



ROBERT HERRING WRIGHT

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The American's Creed



I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States, a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my Country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.

The Place of Public Education in the Present World Crisis

(Commencement Address Delivered at East Carolina Teachers Training
School by PRESIDENT ROBERT H. WRIGHT.)

LADIES AND GENTLEMEN: I have had but few things in my life to touch me just like the request from this graduating class to deliver the address on this important day in the life of each of the seventy-three members. Many of its members have been here for four years and all of them have heard my voice many times. They know my ideals, my hopes, and my aspirations for this School, and for the children of our State. I am one of them and they are members of my family, and yet they have especially requested me to deliver the address on this occasion. I accepted the duty; for what could a mere man do when confronted by such a body of North Carolina womanhood?

Our President has requested that commencement addresses deal with some phase of the war, and so I make no apologies for talking to you today on *The Place of Public Education in the Present World Crisis*.

We are beginning to learn the value of sacrifice. The Germans have misread our hearts. They underestimated our capacity for serving. Already we have done more in a financial way than any one thought we would do in years. We have lent the Government enormous sums of money and we have given hundreds of millions to the Red Cross, the Y. M. C. A., and the Y. W. C. A. Much of this has come out of our surplus, but we are going to continue to give and lend even when it is a real sacrifice. Already our nation has spent between \$8 and \$10 per capita for every living human being upon the earth. This counts all the people in the world, savage and civilized, and counts even the Huns. Much of this is to win battles. We are going to win the war so far as the fight on the battle line is concerned. There are still some people left who are saying, "If we win the war." Strike out the "if" and change it to "when." There is no question about winning. America has never lost because America has always fought on the side of right; always on the side of liberty, justice, and right. We are going to win when God in His purpose sees the right time.

But, if we do not educate the boys and girls of this generation we will lose the fruits of our victories. This is a war of peoples, not of armies; a war of nations, not regiments. The war will go on long after the firing on the battle line ceases. The real sufferings of the war will come after the roar of the big guns ceases, and when the aeroplane has become a means of transportation in the industrial world. If we are prepared to meet the competition, to make the adjustments to the

new order of things, to face the post-bellum problems with intelligence, we will win then. Today we guess at some things, but there is no question about the value of intelligence in a government where every man votes.

The safety of our homes, the stability of our Government, and the hope of the world rests upon the intelligence of our citizens. If you doubt the truth of this statement, read the papers on the Russian and Mexican situations. These are living examples of what may come to every nation that neglects public education. "There are two battle lines: one in France and one in America. Both must be made to hold. Both must be advanced."

Great have been the changes during the war, but we are only at the beginning of the changes that are sure to come. War is revolutionary and destructive, but it destroys the evil as well as the good. Cæsar and his wars prepared the world for the coming of Christ, as well as of established laws. The crusades broadened Christianity; the Thirty Years War laid the foundations for religious freedom; the French Revolution gave us religious freedom in Christ and political freedom in government. Our nation has embodied in it the benefits of all the European wars since the time of Julius Cæsar. The results of this war will be to extend to the world the political freedom we have enjoyed since the victory at Yorktown, October 19, 1781. If I can read the signs of the times aright, the conflict to gain world freedom began right there. When we were fighting for ourselves we began fighting for the whole world.

What a glorious inheritance is ours, and oh! what a privilege to be living today in this, the most glorious and the most awful period in the world's history! What a privilege to be a fighter on the battle line in France or in the battle line in America! What a shame and a disgrace to be a slacker on either battle line. There is a duty to be performed by every American citizen, whether he be called to the real battle line or not. Unless we do our part, and make noble sacrifices, our boys in France will have gone in vain.

Do you know, friends, that there is grave danger that America today will not hold her battle line in America against ignorance, to say nothing about advancing that line. The education of our boys and girls is as vital to our success as any other one thing we can give our attention to, yet the attendance this school year has fallen off considerably. Thank God, the people of our State seem to realize the importance of keeping the young women in school to prepare to teach the young people of the State. This is one of the few schools that has not decreased in attendance this year. Here is what Commissioner Claxton says:

"In the agricultural colleges and in the universities there was a decrease of 35 per cent in registration, and this was practically all men students. In the colleges of engineering there was a decrease of 18.4 per cent, while in

the colleges of arts and sciences there was a decrease of 20 per cent. The high schools for the current year show a decrease in the normal enrollment of 7 per cent, or of 50,000 pupils."

Do you see the significance of this statement? There are fewer boys in the high schools today than at a corresponding time last year; and there should be more.

In response to an inquiry from Secretary Lansing regarding such a condition, President Wilson wrote as follows:

"The question you have brought to my attention is of the very greatest moment. It would, as you suggest, seriously impair America's prospects of success in this war if the supply of highly trained men were unnecessarily diminished. Those who fall below the age of selective conscription and who do not enlist may feel that by pursuing their courses with earnestness and diligence they also are preparing themselves for valuable service to the Nation. I would particularly urge upon the young people who are leaving our high schools that as many of them as can do so avail themselves this year of the opportunities offered by the colleges and technical schools, to the end that the country may not lack an adequate supply of trained men and women."

When this war is over there will be such a demand upon this country for educated men and women as has never before been made upon any country in the world; for the world will have to be rebuilt. This rebuilding will be done by the educated young men and women. Do you know that the total number of men and women in our colleges, universities, technical schools, and normal schools is just a little more than one-half of one per cent of our population of producing age? Almost infinitesimally small. The hope of our Nation for the future is almost entirely dependent upon this small per cent of its citizens. The hope of our public schools is dependent upon the product of our normal schools, and this is not more than one-tenth of one per cent of the population of producing age. If our people could realize these facts and what they mean to us as a nation, we would have no trouble in securing the necessary funds to pay public school teachers adequately for their services. We must realize the importance of training young people to teach; for the teacher is a soldier in the army for civilization, and no man today would send an untrained soldier into the trenches.

"Every dollar expended for education, and every day of every child in school must be made to produce the fullest possible returns."

Commissioner Claxton says, and he has caught the vision of our war-time needs when he says it:

"Appropriations for the support of normal schools should be largely increased, as should also the attendance of men and women preparing for service as teachers."

The hope of America is in her public schools, and the hope of the public schools is the well-trained teacher.

Gerald Stanley Lee says:

"I do not know how other men feel about it, but I find it hard, with all that is happening to the world today, to look a small boy in the face.

"When a small boy looks trustingly up to me and I see his world—the world he thinks he is going to have, in his eyes, I am afraid.

