how intellectual, or how ambitious, or how patriotic a young woman may be, she can’t possibly understand what it means to cast a vote. She can’t understand it because she has never had even the anticipation of the experience that would set that faculty of her mind to working. She can study history and the science of government, but only as a spectator, and she will see life as an actor only when she is conscious that she is standing on the stage herself.

What one knows not himself, he cannot teach. Potential voters are being trained for voting only when past and present experiences in life are being linked up with a future course of action in the mind of the individual. The teacher that has no opportunity to vote, and has no expectation of having the opportunity, cannot put dynamic force into that part of her teaching, no matter how much she may try. Pupils taught under such circumstances must miss a large part of what they are entitled to. What is the remedy?

All teachers should have the right to vote. When this right is granted, as it must be soon, immediately school work will take on new life. Things that have had a vague meaning or no meaning at all to teachers in the

past will at once come to be the live things. The circle of the life and experience of the teacher will be extended beyond the limits of her own home or social circle. The children will begin to get a foundation for participation in governmental affairs that they are wholly missing now. Of course, the first generation of voting teachers will fall far short; they can't do otherwise, for they will not have had voting training themselves. There can be no reasonable doubt, however, that they will in time rise to the full importance of the situation. They lack no natural qualification. Their deficiencies are deficiencies of training, and these can and will be overcome with a reasonable period of training with the proper motive. In two generations after suffrage is granted to teachers the type of political campaign that we are so much ashamed of now will be forgotten and voters will be considering men and measures on their merits as related to the good of the country as a whole.

This is the State's opportunity to help itself without extra expense. At present the State furnishes the money to pay teachers to train voters to make the State, etc., but at the same time it ties the hands and blindfolds the eyes of these same teachers, and so robs itself of the income it might receive. As a business policy this is pathetically poor. But perhaps it is as good as a state composed of a citizenship trained by non-voting teachers can be expected to do. It is at any rate a neat illustration of how short the radius of our circle of state is. Just as soon as a few more people wake up we will make those who shape the voters of the next generation voters themselves.

# War Hints from the Senior Cooking Class

VERA BUNCH, '18

**T**HIS is the third of a series\* of articles, published in the QUARTERLY, showing what East Carolina Teachers Training School is doing in the way of food conservation. As a member of the Senior Class, I wish to give some of the points we gained from a thoroughly practical course in cooking.

At the beginning of this school year our instructor was confronted with the fact that the materials, such as wheat, sugar, fats, beef, and pork—materials which she had heretofore found necessary to illustrate the principles which she wanted to leave with her students—were the ones that the Allies needed most, and had to have. Therefore, it was practical and patriotic to instruct the students, who were in a short time to instruct many others, in the use of materials they would have to use in the classrooms, that is, materials that we were not requested to save. For this reason a much broader opportunity was opened to us. Through the necessity of the substitutions of foods there came to us not only the customary drill on cooking principles, but a broader knowledge of the possibilities of food materials. It also gave us a deeper sense of patriotism.

In all of our recipes which we used before this great crisis we made substitutions to meet the needs of the time. These were as follows:

*For Wheat*—Corn meal, cereals, and, of course, war flour, since it has been put on the market.

*For Fats*—Wesson oil, crisco, chicken fat, cotton-seed oil, drippings of all kinds, and nut butters.

*For Sugar*—Honey, syrup, molasses, syrup from preserves and maple sugar.

These substitutes work well, and when planned in the right combinations and proportions, the results are such as to make us all glad that it is the day of the "Gospel of clean plates," for we care to leave none for "Manner's sake."

The recipes below are illustrations of our savings.

The first one is a recipe for a bread that is quite as appetizing and much more wholesome than that made of wheat flour:

## CEREAL CORN BREAD

- ½ cup meal
- ½ teaspoonful salt
- ¾ cup boiling water
- 2 tablespoons melted fat
- 1 egg
- 1 cup cold cereal
- 1 cup sour milk

\*"The Quest of the Substitute." Martha Armstrong, vol 4, No. 3. "What we are doing to Conserve Food and keep down Waste," Nannie F. Jeter, vol. 4, No. 4.

The substitution of the cup of cold cereal here takes the place of half that amount of meal. This makes a better bread, and is more economical, also, for cold cereal would likely be wasted if not used in this way.

The next is an illustration of the substitutions for fats and sugar:

#### RAISIN OR NUT BREAD

- 1 cup sweet milk
- $\frac{1}{4}$  cup sugar (syrup or molasses)
- 1 egg
- 4 tablespoonfuls melted fat (oils, meat fat, crisco, or nut butters)
- 3 cups flour
- 2 tablespoonfuls baking powder
- 1 cup raisins, nuts, or dates (or mixture)

With the substitutes, the proportions change as follows:

- 1 cup—2 tablespoonfuls sweet milk
- $\frac{1}{3}$  cup molasses
- 1 egg
- 4 tablespoonfuls crisco
- 2 cups whole wheat flour
- 1 teaspoonful salt
- 1 tablespoonful and 2 teaspoonfuls baking powder
- $\frac{1}{4}$  teaspoonful soda
- 1 cup raisins

Then came the last term's work, in which we were to get practical experience in planning and serving meals and in buying materials. In order to do this it was necessary for us to serve luncheons, as the classes have been doing heretofore; but this entailed no extra expense, as the same materials were used for class work.

The work was carried on as follows: Two girls, acting as hostesses, were given one dollar and a half to cover the cost of a meal for six. They purchased the materials themselves, and care was taken to avoid, as much as possible, the use of the materials so much in demand. The materials having been purchased, and everything in readiness at the beginning of class, the hostesses assigned a definite duty, in way of preparing the meal, to each member of the class. In this way only the materials for one meal were needed to give many of the essential principles in cooking, for each girl had time to see what the others were doing, and how it was being done. Each girl, in turn, acted as hostess once during the term. The remaining lessons were spent in preparing the meals. In this way each girl received practical experience in planning, preparing, and serving meals.

The following are some of the menus served, in which the requests of the Food Administration have been followed as closely as possible, with the materials found on the local market. We heeded the request that we neither starve nor stint ourselves, but simply that we use less of the few



articles which are so much needed, in order to win the war. The menus were, as far as possible, planned to be wheatless or meatless, sometimes both wheatless and meatless.

## BREAKFAST

## I

*(Wheatless and Meatless)*

Sliced Oranges  
 Omelet French Fried Potatoes  
 Batter Bread Coffee  
 Cost .....\$1.25

## II

*(Wheatless, Meatless)*

Cornflakes Bananas Cream  
 Fried Oysters Rice Puffs  
 Coffee  
 Cost .....\$1.20

## III

*(Wheatless, Meatless)*

Grape-fruit  
 Scrambled Eggs Potato Croquettes  
 Corn Meal Muffins Chocolate  
 Cost .....\$1.50

## IV

*(Wheatless)*

Fruit  
 Broiled Ham Rice  
 Corn Meal Rolls  
 Coffee  
 Cost .....\$1.10

## LUNCH

## I

*(Meatless)*

Welsh Rarebit Potato Soufflé  
 Green Pea Salad Beaten Biscuit  
 Ice Tea  
 Orange Sherbet  
 Cost .....\$1.50

## II

*(Meatless)*

Potato Salad Fried Oysters  
 Rolls  
 Peppermint Ice Cream  
 Cost .....\$1.50

## III

*(Wheatless, Meatless)*

Baked Fish  
 Potato Cups with Green Peas  
 Cold Slaw Corn Meal Muffins  
 Lemon Sherbet  
 Cost .....\$1.50

## IV

*(Wheatless, Meatless)*

Deviled Crabs Baked Potatoes  
 Creamed Peas  
 Lettuce and Egg Salad  
 Corn Meal Rolls  
 Orange Frappé  
 Cost .....\$1.46

# *Patriotic Songs for Community Singing*

LULA G. BALLANCE, '18

**T**MAGINE cities and states comprising this great country of ours, each holding a public song festival, where the people come together and sing the Nation's patriotic songs and new war songs.

The songs of a people dominate their emotions, transfer their decisions, and exalt the minds of a race. The setting to music the secret thoughts of one's soul and the noblest standards of everyday living reacts upon the inner and outer life of the people so expressing themselves, and the days that are thus attuned to harmony with domestic and civic devotion will yield no hours in which to listen to the challenges of lesser aims.

Just imagine a city, a commonwealth, a nation in which every school spends a portion of each day in singing the war songs, the children taking them home and singing them and the family learning them.

"The Star-Spangled Banner," "America," "Yankee Doodle," "The Red, White, and Blue," "The Battle Hymn of the Republic," "Dixie," in addition to the more modern patriotic songs, should be memorized and sung over and over by every member of the family, and in every schoolroom. Included in these songs should be the State song of each commonwealth. This means that every North Carolinian should know "Carolina."

People should know the national songs of other countries, so that they may feel the sentiment as they do their own songs.

We should have more of this get-together singing. If one week each year we could focus national attention upon this idea of the value of song in our communal life, we would use song for general singing much more than in the past.

Another way to have more patriotic music in large towns in addition to the music carried on in the schools is to have in the largest auditorium in the city a gathering of all the people, summoned to sing the war songs, thus getting the spirit of America to celebrate in music the mighty fact that free America is the home of the soul. Who can estimate the effect of such gatherings, such program, such an harmonic appeal to the best self of all humanity?

Rounds are excellent for singing by various groups. Rounds, in fact, can hardly be surpassed for developing interest and enthusiasm.

The list of songs for the various programs is as follows:

1. *Our National Songs*—"America," "Star-Spangled Banner," "Dixie," "Battle Hymn of the Republic."

2. *Our own Folk Songs*—"Old Kentucky Home," "Ben Bolt," "Home, Sweet Home," and "Old Folks at Home."

3. *Foreign National Songs*—"The Marseillaise" (France), Belgian National Anthem, "God Save the King" or "Rule Britannia" (England).

## ROUNDS

"Hoe, Hoe, Hoe Your Row."  
"Are You Saving?"

## *The Community Commencement at the Joyner School*

THE teachers of Joyner and Falkland schools planned and carried out the first community commencement ever held in Pitt County. It was an occasion of inspiration and enjoyment, not for the schools alone, but for the community. The teachers had worked to combine a community rally, patriotic rally, and commencement all in one. This day would not have been possible if the teachers had not gained the esteem of the people by their earnest and conscientious work.

On Tuesday morning, April 18, the Training School held no charms for the Visiting Committee, composed of Lillian Shoulars, Sadie Thompson, Estelle Jones, and Cora Lancaster, who were elected by the class to represent it, to gather data on the community problems for an extensive class study. The cause of this distraction from class work was, we were anticipating a day off to begin our community survey; for Mr. Wilson had informed us previously that we might accompany him to Joyner School, where the first Community Commencement of Pitt County was to be held, and incidentally where we were to hear him make an address.

Upon our arrival we found the school grounds blocked with automobiles, and the people of the community gave evidence of their opinion of the importance of the day by the number present. Everybody was talking and laughing; the children, already alive to the occasion, were romping and frolicking and manifesting a good spirit toward every one and everything.

Since this occasion was planned jointly by the teachers of Falkland, Miss Lillian Crisp, Miss Viola Gaskins, and of Joyner, Miss Nancy Wall, Miss Mary Newby White, Miss Ruth Lowder, and was such a success, they were asked by Mr. Underwood to serve as a committee to plan other community commencements for Pitt County.

True to the spirit of the day, the first thing on the program was "The Star-Spangled Banner," which was followed by the Scripture reading and prayer by Rev. Walter Patten. After a song, Mrs. Beckwith made an interesting talk on "The Duties of the American People Here at Home."

Then followed a chorus contest, Falkland, "Soldiers' Chorus," Joyner, "Echoes of the Woods," which were very enjoyable.

Then Mr. Wilson gave an interesting address on "How We Can Help Win the War, or how we can end the life of the ambitious Kaiser." In a striking way, he showed that the means of winning the war could not be centered in one thing alone, but a combination of the following: *money, food, education, and men.* For example, he took the community and showed them the undreamed of resources which lie undeveloped in their midst. He pleaded for safe farming, better business methods, and education.

Then followed a unique story contest, which consisted of a story read by Mrs. Beckwith, which was to be reproduced orally.

Then followed recitations by the smaller children and declamations by the older girls and boys. These showed good training and careful selection.

We then heard two piano solos which gave credit to both schools.

When the judges retired for a conference, a number of patriotic songs were sung. After the judges rendered their decisions and the prizes were given, we were invited out under the trees for the most bountiful dinner that we had gazed upon for many a day. We were thankful that the Food Administrator was not present, for he might have delayed matters by a speech on conservation. It will go without saying that everything was there that you usually find at a picnic dinner, and then some extra. No time was wasted in preliminaries after the blessing, but every one "fell to" with a vengeance and seemed to be trying to do his bit toward unloading the table. Here the teachers, people of the community, and visitors showed the fullest spirit of coöperation.

After a short intermission, we went back to the schoolhouse and had a reading and spelling contest conducted by Mr. Wilson.

The rest of the afternoon was taken up with outdoor games for both boys and girls. The contests for the boys were divided into two parts, those for the older boys and the same one adapted for smaller boys. Much enthusiasm was shown among the parents. This also showed that athletics had not been neglected.

The outdoor contests among the girls and boys were exceptionally good and well planned, especially those suited to groups of girls. The potato race and suitcase race are examples of these.

The prizes, which were thrift stamps, were almost equally divided among the two schools, and by the time the program closed it seemed to us that every child from both schools had taken some part in the day's program.

This indeed was a very successful day. It showed that the teachers have succeeded in stimulating a keener interest in school affairs, and are making of the school more of a social center. The people went away praising the teachers, and showing a full appreciation of their work for the school and the community.

LILLIAN SHOULARS.

ESTELLE JONES.

# The Training School Quarterly

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VOL. V

APRIL, MAY, JUNE, 1918

No. 1

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This number of the QUARTERLY is, in deed and in truth, a Senior number. The Seniors have taken the pages and filled them. The student editors have done actual editorial work, flourishing the blue pencil over the contributions from their classmates. All of the departments have been filled by members of the class, and merely directed and edited by the editors. In the former issues the departments have represented the work of the student editors, and the other members of the class have furnished only the contributions to the department of Suggestions.

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A part of the Spring issue of the QUARTERLY is given each year to the Senior Class to use as they please, and they usually please to make it a record of their achievements and aspirations, sprinkled with bubbling fun and life that come from the class, somewhat following the style of the Annual. The amount of money put into pictures is limited, as well as the space allotted to them. This year the class wished to have more pictures, therefore, they have the class itself as a group instead of having the individual pictures, thus leaving more money for other pictures.

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**Every One a  
Contributor**

Every member of the Senior Class has contributed to the QUARTERLY at some time during the year. All those who have not been given the opportunity before, have something in this issue. This work means a great deal to each one. Just this type furnishes a certain kind of experience which can hardly

be realized from other activities. The girls are coming more and more to a realization of this. It is one of the most practical forms of English, and its value is readily acknowledged. The students consider it an honor and a privilege to have a definite part in the work. They take the blue-penciling in the right spirit and are glad of suggestions for improvement of any kind.

There are parts which doubtless would have been more polished had more experienced workers in this line prepared them, but we count it well worth while to have had so many share the experience and benefit.

E. M.

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**Why This  
Number**

The Seniors, in getting up this number, have made no attempt to have an annual, but a record has been made of the various things which they have done these four years, so that in the future this number of the QUARTERLY will be a reference book for all those who are interested in the proceedings of the Class of 1918.

This class is responsible for the Suggestion department. As it is the members of the Senior Class who make possible the practical work of the QUARTERLY, it is only fair that one number be given over to them.

It is not to be expected that everybody will feel the same interest in the affairs of the class as the members themselves, and some of the things are recorded especially for them, because in the years to come it will give them great pleasure to look back on their records and recall to mind their experiences while at the Training School. But it is hoped that there are enough of other things in this number to make you read it.

C. L.

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"I guess I still have quite a lot of the spirit of college left in me, for this soldier life is in some ways just a continuation of college life: Your squadron is your class, your post your college, and there is the same pride and love for the squadron and post as there was for class and college." [*Extract from a letter from a soldier boy in aviation "Somewhere in France."*]

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**The Spirit of the  
School Must  
Meet Present  
Conditions**

Unless the spirit of the school fits in with the spirit of the present time it has failed in its purpose. When conditions are such as they are, and the Nation is calling on the people to make sacrifices, it is the duty of the school to develop a spirit of loyalty and patriotism in its activities. This is not a time when the spirit should be that of working for the glory of the individual, but should be regarded in the light of a unit working in

coöperation with other units for the advancement of the whole. A spirit of service should be developed, because at no other time in history have there been more people in service for the good of humanity, and the schools should not fail in doing their part. This is not a time when personal comfort and enjoyment should be considered.

If the readers of this QUARTERLY will glance over the records of the classes and other organizations for this year, they cannot fail to see that this school has been trying, this year more than ever before, to live up to the school motto, "To Serve," and to fall in with the spirit of the times, in which luxuries and wastefulness are disregarded. C. L.

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**Review of the  
Model School**

If QUARTERLY readers look back over their file of the QUARTERLIES they will see what the Model School has done for the past four years. The Model School and the QUARTERLY came into existence the same year. When plans were being made by the architect for building the Model School, plans were being made by the editors for recording the work at the Model School. Four years ago in the first issue of the QUARTERLY was an announcement that the following fall the Senior Class would do their practice teaching in the new Model School which was being "built on the Training School campus separated from the Training School only by a hill covered with beautiful trees in which lived all kinds of birds, such as the thrush, blue-bird, and mocking-bird."

The Class of 1915 came back to the Training School in the fall of 1914, looking forward with great pleasure to teaching in the new Model School with such beautiful surroundings.

The Model School has been the workshop and the QUARTERLY has faithfully recorded what has been done in the workshop, and by referring to the file of QUARTERLIES you will see to what extent the dreams of the girls of 1915 were realized. So fully were they realized that at the end of four years the Model School building had to be enlarged, and it fell to the lot of the 1918 class to do their practice teaching at the Greenville Graded School while this remodeling was going on. The result of their year's work will be found in the Fall (1917) and Winter and Spring (1918) numbers of the QUARTERLY.

Again the coming Senior Class is looking forward to teaching in the new Model School in the fall, but this time, a model school with eight grades instead of four. So the Seniors will again be back at their workshop next fall and the QUARTERLY will again be a record keeper. So, watch and see if the dreams of the coming Senior Class are as fully realized as those of the first class who taught in the first model school.

C. L.

**The Senior Class and Community Sociology** A committee from the Senior Class has been appointed to tackle the community survey. The eagerness of the Senior Class to get out into community work has been shown by the way they have taken hold of their problem in Rural Sociology. The committee is helping the class as much as possible through their visits to the Joyner School, and bringing back to them some of the problems of that community. The inspiration that the trained teacher gets now is not only the work of the classroom, but that of carrying it over into actual community service. S. T.

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**Value of School Dramatics** The real value of taking part in a play such as "As You Like It" can hardly be thoroughly realized even by the principal characters. Every one can readily see that they gain the power of interpreting literature for others. The spirit of this great piece of literature pervaded the entire school. All the class had some part in the organization of the play, and it was easily seen that those behind the footlights were not the only ones contributing to its success—even the curtains had to be pulled exactly right.

The fact that many of the choice lines come forth spontaneously during conversations among the girls shows that they made their impression, which will be a lasting one.

We believe that the time and effort spent in preparing such a performance are truly valuable, aside from the financial returns.

E. M.

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**Help by Doing Labor** The spirit the Junior Class has manifested in doing the work of one of the janitors in the school is one that others might emulate. Perhaps this will be an inspiration to others to help solve our labor problems of today by doing the actual work themselves. S. T.



# *Suggestions*

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## *The Teaching of Conservation Topics*

### COAL

Studying the conservation of coal is one way to get the children to catch the spirit of the times. A series of language lessons on this topic were taken up in the fourth grade. My aims throughout the series of lessons were: to show why the conservation of coal is necessary this year, how the wastes in production and uses of coal can be checked, and how we can conserve it.

The first lesson was an informal discussion on the kinds of fuel used in Greenville, emphasizing coal, and the ways people are trying to conserve it. This gave each child an opportunity to contribute something. The kinds of fuel mentioned were coal, wood, oil, and gas. In taking up our subject we first studied the uses of coal. The places where coal is used as given by the children were these: in factories, ships, trains, camps, schools, power plants, movies, postoffices, courthouses, stoves, and grates. Why it is necessary to have more coal this year than last was the next question. These points were brought out: more factories are in operation to make guns and ammunition, clothes and shoes for the soldiers; trains carrying soldiers to the camps; ships carrying supplies and soldiers to France. What the supply of coal really is, in the United States, was the next question which naturally came into our minds. We found that it is greater than that of any other nation, and that we had enough coal to last seven thousand years; yet out of all this supply only 600,000,000 tons will be produced this year, and 100,000,000 tons more are needed to meet the demands of the country. What has caused this shortage of coal, was the question growing out of the one preceding. To this question the children readily responded, and gave these reasons:

1. The lack of laborers because men are in training for war.
2. The lack of efficient transportation.
3. The laborers demand higher wages.

We came to our problem: What can be done to conserve what we already have, after we found out why we need more coal, and why it is hard to get?

Some of the means which can be used to conserve it are:

1. Every housekeeper save one furnace shovelful of coal each day during the six winter months and 25,000,000 tons would be saved;
2. Turn off lights when not needed;

3. Keep doors closed;
4. Feed the fire properly;
5. Avoid smoke; it usually means imperfect burning;
6. Use the automatic stoppers in mills and factories;
7. For homes, use central heating plants. They produce the same amount of heat with less coal as the separate furnaces with more coal;
8. Use wood at home and let the coal be used for the ships and factories.

In my second lesson the children were quite interested in hearing the simple story of how coal was formed, long ages ago, by decayed plant matter, in layers under the pressure of sand, mud, and pebbles, forming coal and rock. Then where coal is found and how it is mined proved to be of much interest to them. We contrasted the means of the early miners used in getting the coal and the means the present-day miners use. The next thing of interest was the interior of the mine. Under this head we discussed:

1. Number of men employed in large and small mines.
2. Miners' tools: picks, scoop shovels, hammers, sledges, crowbars, drills, needles, scrapers.
3. The miner's lamp. (One of the boys brought one to school and showed it to the class, which made it more real and interesting.)
4. How the coal is hauled from one part of the mine to the other.
5. Dangers in the mine: caving-in of roof, explosion, flooding of mine with mud and water, and fires from fire damp or explosion of lamps near powder.
6. The miners and their camps.

As a basis to this work, the third lesson was devoted to a written lesson. Each child wrote a letter to some friend telling them of an imaginary trip to the mines. This was not only checking up what the children had got from the work, but it was an exercise in letter-writing and gave them practice in sentence structure and punctuation.

In order to make the work more interesting, let children bring pictures of anything pertaining to coal or coal mines, and make posters or charts with the children. Make a sand-table, if possible, showing the mine, shaft, and elevators, donkeys, cars, miners, tools, and lamps. Since the schoolroom was not large enough for a sand-table, we could not make one in the grade, but we made a small one in our Primary methods work showing the things mentioned above.

ETHEL MCGLOHON, '18.

#### SUGAR

Now, while we are being urged to conserve food, is a splendid time to make a study of the foods which we are asked to conserve. Children are interested in things of the present and every child of today has heard the word, *conservation*, but to many it means nothing. Sugar is something that children are always interested in, and some have had *bitter*

experiences with sugar *conservation* in their homes. The subject may be introduced somewhat as follows:

"Today we are going to begin the study of a subject which is especially interesting at this particular time. We hear so much about food conservation I think you will be glad to learn something about the things we are asked to conserve. So we are going to learn how sugar is made, where it is made, and a few ways in which we can conserve or save it.

"Let me tell you a story about sugar: Long, long ago sugar was used only as a medicine. About seven hundred years ago an Italian nobleman died and left to his relatives, among other things, six pounds of sugar. His will caused considerable comment among the people, who said that no one family should be allowed to have so much sugar in its possession. (This story is taken from 'How We Are Fed,' by Chamberlain.) History repeats itself and again we return to the same idea of seven hundred years ago, i. e., that six pounds of sugar is a large amount for one family to possess."

Here it would be well to tell the children why we need to conserve sugar today. Explain to them that it is not because *we* are not producing as much sugar as in previous years, but because we have to produce enough for our allies, as well as for ourselves. We are producing more than twice as much sugar as we did before the war.

In teaching sugar *conservation* the following outline may be used, and very interesting detail material can be secured from "How We Are Fed" and Beginner's Agriculture, by Burkett, Stevens, and Hill:

#### SUGAR

I. Kinds of Sugar: (a) Cane, (b) Maple, (c) Beet.

II. Cane Sugar.

a. Where raised: Louisiana, Gulf and South Atlantic coasts, Porto Rico, Cuba, and South America.

b. How cultivated

c. How harvested

d. How manufactured into sugar

e. Different forms of cane sugar:

1. Granulated

2. Pulverized

3. Syrup

4. Cakes or loaf sugar.

III. Maple Sugar.

a. Where raised: Vermont, New York, and Canada.

(Same outline as above, under II.)

IV. Beet Sugar.

a. Where raised: Germany, France, Austria, Russia, and California, Utah, and Nebraska in United States.

(Same outline as above, under II.)

For the hand work connected with sugar conservation an attractive and helpful chart can be made with this work. Have the children cut

out sugar advertisements and paste them on a piece of cardboard or other stiff paper so that you can trace the sugar by the pictures from the field to the home. If you are fortunate enough to have a sand-table in your schoolroom you can use it to a great advantage, e. g., have the children put a sugar plantation on it. The children will take much pleasure in doing this kind of work. BERNIE E. ALLEN, '18.

### WHEAT

In connection with conservation, a group of lessons on wheat arouses much enthusiasm among the children of any grade. In this section there are many children who have never seen any wheat and know nothing of the source of the bread that they eat. Even the little children in the first grade are very enthusiastic about the first story in their primer which is the story of "The Little Red Hen." Here they may go through the process of planting the wheat seeds on the sand-table, cultivating, harvesting, etc. While they are little tots in the first grade it is a splendid opportunity to bring out the idea of conservation by the study of wheat.

As we go further into the grades the subject of wheat is received with renewed zeal. The teacher may find references and assign topics to the children on which to make a report for the following day's language lesson. Here are suggestions of topics that may be assigned: The planting of wheat, under which would come the sections suited to its growth, and why; preparing the soil and sowing the wheat. Then follows the cultivation; the harvesting; the marketing; making it into the loaf of bread. The final topic should be, how wheat will help in the present war; thus bringing us to the big topic, the conservation of wheat.

In my work in the third grade this was the point that I especially stressed. The reasons given why we should use wheat so sparingly at the present time were these: (1) The boys at the front need it and we haven't them to help raise it; (2) we have to raise enough to send to the Allies; (3) wheat is the only grain that will keep long enough to be shipped, and for this reason we must use other grains and cereals.

We learned that the following substitutes might be used: Graham flour, buckwheat, rye flour, potato flour, rice, oatmeal, corn.

A man who was doing Y. M. C. A. work in one of the training camps had made a talk in chapel a few days before, giving them an idea of what the soldiers ate. He told them especially about the whole wheat bread that they ate. It was very interesting to see the eager eyes of the children when I passed around a sample package of the whole wheat flour. They learned here that we were using all the wheat rather than wasting a part.

After studying wheat, I suggested making a chart on wheat. Pictures and samples were brought in the next morning. The children unearthed old magazines and catalogues in which they found some valuable pictures

which helped them to appreciate more thoroughly the subject. Our chart consisted of the following pictures, placed so as to develop the story: preparing the soil; sowing the wheat; the reaper and binder; the shocks; the threshing machine; hauling the sacks of flour; the train loaded with flour; the ship loaded with flour; a landscape of one of the allied countries; distribution to the almost starved people; and last, the bread made from the flour. The *Country Gentleman* and the *International Harvester Company* have excellent pictures for this work.

Many pictures and also samples of all kinds can be obtained by writing to the large flour manufacturing companies.

GLADYS NELSON, '18.

### COTTON

The story of cotton taken up at this time, from the standpoint of conservation, is interesting.

The history of this subject, showing us the evolution of the production and manufacture of cotton from the ancient times to the present day, should begin the study of the topic. We learned that the first cotton grew in India, where little care was taken with it, and that it grew wild on trees and was planted about every seven years.

The history of cotton in America is a great contrast to this. Although the South was naturally adapted to the growth of cotton, it had little progress at first on account of lack of proper agricultural implements to carry the work on, and because the hand-picking was such a slow process. But after the invention of the cotton gin and steam engine this industry began to grow rapidly. The story of Eli Whitney and James Watt told here are always interesting to the children.

We learn that at first the cotton seed were thought to be of no importance and were actually burned, and later how valuable these seed became. The oil was used for edible purposes, and after the invention of the oil mills the valuable oils, such as lard, oleomargarine, butterine, cottolene, and salad oils, were made. Every product of the seed was used. The hulls were used for cattle feed; the meal for fertilizer. The by-products, such as the stalks, were made into cotton bagging for covering bales of cotton and for making paper.

In this development the comparison of the cotton of colonial times and the cotton of today showed the progress this plant had made.

The various oils which are made from the cotton seed can be used today to save fat and other shortenings which we are asked to save at present, and thus form an important part in conservation.

The cotton goods must be used more than ever in order to conserve wool. It is needless to go further into this subject, as this material may be obtained from Brooks' "Story of Cotton."

As a suggestion for using this material I shall give an account of the chart that was used in this connection. This illustrates the development

of the story of cotton from the seed to the ready-made garments. For the chart, a piece of white cardboard 22 x 26 inches was used. At the top the word "Cotton" was printed. Real bolls of cotton were used, one showing the cotton before opening, the other showing the cotton after opening. The lint and seed were shown likewise. These give the children some idea of the real plant itself. Samples of various cotton material, from the coarsest unbleached homespun to the more expensive cotton goods were next pasted in. Pictures of bales of cotton, cotton picking, or any good suggestion on the subject was used to tell the story. Cotton implements, such as the cotton planter and cotton plow, were used. Two sample bales of cotton which were made from lint cotton, using tow sack for the bagging and black paper strips for the bands, were very effective. Samples of spool cotton and a booklet on "Conservation" finished the chart. The picture of the chart is in this number of the QUARTERLY.

All of these articles I have named were arranged on the chart in a well-balanced way, telling the story of cotton in a simple, concrete form, from the seed to the finished garments.

Similar charts could be made on sugar, corn, and wheat, which would make these topics much more interesting and real to the children. And they will enjoy getting the articles together and making the chart.

CAMILLE ROBINSON, '18.

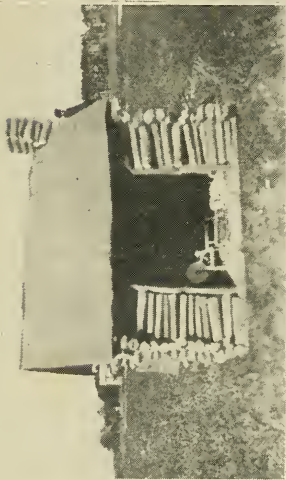
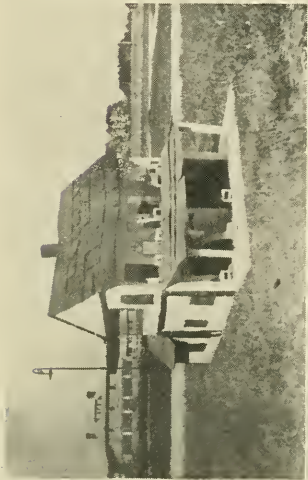
## *The Home and Types of Houses*

### WHY TEACH THE HOME IN SCHOOL?

The study of the home is now recognized as a vital part of the work in the primary grades, and the time is past when we have to offer arguments to defend it. Some schools emphasize only the construction side of the home. This value alone justifies the study, for practically all of the handwork may be motivated through it. However, back of all the work connected with the construction of the playhouse there is still a greater value, that of emphasizing the relation of the child to the home and community, and his duty toward them. The making and furnishing of the home gives them a chance to get a concrete example of this idea. Growing out of this subject are lessons in practically all subjects: Language, Civics, Hygiene, Geography, and Number Work. Here I will especially touch on Hygiene and Civics, which are important factors in the problems of the home.

Hygiene in the home is an important subject and deserves much emphasis, even in the first grade. The location of the home, ventilation, lighting, heating, screening, preparing of food, and cleanliness in and around the home are some of the broad, underlying questions which prompt the simple ones, such as: Why bathe your face and hands before





PLAYHOUSES REPRESENTING TYPES OF HOME CONSERVATION CHARTS



eating? Why thoroughly sterilize your food? Why is the kitchen on the sunny side of the house? Why do unwashable clothes need sunning? Why are fireplaces better than stoves? Why sleep in fresh air? Why use foot-mat before entering the house? Why keep the yard clean? Why have your house built on a hill? Why do we need screens? Why do we brush our teeth? Why do we dust after sweeping?

Civics is one of the most important of all the phases of the home. The basic principles of civics are embodied in the home, for the home was the bedrock upon which grew all the complicated governments of today. By bringing out the governmental side of the family, the thoughtless boy may come to the realization that practically all he gets comes through the labor of some one else. At this period in the subject the duties of the child may well be put before him. He should be made to see that the family needs his contributions, however small they may be; and also that the town or community is made wholly by the efforts of the individuals living in it. The town or community can be no better than the homes that make up the town or community. As he grasps the idea of the town he can easily be led to see how interdependent the people are. The merchant is dependent upon the grocer for food, while at the same time the grocer must depend upon the merchant for dry goods, etc. The wide-awake pupil will readily see the coöperation in this, and he is broadened in thought and character. All these points are worthy of simplifying so even the first graders can grasp the ideas forwarded. After the home and community are reached, then comes the county, then the state, then the country. The homes in foreign lands follow. They are studied for comparison, and readily fall into line with the principles studied in connection with our homes.

The home is the unit of civilization, and if our ideal of good citizenship is reached we must emphasize the essentials of a good home.

E. HUTCHINS, '18.

#### THE COLONIAL HOUSE

<sup>4</sup> Why build a log house in the grades? How build it, and what are the values to be derived from building and furnishing it? These questions come to my mind: Is there a citizen today guarded by "Old Glory" that does not love and cherish the log house? It was the log house that sheltered our first settlers; therefore, it was the colonial house, which was later replaced by the so-called colonial house of English type. The log house again served its purpose when our bold and courageous pioneers, such as Boone and Clark, began going West and making their homes.

Can History be made more real to children than by having them really live over again the lives of our forefathers? The building of the log house leads the child to realize and appreciate the history of our country and nation better. They may be led to see that it was in this kind of

house in America that the thought and the spirit was begun which is now the goal of the Allied nations of the world—Freedom for Humanity.

It is not difficult for the children to catch the spirit when they have learned something of the people of this time, their food, clothing, shelter, schools, transportation, and other phases of life. They will be eager to express their ideas in various ways. Naturally, the construction of the little log house will be the most impressive form of expression.

The materials are easily obtained. If it is difficult to get sticks like logs, cornstalks may be used with much ease. We used the cornstalks here, the size being about one-half inch in diameter. In making ours a board was used for the foundation; this made it more substantial. In the place of nails, we used old wire hairpins straightened out, and common dress pins. We considered a desirable size for this house to be 20 inches long, 14 inches wide, and 14 inches high without the top on it. When completed it was 18 inches high.

In the building we cut notches in the stalks to make them fit closely together so they would give the appearance of a real cabin. Before putting the top on we laid smaller stalks about one inch apart to represent the roughness and rudeness. On these our forefathers used to hang up their meats, skins, and peppers to dry.

In building the house we left one side of the house open to show the inside. We placed in one end a window. This was done by leaving an opening 3 inches by 4 inches. The top was put on by putting up three sets of rafters and covering them with corrugated paper. The chimney, which we built on the outside at one end of the house, was 8 inches wide. We made the foundation about three inches high of cornstalks and the rest of corrugated paper, to represent the sticks and clay used by the pioneers, letting the chimney extend one inch higher than the top of the house.

The house contained only simple furnishing, such as a big open fireplace, which we made of stiff paper marked off to look like bricks. The cooking utensils used in the primitive days were such as pots, spiders, and kettle. These were modeled of clay and placed around the fireplace. A few plates, cups, and saucers were also modeled of clay and placed on the table. The furniture, what little they had, was made of branches of trees or soft wood, just the best they could get for making such furniture as a bed, stool, stool chair, and a spinning wheel, on which they spun the cloth to make their clothes.

Now, some one may say it occupies too much time of both teacher and pupil to construct this house, when there is no value except the historic value. But by no means is the historic value the only importance. It can be correlated with almost every subject in the grade. But the greatest of all these advantages in building this house is that it makes the children do reference reading and search for the material and bring out their own

ideas about the primitive life of the people. It also brings out their social side of life more, for working on such a great problem brings out the coöperative side of life.

In the building and furnishing of this home are problems in Arithmetic, topics for language and composition work, problems in hygiene and civics. All these are in addition to its historic value.

ELLEN RENFROW, '18.

#### A MODEL FARMHOUSE

When we were assigned a construction problem we determined to make a real house, just as carpenters do, using planks, nails, hammer and saw. We hunted up goods boxes and knocked off the planks to use.

The house was a comfortable, typical two-story farmhouse with seven rooms, a sleeping porch, and a kitchen in the rear. To make it look more like a real house we painted it and screened the windows.

The furniture was made from the brown manila drawing paper, and it was up to date. Since we used odds and ends to build the house, it cost practically nothing.

When little Elizabeth, the daughter of Mrs. Carr, the Domestic Science teacher, saw it she was so carried away that we bequeathed it to her. The house was so permanent that the little three-year-old girl could not bang it to pieces.

VIOLA WILLIAMS, '18.

#### A BUNGALOW

We decided to build a bungalow, the most modern of all houses, and a type found in all live towns and cities, especially. Our house did not cost anything, as we used material that would have been thrown away.

We planned our house with five rooms—a living-room, bedroom, bathroom, dining-room, kitchen; it had a porch running nearly all the way around.

We used two boxes for the body, and old discarded broom handles for posts on the porch, and an old torn-up box for the porch floor.

The most attractive thing about our house was the straight roof made from corrugated paper which we got from boxes in the dining-room. Our house was painted green and the roof black.

The furniture was modern and the entire house was furnished as a model for a young couple just starting to keep house. We had been especially interested in the bungalow because so many had been built around the Training School.

SALLIE TYLER, '18.

#### THE JAPANESE HOUSE

To bring out a child's love for art and for the beautiful, one effective way is to let him furnish a Japanese house. It will also give the child an idea of the Oriental homes. He will see how the people dress, see

their customs and other things that are odd to him. How interested he will be when he learns how different they are from his own people and home! What a difference there will be between the looks and dress of his own baby brother and the little Jap!

After the child has built a house like the one he lives in, he is then ready to build the home like those people of other lands live in. The Japanese home is an excellent type for leading his mind out into other lands. He will see that it is different from his in many ways, but he will also see that real people live in it. Heretofore people of other lands have existed only as vague notions, and the child's reproductions of miniature houses serve to vitalize and visualize the people and their customs for him.

We older people are always charmed with anything Japanese. Imagine how it is with the child who now has a chance to make the furnishings in miniature.

I was one of a group granted the privilege—and we considered it a delightful privilege—of furnishing a Japanese home. The Japanese house is built so it may be converted into one room, but is divided into apartments. These different apartments are divided by very artistic screens, on which some of the most beautiful paintings of the Japanese people are found. These screens are placed around the room and increase the beauty of it very much.

In making these screens for the miniature house we judged by the height and width of the house the size they had to be. We found that we liked the thin white paper to make them out of rather than the thick. We divided the paper into three equal parts and folded the creases in opposite directions. After painting an artistic design on them, we pasted around the edges and creases a small strip of black paper. Crayola also makes a very pretty design.

The Japanese house is thrown open and the hanging bamboo screens are among their most attractive furnishings. To get the effect of bamboo, we used toothpicks. These, although very tedious to handle, answered admirably for this purpose. We imagined their screens were something like our porch screens, so we tried to make them on that order.

To make the screens, we first tied the ends of two picks together. Having now a cord in the middle, we tied a cord on each outer end of the picks. Then we tied two more picks on the middle cord and joined these outer ends to the former. Two sailor's knots were tied between the picks to give the mesh effect to them. We used these screens at the front and back entrances and had them reach to the floor, so as to give the screened-in effect.

We found the required length and width of the outside walls of the house and made a covering for them out of the white paper. We painted

them in a wisteria design and around the edges we pasted a heavy margin of light-brown paper, to harmonize with the bamboo screens (formerly toothpicks).

We made our lanterns to correspond with the size of the house. We had a cord reaching from one corner to the opposite corner, and on this we strung the lanterns, thus giving the effect of swinging lanterns.

To make them we took a piece of thin white paper one and one-half times as long as wide. Then, making a little design on them, we placed a black border on the horizontal edges. After cutting in small slits to the black border, we pasted the smaller sides together. A black handle pasted on the top completed our lanterns.

For the walls inside we made a border of solid white paper with the black facing. This added much to the interior.

Around on the floor we placed two small tables which we made out of a square piece of black paper to represent lacquer. By cutting designs in the sides of these we gave a touch of the Japanese oddness to them. On them we placed a little tea-set and on the floor we placed adorable little mats, on which the lady of the house and her friends might kneel and sip their tea.

Of course, these ladies are always daintily dressed. We dressed the lady of the house in a beautiful Japanese kimono made in the butterfly style, and even had tiny butterflies in the cloth itself. Her wide blue sash was tied in a butterfly bow in the back.

We made a parasol for her, too. We took an oblong piece of paper, made various colors on it that the Japanese love, and then pleated it, one pleat on the other. Then we drew one end together with a cord and pasted it. A toothpick served as a handle.

LUCY JENKINS, '18.

### *Spelling By Using "Family Words"*

In the handling of the spelling lesson the teacher is responsible for much more than teaching a child to pronounce and spell a certain group of words. In addition to this, she must teach him how to study words and how to get new words and their meaning by himself. Even though she may have succeeded in teaching all the words required in a course of study, our task is still incomplete. She must train the child to solve independently new spelling problems. He needs to learn to solve spelling problems for himself as he does to solve arithmetic problems, for he will need a knowledge of both in later life outside the schoolroom.

To make the child independent in spelling is, therefore, one of the chief aims of the teacher. He must learn to rely upon past experience for aid.

In the primary grades he has become more or less familiar with the so-called word families through word drills used in connection with his

reading lessons. Some of these are *ight, oil, ame, each*, etc. In assigning a new lesson in which might occur the words *fighting, spoiled, flames, and reaching*, mistakes in spelling on the part of the child may be avoided if the teacher calls his attention to the fact that each of these words is formed by prefixing or annexing certain letters to some of the word families already known to him. After being given much practice in this in the lower grades, he gradually gains the power to spell correctly in his language and other written work many words which would otherwise have been very difficult for him, and spelling ceases to be the great task he once considered it.

To familiarize them with a great number of these word families which will be needed in spelling and reading, the third grade is often assigned as seat work the making of lists of words belonging to certain families. They may look through all their text-books to get these words, each child trying to see if he can't make the longest list. These lists are gone over and put upon the board. Later on, some of these may be pantomimed by certain children, while the other children try to guess which word it was. There are several other little guessing games that may be used to add interest to this work. All of these devices are of much value toward making children more independent and efficient in spelling.

FLORA BARNES, '18.

### *The Study of Dogs as a Language Topic in the Third Grade*

We have found no subject more helpful to children than the study of animals. Too much cannot be said of the love and care children should bestow upon them. In the third grade we took up the study of dogs as a language topic at the close of a series of lessons on Swiss Life. The children had become very much interested in the Newfoundland dog while studying about Switzerland, and we thought this a good time to teach them of other dogs with which they are familiar.

We gave four days to the subject. The first two days we studied many different dogs, bringing out their chief characteristics, size, and use. The dogs we discussed were: the Bird, Shepherd, Hound, Bull, Poodle, Eskimo, Fice, Terrier, St. Bernard. Along with these discussions we talked about how dogs were trained to do Red Cross work and how much they are doing. Both of these lessons were purely conversational. The children brought many pictures of different dogs to school, and at the close of our study we had a good collection.

The "Story of Hans" was told to the class. Telling this story of how Hans saves his little master helped the children to realize more than ever the great use of dogs.

On the last day we had a picture study of Landseer's "A Distinguished Member of the Humane Race."

ESTELLE O'B. MOORE, '18.

### *City Life Presented to the Fourth Grade*

City Life was my subject in the fourth grade in teaching Geography. In working out this topic I contrasted it with country life, using Greenville, so far as possible, to represent the city or town, and basing the country life on the knowledge of some of the children who had lived in the country or spent a part of their summer vacation there.

First, we took up the different methods of the heating and lighting of the city and country, explaining the different systems, and why used.

The next was a study of the water supply of the city and country. In mentioning the different devices used in the two places we discussed them from the viewpoint of hygiene and sanitation. In connection with this I used a very simple experiment, showing the process by which water is purified. I took a small glass vessel of trashy, muddy water and added to it a small quantity of lime and alum water solution. Then pouring it into another glass vessel, through a funnel lined with a piece of white paper and filled with clean gravel, we watched the process of filtration. In just a short while the impurities all settled, and the water was clear. That afternoon, accompanied by the critic teacher, I took the children down to the water supply plant and let them actually see how the muddy, impure water was taken from the river through long pipes, filtered in the big vats, stored up in the big reservoir, and finally, by pipes, carried into their own homes.

The next day's lesson was a study of the food problems of the city, showing the dependency of the millions of people in the city upon the country for their food. The children found it interesting to note the difference in the way the farmer's wife and the city lady went about securing and making preparations for a meal.

The topic of transportation grew naturally out of the food problems. First, the means of transporting the supplies from the country to the city—the means, in general, of travel in the country, and, then, the various means of transportation and travel right in the city. Several of the children had visited a city. I let them describe and explain to the class the street cars, subways, and elevated railways. Of course Greenville had none of these, but from the pictures and descriptions and experiences given I think the children were able to get a good, clear conception of them.

As a summary, they wrote a paper on "Why I Had Rather Live in the City" or "Why I Had Rather Live in the Country." As a result, I found some good reviews of a great number of the phases of both city and country life.

The subject of government naturally followed the study of city life. First, the government of the home by parents, the necessity of teachers

and officers in school, and then, how the town of Greenville was governed. I had the children find out what town officers they had, who they were, and what they did.

After town or city government, we studied, in a brief way, the government of our State, and of the United States. The general plan of the way we worked this topic out is given in the outline.

- I. Town government.
  1. Officers:
    - a. Mayor, aldermen, school board, clerk of court, policemen.
  2. How chosen:
    - a. Qualifications of a voter.
    - b. Method of voting.
  3. Duties of each officer.
  4. How the town is financed:
    - a. Sources of funds: taxation, fines, etc.
- II. State Government:
  1. Need of a State Government.
  2. Chief officer.
  3. Legislature:
    - a. How composed.
    - b. Chief powers.
    - c. Names of North Carolina's Senators and Representatives.
  4. Sources of State finances.
- III. United States Government:
  1. Chief officer.
  2. Congress:
    - a. How composed.
    - b. Names of our Congressmen.
    - c. Some laws it makes: Liberty Bonds, stamp duties, registration of men in national forces, etc.
  3. Sources of finances.
- IV. A Democracy—our form of government:
  1. Meaning.
  2. Why best.

THELMA WHITE, '18.

### *How to Present the Topic of Transportation*

Transportation, developed from the very earliest times to the present-day methods of travel, is an interesting study. Material for this may be found in many places. It is my purpose now to suggest how it may be carried out in the schoolroom, and the value of this kind of work.

Transportation need not be separated from the other work. It can be correlated with other subjects. Even in the first grade, in connection with the study of the home, we learn the means of travel. On through the grades this work comes in connection with stories, history, and other work. Take, for instance, "Japanese Life"; the ways of travel will



naturally be one of the things the children will learn. Why not let the children construct a jinrikisha? It would make the vehicle seem as real as the automobile that passes the street. It would stimulate the imagination of the child. To take, probably, an inadequate picture and plan the construction of a jinrikisha, stage-coach, chariot, or other vehicle that the child has never seen, requires much thought. It gives the child an opportunity to express what he has learned, and in this way we are able to see if he has gained a correct idea.

The work can be done by individuals, and much of it can be done at home. Besides giving the child a chance to express himself by means of construction work, it will create a great desire in him for knowledge. The child will search for material about the topic upon which he is working. It will cause him to become more familiar with a greater number of books, newspapers, and magazines.

When the child sees how the evolution of travel has been brought about, he can better appreciate modern modes of travel, and it will awaken an interest in the industrial world. In the lower grades, the child would get the primitive modes of travel, but would not get far enough in social progress for a thorough appreciation of our modern means of transportation. And in his construction work we would not expect a finished product.

Perhaps, if I tell you some of the things we did this spring it would help you to understand the work more clearly. About twelve girls were assigned the topic of transportation; each girl was given a different phase to work out. The first thing we did was to begin to explore books, magazines, and other papers. After reading all the material possible, we put our wits together and went to work to be great inventors of our time. With such materials as are usually thrown in the waste-basket, we had a collection that any child would be proud to own. Some of the things constructed were: chariot, jinrikisha, sled, wagon, trolley car, train, automobile, flying machine, canoe, and submarine. Even though they were of a crude type, it made each one feel that she was directly responsible for a certain part of the work. We felt as if we were able to make submarines to help protect our country against the Germans. We also felt as if our aeroplane was good enough for the boys to use in the training camps, but we would be afraid for it to venture across "No Man's Land."

The poster is another interesting part of the work. Pictures may be cut from magazines and pasted upon a large poster. They may be arranged so as to show how the people of different countries travel, or show the evolution of travel. There is another great possibility to the boy who likes to use his knife. He may carve from wood the horse, camel, or any animal that is used in travel. He may paint the horse so he will appear harnessed ready for travel.

This topic, of course, must be handled so as to meet the needs of the class. After it has been treated as discussed above throughout all the grades, it is the best plan to take up the history of travel as a centralized topic. This can come about the fourth or fifth grade. There is numerous work in language, oral and written, and the teacher, by careful planning of her work, may make this topic of "Transportation" something worth while to the children.

HULDAH BARNES, '18.

### *Evolution of the Carriage*

In looking back over history we see that transportation has played a very important part. This topic is next in importance to those of food, clothing, and shelter. Little stories of transportation are interesting to children. The evolution of the carriage is interesting as we watch it step by step from the beginning through its crudest forms.

Man's only means of getting about at first was his own feet. As time passed, he learned to carry things from place to place on his back. Man soon found out that wild beasts could be tamed and be used to take his place. Therefore, the burdens were placed upon the backs of animals. The horse was made of great use in pulling the drag, which was the first form of the carriage. It was made of two long saplings fastened at one end. These served as shafts.