"The look in his eyes of the work he thinks he is going to have cuts me to the quick.

"I have always felt I had an understanding with a small boy before.

"But the last four years, when he looks at me in that old way and I think of his world—the one I see in his eyes, the one I had myself, the one every small boy has a right to—I see suddenly instead the one that is being left over for him by me, by all of us, the one he will have to try to put up with, have to live in, have to be a man in, when you and I have stopped trying.

"Then when I face the small boy I want to go off in a wide high place alone and think and ask God."

If we can only feel this, then go off alone and think and ask God, the world will be made safe for the next generation, safe for democracy, and safe for God. We can read with understanding these verses that were found on an unknown Australian soldier who bravely fought and nobly died:

"Ye who have faith to look with fearless eyes
Beyond the tragedy of a world at strife,
And know that out of death and night shall rise
The dawn of ampler life,

"Rejoice, whatever anguish rend the heart,
That God has given you a priceless dower,
To live in these great times and have your part
In freedom's crowning hour.

"That ye may tell your sons who see the light
High in the heavens—their heritage to take—
'I saw the powers of darkness put to flight,
I saw the morning break.'"

If we of this generation could fully realize the world we are turning over to the coming generation, if we could look into their trustful faces and catch hold of their outstretched hands, of those who are begging us to lead them from the darkness into the light, we would consider it a pleasure to save the world for them. We would give them an opportunity to make something of their lives. These are some of the duties for us on the battle line in America.

We here at home, who cannot go across the seas, have just as important duties to perform. The only trouble is we do not see it as clearly at home. I am not for one minute wishing to keep one single soul from going to France. The regret of my life is that I cannot go. The duty

for me to do is here at home. It is difficult for us to see the troubles here as plainly as we see them across the seas. We can see the inroads on France, but we do not see the inroads in America. Childhood and the future hope are dependent upon us. We should make as great efforts to protect our children as we do to protect the invaded rights of the country and the world.

I send you, young women, out into the world as soldiers to fight the powers of darkness in the lives of North Carolina's children. May these children through your leadership see the morning of a new day and may the clear sunshine of that day burst upon a world at peace enjoying a lasting and permanent peace—a free and a happy world filled with the spirit of brotherly love.

War Work—An Important Link in the Educative Process

HORACE SISK, *Superintendent Lenoir Public Schools*

THE educative process is a complex one. Based as it is upon human experience, it attempts to use that basis in manifold ways. The successful exploration and use of these different avenues has constituted the vital problem for our educational leaders of all time and especially of the past two or three decades. A great deal of the finest talent of this age has concerned itself with the problem so carefully and methodically that it has attained some of the pretensions of a real work of science. Much progress of a gratifying sort has been made. All our efforts at curriculum-making and study have been toward this self-same end. Each branch has been closely scrutinized for the evidences of its relationship to human experience and with a view to using those same relationships in the very best possible manner. Not only have we been careful to study each subject for its relationship to the experience of the child; but, on the other hand, we have in recent years developed a wonderful field of investigation in the study of the child's experience and its workings in that fascinating and profitable diversion, a pet among most real live educators, and known to us all as the psychology of education.

The sought-for result in the two investigations referred to above, of course, has been a more effective union of the two with intellectual content as one of its aims. If mere intellectual content were the sole aim, then a degree of failure would stare all of us in the face; but such is not the case, we have also been earnestly seeking to unite more closely and easily the two elements in order that a usable or utilitarian intellectual content might be the result. We have heard the call of the age in which we live and are trying to meet it. We have introduced all kinds of industrial and commercial art courses and training in order to make the hand more efficiently respond to the dictates and desires of the mind. We are succeeding, too, and why? It is here that I shall attempt an answer.

It is true that in our efforts at correlation of mental and physical training we are just getting a good start, and even in these trying times are making very rapid progress; but with conditions normal again, we shall make amazing headway with our educational work along this line because we have discovered the fundamental secret of success in this direction. Here the materials with which we work—the external essentials, come from the life associations and experiences of the learner. He knows and is interested in the wood from which he makes the table

for his mother. She is acquainted with and appreciates, at least to a large degree, the wonders of the food products from which she concocts the delicious dressing or dessert. Why, then, should not the materials or the content of the algebra, arithmetic, or English lesson which he or she has to prepare be just as real and interesting? What would be the result if they were? We all know too well. We know that the progress in these content subjects would be far more satisfactory than at the present, and at the same time they would more effectively fit our learners for that life outside, because they would come from that life itself. We have all agreed for some time that these materials should come from that source and many attempts have been made, but all have been sluggish in their production of good results. Was it because life is not rich enough to furnish such materials? I think not.

Oftentimes it takes some terrible catastrophe with its exigencies to cause us to take an inventory of our resources and set in motion means that we had not used before. Such was the case when we were plunged into this titanic world conflagration. We educators found use for materials, and from life, too, as we had never done before, though these same kinds of things had been at our disposal all the while. We are now no longer interested in figuring out or, rather, having our learners figure out the length of a rope wound spirally around a cylinder, but we have become deeply concerned, and he has, too, in how much this war is costing the people of America each twenty-four hours of the day and how many thrift stamps he should buy in order to pay his pro rata part of the enormous expenses of the war. That's very real and interesting to him, because it reaches down into his own life and experience. Instead of our little learner's having to puzzle over dealing with the cold figures in the multiplicative process, 365×5 , he becomes deeply interested in finding out how many shovelfuls less coal father will have to buy if the household saves five per day. Here real life had its part to play, and all the difficulty of multiplication was forgotten in the interest in the problem itself. Such problems as the above came to the attention of our leading students of the materials of curricula in their work as members of the educational division of our Council of National Defense, because they were quick to see that they were vital and interesting to the learners individually. What has been done in arithmetic has also been and is being done in all the subjects. In English, for instance, try to imagine what a wealth of material for thought and expression we have found as result of this war. Real interest in history is being aroused as never before through a realization of the fact that never in the record of man's existence and achievement have such momentous things taken place, and that these events have their fullest interpretation in the story of the past. Our girls and boys are sure to be filled with unbounded pride in their Nation to such an

extent that the past of that nation becomes new and interesting as they look toward the future. Surely, geography never meant more to any set of folks in the schoolroom than it does today when the whole world seems almost in our own neighborhood and when we speak of Europe as familiarly as if it were in the next block or township.