The second great step in the development of the carriage was the addition of a wheel. This wheel was a single log with an axle at each end. The axle fitted in the holes of a frame upon which the body of the cart was placed. Later a vehicle was used with a barrel for a wheel. From that the wheelbarrow and one-wheeled vehicles came into use.

The next step in the development of the carriage was the making of one with two wheels which turned on an axle. The wheels were solid blocks cut out of the end of a log. The cart was still very clumsy because the wheel was so thick. The problem was to make the wheel light. So, after working on it, it was made lighter by cutting crescent-shaped holes in it. The next form of wheel was made lighter by using spokes, which were not inserted in the hub. But later on the last development of the wheel was used on the Egyptian chariots. Here the spokes were six in number and inserted in the hub, radiating to the six pieces of the inner rim. Modern invention has made only slight improvement upon the Egyptian wheel. The tire has been changed from wood to iron and rubber, and more spokes, which make it lighter and stronger, have been added.

The Japanese, instead of having their vehicles drawn by horses, have the two-wheeled carriage which is called the "Jinrikisha." This shows that the carriage has developed by the wheels that have been made stronger. Thus we see the development of the carriage through its crudest form.

IRENE FLEMING, '18.

### *“The Sunbonnet Babies” in the First Grade*

In teaching reading in the first grade we were working especially for conversational tone. We realized that dramatization was the best means for getting this, so the children were asked to read certain parts of the lesson silently and then dramatize them. This might well be called “dramatic reading,” as the children took their books and read it as they thought the person would say it. Some one has said, “Dramatization engages the whole child, play is his natural activity, and by this it secures clearness of perception; it makes him enter into the story with more enthusiasm and enables him to retain it wonderfully.”

This was true with the first grade children. And, indeed, it was quite wonderful to see how well they did it, thereby gaining much self-confidence, initiative, and cultivating their imagination. This was true because they were left to do it as they thought it should be; the teacher only gave them suggestions.

One example of their dramatization is, In playing going to school they chose two little girls to be May and Molly, and one little boy to be “Jack,” the little dog who wanted to go to school too. They used erasers for their slates. They said, “You cannot go with us, Jack; you will bark in school. Go home!” The little boy barked like a dog and ran home as he was told.

grows. By really planting these the Sunbonnet Babies’ garden seemed we planted one also. Each row of children had a garden; some of the seed were planted in glasses of water, some in sawdust, and others in dirt. They took much pride in planting their gardens and in caring for them, coming early every morning to water them and to see how much they had grown. Through these gardens they learned much of how the plant grows. By really planting these the Sunbonnet Babies’ garden seemed more real.

During the drawing lessons they made a Sunbonnet Baby booklet and pasted in it pictures based on the story, which they cut out for seat work. The booklet was made of 9 x 6-inch gray paper. The cover was green, and on it was pasted a Sunbonnet Baby. On the first page they pasted a border of pansies. Then “May” and “Molly,” the main characters in the book, were pasted on the next two pages. On the last page May and Molly were playing hide-and-seek.

The children learned to write sentences such as, “I am May,” “I am Molly,” etc., for a writing lesson. When they could write them well enough they wrote them in their booklets, under the pictures. “I am May” was written under May’s picture, “I am Molly” under Molly’s picture. “We like to play hide-and-seek” was written under the next one. They were pleased with their booklets, and asked to take them home to show to their mothers.

Through the means of handling this story in this way the reading was made more interesting, and this in turn vitalized the other work.

One can readily see that much of the best work in the grades is grouped around a big center. This story was a basis for many kinds of work. It was a center for dramatization, drawing, writing, nature study, and construction work.

LOUISE MEWBORNE, '18.

### *Practical Arithmetic*

#### USING PHYSICAL RECORDS OF CHILDREN AS A BASIS FOR WORK IN ADDITION AND SUBTRACTION IN THIRD GRADE

The wide-awake teacher is always looking for something upon which she may base her work so as to make it vital and real and at the same time to make it interesting.

The physical examinations of the children, for instance, were used as a vital center, especially for arithmetic work, and proved to be a means by which the work was carried over.

The weights and measurements of the children, taken in the physical examination given by the county health officer, furnished material for a very interesting lesson in addition and subtraction in the third grade. The problems were based upon the heights and weights of the children. Before the lesson began the names of the children in class and their weights and heights were written on the board in parallel columns, as follows:

	<i>Weight, lb.</i>	<i>Height, in.</i>
Cecil .....	56	47½
Troy .....	58	49

At the beginning of the lesson the teacher made problems or "number stories" involving the weight or height of some child, and after the correct answer of the problem was given, a child worked the problem on the board, the correct form in analysis being used. For example, here is one of each type:

If Dow weighs 61 lbs. and Troy weighs 58 lbs., how would you find out how many pounds they both weigh? After some child told what process would be used, another went to the board and worked it.

If Linwood weighs 52 lbs., Elbert 52 lbs., and Louise weighs 49 lbs., how many pounds do they all three weigh?

If Charlie is 56 in. tall and Alta May 49 in. tall, how would you find out how much taller Charlie is than Alta May?

Then the children were given a chance to make "number stories" themselves, using these figures on the board, and the child whose example was accepted called on different members of the class to work his example. This made the children feel that it was their lesson, and they were interested because they were doing the work themselves.

Growing out of this are great possibilities for future work.

## RELAY RACE AS DRILL IN ARITHMETIC

A valuable method which the teacher may use to bring out the formal side of Arithmetic, but still keep the interest of the child, is through appealing to the play instinct which is very prominent.

The plan below was based on a relay race in third grade that helped to clear up troubles in subtraction, and helped the child to do his work rapidly but at the same time accurately.

At the beginning of the lesson the children worked quickly with the teacher several examples, as:

$$\begin{array}{r} 17 \\ -9 \\ \hline 8 \end{array} \quad \begin{array}{r} 27 \\ -9 \\ \hline 18 \end{array} \quad \begin{array}{r} 37 \\ -9 \\ \hline 28 \end{array} \text{ etc.}$$

This brought out the idea that when 9 is subtracted from a number ending in seven we always have a number ending in 8 as a result.

The above method was repeated, using examples as:

$$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array} \quad \begin{array}{r} 28 \\ -9 \\ \hline 19 \end{array} \quad \begin{array}{r} 48 \\ -9 \\ \hline 39 \end{array}$$

to bring out the idea that in subtracting 9 from any number ending in 8 you always have a number ending in 9 as your result. After this introduction to the lesson, directions were given for the race, and an even number of children was chosen for each side, A and B. The answers to examples to be given were placed on the board before lesson began, in the following order:

$$\begin{array}{cc} A & B \\ 89, 68, 59, 29 & | 89, 68, 59, 29 \end{array}$$

When the race began the teacher called out 98-9, the two children on the front seats (one A and one B) ran to the board and touched 89, calling it out as they touched it; and so on, until all had been to the board several times. The child who touched the right number first and called it out scored a point for his side.

The children enjoyed the race and watched eagerly for their time to come. They were very much interested when the time came to count the score. The losing side joined in the applause of the others good naturedly, as if to say, You'll have to work harder next time or we'll win.

ETHEL SMITH, '18.

## MEASUREMENTS IN THE FIRST GRADE

During the first part of the spring the school children of Greenville were given physical examinations. These examinations, especially in the lower grades, are usually looked upon as a mere drudgery which takes up too much of the school time. However, the children are interested in this information about themselves, and the examinations may be made of real value to them by linking this work up with the language, both oral and written, and with the number work.

In the first grade the children helped to measure each other. The yardstick was nailed two feet from the floor, and since the two feet had to be added each time, the teacher counted the number of feet and let the children count the number of inches over the foot. They also watched to see that the ruler which was held on the head was level. They were seeing the difference between the inch and foot, and that it takes many inches to make a foot. If ever they tried to stand erect and be as tall as possible they did when they stood up against the ruler; and for once they were willing to stand still. They also tried to remember how tall they were, asking again whenever they forgot.

If the measurements are taken in the fall and again in the spring there will be a much bigger opportunity for practical number work. The children will enjoy measuring themselves toward the close of the school term to see how much they have grown. Each child may subtract and find out how much he has gained, and then compare that with the number of inches some other child has grown.

In the work at the Model School the writing lesson came after they were measured. They had never written more than two new words in a lesson. So the teacher asked the children if they could write how tall they were. One boy consented to try. He had written "I am," and knew how to write numbers. He wrote "I am 4" and stopped. The teacher pronounced the word *feet* slowly and distinctly, then he wrote the first letter. She then sounded the last part and he finished writing the word. When he was ready to write the word *inches* the teacher told him that the first part of the word was like a little word that he had written. He wrote *in*, and when the teacher asked him what said *ch*, he wrote *ch* and then added *es*. When he read the sentence the other members of the class were eager to write how tall they were.

The teacher wrote the same sentence, "I am 4 feet 9 inches," on the blackboard and then asked the whole class to go to the blackboard and for each to write how tall he was. The whole class worked, and as each finished his task he turned his back to the blackboard and faced the teacher with an air of satisfaction, for this was the first sentence he had ever written. Then each began to compare his own sentence with others. In doing this one boy who was much taller than the boy next to him found that they had written the same numbers in their sentences.

When this was mentioned we measured both boys again and corrected the mistake on the card which had been filled out. The boys and girls looked down the line and noticed how much they varied in height. When they saw a certain child was only 3 feet, 9 inches, they looked at the child and then at the figures and for the first time these figures meant something to them.

They took so much pride in their sentences that they wanted to write their names under their sentences. As the time was almost up, the teacher told them that they might write their initials on their blackboard.

When the class had taken their seats they were asked to decide whose sentence was written best. Three sentences were selected by the class and voted on. The best written sentence was left on the blackboard until recess.

This only shows that if the work is planned the children will enjoy it and will really be benefited by taking a part in these examinations, not feeling themselves a mere mass of matter to be stood up and handled at will.

AGNES HUNT, '18.

### *Cantonment on the Sand-Table*

To give the child a thorough knowledge of as much as he can understand of a soldier's life is an excellent way to implant in his heart true, genuine patriotism. As a means to this end, we devoted George Washington's birthday week to patriotic work. After a study of the life of George Washington, bringing out the soldier life of that time, I led the children directly into the life of the soldier of today.

Attempting to give the children an accurate knowledge of camp life in an informal conversational language lesson, I brought out three big points, and grouped the other minor facts around these. These were:

1. The Home of the Soldier.
2. The Work of the Soldier.
3. The Pleasure of the Soldier.

In the discussion of these points I explained to the children how the barracks and tents looked and were placed, giving them the size and telling them how many soldiers each accommodated, and how they were equipped. I then gave them an account of a soldier's day, and his work and his pleasure.

The idea of the sand-table cantonment was introduced while I was presenting this lesson. The children were eager to give their ideas as to how everything could be made, and where it should be placed. In the drawing lesson that day the children made small barracks out of gray drawing paper. The windows were put in with black crayola, which made them much more real looking. The best ten out of the set were picked out and placed on the sand-table.

The next morning before school we made eight or ten little tents from cream drawing paper, and placed these on the sand-table with the barracks.

For seat-work that day the children cut little soldiers from brown paper. The soldiers had guns on their shoulders, and they made a very effective picture when we placed seven rows of soldiers drilling on the sand-table.

Next came the problem of how the trenches were made. With the aid of a very good picture we were able to make a line of good trenches that were somewhat similar to the trenches used over in Europe. In the trenches we placed two dug-outs. These gave the children a clearer idea of how the soldiers are protected from their enemies, although they fight from the trenches. In front of the trenches we put up the barbed wire entanglement which was made out of very small hemp cord.

After we had completed the trenches we turned our attention to the heavy guns. We made three small cannons, and they were placed over on one side of the camp.

Next came the form of bayonet practice. I had told the children how the soldiers used their bayonets, and they were very anxious to know how the bayonet dummies looked, so I made the dummies. They were made by sewing up small sacks and filling them with cotton. The sacks were tied to a string and the string was tied to two poles, which were stuck in the sand.

The last thing we made was a large Y. M. C. A. building, and this was a very important building in our camp. The large Y. M. C. A. sign could be seen all over the camp.

After everything was completed we raised a United States flag on a high flag-pole in the center of the camp.

SOPHIA JARMAN, '18.

### *American Sand-Table for Mission Study*

In Sunday schools and missionary societies the same methods should be used as are used in school to enliven the interest of the children. The most marked characteristic of childhood is physical activity, as you know, they must be forever doing something. In all good group work all the children take part. Below is given a description of how the Sunday school teacher interested children from 10 to 14 years of age in Africa.

The most effective and interesting way of all, I believe, is the use of a sand-table showing an African village. They will take great delight in making this themselves under the direction of the teacher and right along in connection with their study. On this sand-table the houses are arranged in one straight street, and across one end is what is called the Palaver House, where the head man of the village stays; this is the meeting-place of all the men of the village. Here is where they meet to talk and have a good time together. In front of this is the call drum



which is used to call all the men when they are wanted. These houses can be made of dry broom sedge stuck on a foundation of clay, which represents the mud which their houses of grass were filled in with. The thatched roof made of dry grass. Two windows in one side of the house and two doors on the other, opening into the street. The village, of course, is in a clearing, and in one corner of the sand-table is a thick wood or jungle made from either sticking twigs from real trees down into the sand to represent palm trees or making palm trees out of paper. In this jungle are placed the animals modeled from clay, such as the giraffe, elephant, bear, and kangaroo. In another corner a pond can be made by putting in a shallow pan filled with water and letting the sand go down in and cover the sides to be the banks. Then the crocodile, alligator, turtle, snake, etc., also modeled from clay, can be placed in and around the pond.

Another way to make the teaching of Africa interesting is to have the children cut African pictures from magazines and mount them. In this way they not only learn about Africa, because, by means of pictures, the customs, dress, the country, etc., are more clearly understood, but they get the mission spirit for, after the pictures are mounted, they belong to the class and not to the individual.

Then, too, a large poster can be made with an outline map of Africa, and then the real objects, such as dates, figs, ostrich feathers, rubber, ivory, diamonds (use rhinestones), are pasted on the map in the part of the country they come from. In this way we show for what things we are dependent on Africa and what advantage it is for us to study about Africa. This clears up the idea that so many people have that all Africa is a barren desert and of no good to any one.

One very great help that I saw used in this work was a number of cartoons that were drawn to show that there are two sides to the question and that the Africans think we are just as strange as we consider them. These are just a few suggestions as to how this work may be improved and made more interesting for the children in Sunday schools and missionary societies, using Africa as an example.

MATTIE E. PAUL, '18.

## Reviews

*Food Problems*, by A. N. Farmer, Superintendent of Schools, Evaston, Illinois, and Janet Rankin Huntington, State Department of Public Instruction, Wisconsin, published by Ginn & Company.

The book is used in the last term by seniors in a course in Methods.

The book was the result of Mr. Farmer's interest and inspiration after six weeks work with the United States Food Administrator, Mr. Hoover.

The chief purpose of this book is to teach the meaning, the necessity, and practice of food conservation. There is also another possibility in the problems which any teacher may utilize, namely; that of motivating work in arithmetic. It also forms a basis for language work. Often arithmetic seems stale and dead, but these problems have a freshness about them which is not often found in problems. The reason of this is because they illustrate the things that the whole world is now interested in. On the title page these are given:—

What we waste.  
Its money value.  
How we waste it.  
How we can save food.  
How you and I can help.

The chief articles of food that it takes up are wheat, meat, butter and other fats, milk and sugar.

The problems in this book are for sixth, seventh, and eight grades, but it can be adapted to suit any grade.

The prices used in these problems are those current in Chicago the first part of the year 1918.

This book has been endorsed by the Federal Administrators of the following states: Indiana, Pennsylvania, Illinois, Iowa, West Virginia, Rhode Island, Massachusetts, Kansas, and Arkansas; it has also been endorsed by State Superintendents of North Carolina, Maryland, Nebraska, Rhode Island, Maine, and Colorado; by Jane Addams of Chicago and by the State Council of Defense of Arkansas.

When it was only about three weeks old more than 5,700 copies had been sold.

At this critical time, when all the world is so interested in the practice of food conservation, this little book, "Food Problems," brings it out very forcibly that just a little saved each day will amount to an enormous quantity even in one week. Thus: "The average use of sugar per person in the United States is 4 ounces daily. The soldier is allowed only 3.2 ounces per day. If every one of 100,000,000 inhabitants of the

United States average the same amount of sugar as a soldier, how much would be saved in one week?" The answer to this problem is 320,000,000 pounds saved in one week.

We must not only save all we can, but we must substitute foods for those which can be shipped, as wheat, meat, fats, sugar, milk, butter, and cheese. How this can be done is shown in the following problem: "The average use of wheat flour in this county is about 4.9 pounds per person a week. Suppose everyone of 100,000 inhabitants of a certain city decided to use war bread, in which 25 per cent of wheat flour is replaced by some other flour, how many pounds of flour could be saved each week for the Nation, in this city alone?" The answer to this problem is 122,500 pounds per week approximately. This shows very clearly that if everybody will just do his bit, the Allies can be fed without our feeling the effects of it.

One of the most interesting problems which grew out of a study of the book was whether or not it pays the average North Carolina family to keep a cow. Each girl was requested to bring to class a statement of the estimated cost of keeping a cow in her section and the value of the milk and butter produced. Since the class is composed of girls from nearly every section of the State, some from town and some from the country, there was a great difference in estimates. The average cost of keeping a cow in town was estimated at about \$15 per month, and the average cost of one in the country was estimated at about \$1 per month. The low estimate of cost in the country is due to the fact that the girls claimed that the food for the cow is raised on the farm, and what the cow eats is not missed except during the winter months. The average receipts from a cow both in town and country was estimated about \$40 per month. The class agreed that it certainly pays in North Carolina to keep a cow in the country, and also in town except under adverse conditions.

ROBERTA FLOYD, '18.

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*Socializing the Child.* A guide to the teaching of History in the Primary Grades. By Sarah A. Dynes.

This little book is a real contribution to the list of Educational Guides. Its author, Miss Sarah A. Dynes, who is at the head of the Department of History in the State Normal School, Trenton, New Jersey, is well known at the Training School, as she was a member of the Faculty here in the summer of 1914.

We waited to write a review of "Socializing the Child" until we had tested it ourselves. Throughout our year's work as student-teachers we used it very successfully as a reference book and found it very valuable; its organization makes it a book particularly adapted for reference work. I am sure each member of the class feels an intimate relation to Miss Dynes.

This book is based upon actual work of experienced teachers, work that has been given a fair test. The title given it is very suggestive of its purpose, for the problems that it solves reveal the school in its relation to democratic society. Especial attention is given to the solving of problems in the teaching of History, for the solution of problems in the life of people arouses an interest in one's fellow-man and a willingness to work in harmony with him that no other subject can give.

This is a book of suggestions and aids for the primary teachers, and it answers many of the practical questions with concrete illustrations. The suggestions for the use of the sand-table, pictures, construction work such as the playhouse and store, have stood the test of practice with success. One of the main purposes of these suggestions is to help in organizing the work of the primary grades and placing it on a systematic basis so that it will better serve its purpose.

The organization of the work is according to grades, so that with a glance at the contents the work for any particular grade or grades is outlined before one. It gives a good plan for the introduction of Heroes of History, and in concrete form suggests the preparation to be done on the part of the teacher as well as the pupil. The chapter on the Celebration of Holidays is worthy of careful consideration on the part of any teacher seeking aid. No one has grasped more fully the value of the solution of simple history problems, in the primary grades, as a background for later work in history, than Miss Dynes.

MAY RENFROW, '18.

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*Child's Food Garden*, by Van Evrie Kilpatrick, president of the School Garden Association of America.

This is a time when every one should be interested in the Food Garden. The demand for food is so great, it is almost a disgrace for any one outside of the big cities to buy vegetables instead of growing them. Certainly one cannot be patriotic if he does not have his own food garden.

Every boy and every girl in both the city and country should have a garden and learn to do the work successfully.

The importance of encouraging the children in outdoor work with living plants is now recognized. It benefits the health, broadens the education, and gives a valuable training in industry and thrift. The great garden movement is sweeping over all America, and our present problem is to direct it and make it most profitable to the children in our schools and homes.

Van Evrie Kilpatrick, president of the School Garden Association of America, has told the garden story in a very simple manner, in the little book, "The Child's Food Garden."

This is a real beginner's book. It is far more simple than any of the others now upon the market.

This book is intended to be used in the third grade or any grade above the third, even as high as the high school, where students are beginning to make home or school gardens for the first time, primarily for those who have never made gardens before. It explains the very first steps in gardening, and contains very definite directions for work.

Every child who uses this book will be likely to have success with the first trial in making a garden.

The illustrations are especially helpful. Pictures are shown for each step in the garden: Making Ready, Making the Garden Plan, Planning for Successive Crops, Tools, Fertilizing the Soil, Seeds and Planting Depths, Planting, Cultivating, Watering, Thinning, Transplanting, Harvesting and Marketing, Accounting, and Keeping Vegetable Matter in the Soil.

There is something to do in gardening in every month in the year, and this little book will help in selecting the right kinds of vegetables and flowers for each season. It also gives directions for preserving vegetables and fruits.

If the boys and girls in our schools and homes will use "The Child's Food Garden" they will not only know how to do the work successfully, but will know plant enemies and friends.

It is hoped that this book will prove useful to children who have gardens of their own, to schools that are engaged in garden work, and to mothers' clubs and other organizations that have become interested in garden work.

EULA PETERSON, '18.

Comments on the Lessons in *Community and National Life* which are being issued by the Government through the Department of the Interior, Bureau of Education, were given space in the last two issues of the QUARTERLY, with suggestions for their use.

The next lessons that follow those given in the winter number are lessons on Customs, Laws, and Forms of Government. These are especially good to use in teaching History, Geography, and Civil Government.

As we are concerned especially with the lower grades, we call especial attention to the lessons planned for the intermediate grades.

#### LESSON C-17. *Custom as a Basis of Law.*

This lesson contrasts laws with customs. It shows that law has a natural origin growing out of custom and that both custom and law are means of bringing about satisfactory coöperation in community life.

Have you ever thought what a great influence customs have upon our lives? Customs determine our method of greetings, the way we express

our emotions, the spirit of the community; they govern our social lives, and they govern every part of our lives.

LESSON C-18. *Coöperation Through Law.*

This lesson aims to show that law is developed in effort to promote social coöperation. Like the organized forms of industry, civil government is a means of promoting the productiveness of society and the comfort and happiness of its members.

Laws to regulate food supply, taxes, the protection of public health, provision for public education, and recreation are all made through coöperation. Obedience to law is also a part of coöperation. Coöperation in industry and factories has been possible only because people have learned to work together according to a carefully planned system. In the same way the city and State have laws that have grown out of the willingness of the people to adopt laws which make it possible for everybody to be comfortable and orderly, and to demand of everyone else that he keep the common peace through obedience to the common law.

LESSON C-19. *How the City Cares for Health.*

The aim of this lesson is to show how the law is continually being enlarged for the purpose of improving the life of the community.

The city has laws concerning pure food, pure water, playgrounds and recreation, disposing of refuse, and to quarantine contagious diseases.

LESSON C-20. *The Family and Social Control.*

This lesson shows how the rules and customs of the family help society to carry on its duties to its various members. It also illustrates what is meant by social institutions.

The family was the first social institution, that is, it was the first group of people to work together permanently for some common good. In the family children are trained in their duties to each other and to the community. State and cities borrow many of their principles of government from the family.

Let us again urge the careful consideration and use of these bulletins which the Government is furnishing.

FANNIE E. BISHOP, '18.

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*Monro on the Army* (2 volumes).

"Dedicated to King George the Third."

"Observations on the Means of Preserving the Health of the Soldiers; and of conducting military Hospitals." Date 1780.

These old books were placed in my hands recently. I had no idea that the people of Revolutionary times were so advanced in these ideas.

It is astonishing to see how much the ideas tally with our own concerning the conditions necessary for making the best mental and physical

soldier. Except for the age of the book, and that the *s's* are like *f's*, you might think you were reading a modern book. The chapter on "The Scurvy" might be used by the Food Administration now.

Monro says that the causes of scurvy are exposure and the lack of proper food and exercise. He believes, too, that "an ounce of preventive is worth a pound of cure," so he advocates giving the soldier every possible care for the prevention of disease.

He says that cleanliness is the first requisite. That camps, food, and ships should be inspected and special attention paid to clothing and bodies. Wholesome food was considered very important. Cereals, such as flour, oatmeal, groats, barley, meal and rice, should be used. Fruits and vegetables should be used as much as possible. Mustard-feed, garlic, onions, potatoes, pickled cabbage, carrots, and any kind of green vegetables that can be had are good. Oranges, lemons, apples, limes, olives, and all acid fruits were recommended. He warned against the use of too much salted meats. There is one thing in striking contrast to our ideas, that is the use of much spirituous liquors.

He said that the soldiers should be well clothed so that they would not suffer from sudden changes of weather, and that they should not be exposed to bad weather any more than possible. They should have free access to good water. The cantonment should not be crowded and should have plenty of fresh air. There should be opportunity for exercise, as this is a very important factor in keeping up the health of the soldier.

The cantonments and hospitals should not be located near a marshy, low place where foul air or unwholesome vapors rise. (This means to us now, where mosquitoes do not breed). To get rid of the foul, unwholesome air, he recommended that they burn juniper and shoot volleys of gunpowder about the camp.

Hospitals should be located in healthful climates and be inspected and attended by able physicians and nurses. Flying hospitals adequately equipped should go with every army and all sick be carefully cared for. The remedies suggested are amusing, as for all fevers they bled the soldiers and gave only one kind of medicine for all trouble. For scurvy, however, particularly, he recommended vegetables, acids, beers, but, best of all, "was a strong infusion of horse-radish taken two or three times a day." All this sounds as if the date should be 1918 instead of 1780.

OLIVE LANG, '18.

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Like the soldiers in cantonments in the United States, our boys in France have their own official newspaper. They call it *The Stars and Stripes*. In it may be found many of the interesting things which the boys do not often write home, and also some things of interest that happen over here. It gives us a better insight into the lives of the soldiers over there than most things we read, for it is written by them, and they know.

Their style is rough and unpolished, but is joyous and free, with jokes about many of the hardships they have to bear.

Some of the advertisements are new to us. Our old friend, the Walk-Over Shoe, is advertised, and other things just as familiar. The cartoons are attractive and original, but are different from ours in that they are confined chiefly to the little anecdotes that occur in the life of a soldier, and some of it is difficult for stay-at-homes to understand.

Another very attractive thing is the great number of rhymes and jingles found throughout the paper. These contain a large amount of good boyish slang, which makes it all the more interesting to us.

UNA BROGDEN, '18.

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*Oral English.* The Bulletin of the Alabama Polytechnic Institute for 1917, which is a joint publication of that institution and the Alabama Association of English Teachers, is one of special value. It is both a plea for better spoken English and an attempt to suggest means of improvement of speech. It contains plans for courses of Study, methods of teaching oral English, bibliographies on the subject, some of the plans of the Speech Committee of the Association of English Teachers, and suggestions on the management of debating clubs and other deliberative organizations.

"Spoken English is the tool of the business man, the thinker and the leader, as well as the small change of ordinary intercourse," and therefore correct English is both a great necessity and a great means of progress.

There is also a mild and almost unspoken protest of the English teacher that he is not wholly responsible for the bade state of spoken English. To get an improvement in English by the pupils, the parents, the public, and other teachers must coöperate with the English teacher.

A better speech movement with threefold purpose: correctness of speech, distinct enunciation, pleasant and properly placed voice, was introduced in Alabama in April, 1916, and proved a success.

Detailed plans of how this was accomplished are given in the bulletin. There are numerous suggestions given by teachers and supervisors of different schools and departments. Some of the topics discussed are: "School Plays for the elementary school," "The Story-telling League," "School and College Dramatics," "Dramatization," "The High School Debating Club."

One topic of special interest to us is "Speech in the South," by Elizabeth B. Grimball, a Southern woman.

The thing that forces itself on the mind as of great importance in the whole movement of better speech is the immediate establishment of a speech consciousness. Before the speech of any one can be improved, that person must recognize in himself his faults. The next step is to



attack each fault of slovenly speech. Much of the slovenly speech is caused by forgetting all phonetic training. This difficulty with adult students may be overcome by a careful review of phonetic tables, and a study of the placing of the different vowels and consonants.

The women's clubs can help in this matter if they would have special programs for the study of correct pronunciation and pure diction.

MATTIE T. WHITE, '18.

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*Government Policies Involving the Schools in War Times*, a bulletin of the Bureau of Education, published in response to requests from school officials in all parts of the country, gives advice as to the best course for them to pursue in order to render the greatest amount of service during war time, is a plea that the schools shall do everything possible to increase their efficiency to the end that children now in school may at the conclusion of their course be better qualified than before to take up the duties and responsibilities of life.

If the schools will carefully select boys in good physical condition and having other necessary qualifications, prepare them in various branches of agricultural work, and send them out on the farm under proper auspices during the summer vacations, they will undoubtedly be offering greater relief in the present emergency than by attempting to carry on any work under the Army or Navy.

There is a great demand for clerks, stenographers, and typewriters. Can these places be filled successfully by boys and girls under eighteen years of age? The schools could render a much more needed service by organizing classes to train boys and girls for this work.

The present emergency is an opportune time for readjusting the schools on an all-year-round basis. The organization of the summer and evening classes is a step toward this.

*The Summer Sessions of City Schools*. Bulletin, 1917, No. 45, of the same Department, is a report of summer school work and a recognition of the fact that for years school officers and the people generally are beginning to realize the lack of necessity for a very long summer vacation, and opportunities should be offered to such children to keep them from loafing on the streets. Experience shows that all the habits established during the regular school term are broken up and must be formed again at the beginning, which is a slow process and involves a waste of time. We are urged to conserve everything today. Why not conserve time?

This bulletin was published for the purpose of determining and summarizing the extent and result of this movement for summer schools in the cities of the United States.

The questionnaire submitted to the superintendents in regard to the summer school was: "What economic and other advantages come from

the maintenance of a summer school of your city?" Practically all the replies were the same, that these schools save the city more money from the fact that many children are not compelled to repeat a half-year's work.

Pupils who have tried the summer work give favorable replies in answer to questions asked concerning the work. It is undoubtedly true that parents as a whole are in favor of this summer work. This is shown first by the fact that they send their children. The teachers say they enter the schoolroom in the fall, after a two weeks vacation, as eager to begin work as they did when they had a longer vacation.

The cities in North Carolina mentioned in the bulletin were Raleigh, Charlotte, and Concord.

SOPHIA COOPER, '18.

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*Selections for Speaking in the Public Schools.* University of N. C. Extension Leaflet, War Information Series, No. 16.

This Bulletin is published in response to numerous requests which have come to the University for material suitable for delivery on special occasions in the Public Schools. The editors have included pieces old and new, of various degrees of difficulty and literary excellence, but all effective and each one carrying its vital message of pride in the past and of courage and inspiration for the present. The first section deals particularly with Lee, Lincoln, and Washington anniversaries. These occasions, which have been celebrated from year to year as a matter of course and as a part of the school routine, suddenly throb with a new significance.

Teachers must then do all they can to make these school occasions ring true to the temper of the hour. They should be made solemn, vital, and inspiring as they have never been before. Familiar selections of the past, together with such contemporary selections in prose and verse as will keep constantly before us the purpose of the struggle we are in and the heroic sacrifices of those who battle with and for us, furnish material with which we may bind the heroism of the present with the heroism of the past and reaffirm the old ideals in the stirring language of today.

Following are a few of the typical selections: Lee's Birthday, January 19: The Last Stand of Lee's Veterans, The Last Charge at Appomatox, The Sword of Lee, and The Southern Soldiers After the War. Lincoln's Birthday, February 12: The Gettysburg Address, Tribute to Lincoln, Liberty or Death, Paul Revere's Ride, No Peace with Autoocracy, "The Character of Washington," by Daniel Webster, "Funeral Oration on Washington," by Harry Lee, and "The Americanism of Washington," by Henry Van Dyke.

Selection II is made up of selections relating to the present crisis. They are appropriate on any patriotic or National occasion. It is

divided into two parts: First, America, which contains, "Liberty Enlightening the World," by Van Dyke, The War Message, "Why We Are Fighting Germany," by Franklin K. Lane, "The German Plan of World Domination," by Newton D. Baker. Second: Our Allies, which contains, "The Name of France," by Van Dyke, "Our Debt of Honor to France," by Theodore Roosevelt, The Chivalry of Lafayette, Lafayette's Visit to Fayetteville (1826), "The Hell-Gate of Soissons," by Huber Kaufman, and "The Red Cross Nurses," by Masson.

The War Information Series, No. 16, contains The Community Pageant, which is now recognized as an agency for the promotion of democracy. This Series is divided into two parts: The first division, The Four-fold Significance of the Community Pageant, The Literary and Political Significance of Folk Consciousness, Pageantry as a Form of Communal Activity, The Relation of this Matter to a New Literature, and a Contribution to National Ideals. The second division contains Suggestions for Community Pageants, which are: The Director, Committees and Their Duties, Subject of Pageant, Text of Pageant, Setting and the Costumes.

A pageant the bulletin says is not as hard as it looks. It is a work that will require patience and perseverance, but it can be done where a few people are brought together with the desire of serving people. There is no better way to illustrate the war than by pageants. We should not lack pageants in our school and county commencements. The University is making good its offer to coöperate with all teachers who desire to render this great service to America.

LELAH G. PARKER, '18.

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*Saving the Seventh Baby* is a cause that various magazines and clubs are working for. In this great world-wide struggle the American people are striving to save one baby to every lost American soldier. The magazines tell of public Health nurses who are scattered in many places to look after Seventh Babies. Finding the causes of the death rate is what all are interested in. From a report of a committee of five men that tried to find out the causes of the death of so many babies it was clearly seen that bad milk was one of the chief causes. Some milk was examined and many different kinds of germs were found in the milk that did not belong there. The members of the committee at once conferred with the dairyman to see what was the trouble.

We give here a digest of the report taken from the November *Delin-eator*, as it has the milk question in detail, and this is the question of perhaps the greatest importance to most of our readers.

The health officer met with the committee and the dairyman. He showed photographs of dilapidated barns and dirty milk-houses. He described the shortcomings of the old style milking pail and exhibited

one with a poke bonnet that would protect its contents from dirt and dust. The long-familiar can and dipper were condemned as breeders of diseases, and sealed bottles only were approved for delivery purposes. He stated that all milk should be cooled at the dairy and delivered on ice, as germs thrive best at high temperatures. The dairyman was not accustomed to all this abuse and talk about his time-honored practices. His hands were as clean as the other man's, he believed, and he scrubbed and sunned his pails and cans religiously. All this talk about ice and small-top pails, and boiling cans and bottles and deadly germs was quite uncalled for, it seemed to him, and something not to be tolerated by free Americans. The five men did not like the way the dairyman talked, but this did not keep them from doing their part. They kept on talking and working with dairymen until all were working to get clear of germs.

Keeping up with the means used for saving the babies is interesting.

INDIA ELLIOTT, '18.

## *Alumnae*

Alumnae news for this quarter was written up by Irene Wiggins, of the Senior Class. Most of the news we had was from information from the questionnaires returned to the editors and from letters that came directly to the Training School. All of these were sorted and the special items of interest to the alumnae arranged in the form of news items.

Alumnae, come to Commencement, see each other, attend to alumnae business, and meet the girls who join your ranks this year. The election of officers and the making of plans for another year are of importance. Getting back in touch with the School, seeing improvements, hearing reports of the things that have been done during the year, meeting the girls who have been carrying on the school, as you did in your days here; all these things, and many more, make coming here once again decidedly worth while. The people in the school wish to see you and hear reports of your work, see your development, for in you they see the success of what is done here.

Whenever your copy of the *QUARTERLY* does not reach you, please notify us at once. We cheerfully correct any errors we make. Sometimes we find the cause of the trouble, and again we find that it has been mailed, duly checked off and put in the postoffice, and something has gone wrong with it after leaving us. Again the letter of complaint is from a postoffice that is different from the one you sent in with your subscription; you are teaching in a different place but did not remember to notify us of the change, or you have gone home and the *QUARTERLY* has gone to your school address. Please notify us of any change of address.

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Saturdays are home-coming days for the old girls who are in Pitt County or near by. The people at the School are always glad to see the girls, hear what they are doing, and catch a glimpse of the lives they are living. Something seems wrong in the School when a Saturday passes without our having these visits. Sometimes the editors of the *QUARTERLY* happen to miss some one. We always wish to see you if possible. Most of these visitors drop into Room 3, but sometimes classes are on duty in there or it is such a busy workshop that the visitors fear they will interrupt. When you cannot conveniently get to *QUARTERLY* headquarters, please leave a note on the library desk saying you have been to see us, and add jottings of the things you are doing.

Sometimes it seems a long time between the sending of items of news and their appearance in the *QUARTERLY*, but you must remember this is a quarterly, actually, in fact as well as in name, and it comes out only

four times a year, as its name implies. A letter that gets here immediately after we go to press cannot get in until the next issue.

We have tried to get news each time from the Training School girls who are teaching in Pitt County. The faculty editor is a teacher first and then editor, therefore she is on schedule duty in the classroom usually at the time the meeting is held and has to depend on getting the information the best she can. She knows full well there were many items of interest she could have gleaned from the last Pitt County meeting, and regrets that she could not get it. We trust that we have some of it, and sooner or later all of it will reach our ears and finally reach the public in print. The student editors do not know the old Training School girls from the other teachers in the county. Furthermore, they rarely ever have the opportunity of attending the meetings.

If you are going to attend a summer school or an institute anywhere this summer, please drop a card to the QUARTERLY editors telling where you are going. This is of great interest, not only to your friends but to the people in authority at the Training School. You forget that the School is always looking to you to see signs of its work.

Your Alumnae Editor and Nell Dunn came over from Washington the first Saturday in May and spent the day in the School. They report "busy times" in the Washington school getting ready for a May Day Festival. Bettie is running Children's Day at the Methodist Church. They told of happy week-end visits to them from Alice Herring and Martha Lancaster, both of '16. Martha was in the School visiting Cora and shaking hands with others on the same Saturday.

Lou Ellen Dupree, '17, came in recently to see her sister, a future Alumna, and let her old friends catch a glimpse of her.

Leona Tucker and Jennie McGlohon, '17, were with us one Saturday in April. Helen Gardner and Julia Elliott came to see us another Saturday.

Sallie Jackson, '15, is at home for the vacation. Her school, Grimesland, closed May 2.

Bernice Fagan, '15, was married recently to Frank Jordan, of Sunbury, a brother of Julia Jordan.

Pearl Brown Tyson, '15, says she intends teaching next year in a school near her home, Farmville. She says they are raising good crops, and market poultry and eggs. They practice the "less day" and are trying to do their bit.

Ruth Proctor, '15, has Primary work at Dixie School near Rocky Mount. They have organized a Junior Red Cross in the school and are doing regular junior work. There have been several entertainments given at the school this year, one of which was given for the benefit of the Red Cross.

Hannah Cuthrell Brown, '17, is teaching first and second grades at Newton Grove. They have organized a War Savings Society in the

school, and the children are encouraged to save their money to buy stamps. Hannah reports that she had to manage the whole school when her husband was called to be examined, and that she doesn't care to repeat the experience.

Mary Wooten, '17, is teaching the first three grades at Forestville School, Wake Forest. Her school has bought a \$100 Liberty Bond, and several of the children have bought thrift stamps.

Lula Fountain, '14, is teaching third grade work in Rocky Mount again this year. That school has also caught the spirit of the times, and the children are knitting comforts, sweaters, scarfs, and socks for the soldiers.

Viola Gaskins, '16, has Primary work at Falkland School this year. She and the other teacher, Miss Crisp, brought the children to the Community Commencement at Joyner School, where they entered into the exercises and stunts of the day which showed true sportsmanlike spirit, and won out in a number of the contests. The prizes given to the individual children were thrift stamps. This was done to encourage the children to buy stamps. They have organized a War Savings Society in the school.

Janet Matthews, '16, is at Wendell School again this year, and writes that she thinks their school is one of the best. She says that they have an almost ideal school building. One room is set aside for Red Cross work. In the last Liberty Loan campaign the school bought \$1,000 worth of bonds. She spent Easter at the Training School as the guest of Miss Hill.

Kate Sawyer, '15, is teaching at Jacksontown School near Grifton. She is the only teacher there, but she has not failed to encourage war work in the school.

Ethel Perry, '17, has fifth grade work at Clinton.

Helen Gardner and Julia Elliott, two members of the 1917 class who are teaching at Pactolus, have sold twenty dollars worth of thrift stamps. They gave a box party and raised \$92. This money was used for the purpose of painting the inside of the school building and improving the school building. This was the largest amount that has ever been made at a school entertainment in Pactolus. These girls have been very loyal in coming back to the School and still showing their interest in us. They have been over to all the teachers' meetings and always come over to the Training School. They have seen some of our ball games, and they attended the Senior Play on Monday evening, April 22.

Allen Gardner, a member of the class of 1916, and Ophelia O'Brian, a member of the class of 1917, who are teaching at Graingers, had an athletic meet on April 5, in which every one was very enthusiastic. Volley-ball and other games were played; there was also a track meet held there that day. They are very proud of their year's work and have

promised to send us a full review of the year's work, also some pictures which we hope to put in the QUARTERLY some time.

Leona Tucker and Jennie McGlohon, both of the 1917 class, who are teaching near Farmville, N. C., have done a wonderful work in connection with the war work. They have sold \$2,500 worth of War Saving and Thrift Stamps. They received the first prize.

Fannie Lee Speir, '17, who is teaching the second and third grades in the Winterville School, sent a report of what she has been doing in her school. They picked cotton in the fall and bought curtains for her room and purchased a pencil sharpener. They bought some blackboards, which were needed very much. Four of the boys helped her put them up. The children in her room won a large United States flag in a contest between the four rooms. The War Savings Stamp list is growing very rapidly and they hope to reach \$100 before school closes. The four rooms have had several special programs on Friday evening. Quite a large number of patrons and friends came each time. The school expected to give a patriotic pageant on April 11. The proceeds will begin a piano fund. The children are delighted at the idea of having a piano in the school. This is the first year there has been a cooking class in this school. Fannie Lee Speir has a class of eight interested and enthusiastic girls from the sixth and seventh grades. This cooking is done in the kitchen of her own home. They have used a number of the recipes that were used in the cooking course at the Training School and have tried out a number of war-time recipes.

Dinabel Floyd, '16, attended the Social Service Conference at Raleigh as a delegate the first of March. She is very enthusiastic over the work she is doing at St. Pauls. She is not only working in the schoolroom but she is doing community work in the school district and is doing real child welfare work. We hope to give a full report of her work in the QUARTERLY.

Lela Deans Rhodes, '14, is principal of the New Hope School in Wilson County. This school had the best Community Fair in the county last fall. She speaks in high terms of the work of her superintendent. She came to the Senior Play and brought two others with her. She is always a loyal Alumna.

Annie Smaw, '14, is teaching History and Mathematics in the High School at Franklinton.

Marjorie Pratt, '16, is teaching a one-teacher school a few miles from New Bern. She is kept busy but seems to find it interesting.

Minnie Myers, '14, is teaching one of the third grades in Charlotte School, where she taught last year. She reports that they had to lose some time from school because of coal shortage.

Musa Harris, '17, is teaching at New Hope. They gave a Fiddlers' Convention, a Box Party, and a Valentine Party and cleared \$112. The patrons of the school have raised money not only to extend the



school a month longer, but the salaries of the teachers will be larger this month than before.

Julia Rankin, '16, is teaching at Pineville, N. C., in the Farm-Life School. The dormitory is not furnished yet but the teachers stay there and do light housekeeping. They are planning to have a good commencement and patriotic program for a patriotic day.

Martha O'Neal, '17, writes interestingly of her work at Scranton. She is now secretary of the War Savings Society of her school and reports that interest is steadily increasing. Her pupils saved all the tinfoil they could get and the child who wrote the best letter was given the privilege of sending it. They are now saving coupons and doing all they can for the soldiers. They are planning for organizing a Red Cross Auxiliary and a Canning Club.

The girls who have once been to the Training School are always interested in what is going on after they leave. Never has their interest been manifested more than it was the night of the Senior Play, when they attended in such large numbers. Nor did they come alone; each girl brought her friends with her which helped to make up the large crowd which came from the neighboring towns and country. Among the crowd the marshals noticed these: Lucile Bullock, Ophelia O'Brian, Luella Lancaster, Emma Cobb, Allen Gardner, Sallie Franck, Ruth Proctor, Eula Proctor Greathouse, Alice Herring, Martha Lancaster, Julia Elliot, Fannie Lee Spier, Ruth Lowder, Mary Newby White, Fannie Lee Patrick, Bettie Spencer, Clara Davis Wright, Lela Deans Rhodes, Trilby Smith, Juanita Dixon, Louise Smaw, Louise Stalvey, Ruby Vann, Lida Taylor, Helen Gardner, Sallie Jackson, Jessie Bishop, Connie Bishop, Lillie Tucker, Viola Gaskins, Hannah Cuthrell Brown, Bessie Cason.

There were doubtless many others here, but they had to hurry off without having time to see people.



## *THE CLASS OF 1918*

<i>President</i> .....	ESTELLE O'BERRY MOORE
<i>Vice-President</i> .....	JESSIE HOWARD
<i>Secretary</i> .....	IDA WALTERS
<i>Treasurer</i> .....	ETHEL STANFIELD
<i>Critic</i> .....	SARAH WILLIAMS
<i>Class Adviser</i> .....	MISS JENKINS

*Colors:* PURPLE AND WHITE.

*Flower:* SWEET PEAS.

*Tree:* MIMOSA.

*Motto:* ONWARD TOGETHER

## *Our Aims—Year by Year*

FROM THE FOUR CLASS PRESIDENTS

“Onward Together,” with emphasis on both words, has been our aim throughout the four years. During this last year we have been able to press onward more rapidly because we have stood together solidly, not in a clannish way, thinking of class alone, but ever keeping in mind the school, and remembering that the class was subordinate to the school.

Never has there been a desire to break away from precedent because we wished to be first, nor did we crave honors as smashers of precedent. In all things we have tried to judge purely on the merits of the particular case, doing what we thought wisest. If this action meant to depart from precedent, we did so, believing it to be best for all. Whether it was for us to follow the trail of others or blaze a new one for ourselves it mattered not.

While the world without has been undergoing great changes, the life of the school has been greatly affected, but the spirit of our class has been to meet these changes bravely. We have not had time to be stunt performers, nor would we like to be called that. We have been trying to do only the things that are in keeping with the times. It is not the spectacular that appeals to us, but we are just natural girls.

It has been the spirit of our class and class adviser to avoid unpleasant clashes that might occur. We only noticed the things that seemed necessary to us. We knew if we let the minor breaks alone they would soon blow over.

Our class hopes you will not think us vainglorious or self-righteous, but we set up our goals and we feel that we have reached them. Construction, and not destruction, has been our one big aim.

ESTELLE O'BERRY MOORE, 1917-'18.

In our Junior year, when we found that we had suddenly grown so strong, we felt that the time had come when we were to begin to realize some of the dreams and plans of the last two years. At first the bigness of our number, and the possibilities for a realization of our fondest hopes and dreams, rather overwhelmed us, and we were in a state of unrest in our eagerness to begin doing things. The original thirteen, with the help of the five added in the “B” year, soon spread the spirit and ideals of the class over the newly enlisted, and in a short while we were organized and in readiness to undertake some of our big work. *To do* seemed to be the dominating idea of the class, and that spirit soon manifested itself in deeds. For reference and proof as to the truth of this statement look into our class history, or see the record of our deeds as they appeared from time to time in the QUARTERLY. THELMA WHITE, 1916-17.

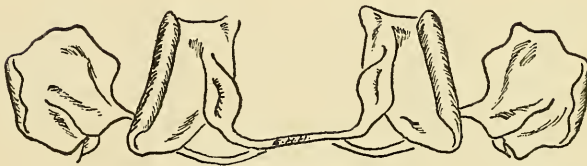
In looking backward to our "B" year, I remember how bravely we struggled to carry out the plans we had made in our "A" year; always striving to keep up a high standard, and not allowing ourselves to lose the fine spirit we had started out with.

We dreamed dreams and saw visions of the things we would do the two years ahead.

CAMILLE ROBINSON, 1915-16

I feel that a word recording the attitude and feeling of the serious and observing twenty-seven struggling and aspiring little "A's" that entered here four years ago is in place now. We, who began our "Onward Together" career and have reached the goal, realize more than any others that we started out right. All problems were equally weighty and complicated to us then. Not until long after did we know that we had not "gained perspective." It was during this year that we voted unanimously to put school spirit ever above class spirit, and such has ever been our policy, our aim. With many worthy aims always before us, we, the smallest "A" class in the history of the School, left the continuance of achieving these aims for our succeeding years.

BESS TILLITT, 1914-15.







## The Jangling Roll

A little foolishness, now and then,  
Is relished by the best of men.  
A few short notes on the school's "elect"  
In rhyming roll, and quite correct.  
Some are large, some are small,  
Some are low, some are tall;  
Many destined high ranks to fill,  
Others happy to be Jack's Jill.

ALLEN, BERNIE

The lady of the bright "idear-r,"  
Oh, what would she do without "Don dear-r."

ALLEN, BETTIE

So very dignified and tall,  
But when she smiles you forget it all.

ALFORD, ALEXA

Oh! what would we give to be so fair  
And have such a wealth of golden hair.

ATWATER, BLANCHE

What *little* lass in our class  
Neither the library nor infirmary can pass?

BALLANCE, LULA

"Music hath charms," some one has said.  
This is true of Lula from her heels to her head.

BARNES, FLORA

Tongue going apace from morn until night;  
But that, you know, is a woman's "right."

BARNES, HULDAH

Here is a girl who is not at all stupid,  
And from the gem on her hand I believe she knows Cupid.

BEST, SALLIE

Some are better than the rest,  
But none are better than our Best.

BISHOP, FANNIE

With sharp black eyes that a hole can stare—  
Little lambs of next year, "Oh, beware!"

BRIDGMAN, ANNIE

She can laugh in her home, she can laugh on the stage,  
And, if you mention it, she can laugh at her "age."

BROGDEN, UNA

Of all the wrestlers, as e'er you know,  
There's none like unto Una Brogden, I trow.

BRYAN, THELMA

She spends her idle moments writing letters, I think.  
I suppose that's the reason she never has a drop of ink.

BUFFALOE, LUCY

In the Senior Class we have a Zoo;  
Besides a Lion, a Buffalo, too.

BUNCH, VERA

To tell the truth, I've got a hunch  
There was never a girl like Vera Bunch.