But the war has done much more than furnish or rather call our attention to an abundance of rich, vitally interesting and thoroughly practical material which may be easily interpreted and assimilated through the child's own experience. It has been even more far-reaching. Little that we had done in educating our girls and boys up to this time had put them in very close touch with the life of their community and the nation. They have never felt that they had much, if any, part in carrying on the affairs of the life around them until now. As educators we had not made a conscious effort to give them that feeling. This war has not afforded the very first opportunity either, but it has called it to our attention, and as a result our school girls and boys have been called upon to help to produce food for their nation and the starving peoples across the sea. They may have had a few school gardens before, but what purpose did they serve? Did their purpose begin to compare with that of the war garden? Have they ever been called upon before to get that invaluable habit of thrift and economy that they are getting today through their membership and activities in their War Savings societies, to say nothing of the fact that they are being impressed for the first time that the nickels and dimes which they save and loan to their Government are an important factor in paying the expenses of this great war? When have we insisted before that they ought to use their greater advantages to help their parents to know and do their duty? Who can evaluate the benefit that must come to our school children from the Junior Red Cross and other war organizations of theirs?

All these war activities in our schools have not only vitalized our courses of study, but they have made the future lives of our girls and boys potentially richer, happier, and more useful. They have not only given them interesting material for the process of training, but also the kind of thing that makes them confident in their own station or place in life and early gives them an acquaintance with the human problems which they are fitting themselves to solve. These things, therefore, are taking us a long step in the right direction in our educational work, and it behooves us to use them as long as we can. We hope that this war with its needed activities is not going to last long, of course; and then what are we to do? The way is clear. If we are to continue after the war to make our educative process as effective as it ought to be, then we must devise other legitimate and interesting life activities to take the place of these in our schools. What shall they be? That is our problem, my fellow educators, and we must set to work now to find them.

The Smith-Hughes Fund in Relation to the Farm-Life School

M. B. DRY, *Principal Cary Farm-Life School*

WHAT THE SMITH-HUGHES FUND IS

THIS is a fund provided by act of Congress approved February 23, 1917, for the purpose of encouraging vocational education in the United States. The three types of vocational education intended to be aided by this act are:

1. Agriculture (salaries of teachers, supervisors and directors).
2. Trade, Home Economics, and Industry (salaries of teachers).
3. Teacher Training (salaries of teachers and maintenance of teacher training).

The amount of money available the first year, 1917-1918, for these three types is \$1,860,000, distributed as follows: Agriculture, \$548,000; Trade, Home Economics, and Industry, \$566,000; Teacher Training, \$546,000; Federal Vocational Board, for expenses, \$200,000. These amounts are increased each year till 1925-1926, when the total will be \$7,367,000, distributed as follows: Agriculture, \$3,027,000; Trade, Home Economics, and Industry, \$3,050,000; Teacher Training, \$1,090,000; Vocational Board, for expenses, \$200,000. These last sums will constitute the annual appropriations after that date. North Carolina's part of the total for 1917-1918 is \$36,164.85, and for 1925-1926 and annually thereafter, \$161,429.44. Of these amounts, the sum of \$19,127.21 is available for agriculture in 1917-1918 and \$85,307.35 in 1925-1926. The sum available for home economics in 1917-1918 is \$1,000 and increases to \$10,000 in 1921-1922, which will be the annual appropriation thereafter.

These funds can be used only for half the salaries of teachers doing work in agriculture and home economics below college grade. The Federal Government, through various acts beginning in 1862, when the United States Department of Agriculture was established, has made ample provision for the support of instruction in agriculture of college grade. Schools receiving Federal aid under the Smith-Hughes Act must, in order to offset the Federal appropriation, provide dollar for dollar from State or local funds or both. It is the policy of the Government to give Federal aid to an enterprise only on condition that it is supported by money representing some sacrifice on the part of the community. Another provision is that the schools receiving Federal aid shall be under the State's supervision or control.

The funds become available through acceptance by the State Legislature or by the Governor, and the appointment of a State Board of

Vocational Education consisting of not less than three members, who coöperate with the Federal board in carrying out the provisions of the act. Each State through its Vocational Board submits its plans for the conduct of vocational education in the State to the Federal board for its approval.

No school is entitled to receive aid from the Smith-Hughes fund till it has met certain requirements as to equipment, teaching force, amount of time devoted to vocational subjects, the number of pupils enrolled in vocational classes, funds provided for maintenance, etc. The instruction in these schools is intended to meet the needs of persons over 14 years of age who are preparing themselves for work upon the farm or in the farm home.

The above is a brief outline of the plans and purposes of the Smith-Hughes Act especially as it is related to agriculture and home economics.

WHAT WILL BE ITS PROBABLE EFFECT UPON THE STATE'S SYSTEM OF FARM-LIFE SCHOOLS?

Already very marked changes have begun to manifest themselves in the character of the work done in agriculture in schools receiving aid from this source. Under this plan each boy taking the agricultural course must have some "project" either on the school farm or at his home, preferably the latter, the father agreeing to allow the boy the profits from his home "project." The teacher of agriculture must visit the boys' homes not only during the session of school, but during the vacation, and make written reports to the State Vocational Board of his observations and instructions to them. Each boy must keep a written record of expenses and profits from his "project." This home "project" work cannot be too strongly emphasized. The prospect of making something for himself is good for the boy, and the object-lesson is good for the community.

The new plan also requires the teacher of agriculture to give his whole time to agricultural instruction instead of dividing his time between agriculture and science, as has generally been done heretofore. This arrangement gives the teacher more time for demonstration work with the boys on the school farm and on the farms in the community.

Moreover, the science work is made more effective by reason of the demands made by the Vocational board for more adequate laboratory equipment. Several of the schools have recently spent considerable sums on laboratory desks, laboratory supplies, etc., in accordance with these demands. One of the strongest complaints against the science teaching in the high school in recent years has been that too much text-book work was done and too little time given to laboratory experiments. This plan ought to help remedy the evil.

Under this new plan there is no letting up in the essential academic subjects. Four years of English, two and a half of Algebra, Plane Geometry, and two years of History are required of all pupils taking Agriculture. It is the firm conviction of the writer that the standard of work required of pupils pursuing the agricultural course under the new plan is as high and requires as much hard thinking and study as the regular academic course.

The requirement for the Home Economics Department of schools receiving aid from this fund is that the work be done by two teachers, each giving her full time to instruction in home economics and related science. The pupils taking this course must devote half their time to these practical subjects, the other half to the academic subjects. The chief advantages here are that the work is greatly strengthened by the employment of two teachers, and the science work being related science, is more practical for the girls, dealing with the problems of cookery, hygiene, sanitation, etc., in the home.

THE TIMELINESS OF THIS LEGISLATION

It seems that this legislation has come at a most opportune time; at a time when the food production of the world needs to be increased by getting more out of the soil that is under cultivation, by teaching the farmer the importance of substituting horse-power and machinery for man-power in crop production, and the women how to save food and how to prepare the daily meals so as properly to nourish the family, to conserve their health, and to add to their comfort and happiness.

A Russian Boy's Story of His Captivity

Jake, who wrote the following article, is a Russian sixteen years of age. He came to America from Russia in the summer of 1917 and entered the — city schools last September. He entered the seventh grade, but because of his age and intelligence and because of the fact that he had been a pupil in a Russian high school, he was sent to First-Year High School.

He sat (I say *sat*, because that is all he did) in this class for two months or more, and then was placed in the special class for instruction in English.

When he came to the special class he did not know enough English to follow instructions. He could not understand the teacher's questions nor was the teacher able to interpret his answers. At once, he began first-grade work. Jake is very anxious to learn and quick to get new ideas, so the work progressed rapidly. He read first, second, third, and fourth grade readers and then studied selections from fifth, sixth, seventh, and First-Year High School English. Pronouns and prepositions were very hard for him to learn to use. His confusion of words was very amusing. For instance, he would confuse *knees* and *sneeze* and *bottle* and *battle*.

He had to learn to write and spell. The task was stupendous, but very interesting, indeed. As soon as he had learned to write well, he asked for help in writing out some of his experiences in Russia when he was a German captive, and the following article is the result of his efforts:

WAR TIME IN RUSSIA AND MY TRAVEL TO AMERICA

BEFORE the war I was very happy in Russia. I was going to school in my city, Grodno. My parents had a big grocery store. In my city was a Russian regiment of sixteen thousand soldiers.

During a nice afternoon we heard that Germany had declared war on Russia. We didn't believe that. But when we saw the city regiment soldiers march up to the front into the trenches we were very sad.

When our soldiers came to the German boundaries they began to fight, then the Russian Government gave a command that all men from twenty-one to thirty-one must fight.

The next morning the men came into the draft house. Some men had wives and children. The children were crying when they saw their fathers marching in the streets with their guns on their shoulders, on their way to the front-line trenches to be killed by the German dogs.

A great many orphans were left, and many of them died because they didn't have anything to eat and they were freezing from cold.

In a few months a bad time came to Russia because a great many people had been killed and the Germans began to come near my city.

THE GERMANS CAPTURE MY CITY AND I AM FORCED TO DO GERMAN RED CROSS WORK

On March 23, 1915, German aeroplanes flew over my city and dropped proclamations written in the Russian language saying that on March

28 they would be in our city. In these proclamations they said that German rule would be much better than Russian rule and that we would have plenty to eat and to drink.

All the Russian regiments began to run away. Then they began to plunder all the stores. They came into our store and robbed everything that they could find.

On March 28, 1915, the Germans were two miles from my city. Then they began to shoot the Russian soldiers, and the Russian soldiers the Germans. All the people ran away into the forest. About a hundred families escaped to one forest. My family was among these. We were very cold, and we made little wigwams from the boughs of the trees.

The bread began to give out and we didn't know what to do. Then we started to look for potatoes. About three miles from our houses we found a field with potatoes. We brought the potatoes to our little tents and cooked them, but we didn't have any salt to put into the potatoes.

A great many children and babies were so pinched with hunger that their strength failed.

A great many mothers and fathers died from hunger and from not sleeping. We could not sleep because we were surrounded by soldiers. The Russians were on one side and the Germans on another side, and we were in the middle. The Russian soldiers were firing at the Germans and the Germans fired back. Many of these shots fell in the forest and killed our people. A great many children were left in the forest because their fathers and mothers were killed.

Very few people were carried home from the forest after so much misery. The Germans were fighting with the Russians twelve days, and then the Germans captured my city. We were in the forest sixteen days.

Then the Germans came into the forest and carried us back to the city. We were very hungry. We wanted to eat, but we didn't have any food. The Germans gave a half-pound of bread a day to each of us. In the bread was 20 per cent flour and the rest potatoes and sawdust. We were given bread tickets and had to wait in line for our food for hours at a time. Many people died while waiting for bread.

Then the German dogs gave a command that all the boys had to go and work in the trenches doing Red Cross work, acting as conductors on trains, cutting wood in the forest, and burying the dead soldiers.

All boys from my city, about ten thousand, were taken to work. The Germans took me to work along with these. They sent me into the trenches to do Red Cross work. They took me about 500 miles away from my home and my parents. My parents began to cry when I took leave. With my parcel on my shoulders I went to the train.

A great many people came to see the boys. When our train began to move and the music began to play, we were glad. But when we came near the front and we heard the rattling from the gunpowder and cannons we were very much afraid. Then the train stopped. We went down from the train into a big house where we had dinner. We were given only bread and coffee.

After dinner we went to the front and we began to bury the dead soldiers in the trenches. When the evening came we wanted to go to sleep. But the Germans said that we had to work till 12 o'clock. We were very afraid to bury dead soldiers at night, but we could not help ourselves. I shall never forget my first night's work.

After a few months the Germans began to select some boys with sound bodies. I was selected with these boys. The Germans selected about two thousand boys and sent us to the Red Cross hospital. When we came into the hospital we saw a great many soldiers lying in beds. The nurses gave medicine to the soldiers. In the hospital it was very quiet. In this hospital there were five Russian prisoners sick and they were treated very bad. We boys gave them our food many times because they were so hungry.

After a time we went to the front with the Red Cross automobiles. We went into the trenches and took the wounded soldiers and brought them to the automobiles. Each automobile had six stretchers and six boys were required to carry a wounded soldier. Thus we boys had to go to the front line trenches six times to fill up an automobile. Aero-planes were flying over us, bombs were dropping everywhere, and we were expecting to be killed at any minute. One of my best friends was killed by a bomb.

I had a very hard time. I had letters from my parents, and I wrote them that I was faring very good; that I didn't have to work; I had plenty to eat and drink; and that everything was all right. I did this because I didn't want to concern my parents. They were so sad that I wished to make them feel better.

MY FATHER GETS PERMISSION TO GO TO AMERICA

My father, when he heard that everybody who wanted to go to America could do so, was very happy. Then he went to another city and got papers from the minister of war giving him permission to go to America. Then he wrote a letter to me that he had papers to go to America, but he wanted to take me, too.