CLAPP, NANNIE

A jingling jester, with a head, and wit;  
A sighing Silvius, ready to do her "bit."

COOKE, RUTH

There is one among us whose name we always see;  
A second William Jennings is what she's doomed to be.

COOPER, SOPHIA

Has her talking habit from her room-mate grown?  
Oh, no! for Sophia has "fetching qualities" all her own.

CROOM, LOUISE

Her greatest charm in her finger-tips lies,  
For well we know with Wagner she vies.

DEW, SADIE

If it were not for Sadie Dew  
What in the world would Mrs. Jeter do?

ELLIOT, INDIA

She does not care her voice to strain,  
Therefore she has to "speak again."

EVANS, ELIZABETH

What in the world will Elizabeth do  
When she has no Touchstone to make love to?

FARMER, PATTIE

Her feet are so dainty and so small  
You hardly can see them tripping at all.

FENTON, RUTH

With her "William Grin" she often greets you,  
And with a frown she never meets you.



FERRELL, CLELLIE

She does not excell alone in her book  
For every one knows she's an excellent cook.

FLEMING, IRENE

She's small, she's neat, and very sweet,  
And dances 'round on nimble feet.

FLOYD, ROBERTA

Sometimes things are done without a "right,"  
For Roberta's left hand works with all its might.

GRIFFIN, LENA

A genius on the basket-ball court.  
She's an all-round girl and a good old sport.

GURLEY, LOLA

In history, she is quite a shining light,  
She puts Mr. Muzzey's clear out of sight.

HATHAWAY, ELIZABETH

Like Ann of yore, she Hath-a-way  
Which, as Rosalind, held full sway.

HOWARD, JESSIE

She can jump so far, she can jump so high,  
She can catch the ball as it passes by.

HUNT, AGNES

Her goodness goeth afar  
And shineth like a heavenly star.

HUTCHINS, ELIZABETH

She argues this, and she argues that,  
But she always knows just "where she's at."

JACKSON, WILLIE

A fool! a fool, did you say?  
But a philosophical fool is not met every day.

JARMAN, LETHA

Gentle and kind unto her sister,  
And when she was gone, oh, how we missed her!

JARMAN, SOPHIA

"More, I prithee, more," for Sophia's charm and grace  
Hath won in the minds of the Seniors an everlasting place.

JENKINS, LUCYE

She has charmed us all with her smiling face,  
Backed by her deeds, and work, and grace.

JONES, ESTELLE

Who knows but some day in the President's chair she may sit;  
And, to tell you a little secret, I would not be surprised a bit.

LANCASTER, CORA

Like Pollyanna, she plays the game;  
Whenever you meet her, she's always the same.

LANG, OLIVE

She studies hard and her record shows  
To what good end her effort goes.

MEWBORNE, LOUISE

She's so timid and so very small  
We have a hard time to find her at all.

MCGLOHON, ETHEL

"Tinker" she is to the Senior Class;  
And here, let me say, she's a winsome lass.

MOORE ARLEY

In Community Civics over us all she excells,  
And she doesn't rush out just after the bells.

MOORE, ESTELLE

Laughing brown eyes, cherry red lips,  
A born leader to her finger-tips.

MORGAN, ELSIE

She writes and writes—but how do we know?  
Because the QUARTERLY told us so.

NELSON, GLADYS

For her there is an awful fate,  
She seems to be doomed to be always late.

OUTLAND, ALICE

Not the Alice in Wonderland, you've heard about a heap,  
For she's very, very human, and she *does* like to sleep.

PARKER, LELAH

Although her hair is red, her heart is good and kind,  
But, if it be necessary, she can certainly "spress" her mind.

PATTERSON, BURWELL

Such workers as the Seniors are, I wonder yet again  
How in the world she finds the time to write to so many men.

PAUL, MATTIE

A lovable person of rare grace and charm,  
Destined to make a dignified "school-marm."

PEGUES, REBECCA

Here is a girl so very, very smart  
She has plenty of time to care for her heart.

PETERSON, EULA

Alas! this fair maiden, how she longs to grow thin!  
Perhaps when she's a "school-ma'am" she surely will win.

POINDEXTER, MATTIE

Little did we dream that we had in our midst a "theatrical star,"  
But the fame of our "Orlando" we are sure will travel far.

RAY, NELL

Before her shrine the "khaki" bows, and also the "blue."  
Alas! I wish I knew the art, for I'm patriotic, too.

RENFROW, ELLEN

Though we don't blame her, to some it may seem silly,  
She writes every day to her far-away Willie.

RENFROW, MAY

In this world she has a part to play,  
But to all the school she'll be "Sis May."

ROBINSON, CAMILLE

Her ready answer and her correct replies  
Are enough to startle even the most wise.

SHOULARS, LILLIAN

Her wonderful voice and her restful eyes  
Ever soon make you think of Paradise.

SMITH, ETHEL

"For of his clan in hall or bower,"  
She considers Young Otis ever the flower.

SMITH, LIZZIE

Lizzie, a fine farmer's wife would be,  
For when she's hoeing her garden 'tis a funny sight to see.

STANFIELD, ETHEL

None better than she can call a roll,  
For she knows who's paid; yes, every soul.

STILLEY, VIOLET

Although her hero is "Somewhere in France," I wouldn't dare tell his  
name,  
But I know that he writes quite frequently, and it's always "Je vous  
aime."

SUGG, MINNIE EXUM

'Midst all the fussing and rushing, what would we do,  
When we want it done quickly, if we didn't have you?

THOMPSON, SADIE

Successful and efficient in any work she attempts to do,  
For her a brilliant future and many honors, too.

TILLITT, BESS

She has a smile that has come to stay,  
And even examinations can't drive it away.

TYLER, SALLIE

Here is a girl who likes to eat,  
But with T. S. girls that's not a hard feat.

WHITE, MATTIE

She never did like to work, and she considered study a bore;  
But when it came to luncheons it was, "More, I prithee; more."

WHITE, THELMA

She's scared of ghosts and bugs and things,  
But she's "crazy" about novels and diamond rings.

WIGGINS, IRENE

She likes Killarney and La France roses, but one "Rose" best of all.  
'Tis strange how some girls for the "Roses" always fall.

WILLIAMS, SALLIE

Though the sun's heat her head did most take,  
She worked her garden faithfully with a hoe and a rake.

WILLIAMS, SARAH

She speaks up first, but that is fair,  
For she that starts first is first to get there.

WILLIAMS, VIOLA

Her voice is soft and low and sweet,  
With exquisite music it does compete.

WILSON, WILLIE

She is very fond of the army, and she likes the navy, too.  
Perhaps there's a reason, but I wouldn't dare tell you.

WALTERS, IDA

Who says that Ida can't?  
Have you read her story of George Durant?

YATES, GLADYS

Whose favorite saying is, "That year when I taught school."  
And if you'll never tell it, we guess she used a "rule."

NANNIE CLAPP.

MINNIE EXUM SUGG.





SCENES FROM "AS YOU LIKE IT"



## Senior Play

### AS YOU LIKE IT

#### DRAMATIS PERSONÆ

Duke .....	MATTIE PAUL
Frederick, his brother, and usurper of his dominion.....	BLANCHE ATWATER
Amiens } Lords attending on the banished Duke.....	{ LILLIAN SHOULARS
Jacques }	{ SOPHIA JARMAN
Le Beau .....	LOLA GURLEY
Charles, wrestler to Duke Frederick.....	UNA BROGDEN
Oliver .....	ESTELLE JONES
Jacques } Sons of Sir Rowland de Boys.....	{ GLADYS YATES
Orlando }	{ MATTIE POINDEXTER
Adam } Servants to Oliver.....	{ CAMILLE ROBINSON
Dennis }	{ CLELLIE FERRELL
Touchstone, the court fool.....	WILLIE JACKSON
Corin } Shepherds .....	{ ELLEN RENFROW
Silvius }	{ NANNIE CLAPP
William, a country fellow in love with Audrey.....	RUTH FENTON
A person representing Hymen.....	REBECCA PEGUES
Rosalind, daughter of the banished Duke.....	ELIZABETH HATHAWAY
Celia, daughter to Duke Frederick.....	PATTIE FARMER
Phebe, a shepherdess.....	LULA BALLANCE
Audrey, a country wench.....	ELIZABETH EVANS
Attendant on Rosalind.....	BESS TILLITT

*Lords*—Attending the Banished Duke: Annie Bridgman, Jessie Howard, Elizabeth Hutchins, Sallie Best, Helen Lyon, and Bettie Allen. Attending Duke Frederick: Thelma White, Minnie Exum Sugg, Olive Lang, Huldah Barnes.

*Pages*—Ruth Cook, Irene Fleming, Sadie Dew, and May Renfrow.

*Shepherdesses*—Ethel McGlohon, Cora Lancaster, Willie Wilson, and Estelle O'B. Moore.

#### MUSIC BETWEEN ACTS

Mendelssohn's "Midsummer Night's Dream" and other selections  
MISSSES BERTOLET AND MEADE

MARSHALS

SADIE THOMPSON  
 CORA LANCASTER  
 BERNIE ALLEN  
 THELMA BRYAN  
 ALICE OUTLAND

LUCY BUFFALO  
 ELSIE MORGAN  
 RUTH COOK  
 MATTIE WHITE  
 ETHEL SMITH

Dramatic Coach.....MARY THURMAN  
 Manager.....MAMIE E. JENKINS, Class Adviser

On April 22, on the eve of Shakespeare’s birthday, the Senior Class presented “As You Like It” to the largest house the Training School has ever had, and our friends tell us the performance was worthy of the house.

Instead of commenting on the acting and members of the cast we call your attention to the pictures of the play, and let them speak for us. These were taken outdoors because the scenery takes too dark, but the effect is the same as it was in the play.

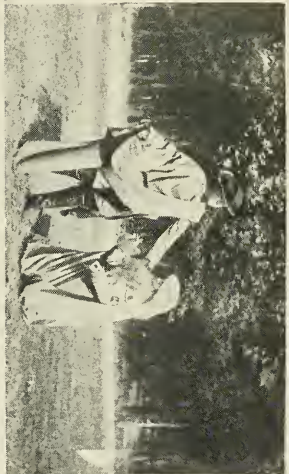
The singing in the play was very beautiful and added greatly to the charm of the play. Miss Muffly taught the songs. The music between acts and the incidental music, by Misses Bertolet and Meade, made the time between scenes seem all too short.

But the performance was not given merely for the sake of getting money. The class determined to give the best performance they possibly could and to give the greatest of plays. They believed the public would enjoy the rarest and richest of all comedies now more than ever before, and they considered it a patriotic service to give people an opportunity to relax, forget the troublous times for one short evening, believing the people would take up the work next day in better condition. The high standard in dramatics that the School has maintained for the six years past has not been lowered by this class. The interest in high-class dramatics has never wavered since the first plays given in the School. High class, standard plays, only, have been presented by the Senior classes. This is the third Shakespearean play.

The class takes delight in proving that Shakespeare is still popular. The financial success shows this clearly.

The gross receipts were \$667.50. After all expenses were paid the class had \$500 clear, which they invested in Liberty Loan Bonds to leave to the school for the Student Loan Fund. Thus the money is now helping to win the war, and later will help train worthy young women to teach; and the members of the class and their friends who came to see the play rejoice in the three-fold work of every dollar. The two-fold causes for which the class was working were advertised, and the class felt that it could assure the public that the play would be well worth the price of admission. The “As You Like It” float in the patriotic parade the week before helped to increase the interest in the play.





SCENES FROM "AS YOU LIKE IT"



The Seniors have scores of loyal friends to thank for helping to make the evening a success, and especially are they grateful to the school girls and faculty for rallying around them.

The public would, perhaps, like to peek behind the scenes and catch a glimpse of those who helped to make the performance a success but did not appear on the stage.

Miss Mary Thurman, of Raleigh now, but formerly of Baltimore, was the dramatic coach. She came at the close of the winter term to select the cast and start the lines, then returned two weeks before the performance. She did excellent work, bringing out the best in the girls and leading them to give their own interpretation of their parts. There was a sincerity and spontaneity in the acting that is rare in amateur performances.

Miss Jenkins, the class adviser, managed the play and coached the lines so that the girls were letter-perfect in them when Miss Thurman returned to begin the work of putting the lines across. Miss Lewis supervised the making of the fifty beautiful posters that were placed in Greenville and in the near-by towns.

The class roll will give the list of girls who took active part in producing the play. Every member of the class was on some committee and helped to make a success of the play. To the careful planning and efficient work of these committees is due much of the success of the evening. The advertising committee was subdivided so that one group attended to posters, another looked after printed matter, and still another saw to the distribution of the hand-bills. Two thousand large hand-bills were distributed outside of Greenville and five hundred small ones in the town. Every girl in school who lived in this section of the State wrote personal letters. The QUARTERLY staff, with two other girls, composed this committee. Sadie Dew had charge of the posters.

The costume committee was divided into two parts, one to look after the costumes rented and one to design and make the costumes for the dance. Ida Walters, Agnes Hunt, and Miss Arley Moore were the head committee. Miss McCowen, of the faculty, supervised the making of the costumes made here.

Rebecca Pegues was chairman of the stage committee. Many a time did the class pronounce blessing on the Class of 1914 for leaving that scenery to the school. It seemed as if it were made for this one play. Thanks to the collection of stage "props" that have accumulated here, the expense account of the stage committee was 67 cents.

Ethel Stanfield, treasurer of the class, assisted by Vera Bunch, took charge of the ticket selling and all business affairs.

The class president, Estelle O'B. Moore, and Bess Tillitt formed an overhead committee that worked with the class adviser, seeing that all parts of the organization were kept going, and looking after the odds and ends that seemed to belong to no special committee.

Certain girls were asked to follow the play closely and watch certain parts so that they could readily substitute if something happened so that the girl taking that part could not do so. On Sunday, the day after the dress rehearsal and the day before the performance, Lena Griffin, who was Le Beau, was suddenly called home. Lola Gurley stepped into the place and played the part so well the audience thought she had been in the cast throughout the rehearsals.

A tribute to the success with which the girls put their lines across the footlights is that throughout the school the lines are still on the tongues of those in the other classes. The whole school caught the spirit of the play and eagerly awaited the evening of the performance. The principals in the cast tantalized the girls by giving bits of scene, but it aroused their curiosity so that practically all of the girls read, or reread, the play before seeing it.

ANNIE BRIDGMAN.

### *Jokes*

S. D., coming in after Math. Class, exclaiming: "I will never learn how to *modulate* long division for Miss Graham."

Just after the cast for "As You Like It" had been selected, Ruth said: "If it hadn't been for Elizabeth and 72 others I would have been Rosalind."

"Pig," preparing a program for the first grade, opens the day with the Lord's Prayer. She turns to her room-mate and exclaims: "Please say it over to me once."

Miss Moore: "Girls, you have never regretted saying too little."

Mattie (to neighbor): "I have."

"When?"

"On exam."

Ruth: "One of my sisters wrote she had peaches and plums on her new hat, while the other one had grapes and cherries. I wrote pa to please save me a watermelon for mine."

"Miss Beaman gave E. an *asthma* tablet."

LUCY BUFFALOEE.



## *Historical Facts, Figures, and Comments*

CLELLIE FERRELL and BESS TILLITT

So long is the list of our deeds and so voluminous the record, it has taken two historians working in collaboration to compile the statistics, collect the facts, and sift out the most important to record here. Two others have taken Athletics and still another Music. The hundred pages of the *QUARTERLY* could not hold all we could give.

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### **Facts and Figures**

The class of '18 numbers 74, the largest graduating class the school has ever had. It is 23 larger than the class ranking next in size. Who has ever heard of a class ending its career with its graduating class nearly three times the size of the class at the end of its first year? Perhaps the most startling fact is that 50 per cent of those here at the end of the first year has gone through the entire four years, and has made the record of our class exceed that of any former class in the comparison of figures.

The spirit of our class motto, "Onward Together," has served to keep the class united from the time we were 27 little "A's" until now we are Seniors, 74 strong. This is shown by figures year by year.

Thanks to the combined efforts of our class adviser and members of the class, over 50 per cent of the members of the first year came back for the second year. Only five of those of the second year did not return for the third year, and last, we had over 75 per cent of those of the third year who returned to aid in attaining and insuring the glorious successes of the fourth year. Have we made good in "Practical Arithmetic"?

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### **Dramatics**

This is the first and only class to give dramatics special attention continuously from year to year. Each year we have made it a point to give some one dramatic piece of literature to the entire school. The culmination of this was the presentation of "As You Like It." (For further details concerning this, see special article in this issue of the *QUARTERLY*.)

In the "A" year we did not attempt to produce in dramatic form a play, but presented merely a program from dramatic literature, for

chapel exercises. "The Bluebird," by Maurice Maeterlink, we thought was especially appropriate as our exercises were given in the spring. We presented this partly through story-telling and partly by readings. Every member of the class participated. We dressed in white and each girl wore a paper bluebird pinned on her sleeve. Two attractive little bird songs were sung.

The bluebird was symbolic of happiness and spring, and it seems to us, who have stayed the entire four years, as if we caught the symbolism in such a way that it has gone with us as a class, and none of us will ever forget it.

Inspired by the success of our previous attempt, and assuming our dignity as "B's," we left behind us the remnants of the timidity which was ours as "A's" and pushed forward to more ambitious things. We were bold enough to ask permission for a special evening to present "Cranford," as a play complimentary to the school. To some, this might seem an undertaking for amateurs who had never attempted a play before, but we determined our play should have literary merit, and we found when pleasure is mixed with work it ceases to be a task and becomes a joy. We showed much ingenuity, so our friends said, in collecting costumes, characteristic of that age, from the school girls, from friends in town, and even from homefolks. One girl wore her grandmother's dress, and another wore her grandfather's dress suit.

For our chapel exercises of this year we presented a program of Shakespeare's heroines, cuttings from various plays. (See QUARTERLY, Vol. II, No. 1.) The song, "It Was a Lover and His Lass," was sung. This particular song was used this year in our Senior Play and proved to be one of the enjoyable features of that occasion.

At last, in 1917, assuming our professional dignity for the first time, we determined to do something no other class had ever done. We decided to give an opera, and chose the light opera, "Robin Hood," which was by far the most ambitious attempt in dramatics we had ever made. This was the first and only light opera ever given in the school by any one class. This gave our class an opportunity to reveal to the school our special musical talent which has ever been prominent in our class since its beginning. (Quoted from Miss Muffy, Miss Hill, and others.) Through the hearty coöperation of our girls, and advice and information from friends and from the faculty, we were able to improvise our own costumes, which added charm and attractiveness to our play, and cost us almost nothing. We remember with pleasure that the milkmaid's costumes cost 3 cents; others ranged from 7 to 12 cents, and the only ones that we were extravagant with were the few foresters', which went as high as 23 cents each. Miss Armstrong always proved very helpful, indeed, in kindly volunteering to help us with costuming for all occasions in which they were needed.

The work on "Robin Hood" we found to be an excellent step in preparation for "As You Like It."

**Athletics** Our class at present stands as high in all-round athletics as any former class in its Senior year, and the prospects in the final contests are favorable to crown our success.

Since our first year we have led the classes in holding the place of honor in the "hiking" contest. (See elsewhere for particulars concerning all phases of athletics.)

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**The "Staff"** Believing that the "Staff" had served its purpose in the School, and had reached the point that it was serving to stimulate a spirit that was not wholesome nor beneficial to all classes involved, we sought a means to eliminate it.

Since the rules concerning the "staff" allowed any class the privilege of accepting or rejecting it, we felt at liberty to refuse it. On our return for our Junior year, the challenge to search for the "staff" was sent us by the Class of '17, at our first regular class meeting after our class was organized. This was November 19th.

Because our class consisted of so many new girls who did not understand the regulations concerning the "staff," the matter was left over until the next regular class meeting, in order that they might have an opportunity to understand it fully before being called upon to decide definitely with regard to our actions. The following regular class meeting, which was held December 16th, the "staff" was discussed again and a vote taken, the result of which was, the challenge was not accepted, and it was decided that the "staff" was never to play any part in the affairs of the Class of '18.

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**Our War Work** Last year, realizing the necessity of readjusting and meeting unexpected demands, we set ourselves to work in preparation for something definite that we might do in real service in what then seemed an inevitable war, in which the United States would be involved. At that time the most immediate demands were Red Cross supplies, and to this we turned our attention. Loyally our class aroused itself to the situation and pledged coöperation, time, efforts, and money. We assessed ourselves 50 cents each for this work. This was almost sufficient then to provide a Red Cross box of garments, but prices were soaring. In order to complete our box we received volunteer contributions from the faculty and classes.

For the fulfillment of our plan we immediately planned a sewing-bee and a patriotic rally. This was to serve two purposes: First, it was to take the place of the annual Junior-Senior reception. This was done by inviting the Seniors to our sewing-bee in the afternoon to join us in helping to make the garments for our Red Cross box. While the machines were continuously buzzing and nimble fingers worked diligently,

the afternoon was not all work. At intervals there was a demand for silence while we honored our Army, Navy, and President with toasts and songs. As a reward for the work accomplished during the afternoon, refreshments were served. (This was before the days of food conservation.) In the evening, complimentary to the Seniors, we gave a patriotic party which consisted of songs and a pageant. The rendition of this program was preceded by a device through which each guest was enlisted in the service of the army or navy. The entire afternoon and evening was a most enjoyable one, as well as profitable, for our box was well begun. This could not have been accomplished except by the splendid spirit of coöperation and service by the faculty and the Senior Class.

The contents of the box consisted of the following garments: 48 pajamas, 24 hospital shirts, 24 bath robes, 60 pairs socks, and 24 pairs slippers. The box cost \$80. The class of '19 generously contributed the money for the slippers, which cost \$6. The class of '16 gave \$4.50 as part payment on the socks. Members of the faculty as individuals gave the money for most of the robes, and the summer school students made the robes.

When we were Seniors, the next patriotic step was our evening rally for Liberty Loan Bonds. At this time we, the Seniors, took the initiative and paved the way for a Red Cross Auxiliary, which followed immediately after the rally.

One \$100 bond was bought by the class. As the bond fever spread and classes and organizations bought bonds for themselves, the bonds we had started out to work for for the School to give all-together seemed to vanish, but they went for the same cause, but merely took a different route. Only one bond in the second issue can we claim direct credit for, but we used our influence to turn the money in societies and Y. W. C. A. that way, and the "B" Class followed our precedent.

The \$500 cleared from the Senior play was invested in five \$100 bonds of the third loan to be left to the School or the Student Loan Fund.

Early in the year all hands went up pledging a part in the Thrift Campaign. We determined to begin on our War Saving Stamps before leaving the school. We decided all of us wanted to buy our precious bonds. We could have a lovely time falling in line and marching one more time; could see the bonds duly subscribed for; handle the check; and then proceed to the postoffice and file by the window and buy thrift stamps. Here is what the paper said about us:

#### SENIOR CLASS, TRAINING SCHOOL, INVESTS IN BONDS AND STAMPS

That was a beautiful sight in front of the Greenville Banking and Trust Company this afternoon when seventy-four young ladies, composing the Senior Class of the East Carolina Teachers Training School for 1918, loitered in front of the bank for the purpose of buying \$500 worth of Liberty Bonds. This money was made by the class with their play, "As You Like It," a few evenings since.



The class *pounced* down on the bank with Miss Jenkins at the head, and for the moment Cashier Warren lost his head, but after a few words of explanation had reached his attentive ear he got busy and soon had the bonds ready. The cashier, affable as he is, on this occasion far exceeded his former reputation in this respect, for it has not been his good fortune but a few times to have so many pretty girls to greet him at the same time. His thoughtfulness soon came into play, so out he rushed and commanded Photographer Parker to get busy and bring his camera to the bank at once. Cashier Warren was determined to have a picture of that bunch of pretty girls, and get it he did. Within a few days it will grace the walls of his private sanctum sanctorum and be one of his most prized mementos of the Class of 1918.

After leaving the bank the class, in a body, marched to the postoffice where each member purchased a War Savings Stamp.

It has been a long time since Greenville witnessed a prettier sight than these young ladies, all dressed alike in white, marching to the bank and postoffice, wishing to aid as best they could in helping this great country of ours win for democracy.—*Greenville Daily News*.

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Each girl has had a place in the QUARTERLY; she has shared with others her ideas, suggestions, and experiences. Every member has contributed to the QUARTERLY, and many have helped to make not only our Senior issue but all numbers of the year a success, and we trust this volume is really valuable.

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In enumerating our various other activities we never forget to include those of the social side. In this must be included our picnic on Tar River when we were "A's." Perhaps such pleasure as a picnic would seem insignificant to you, but to us the delightful luncheon, the frolicsome games, and the pride with which we sang our newly composed class song will ever remain in our first impressions of school life.

Remembering the pleasant trip on the river bank, taken when we were "A's" the year before, we longed to go again. Our class adviser, taking this into consideration, surprised us with an oyster roast down by the river near the oyster landing.

In this same year, when we were "B's," wishing to express our appreciation of kindness from sister classes, we gave an informal social out on the basket-ball court. Games and light refreshments made the evening a most enjoyable one.

The following year, when we were Juniors, we realized that our social obligations were greater than ever before, so our minds began to get busy on clever schemes that we could put into practice whenever needed. Our first demand for one of these schemes was a Christmas entertainment complimentary to our sister class, the "A's." This was partici-

pated in just one week previous to our Christmas holidays. The Christmas tree and Santa Claus was the delight of the evening. The Christmas tree gifts consisted of inexpensive little stockings, made by the girls themselves, having in them a clothes pin baby doll, an apple, and little candies.