I went to my general and showed him the letter and the coarse general said: "If your father wants to go to America he can go, but you must remain here. I am the boss of you, not your father."

Very sad, I left the general's office and went into the hospital. I took a postcard and wrote to my father that the general refused to let me go to America.

When my father received my letter he went to General Hindenburg, the dog, and he gave my father permission to take me away from the hospital. My father sent this paper to the general's office. I was very happy when the general called me into his office and gave me a ticket to ride home.

When I came home my parents were so happy that they began to dance, because they hadn't seen me for four months. I worked for the Germans a year, and during that time I went home three times.

OUR TRIP TO AMERICA

Then we began to prepare to travel. We took leave from our friends and from the people we loved and left our home.

We went into Germany and Austria-Hungary. After two weeks travel we came to Holland, into the city Rotterdam. Then we went to a beautiful hotel. We had a fine supper. The music was playing and we were very happy. After two weeks, our ship came.

The next morning we went aboard the ship. There were about a thousand people on the ship. We were so joyful that we sang when the ship left the city Rotterdam.

We traveled on the ship about two days. Then on a nice morning we saw coming toward our ship a German submarine. When the German sailors stopped the ship we were much frightened. Then the Germans came upon our ship and made an investigation. They found that the Holland Company was carrying ammunition and flour to England. The Germans then took away everything that they found and carried us back to Holland. We were very sad when the German dogs made our ship go back to Holland, because we thought that they would take away our permission to go to America. We did not know that there was anything on the ship for England, but we knew that the Germans would not believe us unless they wanted to.

We had to wait for a long time in Holland for another ship. After five months, we got permission from Germany and from England that we could go to America. Then we went on the ship. Her name was "Nordam." We took leave from the good Holland people and left the city Rotterdam.

After a time we came to the sea. The weather was very good; a little wind blew our ship; and we were very happy when we got through the bad water where the Germans were sailing.

We were sailing on the sea sixteen days, when we saw land we screamed very joyfully, "Land! Land!" Then we came into the port of New York.

Two days before we reached New York we stopped at Halifax. Here the English searched our ship for German spies. All our letters, pic-

tures, and books were taken away. My diary and many kodak pictures which I had taken while working in the trenches were all destroyed.

When we came into the port of New York a reporter came to our ship and asked everybody's name.

The American people soon heard that a ship had come from Holland and had brought a thousand emigrants from Russia. Then came to Ellis island friends of the Russian emigrants. Our friends came to us and took us to their homes in New York.

The next morning, I went to Philadelphia, Pa. I was in Philadelphia about five weeks.

Then my father was asked to come here to preach, and our family came here to live.

My experiences in Russia during the war were so terrible that I shall never forget them. I'm very glad to be in America and I hope to become a good American citizen. I want to help Uncle Sam kill all the German dogs.

The Increasing Social Consciousness

R. F. BEASLEY, *Commissioner of Public Welfare in North Carolina*

THE scales are falling from the eyes of mankind with hopeful rapidity. World-wide social relations are being drawn together with a force and swiftness which are cracking the shells of isolation, provincialism, and misunderstanding. The misdirected energies of one nation have brought about a debacle from which will arise new and broader relations and adjustments which were undreamed of five years ago. The things to be after the war are no less interesting, if less tragic, to the student, than the fearful carnage itself.

In great moments only supreme things count, and this is one of the great moments of the world's history. As the march of time shall have added decades and centuries to the toll which the past is ever taking from the future, only those issues will count which the present is wise enough to direct upward and onward, and not backward. A hundred and fifty years before Prussian madness succeeded in crushing out the aspirations of enlightened German thought, many great Germans had begun with unerring vision to point to the upward course of mankind. There has never been such a stupendous example of turning a whole people from the best to the worst as is furnished by modern Germany in crushing the men who had upward ideals and smothering them under a mass of fetish sword and blood and tyranny worship.

The task of the present generation is not only to save the world from the downward tendency of which Germany has been the chief exponent, but so to apply the lessons learned from the present struggle that the higher things of man's existence shall be forever safe from the assaults of the lower. Kant said that "The civil constitution of every state must be republican," and that "It is the implacable will of nature that right should finally prevail." Under the white heat of the French Revolution Schiller said that "The history of the world is the judgment of the world." The eyes of the world today are peering through a glass darkly, but the light is becoming clearer, and we may be assured that when the struggle of brute force thrust upon an unwilling world has been decided against brute force we shall find ourselves thinking and acting in terms of higher and broader relationships.

For a hundred years the world has been absorbed in the struggle to understand and master the material universe. In this man's success has been prodigious, but with the possibilities for good that he has achieved there has been not a little unmixed evil. This evil has not been that we have discovered and invented too much, but have been so absorbed in the doing that we have too much neglected the application of our victories to the higher uses of man. Thus grossness and mere materialism have

so run to seed in Germany that a nation not only bartered its soul for mere material things, but thought that a very skillful application of them was sufficient to crush the spirit of mankind. But the energy of twenty nations is pledged to prove that no amount of material efficiency can stifle the soul of man, that nature's law that right must finally prevail is true, and that the history of the world shall be written in the will of the world, that freedom and justice and brotherhood are the essential things; that man's supremacy over nature shall be used only to make the world better, more free, more happy, more wholesome.

This, then, is the great lesson that we shall learn from the war: not only that man cannot forget God, but that he can find his own highest development only when he works in unison with God's moral law, upon which all things rest. Aside from this, I can find no ultimate explanation of man's impulse to upward achievement. Let us, then, accept the belief that Nature's decree is for right, and that God, who stands behind nature as His visible manifestation, has implanted in the human soul the upward impulse. Only this idea is compatible with the philosophy of Jesus, who came to bring a larger and fuller life, and only it explains the history of the world.

So social work in its simple but large and comprehensive sense means anything intended to make the world better—better by improving both man himself and his surroundings. In its full sense this is a new conception, a conception whose full significance is only now creeping upon us. When it becomes a permanent consciousness with us, we shall go forward by leaps and bounds. A century has sufficed us to conquer and use the secrets of earth, air, and water. We fly with the birds, swim with the fish, talk through ether, and appropriate nature's dynamics to our use. But is not life itself greater than the meat and drink upon which it feeds? "Whyfore shall we take thought?"