The final climax of our social plans was our annual Junior-Senior reception our patriotic rally and sewing-bee. (See details of this under "War Work.")

At last we were dignified "D's," and still a social responsibility upon us! We began this year by giving a Hallowe'en social to the entire school. Witches, goblins, and many fortune tellers were prevalent, and "unknown" facts were revealed. It was an evening of informality, fun, and frolic. One of the clever devices of the evening was the sham refreshments. This began the establishment of the precedent of eliminating all refreshments for social occasions.

Dear reader, take our history for what it is worth, and remember as much as will be of service and pleasure to you. All the successes and honors that have been ours in the past four years could not have been accomplished but for the loving counsel, advice, service, and assistance so generously given us at all times, in everything, by our class adviser, Miss Mamie E. Jenkins.

CLELLIE FERRELL.  
BESS TILLITT.

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### *Music Work of 1918 Class*

The Class of 1918, as a whole, has shown real talent in music, both in instrumental and in chorus work. We have been fortunate in having some good solo voices. From the time they were "A's" the class has shown a great interest in music and taken part in a number of musical entertainments and recitals (we were the only "A's" who have had the honor of having a place in the commencement recital); but more time was devoted to this work during the Junior and Senior years.

The work of the class during the Junior year dealt mostly with the study of choruses. The chorus singing in "Robin Hood," which was given in April, was remarkably good and spirited, and the solo parts were well rendered, is what our musical friends and teachers told us.

During the Senior year the chorus work was not stressed as much as the Public School Music. They gave, however, at the class recital, "Humoresque," by Dvorak. We sang three choruses or solos with choruses in "As You Like It." Several good solos were also given with spirit and feeling.

Practice teaching in the Model School helped to give the girls confidence and ease in Public School Music. In the two sections there were

thirty-two girls that did this teaching in music. Sixteen of the class are students of instrumental music. Seven of these were here during the "A" and "B" years. Most of these students have completed the full course required and have taught beginners under the supervision of their teachers of piano. They have had work in ear-training, theory, and musical history. Good work was done in interpretation of noted pieces. The greatest composers were studied with a view toward making intelligent listeners of the students.

The 1918 music students have contributed to the practice recitals given every two weeks throughout the year, to the semi-public recitals, public recitals and class recitals.

This year the class recital was on Monday afternoon. We put on extra "airs" in the way of decorations and mimeographed programs. We also had a few invited guests from Greenville and other places.

SENIOR RECITAL—APRIL 15, 1918

<i>Bohm</i> .....	Intermezzo
SALLIE BEST, ETHEL SMITH	
<i>Chopin</i> .....	Three Preludes
SALLIE BEST	
<i>Martin</i> .....	Valse
HELEN LYON	
<i>Thomas</i> .....	Mignon Gavotte
CORA LANCASTER, IRENE WIGGINS	
<i>Durand</i> .....	Pomponette
ETHEL SMITH	
<i>Auber</i> .....	March
SALLIE WILLIAMS	
<i>Frederick</i> .....	The Dancing Lesson
ELIZABETH HUTCHINS	
<i>Grieg</i> .....	} Ase's Death } Anitra's Dance } Duets
LOUISE CROOM, HELEN LYON	
<i>Whelpley</i> .....	In the Garden
AGNES HUNT	
<i>Dvorak</i> .....	Humoresque—Chorus
THE CLASS	
<i>Grant-Schaper</i> .....	Butterflies
LOUISE CROOM	
<i>Whelpley</i> .....	In the Forest
<i>Lack-Saltarelle</i> .....	Caprice
BESS TILLITT	
<i>Cowen—The Swallows</i> } .....	} For Soprano
<i>Woodman—Love's in My Heart</i> }	
LULA BALLANCE	
<i>Nevin</i> .....	Buona Nuit
<i>Marsanet</i> .....	L'Aragonaise
CORA LANCASTER	
<i>Lack</i> .....	Finale Valse (two pianos)
BESS TILLITT, LOUISE CROOM	
<i>Chorus—Star-Spangled Banner</i> .....	THE SCHOOL

*Athletics***Basket-Ball**

## SENIOR TEAM

*Centers*

RUTH FENTON  
 JESSIE HOWARD  
 ALEXA ALFORD  
 CLELLIE FERRELL (Sub.)

*Guards*

THELMA WHITE  
 MATTIE POINDEXTER  
 REBECCA PEGUES  
 ALICE OUTLAND (Sub.)

*Forwards*

LENA GRIFFIN  
 UNA BROGDEN

SARAH WILLIAMS  
 SADIE DEW (Sub.)

This is the team that won the loving cup in basket-ball for 1918. They are the champion players of the School. We judge that old T. S. girls wish to know the details of the tournament.

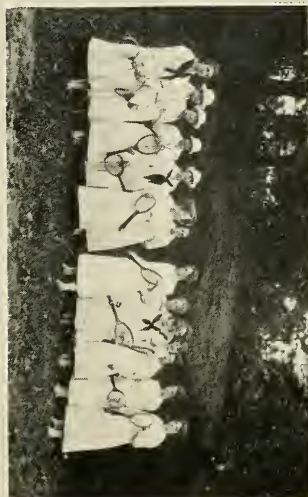
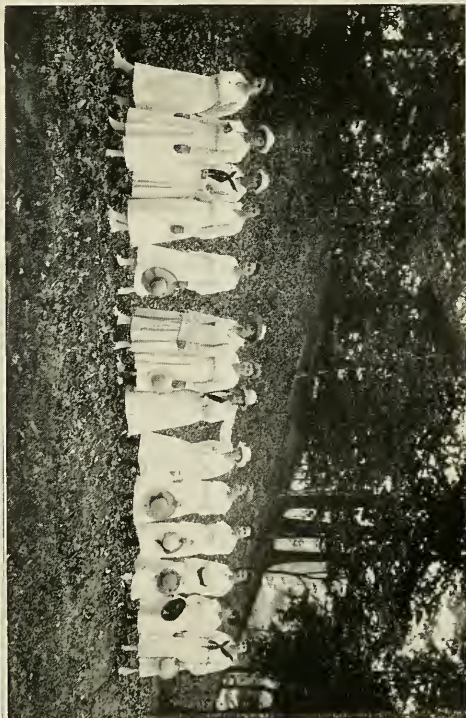
A week before the tournament, Una Brogden, one of our goal throwers, sprained her knee and was unable to play, but we were determined to win. The beginning of the first game showed that both teams were well matched. But, alas, Ruth Fenton, our jumping center, sprained her knee, and had to be taken out during the first half of the game. Although discouraged, we fought long and hard but the game was a tie, and was finally won by the Juniors.

The second game was just as exciting. That was also a tie. For eight minutes longer we worked. Many a time the ball rolled around the basket but would not go in. At last the Seniors managed to get the field goal. This meant a third game, which required skillful playing for both teams. Every extra minute found us practicing for the final game, but we won. It was this game that gave to the Class of 1918 the loving cup. Amid cheers and congratulations, Mr. Wilson presented the cup to our captain, Lena Griffin.

This game was truly a victory for the winners, the losers, and the school. Never before was there such fair playing. The team-work was splendid, for the ball seemed to glide from one side to the other; but the spirit was the best of all. It is hard to say which showed the best, for the Juniors showed that they could take a defeat and the Seniors proved that they could take a victory.

We feel that we now have a right to look back and review the part basket-ball has played in our school life.

As tiny A's we were not allowed to enter basket-ball on account of our size, so we could only watch the other classes with envy and longing for the time when we should be given a chance to show what we could do. This chance came to us as B's, but we did not shine as we as A's thought we would. But every afternoon, when our schedule was posted, the B's were found on the basket-ball court doing their best, but when the tournament came we were only "rooters."



BASKET BALL TEAM  
VOLLEY BALL TEAM

PRESIDENT  
CLASS ADVISER  
BASKET BALL CAPTAIN

HOME FROM THE HOME  
TENNIS PLAYERS



At last we were Juniors and no longer a little class, for we had more than a hundred girls, all of whom were willing and ready to do their part. We worked hard, but were very much handicapped as our class team had only one old girl on it, so we had only one month of practice and team-work before we had to meet the Seniors for the Thanksgiving game, who had been playing together ever since they were A's. Despite this difference we made them realize that they would have to work hard to win. When this game was played the score was 16-6 against us, but we proved that we could take a defeat.

The Seniors thought we were dead, and buried us with ceremony; but when the tournament came the chief mourners found that we were very much alive.

The tournament came at last, although luck seemed against us for a number of our players were sick, still we were not the girls to lose hope. The first game was played, and the Seniors won by a close score, so close that we felt we could win the next one, and so we did. A third game had to be played. This made the first time a third game was played in basket-ball. We did our best, but the loving cup went to the class of '17.

Undaunted by defeat, we began the year of '17 determined to have the loving cup. At first we won every practice game. When Thanksgiving came we were certain of a victory. We won, but the Green and White gave us a hard fight. Their class had as much right to be proud of themselves as we had to be of ourselves.

Interest in basket-ball continued. The Juniors were improving, and to us it seemed as if they had borrowed some of the strength of Hercules. But the climax was reached when the Seniors won the loving cup, as reported in the beginning.

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### Tennis Players

ETHEL STANFIELD

ALEXA ALFORD

These were chosen for the players in the match games, but other girls interested in tennis are: Cora Lancaster, Thelma White, Sophia Jarman, and Sarah Williams.

Tennis has played an important part in athletics. The Juniors and Seniors have always been the players in match games; so, while we were A's and B's we took no active part in the match games, but played in practice games.

We have not yet (May 1) had the tournament this year, so we do not know who will win.

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### Volley Ball Players

#### *Senior Team*

SOPHIA JARMAN  
ESTELLE JONES  
LIZZIE SMITH  
INDIA ELLIOTT  
BETTIE ALLEN

CAMILLE ROBERSON  
OLIVE LONG  
SALLIE BEST  
LOUISE MEWBORNE  
ROBERTA FLOYD

EULA PETERSON

Very little interest has been taken in volley-ball until recently, but this year a great effort has been made to make this form of athletics a real sport, and we believe the tournament will be almost as exciting as the one in basket-ball.

SARAH WILLIAMS.

**The Cross-country Walking Club** The class of '18 has won the championship in cross-country walking club every year since we entered the school. We are the champion "hikers," thus we are far better qualified to be teachers in the rural districts.

We entered this school with the idea of becoming teachers, and we found that one of the essentials of a good teacher was to help get the best school possible for the community in which she teaches. In order to do this it will be necessary to consolidate some of the schools. The problem that has always followed consolidated schools is to get the teachers and pupils to and from the school.

On learning this we at once began preparing to help solve this problem by learning to walk. We are now ready to walk a distance of three to seven miles if it be our lot to get into such a community. It has been the cry of other teachers, "Give me a position with a school in the town and a boarding place near by," but ours will be, "Give us any place in the country, even if the boarding place is miles from the schoolhouse."

When we entered the school it was hard at first to enter into all of the school activities, but by dividing ourselves up so that some could play tennis one day and then others play basket-ball or volley-ball the other days, always leaving a good number for walking, we managed to take part in all of the activities and to win in one, walking. We did this way for two years, but our class increased so greatly that we have been able to have regular walkers for the past two years.

If Mr. Hoover could have seen us at the table he would have said, "Stop the Walking Club," for we were ready to eat anything that was put before us, and everything tasted good.

We learned much about birds, flowers, plants, etc., on these walks, and we have become thoroughly familiar with the beautiful haunts around Greenville.

During the past year we have kept up the walking, and the last record posted showed that we were two points ahead of the other classes. We are working for this year's championship in walking, also.

It can always be said of the class of '18 that "hiking" was one of their chief delights, and that we have thorough training along that line for rural schools.

ETHEL STANFIELD.





## *Miss Mimosa, Southern Lady*

(Composed for the Tree Planting Day.)

Where'er you see the mimosa tree  
Flaunting her feathery plumes,  
And fluttering her peach and creamy blossoms,  
Spreading her arm to keep from harm  
Whate'er from the sun for shelter may run,  
Calling birds to rest or to build cozy nest—  
Remember, '18 claims her as their queen,  
Ever emulating her charm.

This Southern lady fair, with manner debonair,  
Takes root where she pleases and other trees teases:  
Where there's a spot that makes a bare blot  
She works with her might to make that spot bright;  
Without half a chance she'll show off and dance  
Right under the nose and over the toes of grouchy old king oak,  
Who thinks he'll rule her, and may, perhaps, fool her,  
But no clinging vine *she* to let *any* he  
Rule her, or drop her, or think he can stop her;  
She has roots of her own, if he pleases.  
A sensitive, sensible maiden is she—  
This dainty desirable tree.  
She shuts fast her leaves and no taint receives,  
Like a well-bred lady, when slanderous tale shady  
And things she shouldn't heed or hear,  
Come creeping towards her delicate ear.  
When fretful winds are wailing, and autumn is quailing,  
All Mother Nature's children dying, or ailing,  
She doffs her fine feathers and faces wintry weathers  
With sympathy true, in plain grey hue.  
When says Mother Nature, in early spring, "Come, children dear, dress  
up and sing,"  
Outsteps she in her dress of grey-green,  
As dainty a lassie as ever was seen;

Dons again her feathery plumes and peach and creamy blooms,  
 This airy, fairy maid, whose beauty will not fade,  
 Whose heart is of gold and never grows old,  
 Who takes her luck with southern pluck  
 And with spirit so fine, so free, and so bold.

Now *this* Miss Mimosa will be e'er on the alert  
 To protect our girls from the Fifth Street flirt.  
 And when, oh commencement beau, sir,  
 You bring an artless maid to the feathery shade  
 Of this wise and wonderful mimosa,  
 You'd better be careful and go rather slow, sir;  
 Instead of a "Yes," you may get a curt "No," sir,  
 For the spirit of the tree can help or hinder thee.  
 Oh, every single lass of the nineteen eighteen class,  
 All of the seventy-four,  
 Turn this in each heart o'er and o'er:  
 Miss Mimosa, Southern Lady, we'll always love and cherish;  
 Where'er on earth we meet her there we'll pause and gladly greet her,  
 And may her tribe ne'er perish.

Now you, oh thoughtless lassies, of the coming-on classes,  
 Drop a curtesy to the lady fair, when you come forth to take the air;  
*You, too*, be wary of the Fifth Street flirt;  
 If you don't heed Miss Mimosa, you may get hurt.



### *Some Children We Have Learned*

My work at the Model School taught me that there are many, many kinds of children. There are no two exactly alike. Beginning with the first grade, I will tell you what I learned.

You have heard of those people who work only for rewards? E. and M., in the first grade, were this type. They loved school well, but they could not be prevailed upon to read, recite, dramatize a story, or do anything unless they were almost sure of making "one hundred." They could not understand that "doing nothing" was worse than "trying" when they were not perfect.

We can almost predict that years from now the two candidates for mayor of this town will be cousins. In the first grade are two little boys, cousins, whose highest ambitions are to "beat" one another. Their constant questions are: "Did I beat James?" "Did I beat John?"

A "gang leader" was also discovered in the first grade. L. was a sullen little chap who never tried to please and never wanted to do as he was told. In games he constantly teased the other children and "pulled," as they said. We didn't know what to do with him until we found that if we made him leader and gave him the responsibility of making the game perfect he was *fine*.

Self-expression and letting the children ask questions leads to queer things sometimes. One day these first grade children would not be satisfied until their teacher had *printed* some words on the board. Another day they demanded that she read the story, "The Boy and the Fox," upside down. When she refused they said, "Read it bottom up'ards, then." Then, at her refusal, one little fellow said, "I never will like you no more." (The double negative is still prevalent, you see, as natural speech, just as it was handed down from William Shakespeare's time.)

The "Doubting Thomas" was also found in the first grade. While I was teaching the story of "Betsy Ross and Our First Flag" one little boy said, "Pshaw, that story ain't true."

In the second grade, one little fellow who entered after Christmas made quite an impression because the first week or two he was a perfect blank. He spent his time in watching the other children, and really knew nothing. Every one came to the conclusion that he would never know anything. One Monday morning he came to school an entirely different child. He had shed that shell of indifference. He always afterwards seemed to have an answer ready, and was first in everything.

The "Arkansas Traveler" was found in this grade, too, in the person of H. No matter what kind of incident, what place, or human characteristic was brought up, he had an uncle who had seen something like it, been there, or had that characteristic.

In the third grade, B. was noticeable. She knew something on every subject brought up, and could not rest until she had expressed her opinion. She was very dramatic and was always *showing* how things were done. Her hands were always in motion. One morning she came to school and startled us all by the announcement that "My mother has appendicitis in both legs." She asked if the girls had ever given "Do You Like It."

J. and E. were always picking at one another and the other children, though they liked well to correct others for impolite behavior. This was demonstrated one morning in chapel when J., the most "fidgety" child in the grade, reproved another child for the manner in which he was sitting.

D. seemed utterly unable to spell or work his arithmetic, but if ever he read a story or heard one told he could retell it almost perfectly.

You know the person who is "slow but sure," who perseveres and works things out for himself? He's the one who may become a millionaire. Well, I predict that a future millionaire will come from the ranks of the present third grade. C. could not read well but he had perseverance. If he came to a word he could not read he would sound it to himself until he mastered it. Although his reading was somewhat halting and punctuated by long pauses in which he worked out words for himself, he could invariably tell you the substance of what he had read.

You know the person who is swift but not always accurate, who jumps at conclusions which are not always the right ones? Charlie was this kind. One day he said, "Miss Whiteside, I was trying to find your telephone number but couldn't remember where you said you lived. Was it the Teachers' *Reformatory*?"

In teaching drawing one day the teacher asked, "What is the name of these two lines lying side by side?" One little boy answered, "They are called *paralyzed* lines."

You know the person who is always the center of an admiring group, the one who begins to think he is "the only pebble on the beach"? We found him in the fourth grade.

We also found the little girl who twists and giggles all the time. The one who was raised on the idea that she was delicate and dull, and unable to do the things the other children do. When anything new comes up she always says, "Oh, I know I can't do that. I never can do anything." So she lets it go at that and doesn't try. The other day she met Miss T. on the street. "Oh, Miss T., we are having the hardest time these days. We are going to have an examination on 'Fertile' tomorrow."

Miss T.—"On 'Fertile'? What *are* you talking about?"

M.—"Yes, ma'am; on 'Fertile.' You know, in Geography."

Miss T.—"You mean fertile soil?"

M.—"Yes, on *fertile*."

The little "I-know-it-all" was found, too. One day Miss J. was introducing the story of George Washington:

"I am going to tell you about a man whom we have never seen yet one whom we all love. Who can tell me whom my story is about?"

B.—"I know, it's Santa Claus."

Miss J.—"No, I would not tell you about him here in February."

B.—"Oh yes, I know; it's Jesus Christ."

These are a few of the most pronounced types, but there are just as many more as interesting even though not so pronounced.

E. EVANS.

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### *The Farmerettes*

This year the Senior gardens were increased from 12 x 18 feet to 15 x 25 feet so as to raise enough food for the summer students, as we eat up everything in store during the winter.

The implements we use for working the gardens are the rake, hoe, and hand cultivator, all of which are very light and hurt no one to use them. The vegetables planted in these gardens this spring are spinach, beets, turnips, radishes, beans, lettuce, tomatoes, cabbage, and carrots.

The purpose of these gardens is to put into practice the knowledge which we have gained from our agricultural course and to incidentally prepare those who are going to become farmers' wives to influence their husbands to be safe farmers.

When science period comes, the girls run to their rooms for their big farm hats with ribbon sewed on them to tie under their chins, so the hat will shade their necks and faces; some wear gloves, but only those who have very tender hands and say that they are raising more blisters working in their garden than vegetables. It's true that we get very warm out there sometimes. You can hear the girls say, "Oh! how I wish I had some ice water"; another will reply, "I do wonder how the poor soldiers stand to drill in this hot weather." Then Mr. Austin comes along and says, "Girls, when you get through doing what you started, go and sit in the shade and wait until I come." Of course every girl is through and drops her hoe.

We thought we were getting along so nicely planting our seeds, but one morning when we awoke we thought, as Melancholy Jaques, surely another flood had come, for when we went down that morning we found only a few of the seeds had remained in the ark of safety, for most of them were swimming on top of the soil. Mr. Austin went right to work teaching us what good drainage is, and how to have good drainage.

Abiding by the laws of rotation of crops, the gardens have been removed to another part of the farm. But to us the most important reasons for this removal is shown in the fact the rest of the girls do not

help the Seniors cultivate their gardens as heretofore when they adjoined the patch of luscious strawberries.

Though we can no longer say that stolen berries are the sweetest, and though we sigh for our gardens to be smaller, we still work and gaily sing:

“Hoe, hoe, hoe your row,  
Through the summer’s heat;  
Merrily, merrily; cheerily, cheerily,  
Raising beans and beets.”

LIZZIE SMITH.

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### *Our Class Flowers*

The class flower of the Class of 1914 was sweet pea. When they passed out of school, they kindly willed this flower and their colors to us, the Class of 1918. We were very proud of this flower because it means loyalty. We have cultivated this flower each year since, and each year have tried to make our bed larger. As our class was large and we wanted each member to be able to sport sweet peas, we decided to plant ten ounces. The snow and rains of December, 1917, prevented us from planting them early. February, 1918, was not much better than December. Notwithstanding the first pretty day that came we went out full of vigor and interest to get them in the ground. We planted a row on each side of the walk to the tennis court. Some of these are in the class colors—purple and white—and some in mixed colors.

Although these were planted later than usual they seemed to realize it, and wasted no time and effort in coming up. They seemed to understand that there were sweet peas growing on the campus which were planted much earlier. With this in mind they put forth every effort to show the class that they were trying to do as well as the older ones. This flower and color has pleased us all so well that one hundred and ten outgoing Seniors have the pleasure of calling this “Our Class Flower.”

When we left in June of 1917 for our summer vacation, there was one perennial sweet pea which had come up by the side of the tennis court. This vine had climbed to the top of the wire which was about eight feet high. It was in full bloom. We learned from some of our class which stayed here during the summer term that the vine never ceased to bloom all the summer. They often thought how nice it would be to have more vines to accompany this one. With this in mind we planted one ounce along with this one so that each member of the summer school, students and faculty, might have a relic from the outgoing Class of 1918.

BETTIE S. ALLEN.



## *Ten Years Hence, Workers Still*

After teaching my allotted number of years I, Ruth Cooke, was drawn into a life which broadened beyond my fondest dreams. Having been a leader of women of America who had accomplished so much during the war, I was asked to serve on a committee to investigate the character of work being done by the women of 1928. This data was to be compiled into History. I was informed that I was to represent the Eastern Section of the United States and work with the representative of the Western Section. We were to meet at Washington to start this investigation.

On the appointed day I reached my destination, anxious to find the distinguished person who was to be my colleague. I had not long to wait ere I saw a stout, distinguished looking lady approaching. As she came closer, and as I got a more minute view of her face, who should I find but my old class-mate, Rebecca Pegues! So she had been sent to represent the West. Ere we could discuss the great problem before us, we found ourselves reliving the days at E. C. T. T. S. We hereby resolved to keep our eyes open for any signs of our classmates.

Some of our work led us to the city of Washington; this consisted of a report from woman's work in the Supreme Court. The famous case of a man who had attempted to marry before he was thirty-one was being argued. It was a test of that famous case that had been before the Supreme Court of North Carolina. Imagine my delight when I discovered the lawyers were Nannie Clapp and Sadie Thompson.

As we boarded a street car, very suddenly Rebecca seized me by the arm and pointed to the motorwoman. I could hardly believe my eyes; there was Louise Mewborne skillfully managing the car. She directed us to the other end, and there we found Lizzie Smith as conductor. Surely war has wrought no greater change! Both took places of men in war days and never gave up their jobs. We later took the aero express for a flying visit to the great Metropolis, and who should the pilot be but Irene Wiggins. She told us that at the Arlington Radio Station we would find Mattie White breaking the record as a wireless messenger. This did not surprise us, for at school Mattie had the rep for exceeding the tongue speed limit.

Our next post of duty was in a small town. This business transacted, we inquired into the community affairs and found that Elizabeth Hutchins was drawing a fat salary as general manager of the whole com-

munity. Think of the time when we debated the *city* manager! In this same village we found Gladys Yates, teaching as hard as the year before entering the Training School. Psychology tells us "early formed habits are hard to break."

Our next trip was in an automobile. We were suddenly made conscious of the fact that even in this age of wonderful inventions the problem of tire puncturing had not been solved. While waiting here our eyes were attracted to a little bungalow set off to itself on the banks of a small river. This picture appealed to our instinct of curiosity and led us to investigate. We knew it must be some of our classmates, for the plan looked like one we had seen drawn on Civics class. The plan was Thelma White's, and coming nearer I recognized the young man on the porch as being the one whom I had seen nervous and restless on one eventful night at E. C. T. T. S.

The car being repaired, we resumed our journey. As we entered the town our creaking, rattling car caused all attention to be turned in our direction. As we expected, the unsympathetic looking cop who had been peacefully sleeping on the corner came up and demanded a fine for disturbing his slumbers. This cop proved to be a woman in trouserettes, and was no other than Lola Gurley.

We returned to Washington and took the aero express and landed in New York. Our work would keep us here several days, so we immediately sought a hotel. Lolling in the woman's lobby, I overheard a bride and groom talking. Soon two others joined them, and as they turned we recognized Violet Stilley and Nell Ray. They told me they had had a double wedding. Ten years! Better late than never.