The new social consciousness is coming upon us and we are dazzled by the brilliancy of its vision. John Stuart Mill, alive today, would be confounded with his old opinion that "Heretofore it is questionable if all the mechanical inventions yet made have lightened the day's toil of any human being," because we have arrived at the conception that the supreme social task of the coming years is to make these inventions and discoveries lighten the task, ease the burden, and assist in freeing the spirit of every human being. At this task we have only begun to work and think. But some one has said that he "expects in fact a general enlightenment, and then a sudden illumination." It is easy to travel when you see the way.

"If," said Professor Ellwood of Missouri, "we applied even our present available knowledge, we could soon have a very much better human world. The trouble is that we have not yet become seriously interested in the social problem. We have been so interested in the conquest of nature and in individual achievement that the problems of human rela-

tionships have not greatly concerned us. If we could take as seriously the solution of the social problem as the conquest of nature, wonders might be accomplished even in a single generation."

But the European catastrophe has thrust upon us in the largest sense ever presented the problems of human relationships, so much so that the world's thought is being turned in this new direction with bewildering rapidity. The problems of human relationships! What are they but those involved in the sum of the effort whereby each shall be enabled to appropriate as much as he may of the common heritage in working out the best that in him lies? The social consciousness is today gripped in America for a noble purpose in war. It must be gripped as tightly for the noble purposes of peace after the war. When that time has come we shall be exclaiming as Celia to Rosalind, "Oh! wonderful, wonderful, and most wonderful, wonderful, and yet again wonderful, and after all that, out of all hoping."

I would not have you think that we have done little, except in the sense that we shall do so much more. Men and women are thinking and working as never before, and out of the increasing social consciousness are coming definite social programs. Mark the progress as shown in these social programs from year to year. Years ago social service meant the doling out of a little material aid to the helpless. Then it meant a little more in the better care of the unfortunates in institutions. Now it means not only "holding the sack" to catch the wrecks and failures of life, but a vast scheme of constructive statesmanship which will tend to relax, then divert, and finally defeat, the forces which make wrecks. It is unthinkable that when we spend thousands of lives and countless treasure to make the world safe, that we shall not later be ready to do all things necessary to make it better.

In the growth of the new social consciousness no one has yet properly reckoned the propelling influence of woman. She is by nature altruistic. She responds to the emotion of the ideal much more readily and deeply than man. In her physical and mental structure nature has made her the repository of the highest and most lasting interests of the race. This fact is the psychological explanation of why women are more unrelenting in their condemnation of certain sins than men. To man a passing indiscretion may be ignored, but woman will never forgive what appears to be treason in her subconscious sense of race loyalty. Principally on account of his own limitation, man has misjudged woman's strength. Half of the argument for and against the feminist movement is concerned with non-important questions. Is woman equal to man? How *silly* a question! Silly because it means to compare woman with man in the particular fields in which nature made him superior. As well ask, Is man equal to woman? The answer would be an equally emphatic *no*. The mountains are great objects of nature. The seas are great objects of nature. Are the mountains greater than the seas? The only sensible answer can be

that each is great in its own place, but mountain and sea cannot be compared. They are simply different. Man and woman are somewhat like that. They are different, each excelling in his own field, each the complement of the other, each component and necessary parts of the human race, each having his own unchangeable functions.

Those who oppose equal suffrage are simply bickering over a detail whose significance is wholly swallowed up in the larger fact that woman's ideals, which are the higher and more permanent ideals of the race, are taking possession of the world faster and faster. War and the strong arm generally must be man's ideal, since they have dominated during his complete period of domination. Peace and justice must be more the ideals of woman, since their growth is synonymous with the emancipation of women. This is a crude illustration, but you may take your choice. Certain it is that the social consciousness becomes more and more acute with the emancipating steps that are setting women free from legal and social repression. No study of social ideals or social progress can ignore this fact. In the social field woman is supreme. Men have long recognized this fact by saying that the home is the place for woman. But to attempt to limit her influence to our idea of what the home once was, but has long ceased to be in modern life, is simply to beg the question by running away from the facts. We have turned over the school to women without knowing, apparently, that this itself was a recognition of changing conditions. In modern life the school is the most important extension of the home. The city is another extension, for it is the home of its citizens in a far more important sense than the mere house in which they sleep. Hence women are vitally concerned whether vice or vice-producing conditions exist. All of our so-called social questions are related to things that challenge the safety and integrity of the race on the one side or its highest achievement on the other. Here is woman's throne as well as her workshop. It is no wonder that in the actual work of social endeavor women are playing the larger part. Educated and trained womanhood holds in its hands the future of the human race. But in assuming her rightful functions woman must not make the mistake that men have made. They must not seek to encompass the fields in which man has been made the natural and superior worker. This would bring disaster. In the slang of the time, there is need for neither short-haired women nor long-haired men. In broad essentials the spheres of man and woman will not mix, though in nonessentials they may mingle and overlap.

The immensity of the conception and program of social construction may be shown by the activity of the National Conference of Social Work at one of its annual sessions. The last one met in Kansas City in May. The Conference is the great deliberative, educational, and advisory body of social workers in America. Its discussions touch every phase of effort and progress so far mapped out. All questions are discussed with deep

sympathy and broad understanding. Many of these questions are not acute with us now as they will become with the increase of population, but the discussions of the several topics show the wide extent which social endeavor is now assuming. Some of these questions are already pressing sorely upon us, and we must be taking thought of how they shall be more adequately met. Our State Conference in North Carolina is a most valuable aid in educating public opinion on questions which more directly concern us. After a while we shall even have county conferences.

The National Conference this year classified the work in ten general topics, as follows: Children, Delinquents and Corrections, Health, Public Agencies and Institutions, The Family, Industrial and Economic Problems, The Local Community, Mental Hygiene, Organization of Social Forces, Social Problems of the War and Reconstruction.

As an ounce of prevention is worth a pound of cure, child welfare occupies the most important position in social work. This is recognized everywhere, from the United States Government, which has a bureau of child welfare, down to the smallest community that is awake to conditions of modern life. In this work every phase of child welfare, from infant mortality to life vocations, is embraced. Definite State programs for work and legal enactment are being arranged, in which the ever expanding importance of the school is being more and more realized. There are involved in child distress two fundamentals—causes and treatment. The agencies at work and to be set at work may be grouped under five heads. They are Dependency and Neglect, Delinquency, Defectiveness, Legal Activities, Health, Education and Labor. When social salvage and prevention applied to child life become adequate, the same conditions regarding adult life will tend to disappear. That is why so much stress is being laid upon child welfare programs. I cannot go into full details of this vast movement, but can only point out our needs in North Carolina.