Before beginning our investigation we decided to go to the theater, but hardly noticed what the play was. On entering we could feel that an air of expectancy pervaded the building. We followed the enraptured gaze and there, standing behind the footlights, with all the grace and ease of professionals, as they were, was Elizabeth Hathaway and Mattie Poindexter in "As You Like It." The same Rosalind, the same Orlando!

The next day we visited many apartment houses. Entering one of these we were shown to an apartment owned by Mrs. Monroe Evans. Soon the esteemed lady herself approached, and as she entered I recognized Elizabeth Evans. Salutations over, she explained that she and Monroe had finally agreed to cease breaking off diplomatic relations, with the understanding that she should keep her name. We found that three other classmates, Huldah Barnes, Thelma Bryan, and Vera Bunch, had started their journey upon matrimonial seas and were living in this same house. We had almost a class reunion and gained valuable information for statistics.

A subdivision of our work, conducted by the women of the South, was to meet in Richmond, so our next work was there. We went to the Woman's Building and waited impatiently for the meeting to be called



to order, for we had heard so much about the wonderful work of its president. Finally she arose, and there standing before us was Ida Walters. No wonder they had accomplished wonders with her as leader. After the meeting a tall young woman, representing the eastern part of North Carolina, spoke to us. When we failed to recognize her, she told us she was Lucye Jenkins, and that Viola Williams was there, representing the western section.

One of the boasts of Richmond was its recently built hospital and its woman surgeon. We were determined to see her, and on entering waited only a few minutes, for the famous surgeon appeared. The meeting was not as formal as it should have been according to our positions, for the surgeon was Estelle Jones.

We were requested to witness the spectacular event of the year. The women of the universities of the North and South were to play basketball the next day for the championship. As the players took their positions on opposite sides our hearts skipped a beat for there on one side were Una Brogden, Lena Griffin, and Alexa Alford. On the other were Alice Outland, Jessie Howard, and Ruth Fenton. Finally it was over, and the pale faces of the defeated took us back to two similar occasions at E. C. T. T. S. when the Senior Class walked off with colors flying.

We went from here to Hopewell, not the big powder plant any longer, but a big peace industrial plant. There we found Gladys Nelson, Olive Lang, and Roberta Floyd doing patrol duty.

We reached Norfolk by noon. Our business having been transacted, we looked for entertainment. Having received a cordial invitation to attend a big social affair that night, we accepted. The costumes were attractive, changed most assuredly from what they were in our school days, but still beautiful. A shimmering gown of satin, the color of the wearer's hair, impressed us most. When her suitors scattered sufficiently to allow us a sight, whom should we recognize but Pat Farmer. Her ambition was at last realized, a society butterfly!

Later there was great excitement, caused by the disappearance of a diamond comb, one thousand dollars, and a vanity case. A pickpocket among the guests! A detective appeared; a hush fell over the crowd. As the detective began investigating we could not suppress a smile, for memories thronged back of nights long ago; the detective was Miss Arley Moore.

Glancing over the morning paper we were impressed with the editorial page, and glancing up to see what the editor's name could be, we were not surprised to see Elsie Morgan. Indeed, the training received on the QUARTERLY staff had "carried over."

Swiftly the distance between Norfolk and Raleigh was covered. While having luncheon at a restaurant a signboard across the street caught our eye. It read: "Patterson and McGlohon, Ladies' Hairdressing and Manicuring. Have your hair dressed while you wait." Burwell and

Ethel had set up a business of their own. Just below this we saw another sign: "Dr. Jackson, Dentist." We always knew Willie was a hundred per cent efficient, but we never dreamed of finding her in this work. Passing a music store we heard a beautiful voice singing on a victrola—a voice which excelled Melba, Farrar, or Gluck. We listened enraptured; at the end we looked on the record and what we saw caused us to utter exclamations. It was Lullāh Garnetté Ballance. But the world was missing what had charmed us most, the graceful gestures and varied expressions.

Our mission was not ended until we visited Wake Forest. There is a one-room building on the edge of the campus we found Minnie Exum Sugg. She told us that she taught here in the winter, conducted a class in farming at Chapel Hill in the summer, and during vacation studied law at Trinity.

We could never leave North Carolina without visiting our Alma Mater. The people had fully realized the merit of the work done here, for the school was enlarged to three times the original size. We realized that it would be sad to enter and find so many strange faces, but we screwed our courage to the sticking place and walked in. All the girls' faces were strange, but when the matron of East Dormitory walked in it was Ethel Smith. We found that Louise Croom was working with Miss Beaman in the Infirmary, also that Helen Lyon was teaching Voice here. Surely practicing mouth positions before the glass had worked wonders for Helen!

Out of a clear sky came orders to go immediately to the far west. Again, we took the aero express and landed at the first post of duty. This time we trusted a man to give us the data we sought. He gave us some information; then, supposing we had heard of the great work of the teachers of his community, he sung their praises for the rest of the time. He told us Misses Cora Lancaster, Irene Fleming, Bettie Allen, and Flora Barnes were their names. Four together! What pride we felt in knowing our class was shedding its rays of light in the West. We learned from these girls that we should find other representatives from our class a few miles farther. On we went. Our curiosity was satisfied when we saw in bold letters over an office door, "Allen and Robinson, Attorneys at Law." Bernie and Camille had followed up their tendencies nourished by the inter-society committee meetings at E. C. T. T. S. They told us that farther on we would find Ethel Stanfield as treasurer of a big firm dealing in athletic goods. Instantly there flashed over our minds Monday mornings for nine months and a business visit from Ethel!

But business must come before pleasure, so we proceeded on horseback to the next village, away back in the Rockies. Passing along a deserted looking road, we noticed a dilapidated house nestling in the woods. We stopped to ask for water. In answer to our knock a tall, thin, miserable

looking young woman came to the door. After giving us the water she seemed inclined to talk. We questioned her concerning her solitude. She gave us the whole tragedy of her life, and wound up by saying, "And then he married a French girl," then burst into tears. We asked her name, and imagine our surprise when she said "Ellen Renfrow."

Next we were to investigate the Hoover Kitchen in Denver. For never since the war again would we revert to extravagance. As we entered a very tall woman was trying to convince the manager that a large amount of cayenne pepper in cakes improved both flavor and texture, not to mention making them more appetizing. Failing to make her point, she turned abruptly, and I recognized Sarah Williams! The raptures of meeting over, we exchanged experiences, explained our work; and she added to our data by telling us of Fannie Bishop's success as dietitian in this same place.

Our mission in the West ended with San Francisco. We were to visit the woman who was trying to get a patent on an idea that was to be of great service to the world. In response to our knock we were ushered into the presence of Estelle Moore, who was busily at work. She told us the patent she wished was on a device she had worked out to get a large body of people to agree upon one thing. Another evidence of our helping the world by our own experience. In a few moments her secretary came in, and she was no other than Sallie Tyler. Sallie told us that Sallie J. Williams and India Elliot were pilots on submarines from San Francisco to Honolulu. We also learned that Lelah Parker had overcome all difficulties and was now supervisor of Primary Schools in Seattle, Washington.

Our work was now ended, and we were satisfied with the information gained; but there were some of the 1918 girls we had not seen or heard of.

We landed in New York in the midst of great excitement caused by a new masterpiece in art; a rival of Mona Lisa. We heard exclamations of "Who could have been the model?" We glanced up at the picture, and by its side was the other with still a more heavenly smile. But wait, we needed only another glimpse to reveal the fact that the poser was our own Bess Tillitt! How our minds whirled back to kodak days and Bess's smile!

Success being with us so far, we dared not stop until we had accounted for the other members. To this end we began work. Up to this time we had found none of the class engaged in Red Cross work. This was unusual as the class of 1918 began the Red Cross movement at school.

Our first investigation relieved us of this feeling, for we found at the head of a big hospital in France Sophia Jarman, with the aid of Sadie Dew, Eula Peterson, Clellie Ferrell, and May Renfrow, rendering a great service to France. Sophia Cooper was there before war closed, but was missing after a soldier boy was told he was able to resume his duties.

We found, also, that Mattie Paul and Blanche Atwater were doing a great work for Belgian mothers, for they had established a kindergarten where the babies were left while their mothers worked.

At the close of the war America realized that something must be done towards civilization, for we had to build up the civilization that had been uprooted by Germany. So again we were not surprised when we found that Agnes Hunt, Annie Bridgman, Lillian Shoulars, and Sallie Best represented our class in this reconstruction work.

Of course, many of these are married, but in these new times women hold their jobs just the same.

Thus we see that the working class has scattered all over the nation, and wherever they go they are still working.

RUTH COOKE.

REBECCA PEGUES.

### *Heroines of War-fare*

Gay we sit at the food-line trenchers  
 Feeding full on Hoover war-fare;  
 Murmuring not when zealous wrenchers  
 Snatch more food for "over there."

Wheat—We'd none of thee!  
 Sweets—Begone with thee!  
 Beef—Get thee behind me!  
 Fats—Do not remind me!

You're for the front line trenches  
 And for our friends, the Frenchies,  
 Heroes of real warfare.



# *School Activities*

## *Classes*

**“C” Class** Because the janitors were called to service the Junior Class as Company “C” has taken the work in charge. They are to use the money for buying Liberty Loan bonds. They offered the suggestion that this training would be valuable for the pupils of the public school.

At the first regular class meeting after Christmas the members of the Junior Class asked military training under the direction of Lieutenant Leon R. Meadows, who had just returned from three months at Camp Oglethorpe, Ga., last fall. The class realized that this was an opportunity which is not afforded by many schools; so far as we know, it is the only company organized in a girls' school in the State. In the beginning, two squads of eight each were chosen for corporals. These were given all the movements of the drill which they practiced in the recreation hall. Each corporal then took a squad of girls from the class and had the responsibility of training the eight. Then all the squads were combined into Company “C,” and drilled for a number of days together. The company then elected a captain and two lieutenants. The following were elected: Lois Hester, captain; Rena Harrison, first lieutenant; Beulah Thomas, second lieutenant.

At present they are giving training to the members of the “A” class. This class gets much enjoyment out of this and are pondering over the hikes that Company “C” is going to take them on. When on these hikes they are to go in rout order. They expect to take their first hike soon, and most of their time will be spent on Greenville Heights. Nothing has served better to bring out the coöperation of all the members of the class. All are intensely interested. As a result they have learned the value of strict military discipline and exercise in open air and sunshine. The training has added much to the development of school pride in the class. On account of military training, Company “C” was chosen to lead the Liberty Loan Parade on “Liberty Loan Day” in Greenville.

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The members of the Junior Class conducted chapel exercises Saturday, April 27, 1918, after the regular devotional exercises. Miss Annie Wilkinson, president of the class, explained that the program was one of Spring, then the class sang “Spring is Here.” Miss Ruby Giles, in her delightful manner, read “I Am Spring”; a spring selection was played on the victrola; an instrumental duet was played by Misses Mary Hart and Elizabeth Spier; a duet, “I Know a Bank,” was sung by Misses Ethel

Stancill and Sue Best Morrill; a reading, "Spring Is Coming," by Miss Marion Morrison, a chorus by the class, and then a Spring Dance by twelve girls completed the program.

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#### "F" Class

This year the "F" Class is the smallest class that has ever been in school. Before Christmas there were only 8 members and now there are 12. Although the class is very small it has been very active in war work.

On the 22d of February they gave a George Washington Birthday Party on which they realized the neat sum of \$22.50. This money was to be turned into War Savings Stamps.

At one of the regular meetings of the class they decided to buy War Savings Stamps with the money that is usually spent for a class banner. With this money and the money from the Washington party they were enabled to buy twenty-five War Savings Stamps.

The "F's" are also active in sewing for the Red Cross and in bandage-making work.

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#### "B" Class

The "B" Class has been unusually busy in many kinds of activities, especially in patriotic service and athletics. During the first part of the War Savings Stamps campaign they organized a "Thrift Club." Several girls pledged themselves to buy Thrift Stamps with the money that they had been spending for candy, cold drinks, and other luxuries.

On the 5th of February they added to their class dues and paid for their \$50 Liberty Loan Bond.

The "B," or Second-Year Professional Class, entertained their sister classes on the evening of May 4 by presenting to them the play "Whiskers." They started out well in dramatics. The members of the cast were: Caroline Fitzgerald, Mildred Thompson, Lula Wade, Eloise Tarkenton, Ruth Livermon, Mildred Maupin, Olive Grady, Lucile Pugh, Gladys Baugham, and Callie Ruffin.

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#### "A" Class

The "A" Class is busy drilling on the fair days that we are having now. They are talking about the good times that they are going to have on their "hike" that they are soon to take.

The "A," or First-Year Academic Class, presented an interesting program at assembly period on May 20, giving four episodes from the Middle Ages:

1. The Story of Charlemagne's School.
2. Knighting of a Squire.
3. A Feudal Ceremony.
4. The news of the invention of printing in the monastery.

This class has been studying the story of the Middle Ages during this quarter, and this program was for the purpose of vitalizing the work in History.

On the evening of May 20 the class entertained their sister class, the Juniors, by presenting the play, "Pickled Pollywog."

THELMA BRYAN, '18.

### *Societies*

The sixth annual debate between the two literary societies of the Training School, the Edgar Allan Poe and the Sidney Lanier, was held Saturday evening, March 23, 1918. The Poe Society had the affirmative side and the Lanier Society the negative side.

The query was, "*Resolved*, That the commission form of municipal government is better than the city manager plan." The negative side won.

The debaters from the Poe Society were Misses Sue Best Morrill and Mary McLain. The debaters from the Lanier Society were Misses Ruby Giles and Laura Newton.

The debates were unusually interesting and so evenly matched that the audience was kept in suspense through the whole evening up to the time when Mr. Wright presented the loving cup to Miss Camille Robinson, president of the Lanier Society.

The west side of the hall was decorated with Lanier colors and pennants and the east with red and white flowers and pennants of the Poes.

The contest between the two sides of the hall as to which could give the best yells and songs was an interesting introduction to the evening.

The "honorable judges" were Messrs. Harry Skinner, Hoy Taylor, and D. M. Clark.

The two societies have bought one loving cup to be given to the society that wins in the big annual debate. The name of the winning society and the year is to be engraved each time.

VIOLET STILLEY, '18.

#### **Laniers**

Among the enjoyable programs presented by the Lanier Society was one in which Miss Thurman of Raleigh, coach of the Senior Play, gave several readings. Among her readings was "Madam Butterfly," arranged as a monologue, which she gave in a charming manner.

On the evening of April 13th, Miss Ruby Giles was elected president of the Lanier Society, and Miss Elizabeth Speir was elected Business Editor of the QUARTERLY.

On the evening of March 4th the Lanier Society presented the play, "Girls of 1776," to the Poe Society. So well did the girls enter into the spirit of the play that the audience could well imagine that they had gone back to the days of 1776.

The cast of characters were as follows:

Madam Evelyn Mayfield, <i>wife of Colonel Mayfield of the British Army,</i>	BLANCHE ATWATER
Amanda and Helen, <i>her daughters</i> .....	KATHERINE ALLEN, NELLE RAY
Barbara Steele, " <i>Betty Sweet,</i> " <i>her niece</i> .....	ELIZABETH HATHAWAY
Dolly Darrah, <i>the friend of Barbara</i> .....	ANNIE WILKINSON
"Grandmere" Mayfield, <i>mother of Colonel Mayfield</i> .....	LILLIAN SHOULARS
Honor Drake, <i>a staunch loyalist</i> .....	ELIZABETH SPEIR
Amanda Van Dresser, <i>the friend of Amanda</i> .....	LENA GRIFFIN
Jacqueline Marie Valcartier, <i>a French Canadian, a girl of fallen fortune,</i> <i>Grandmere's attendant</i> .....	GLADYS HOWELL
Betsy Ross .....	MARY JOHNSON

#### SLAVES

Troubles .....	REBECCA PEQUES
Chloe .....	ORENE HOLLOWELL
Minerva .....	FANNIE BISHOP
Dassy .....	ETHEL MCGLOHON

Guests for the Sewing Bee in Act I and for the Ball in Act III:

RUBY GILES	ETHEL STANCELL
ANNIE GRAY STOKES	MARY LEE GALLOP
LYDA TYSON	WILLIE WILSON

The success of this play was due to Jessie Howard, who was general manager and coach of the play. She was assisted in coaching the play by Miss Maupin.

LENA GRIFFIN, '18.

#### Poes

Since the last time we have told you of what we have been doing in the Poe Society we have had many interesting programs.

Of course the Inter-society Debate was the greatest of all events. Both sides did splendid debating, but both sides could not win. We lost, so the judges said; and we lost, so we say, with no hard feelings toward anybody.

In the arranging of the programs the committee has endeavored to vary them by having two different types each month. They have done this by having a light drama at one meeting with a literary one following, or a literary one followed by a musical.

The following are some of the programs:



- |  |                  |
|--|------------------|
| 1. Vocal Solo.....                             | SUE BEST MORRILL |
| 2. Talk, "What Society Should Mean to Us"..... | MISS RAY         |
| 3. Instrumental Solo .....                     | BESS TILLITT     |
| 4. Vocal Solo .....                            | HELEN LYON       |
| 5. Recitation .....                            | WINNIE SMITH     |
| 6. Vocal Solo .....                            | LULA BALLANCE    |

### St. Valentine's Program :

1. A Tableau—showing the luck of "old-fashioned" lovers.  
The characters :
 

The Girl.....	SUE BEST MORRILL
The Man .....	FRANCES McADAMS
The Girl's Mother.....	IOLA FINCH
The Girl's Father.....	FANNIE MAE FINCH
Cupid .....	MILDRED FRYE
2. Dance with the hearts.  
(This was very pretty. The girls wore white dresses with red paper hearts as a decoration. Each girl had a single paper heart as a crown.)
3. Valentine Story .....

WINNIE SMITH

The "Annual Poe Program," as well as several light debates, were much enjoyed. The Poe Program consisted of the reading of selections from Poe's works by various students and a very interesting talk, "Articles Relating to Poe's Life," by Miss Morris. We have been exceedingly fortunate in having three vocal students, Misses Lyon, Morrill, and Ballance, as members who have contributed much towards the success of the programs.

Miss Lois Hester, as President, will guide the Society next year, and Miss Mattie McArthur will be our representative in the QUARTERLY work next year as Editor-in-Chief.

Let us all say, "We thank you. You have made a fine president, Miss Estelle Jones"; for this is indeed true of our ex-president.

The Society has purchased a \$100 Liberty Bond, the proceeds of which will be used in beautifying the school. VIOLET STILLEY, '18.

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## Y. W. C. A.

### Report of Student Volun- teer Conference

I consider it a very great privilege to have been sent as a delegate from our association to the Student Volunteer Conference which was held at Elon College, March 8, 9, 10. This was one of the finest of such gatherings that has been held in North Carolina. One could not help feeling that God was with us right through the session, the hearty response in the matter of life decisions and the spirit of the meeting being the most encouraging evidences.

At the Conference there were Student Volunteers and delegates from various departments of the Young Men's and the Young Women's Christian Associations of fourteen colleges and normal schools and other schools above high school grades of North Carolina; and, in addition to these, there were many visitors and out-of-college Volunteers.

The problems of the Missionary Study classes, the Bible Study work, and the Student Volunteer Bands were discussed, and accurate reports of the work that was being done along these lines were given by the students. In this way we found out what others were doing, and were able to exchange ideas and get information from them. Plans for the coming year's work were made, and each delegation was requested to draw up a policy of what they expected to do with the ideas and information obtained at the Conference.

The chief speakers of the Conference were the following returned missionaries: Dr. J. W. Bradley of China, Dr. J. M. Woods of China, Dr. M. A. Wilson of Japan, Dr. Clarence Usher of Turkey, and Mr. J. Lovell Murry of New York City.

Dr. Usher's address, "Turkey's Challenge to Volunteers," impressed me more than any other. He was in Turkey in 1914 when the war began. He told us how the Christian mission was destroyed, and how the hospital and schools fell at the hands of the enemy. Dr. Usher barely escaped, and he with thousands of other people set out on a nine days journey to Russia. Many of the people starved on the way. Dr. Usher himself contracted a dreadful disease from water that had been poisoned by the enemy. All that he told us of the war, the mission work which has been accomplished in Turkey, and the work that needs to be done when the war is over, was soul-thrilling. I feel that I have hardly given you a glimpse of it.

The dominating idea throughout the Conference was that of the changes which are taking place and growing out of the present world conditions.

I saw as never before that this is another period of Renaissance. We are no longer just citizens of North Carolina, but citizens of the world; and we must become aware of the change and meet it in the right way. Religion is trying to revolutionize society. The educational ideas are changing, moral ideas have arisen, and old standards are disappearing. The doors of the Mohammadians and the doors of China are open to us.

The calls for missionaries are more than can be supplied. And now the call has come to the American students to respond to the call of the world task, for we are truly the ones on whom this great opportunity and task falls.

IOLA FINCH, '17,

*Delegate.*

**Y. W. C. A.**  
**News**

The services on the fourth Sunday night in March were conducted by the old and new cabinet members.

The former president gave a brief report of the things that she and her

cabinet had tried to do this past year. After this the new president, Bonnie Howard, took charge of the meeting.

The new cabinet members are the following: President, Bonnie Howard; Vice-President, Lois Hester; Secretary, Laura Newton; Treasurer, Mildred Maupin; Chairman of Mission Study Committee, Marion Morrison; Chairman of Social Committee, Annie Gray Stokes; Chairman of Bible Study Committee, Mary McLain; Chairman of Music Committee, Ivy Modlin; Chairman of Sunshine Committee, Caroline Fitzgerald; Chairman of Room Committee, Carrie Evans; Chairman of Association News, Mary Hart.

The Y. W. C. A. services on the 17th of February were conducted by one of the most prominent citizens of Greenville, Judge F. M. Wooten. His subject was "Strength." He brought out the importance of the Y. W. C. A. work here in school, saying that through this, by coöperating with others, the girls could gain strength that would carry over into days when each would have to work alone, and a strength which would help them to meet the opposition and indifference which they would have to face in the communities in which they teach. His talk was richly illustrated with examples of strength in Bible characters and failures because of spiritual weakness.

The special music of the evening was a vocal solo, "One Sweetly Solemn Thought," by Miss Ethel Stancell; a piano solo, "A Song of the Jasmine," by Miss Cora Lancaster, and "A Song of Victory," by the choir.

The services were conducted on February 24 in a most interesting manner by a group of students. Misses Marion Morrison, Bonnie Howard, and Daisy Fuqua told the story of the first American Baptist missionaries to India. The story was well told and gave some idea of the hardships which the first missionaries had to endure. It was very impressive, and the interest of all the listeners was held to the end.

After this story, Iola Finch gave a brief explanation concerning the mission classes which were to be organized in the Y. W. C. A., and urged all the girls who felt an interest in the work to join one of the classes.

A vocal solo, "Vision of Eden," was sung by Miss Lula Ballance.

The Mission Study classes have been more successful than usual this year. The girls have been interested in the work and have attended in large numbers. Miss Mills spent a few days here; talked to the girls about the work, and urged them to join one of the classes. The work was divided into five classes, Miss Graham, Mr. Wilson, Miss Ray, Miss Lewis, Mrs. Beckwith each teaching a class.

Mrs. Jeter conducted the services on Sunday evening, March 3, in a very interesting and helpful way. She chose for her subject "Love," and in this connection she read from the third chapter of John and the thirteenth chapter of Corinthians. She read a short article which clearly defined love in terms of kindness, humility, courtesy, unselfishness, good temper, and forgiveness.

The special music of the evening was also good. It consisted of a vocal solo, "Just for Today," by Ethel Stancell, and a piano solo, "Spring Song," by Miss Myrtle Moore.

Mr. Philips, the Presbyterian minister of Greenville, conducted the Easter services in a way that appealed to every girl present. He told the story of Naman, the leper, and in this way brought out the symbolism of sin as leprosy. He developed this symbolism through four distinct points of resemblance.

The special musical selections of the evening were two choruses, "Hail to the Risen Lord" and "Easter Is Here," by choir, and a vocal solo sung by Miss Lula Ballance.

Miss Morris, on the first Sunday evening in April, led the service, which was enjoyed very much by all the girls. She read two stories taken from "Story-Tell Lib"—"The Shut-up Posey" and "The Different Kinds of Bundles." She drew no morals after reading them, but the girls were very much impressed with the stories and enjoyed them so much that they begged for more after the services were over.

Mr. Underwood, on the 14th of April, made a very interesting talk about the responsibilities which rested on the people here at home so they would be prepared to meet the changed conditions after the war, and urged us not to be spiritual slackers.

A piano solo was played by Miss Cora Lancaster.

Miss Thurman, the coach for the Senior Play, led the Y. W. C. A. services on Sunday night, April 21. She made them very interesting by giving several short stories that had the idea of self-sacrifice. She told one, "The Glad Game," from Pollyanna, and then read two thrilling little stories from O'Henry, "The Gift of the Magi" and "The Service of Love." These two stories served to illustrate how much people will do for those whom they love, and that you will do all you can for those people no matter how hard the task may be.

A vocal solo was sung by Miss Ethel Stancell.

The Y. W. C. A. had a picnic down the river on May 6 to raise money to send delegates to the Blue Ridge Conference in June.

There were several girls who volunteered to go to Blue Ridge and pay their own expenses besides the three sent by the Y. W. C. A.

At the Y. W. C. A. services on Sunday evening, April 28, Miss Davis told in a very pleasing manner of Jane Addams, America's foremost woman. Her work will always be remembered, because she does not merely tell people what to do, but she finds great pleasure in working with them. She told of her wonderful work at Hull House. Jane Addams was the National Chairman of the Woman's Peace Party and at the head of the committee to visit the warring nations. After her return she made many lectures in our country advocating peace. It was easy for her to be an advocate of peace after seeing what the war was doing for the European nations.

The special music of the evening was a piano solo by Miss Agnes Hunt.

## *School News*

The Mathematics Conference, held here on March 8 and 9, was one of the most helpful and interesting events of the year. The school was very glad to have the noted speakers and leading educators who attended visit it, and feels that it was fortunate in having the meeting here.

The report given below was clipped from the town papers:

The keynote of the meeting was the humanizing of mathematics, relating it to the everyday life that we lead.

The sessions of the association were opened by a popular address by Prof. C. B. Upton, of Columbia University, New York, on the subject "The Relation of Elementary Mathematics to Life." Professor Upton treated his subject purely from the appreciative viewpoint, taking for granted the utilitarian. He showed that we are bounded on every side by mathematics, whether we will it or no. The Liberty Loan bond, the stock reports, tables of foreign exchange, the checking up of the time our watches record, all require of us a knowledge of a few fundamental facts and principles, and whether we have occasion to use them or not, it is the part of liberal education to be able to appreciate what the other fellow is doing. In the matter of algebra, for instance, he pointed out that but for it we should have no railroad trains, no electric lights, no tall skyscrapers. In geometry he said that we use the circle when we ride on our Ford, and we appreciate what an important curve it is when the wheel becomes broken. Touching at many varied points the everyday life that we lead was connected up with mathematics.

Mr. W. W. Rankin, of the University of North Carolina, spoke on "The Place of the Irrational in Geometry." The motion of the unmeasurable should be inculcated with care, he contended, but the more complicated detail of exposition should be avoided.

Professor Upton followed with some remarks on "How to Vitalize the Beginning of Geometry." He foresaw in the present Junior High School movement in America an opportunity for a careful reorganization of the material in our mathematics courses we now offer in the high schools, and predicted the future emphasis of essentials and the elimination of lots of material that has now lost its use and importance in mathematical study.

Mr. J. W. Lesley, Jr., of the University, spoke on "Some Models for the Geometry of the Sphere." He presented to the association a number of models made with tennis balls and a compass, illustrating the constructions, properties, and measurements for figures on the sphere.

Professor Upton spoke, after intermission, on "Some Modern Tendencies in the Teaching of Arithmetic." He gave the 1920, Fifth Avenue, model for the teaching of Arithmetic. He said that the teaching of Arithmetic required the teaching of habit and the teaching of custom. To be able to turn oneself into a temporary machine and to know from business custom how to direct the operations of that machine are what it means to study and learn Arithmetic in the twentieth century. To do the former, every new detail of habit had to be directed and checked. To find out the other, one has merely to run a sort of embryo business establishment in school and put into practice the business customs of life.

The attendance was good, the interest keen, and the meetings were not without distinct social and get-together features.

The afternoon session was devoted to reports of committees and round-table discussions which are reported to have been very interesting and helpful. Miss Mendenhall, of the Normal College at Greensboro, reported on High School Mathematics, and Miss Graham, of the faculty of this school, led the discussion.

The women visitors were entertained by the Training School and the men by the town people for the Greenville High School.

Teachers were here from Raleigh, Wilson, Rocky Mount, Kinston, and various other towns in the Eastern division.

The Conference for the Western division was held earlier in the winter at the State Normal College.

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**Talks by** Dr. E. C. Brooks made two very interesting talks  
**Dr. Brooks** while on his visit to the Training School on April 25.

The Senior Class spent a very enjoyable morning listening to Dr. Brooks, as Mr. Underwood gave over his period of school management so as to have him talk to the Senior Class. They felt that the other classes missed something worth while by not hearing the practical and interesting talk which he made to them about the value of knowing the purpose of the different subjects taught. Each of these periods had been reflected in the school work.

Dr. Brooks delighted the entire school with his ready wit.

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**President Wright** President Wright gave us an interesting report of his  
**Attended Meet-** trip and visit to the Superintendents' Department of  
**ing at Atlantic** the National Educational Association which met in  
**City** Atlantic City. At the meeting more practice work was demonstrated  
and not so much lecturing on theory and the fundamentals of teaching.

The keynote running through the conference was that of increased interest taken in public education by the Federal Government and the prospects of Federal aid. One of America's big problems is that of keeping teachers, and having her young people prepare for great responsibilities. The enrollment in normal schools has fallen down. This is true not only of normal schools but there is a decided lapse in attendance in colleges and universities.

We should feel glad that North Carolina is ahead of many states in attendance.

Mr. Underwood attended this meeting, also.

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**Child Welfare** Mr. Gibbons and Miss Ellis, representing the Na-  
**Workers** tional Bureau of Child Welfare, visited the school re-  
cently and interested the students in doing community  
work in child welfare. Miss Ellis made a talk to the school in the eve-

ning, outlining the work, showing the need for it, and suggesting methods for reaching the people.

Mr. Gibbons spent two days in the school making talks to the classes, especially to the Senior Class, and directing them in planning work ahead. A number volunteered to undertake a survey of their communities. The questions to be filled out in the survey are a combination of questions suggested by the State Department of Education, the Child Welfare Commission, and the University of North Carolina.

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**W. S. S. Club** Dr. Charles Raynal, representing Col. Fries and the War Savings Committee of North Carolina, visited the school and organized the War Savings Club. He utilized the class organizations as they are, making the class presidents members of the War Savings Committee, with the president of the Senior Class as president of the club, and the president of the Junior Class as vice-president, and the faculty adviser of the Senior Class, director. In this way every student was easily reached and enlisted in the work.

We have the full 100 per cent and are awaiting our honor flag. Every single student, member of the faculty, and officer has taken the pledge.

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**Mr. Atmore Visits the School** Mr. Taylor B. Atmore, Superintendent of the Public Schools of Pamlico County, paid the school a visit the last of April. He was looking for teachers, and says he is always glad when he can get a graduate of this school.

Mr. Atmore made a talk to the students indicating to them how, all through history, God's great program had been carried out, and developing the thought that we as teachers were going out to carry on a part of His program.

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**Faculty in Demand** The members of the faculty have been greatly in demand as speakers at patriotic rallies, Red Cross meetings, community meetings, closing of schools, and as judges in debates. On the evening of the State-wide high school debates practically all of the faculty who could get away from duties in the school acted as judges.

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**War Work by Mrs. Beckwith** Mrs. Beckwith has been very active in war work. Recently she was legally appointed chairman of Pitt County Woman's Division of the Third Liberty Loan. After her appointment she was called to the Liberty Loan conference in Raleigh. She was Pitt County's only representative. Soon after her return from the conference she was instrumental in working up the

Liberty Loan Parade, April 19. She spoke at the Liberty Loan Rally at Grimesland on April 30, and also at Parker's Chapel on May 2.

As a member of the Red Cross Extension Committee she has recently organized auxiliaries at the following places: Lang's Cross Roads Greenville Cotton Mill, and Ballard's Cross Roads. All these are doing good work. She was a member of the Red Cross Campaign Committee in the drive for \$10,000,000 war fund from May 5 to 12.

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**Service Flag Program**

President Wright, Mr. Underwood, and Mrs. Beckwith participated in the special flag service at the Jarvis Memorial Church on the evening of April 28. Mrs. Beckwith presented the United States flag. Mr. Wright presented the service flag of the church.

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**Mr. Wilson Delivers Commencement Addresses**

Mr. Wilson made speeches at the following school closings: Bobbitt's, Vance County; Mount Bailey, Nash County; Pactolus; and a school in Wilson County.

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**Miss Comfort Talks on Red Cross**

Miss Comfort made a Red Cross talk at the negro Baptist Church on the evening of April 30, explaining to them how they could render most effective aid now.

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Miss MacFadyen attended Edgecombe County Commencement and acted as judge of contests and exhibits.

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**War Talks Continued**

President Wright's weekly talks on the war continue to be very interesting. He summarizes the most important events and comments on these. His explanations do much to clear up confusing details, and his optimism is inspiring.

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**Students Volunteer to Buy No More Wheat**

President Wright read an article to the students from the Food Administration, which is published elsewhere in the QUARTERLY, telling us how and why one should conserve wheat. The students at once pledged themselves to abstain from all wheat products until the next crop is harvested. As there is some wheat flour on hand it will be used before substitutes are bought. The students are always ready and willing to help our country.



**The Juniors as Janitors**

When it was learned that "Uncle Sam" had called the janitors into service the Juniors were ready to take over the responsibility of one of the janitors in keeping the Administration Building clean. They receive the same money as the janitor received, and this will be invested in Liberty Bonds for the class.

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**Miss Muffley's Return**

After a term's absence on account of illness, Miss Muffley's return was hailed with great delight.

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Miss Jenkins attended the Social Service Conference held in Raleigh the first of March and reported a very interesting program. She was particularly interested in the report given of the Child Welfare Work.

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**Mr. Underwood Delegate to Conference**

Mr. S. B. Underwood was a delegate from the North Carolina Conference to the General Conference of the Methodist Church, which met in Atlanta in May. This was quite an honor.

Mr. Underwood is one of the contributing editors of the *High School Journal*, that excellent publication which is taking high rank among educational magazines.

Mr. Underwood reports that the tax of 15 cents on the dollar for the schools of Pitt County is an assured fact.

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**Pitt County Schools in Thrift Campaign**

The teachers of Pitt County are doing excellent work in the Thrift Campaign. Training School girls are active in this work and some of the figures as reported show that they have been successful.

The total amount of money pledged for War Savings Stamps reported from the schools up to March 23d was \$44,514.35.

Farmville Graded School reports the largest amount, \$20,664.80; Bethel, \$2,307.50; Bynum's, \$2,325; Kinston, \$1,181.80; Gardnerville, \$1,077.50; Carraway, \$1,071.76; Fountain, \$1,000; Grifton, \$600; Grimesland, \$150; Red Banks, \$140; Winterville, \$107.75; Parker's Chapel, \$100; Lang's Cross Roads, \$90; King's Cross Roads, \$55.75; Jackston, \$52.50.

Training School girls are teaching in all of the above named places.

**The School in  
the Patriotic  
Parade**

On April 19th there was given in Greenville a Patriotic Rally for the benefit of advertising the Third Liberty Loan.

The Training School took a prominent part in the parade. Mr. H. E. Austin and Miss Davis were on the committee of arrangements, Mr. L. R. Meadows on the order of parade, and Mrs. Beckwith was chairman of Woman's Work.

The Junior Class, as Company "C," led the line of the parade, and the Senior Class led the line of floats. The other three classes had prominent places in the parade.

The Junior Class, which numbers 130, dressed in white middy suits, red ties, white shoes and white hats with blue bands, marched in solid phalanx, and gave evidence of their training in marching, and they received many complimentary comments.

The "B," or Second-Year Class, formed one of the most striking features of the parade. They revived the spirit of patriotism in the days of Joan of Arc, by having one of the members of their class dressed as Joan of Arc to ride a spirited horse decorated very effectively. Following her came the members of the class, wearing helmets and dressed to represent French soldiers; after these came a few girls dressed as monks, bearing crosses.

The "A," or First-Year Class, carrying large dolls dressed in the baby clothes which had been made by the Red Cross Auxiliary of the Training School for the Belgian babies, showed one of the units of the Red Cross section of the parade.

The "F's," in the regulation Red Cross head-dress, representing the surgical dressings class, followed the "A's."

As the Seniors were to present "As You Like It" the next week for the purpose of buying Liberty Loan Bonds, they had an "As You Like It" float. The principals of the cast, dressed in the handsome costumes used in the play, which were furnished by a professional costumer, rode on a big auto truck which was decorated with a few boughs suggestive of the "Forest of Arden," and on each side were posters. The president of the class rode in front with the driver, and the coach was in the rear with the cast. The other members of the class marched in a line on each side of their float. They wore white shirtwaist suits and tri-color Liberty caps and carried Liberty Bond and class posters.

Many beautiful floats of the banks, business houses, the Greenville Red Cross Chapter made a very attractive parade. The entire schools of Greenville, the Boy Scouts, Camp Fire Girls, Service Boys of the Red Cross, and Home Guard made an inspiring sight as they marched by.

The parade marched through the main streets of Greenville. On each side of the streets throngs of people gathered to watch it pass, and it was a beautiful and inspiring sight. After the parade the school girls gathered on the courthouse steps.

The program for the afternoon was opened by the singing of "America," in which the entire assembly of people joined. Several patriotic songs—"Over There," "Smile, Smile, Smile," "Joan of Arc," "Send Me Away With a Smile," and the "Star-Spangled Banner"—were sung by the Senior and Junior classes. The speaker, who was Mr. Victor Bryant from Durham, N. C., made a powerful appeal to the people of Pitt County to support their Government and "Back the boys in the trenches" by buying Liberty Loan Bonds and being thrifty.

NELL RAY, '18.

### Commencement Program

SATURDAY AFTERNOON, JUNE 1. Alumnæ Meeting.

SUNDAY MORNING, JUNE 2, 11 o'clock. Annual Commencement Sermon by Rev. J. B. Massey, pastor of the Presbyterian Church, Wilson.

SUNDAY EVENING, JUNE 2, 8:30. Sermon before the Y. W. C. A. by Dr. Lawson Campbell, pastor of the Christian Church, Winston-Salem.

MONDAY MORNING, JUNE 3, 10:30. Commencement Address by President Robert H. Wright.

Graduating Exercises.

It will be noticed that all festive features of Commencement have been omitted, and that the School will close two days earlier than usual. The reasons for this have been fully explained, both in the last issue of the QUARTERLY and in the daily papers.

On account of the simplified commencement this year, the class day exercises were taken out of their regular place and given on May 13.

### Senior Class Day Exercises

#### PROGRAM

Song—"All is Fair" (*From "Robin Hood"*).

Medley—Four Years Work and Play:

Red Cross—Sewing-Bee, Knitting Class, Bandage Making.

Farmerettes,

Liberty Loan,

War Savings,

Food Conservation.

Song—"Prospective Teachers."

Ten Years Hence—Workers Still.

Song—"Little Blue-Bird." Original Twelve "A's."

Athletic Pictures: Basket-ball, Volley-ball,

Tennis, Home from the Hike.

Facts, Figures, and Comments.

Dramatic Review: Ladies of Cranford (*From the "B" Year*).

Echoes from "Robin Hood" (*From the "C" Year*).

A bit from "As You Like It" (*From the "D" Year*).

Distribution of Trophies.

A word from the President.

Presentation of the Gifts to the School.

Final Roll Call and Picture Taking.

Class Song (*to the tune of "Old Heidelberg"*).

Epilogue

"Farewell to Thee" (*From "Robin Hood"*)

The following is clipped from the Greenville paper :

The class day exercises at 5:30 in the afternoon were unique and entertaining and reflected the spirit of the class.

The presentation to President Wright for the School of two gifts was the most significant feature of the affair. These gifts were one \$100 Liberty Bond of the second issue left to the School to be used for interior decoration of the Administration building, and \$500 in Liberty Bonds of the third issue for the Student Loan Fund, thus making \$600 this class leaves in Liberty Loan Bonds.

President Wright in accepting the gifts showed that he was greatly touched by the gifts and by the spirit in which they were given. He commented particularly on the spirit that had governed the class throughout its stay in the School.

The program was a medley made up from the "work and play of four years." The songs were from "Robin Hood," the opera presented by the class in their Junior year, and from other entertainments at different times, and the two class songs.

All of their activities were presented in the form of dramatization, dialogues, or pantomime. Every one of the 75 girls took part in the program, and some of them appeared several times. One of the two "custodians of records" announced each number with explanations. Athletic sports were presented in the form of pictures, and the "class photographer" arranged them.

At the close, the roll was called and a jingle, giving a characterization of each girl, was read. The class photographer placed each girl, and when all was ready snapped the picture.

Seated as they were, they sang the class song. "Rosalind," dressed in her costume of the play, led the class president to the front of the stage and spoke the epilogue for the class, a parody on the epilogue in "As You Like It." The finale was the singing of the "Farewell" song from Robin Hood as the class passed off the stage waving to the audience.

The war work of the class was presented in a series of swift scenes. For Red Cross work there was a sewing-bee, representing the sewing-bee just one year ago today, when the class entertained the Seniors and at the same time inaugurated the Red Cross work in the School. "Farnettes" with hoes in hand came in singing "Hoe, hoe, hoe your row," which was taken up first by the workers on the stage and then by the entire class. The president and treasurer of the class stepped to the front holding the check for the Liberty Loan Bonds and a Liberty Bond poster. The class filed by as if taking part in the Liberty Loan Parade, and passed from there to a table where a War Savings representative was represented as selling thrift stamps, where each one displayed her thrift card, and went through the motion of purchasing a stamp.

For Food Conservation, while the whole crowd was grouped on the stage Sadie Dew stepped to the front and called attention to the "Heroines

of Warfare," who are saving for the real heroes of warfare "over there." The class in concert, with expressive gesticulation, repeated these lines:

Meat—Do not remind me.  
 Fats—Get thee behind me.  
 Wheat—We're done with thee.  
 Sweets—Begone with thee!"

The School seemed to enjoy the report on what the class will be doing ten years from now and the distribution of the trophies, while the jokes on the classes and faculty came in for their share of attention.

The public enjoyed most of all the "dramatic review." The quaint "Ladies of Cranford" were introduced, gathered around the one man, and then all who were here in the "B" year sang "A Fine Old English Gentleman," and four girls clogged to the tune.

In "Echoes from Robin Hood" there were a series of choruses and scenes given by the outlaws, the tinkers, and the little shepherdesses. These were very lovely with the woods setting.

A bit from "As You Like It" was an arrangement of bits of scenes bringing in the principals: Rosalind, Orlando, Touchstone, Audrey, Oliver and Celia, and Silvius and Phebe. At the close the shepherdesses and pages gave the dance.

There was a spontaneity and sprightliness about the whole occasion that was altogether enjoyable. The class seemed to be getting so much genuine pleasure from their performance that the feeling was imparted to the audience.

**President and Mrs. Wright Receive the Seniors** President and Mrs. Wright gave a reception in honor of the Senior Class. The members of the faculty and officers of the School, and a few others specially connected with the School, were the guests in addition to the Seniors.

In the receiving line were President and Mrs. Wright, Mrs. Jarvis, Mrs. Beckwith, Mr. and Mrs. F. C. Harding, Miss Jenkins, Colonel Olds, Mrs. J. J. Walker, and Mrs. Noble.

An amusing contest entertained the guests for a time. Different members of the faculty peeped through a mask, showing only their eyes, and the girls had to guess whose eyes they were.

Mrs. Walker delighted the guests with several charming readings.

Misses Lula Ballance, Elizabeth Hutchins, and Blanche Atwater, of the Senior Class, sang beautiful solos.

Groups of girls sang patriotic songs.

Colonel Olds told a thrilling story.

The entertainment was informal and delightful, everybody entering into the spirit of the occasion.

The house was beautifully decorated in national colors, and in red, white, and blue flowers: poppies, lilies, and corn flowers.

## *Our Service Flag*

"Who has brothers in national service?" is a question that was frequently asked here. For information, each class decided they would collect the names of every girl who had a brother in service, and each class have a service flag. We became interested, as well as the questioners, and decided to have a school service flag instead of individual class flags, so we went to work and collected the names from the girls and the faculty. We found that seventy-one girls have seventy-nine brothers in service, and seven of the teachers have eight brothers in service, also.

When we were discussing getting a flag Mr. Wright suggested that we had a right to a real service flag, as the boys' schools have, one for the boys who have been to school here and are now in service. Some of the girls were surprised at the suggestion, for now a boy on the campus is a rare and curious creature worth investigating. We found that eight of the Training School boys are in service for Uncle Sam. Also both of our last year's school physicians, Dr. Laughinghouse and Dr. Pace, are in service, and we feel that we have a claim on them. Mr. Leon R. Meadows, one of the faculty, was also in service but is now on the reserve list, and we feel that he deserves a star on our flag. They are really the only ones who have a full right to be represented on the service flag, so we placed their stars in the center of the flag and the brothers' stars at each end.

The boys who have been to school here and are represented on our flag are:

S. M. Long, Lake Landing, N. C.  
Earl Pittman, Falkland, N. C.  
Talmage Baker, Ahoskie, N. C.  
Robert Jones, Snow Hill, N. C.  
John Herbert Waldrop, Hendersonville, N. C.  
Arthur Evans, Greenville, N. C.  
Leon Jones, Farmville, N. C.  
James Alexander, Columbia, N. C.

Altogether we have ninety stars on our flag.

We have put our flag in a prominent place so we can see it often, and every time we look at it we will be reminded of our brave boys who have answered their country's call, and in thinking of them we may be more able to do our duty at home.

ALEXA ALFORD, '18.

### *Red Cross Work of the Year*

The new feature of Red Cross work in our school during the last quarter has been the bandage class. The Surgical Dressings class was organized in the fall, but no instructor could be secured until recently. Mrs. Beckwith, after completing a course in First Aid, took charge of the class, whose energies and interest in bandage work seem to have accumulated during their wait for an instructor. Soon after they began work, an urgent demand came to the Greenville chapter for 360 roller bandages. Our auxiliary volunteered to make 100 of these. New members were recruited and, regardless of the Patriotic Rally, Senior Play, and other school activities, the 100 bandages were made, packed, and sent to the chapter within two weeks.

The bandage class, while waiting for an instructor, centered their interest in making trench pillows. The school was canvassed for scraps and these were cut into fine pieces and stuffed into cases which were 10 x 18 inches. Thirty of these have been made.

Here is a summary of the Red Cross work since Christmas: The knitting begun last fall has been completed; a dozen hospital shirts, two pajama suits and five layettes for refugee babies, and more than one-fourth of the 360 bandages assigned to the Greenville branch of Red Cross for the month of April have been made by students of the Training School. This term marks the end of a very active year of Red Cross work at E. C. T. T. S.

A brief review is timely, as this rounds out the first full year of our work. In March, 1917, some time before war was declared, sixteen members of the faculty organized themselves, and with Miss Meyer, a trained nurse of Greenville, as leader, made a number 2 box of bandages. This was forwarded to Red Cross headquarters in June.

Although no auxiliary was formed in school until October, Red Cross work was done during the spring and summer of 1917. The class of 1918, then Juniors, decided that the event of Junior-Senior Day, on which usually a reception has been given to the Seniors by the Juniors, should be a Red Cross Sewing-Bee. This occurred on the afternoon of May 14, 1917.

Materials had been purchased from local merchants at cut prices. Under the direction of Miss Armstrong and Miss Jenkins, seventy-two garments had been cut, ready for the machine or for hand sewing, and the plan had been worked out.

When the guests arrived at 4 o'clock each one—Juniors, Seniors, teachers, and officers of the school—drew for a working place, and in a few minutes twenty-three groups of six each were busy sewing. Details of this were given in the summer issue of the *QUARTERLY*, 1917. During May and June smaller groups met, completed the work begun at the

Sewing-Bee, and cut out and made a number of additional garments. Valuable assistance in the most difficult sewing was given by the women of the various faculty households. Students at the Summer School completed all unfinished work, and packed the box of 48 pajamas, 24 hospital shirts, 24 bath-robos, 60 pairs socks, and 24 pairs slippers. This box cost \$80. The class of 1918 contributed \$50 of this amount. Members of the faculty and of other classes gave the rest.

The Red Cross Auxiliary was organized at E. C. T. T. S. in October, 1917. No drive for membership was made because of other demands school activities make upon both the time and the means of students. Membership and work were to be voluntary. We began with 105 members and over 100 additional pledged workers. Others have joined, and today we have more workers than space to work in or material to work with.

The various phases of Red Cross work during the past year have been: knitting, making hospital and refugee garments, trench pillows, and surgical dressings.

In the fall, knitting was the favorite pastime of the girls in school. Lessons were given in the parlor in the after-dinner hour, and all who cared to learn would come with needles and wool. All garments were taken here for inspection before being sent to the local chapter. The Greenville branch of Pitt County Chapter furnished the wool, but were unable to furnish enough. "More Wool" has been the constant cry. Under the efficient direction of Elizabeth Hathaway, chairman of the knitting committee, three dozen garments have been knitted and handed in to the Greenville Chapter. Besides these, many teachers and girls have bought wool and knitted garments of all kinds for brothers and friends.

The sewing has been managed quite as successfully by Sophia Jarman and Sadie Dew as was the knitting. After much difficulty they succeeded in getting material enough for a dozen hospital shirts. These were made under the direction of Misses Armstrong and Lewis. Since Miss Armstrong's resignation in January, Miss Comfort has directed the making of a dozen hospital shirts, two suits of pajamas furnished by the local Red Cross Chapter.

The Auxiliary of E. C. T. T. S. has made and given five layettes of refugee garments. For each layette we have bound one baby blanket, filled a sundry bag, made two dresses, one jacket, one hooded cape, three flannel shirts, three muslin shirts, two pairs of bootees. All other garments of the layettes were bought ready made. The cost will be about \$7 a layette. The merchants of Greenville have given us the closest prices possible on all Red Cross material. Miss Comfort has had entire charge of this work.

Groups of students have given their free time on Monday mornings to Red Cross sewing. Members of every class have helped to make the garments.



Under the supervision of Miss Beaman, two boxes of garments for the Belgians have been sent from our school—one last spring and one this spring. All the girls were asked if they had clothes which were too small for them or things they no longer wore. The boxes were filled with good coat suits, long coats, several pairs of good shoes, white skirts, shirt waists, and middies.

SADIE DEW, '18.



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