The Legislature of 1915 passed an act making Superior and Recorders' courts juvenile courts to deal with delinquent and dependent children under eighteen years of age. Delinquent and dependent children are defined in the act as follows:

a. A child shall be known as a juvenile delinquent when he violates any municipal or State law, or when, not being a law violator, he is wayward, unruly and misdirected, or when he is disobedient to parents and beyond their control, or whose conduct and environment seem to point to a criminal career.

b. A child shall be known as a dependent child when, for any reason, he is destitute or homeless or abandoned, and in such an evil environment that he is likely to develop into criminal practices unless he be removed therefrom and properly directed and trained.

The difficulty now is the general apathy to child welfare, the indifference of the courts, and the lack of proper machinery for disposing of the child in proper hands after it is brought before the courts. As soon as

we can get the county commissioners to appoint Boards of Public Welfare and County Superintendents, a well working system of probation and placing out can be started. The Jackson Training School is unable to answer the demands made upon it, and there is yet no provision for girls. The capacity of the Training School must be increased for the more pronounced cases of delinquency, but the great bulk of the work must be handled, and should be handled, by probation officers. No one knows today anything about how many delinquent and dependent children and neglected children there are in North Carolina, even extreme cases. The orphanages are overcrowded, and these handle only certain classes of children. The situation must be met by placing out agencies, and by allowances for poor but worthy mothers in order that they may keep their own children. County commissioners may begin to do this now if they choose. There are plenty of families who are willing to adopt and rear normal children at their own expense, but this cannot be done extensively until a complete system of coöperation and supervision is provided by the State. We now have the machinery in the State Board of Charities and Public Welfare, but not the money. The next Legislature should provide it. Every child born is entitled to parental care and training, or, if this is impossible, to as near a substitute as possible. We are finding ways to accomplish this; only the money is lacking. To supply this money is the greatest investment that the State can make. This is not because the child exists for the State, but because the business of the State is to see that the child has the means of growing into the best possible normal human being and self-governing citizen.

No one knows how many children there are in this State who are either mentally or physically defective, or both. Yet every one of these requires special treatment. This is the class for which the ordinary schools can do little or nothing, and whose presence in the schools often serves to hinder the work of the normal children. For their own sake, and for the sake of the normal children, they must be provided for. To care for the physically defective we have the State schools for the deaf at Morganton, for the white blind at Raleigh, and for the colored deaf and blind at Raleigh. For crippled children the Orthopedic Hospital at Gastonia is under way, thanks to the vision and energy of Mr. R. B. Babington of that place. For the feeble-minded the excellent institution at Kinston is unable to meet the demands because of lack of funds. The most vital interests of the people of the State require that these funds shall be provided.

We are only beginning to understand the problem of the feeble-minded and its relation to school backwardness, to juvenile delinquency, to adult crime and pauperism, prostitution, and all forms of social delinquencies and inadequacies. Considering the lack of funds now apparent for the ordinary purposes of the schools, it looks hopeless to say that eventually

all our schools must be equipped to give physical and mental tests to all children, by which means all those requiring special treatment may be sorted out and provided for. But this must be done. All legal machinery whereby every child not adequately provided for by its own parents shall receive care and such training as his case demands must be created before we shall have comprehended the great subject of child welfare. We can make fit men and women only by defeating the enemies that crush child life and destroy the possibility of manhood and womanhood ere they come. Child welfare is the great field of constructive statesmanship of the future because it lies at the foundations.

It goes without saying that in this field the school bears a great part, and one not yet fully comprehended. Neither school nor church nor state is an end, but a means. The end is the welfare of mankind. Democracy itself can make good only through the school, and democracy is not a form of government, but the state of mind and the character of a people. The best governed people are the least governed only in the sense that each individual is most capable of self-government. If all were perfect in this respect we should need very little other government at all. This being true, the ultimate aim of the school is character and not mere mental or physical dexterity. Support is withheld from the schools because people do not understand their real place in life and because the school has not yet clarified its own mission.

The question of adult delinquency and correction would be largely solved had the juvenile field been adequately handled. The true nature of courts and prisons is being found to be questions of treatment and cure, or at most of custodial care, rather than mere punishment. They are late efforts to correct mistakes that might have, and in most cases would have, been prevented by early diagnosis and treatment.

Public health is a broad field of social welfare, and its work and influence are constantly widening. It is concerned with the conditions of health under which people live and work, and it is easy to foresee a constantly increasing field of usefulness. Our State Board of Health is doing wonders, but it cannot do its best till there is a whole-time health officer in every county. All efforts of social work run inevitably back to the local community and the local agency, because only such agency can reach the individual.

Our State institutions of every kind are doing good work, but all lack funds and increased facilities. The county institutions are in too many cases sore spots. There must be a great improvement in county homes, jails, and chain-gangs, and outside poor relief must be reorganized to get the best results.

Countless families in North Carolina, as well as in other states, live on the brink of despair for lack of some aid and coöperation in solving the problems which tend to wreck them, and which too often do wreck

them, and make their members public charges. Professor Ellwood of Missouri says "Sociological research has shown beyond a doubt that the primary group which we call the family is the cradle of practically all of our social ideals; that it is the only natural environment for the child in which he can secure a full and well-balanced development of all his powers; and that, therefore, a normal family life is at the basis of normal social life in general. The facts of marriage and the family in the social life are, therefore, pertinent in the highest degree for scientific social work."

Beyond the family and controlling its existence to a large extent loom industrial and economic conditions, and these come within the range of social effort in an important sense. More and more we are recognizing this fact, and the faster we recognize it the better.

The local community must be mobilized to bring to bear all its resources upon all the conditions which affect the lives of all its residents. No local community is properly mobilized till it not only handles adverse conditions, but has a definite and growing program calculated to render it a better, more beautiful, and more wholesome place to live, to work, to play, and to grow in.

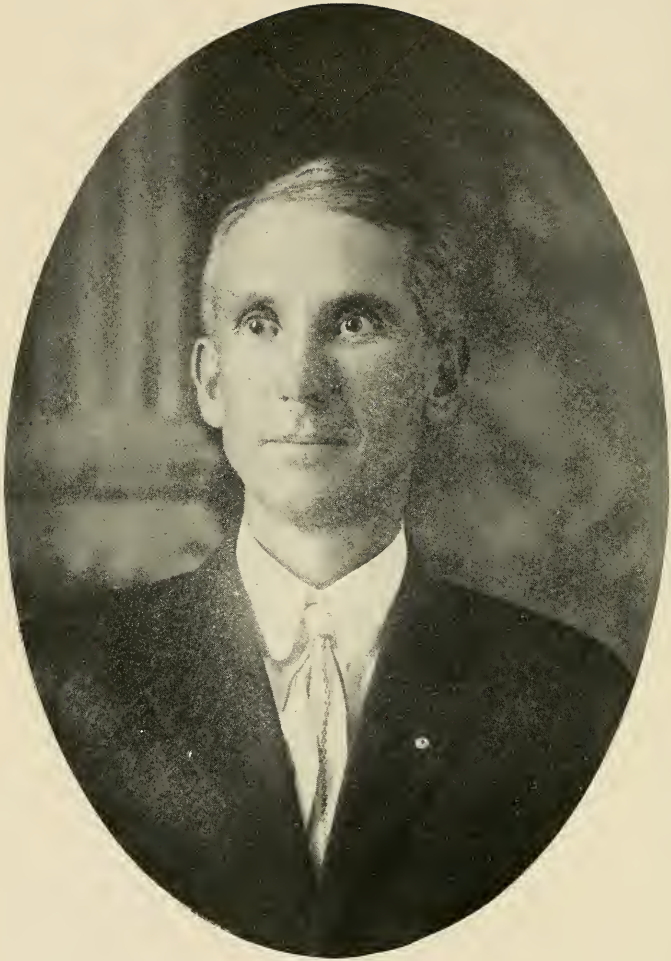
The great field of mental hygiene is being only now explored. It is seeking at its sources to deal with mental and nervous disorders, especially insanity, epilepsy, and feeble-mindedness. The class of subnormal people is growing so fast that every state and the nation is becoming alarmed. The hospitals and the custodial institutions are beginning to reach out and by mental clinics, propaganda, advice, and local coöperation and preventive measures to cut off the growing stream of mental wreckage.

In all these fields the social forces must be organized, correlated, articulated, and further developed. It is a task for statesmen, patriots, philanthropists, and plain good citizens. In the work, as I have stated, women bear a large part. All forms of social work are calling more and more for trained women workers, and large and useful fields, with fair financial rewards, are opening up to young women. Training schools are springing up, while colleges and universities are offering regular and special courses in scientific training for social work. Everything has been intensified and new conditions brought about by the war. The after-war demands will be even greater, for then we shall be free to attack the field in earnest, guided by new knowledge and supported by an increased social consciousness.

North Carolina has a law for coöperation between the State and counties that is pioneering. The State board is the head and leader. The county boards and their superintendents must do the local work relating to all the fields that I have spoken of. We are trying to lay plans for securing future results. But until we have the social consciousness in

our State to back plans with necessary funds, we can secure only partial results. Let me conclude by quoting some sentences from Prof. E. C. Branson of the State University:

“Suppose we had in every county in North Carolina a body of closely integrated social servants composed of the school board with its superintendent and supervisors, an agricultural board with its home and farm extension agents, a public health board with its whole-time health officer, its public health nurses, its clinics and dispensaries, a public welfare board and its superintendent charged with specific social concerns, and a ministerial board composed of all the preachers of all the churches stamping every effort with the ultimate values of life and destiny, time and eternity—suppose, I say, the civic and social mind of North Carolina were organized and federated in this way! If it only could be so—and it can—then what an era of democratic wholesomeness and effectiveness we should enter upon, and how rapidly our beloved State would move to the fore in the new social order that is even now breaking upon the world! Man freely self-surrendered to his fellow kind and whole-heartedly given in organized effort to the common good is the dream we dream. Man dedicated to the State is Prussianism; man dedicated to humanity is the soul of democracy. Man dedicated to man in His name is the last word in every kind of religion that is worth calling Christian. The kingdom of heaven doubtless means much more than this, but I am sure that it ought never to mean less.”



L. L. MATTHEWS

L. L. Matthews—An Appreciation

By S. B. UNDERWOOD, Superintendent of Pitt County Schools

THE untimely death of Superintendent L. L. Matthews of the Sampson County schools removes from North Carolina educational circles one of our choicest spirits and most fruitful workers. At this time when strong men are so sorely needed we can ill afford to lose him from the ranks. He had done a work that was of the really constructive type. He was not much in the public prints; he did not have much to say about himself or his accomplishments, but quietly, effectively, efficiently, he did a man's work. He brought about an educational and social regeneration in Sampson County, and his influence was felt throughout the State. In all the movements for the uplift and betterment of his people he was in the lead. Many educational workers in the State learned from him.

Mr. Matthews was as modest and gentle as a woman. He was always quiet and reserved, but it was the reserve of strength and power. His mind was clean, and his soul was pure. He had a wholesome faith in humanity, and love for childhood was a passion with him. The writer was privileged to know him rather intimately, and in none of their intercourse did Mr. Matthews ever manifest anything but the highest motives. He was a hard worker, but he never complained. He was superintendent of schools in a large county, and his tasks were increasingly exacting in their demands upon his physical and nervous energy. He was constantly spending himself. He gave himself like a royal spirit. Almost literally he died for the children of his county. His friends believe that under the pressure of his tremendous tasks the thread of life snapped and his great soul went out to rest.

Rest—that is the word. That is what this tireless worker must have longed for. And now he wraps himself in its mantle and

“Lies down to pleasant dreams.”

Report on Some Phases of the Work at Peabody

DOING LIGHT HOUSEKEEPING

BY organizing our housework we have found it very easy to keep house and go to school. Each person has a definite duty on definite days, we pool our household funds at the beginning of each week. This saves time, energy, and thought, but requires careful planning beforehand to get the best and the most for the least money. We can illustrate the satisfactory results of this plan by the following representative menus:

FIRST DAY	SECOND DAY	THIRD DAY
BREAKFAST	BREAKFAST	BREAKFAST
Cornflakes	Cornflakes	Puffed Rice
Fresh Peaches	Fresh Peaches	Stewed Fruit
Eggs Toast	Pancakes Syrup	Fried Potatoes
Coffee	Coffee	Corn Muffins
		Coffee
LUNCH	LUNCH	LUNCH
Bread Butter	Salmon Croquettes	Bean and Beet Salad
Sliced Ham	Potato Salad	Peanut-butter Sand-
Raisin Sandwiches	Bread Butter	wiches
Iced Tea	Apples	Baked Apples
	Iced Tea	Iced Tea
DINNER	DINNER	DINNER
Salmon Croquettes	Beans Beets	Steak Brown Gravy
Potato Salad Pickles	Creamed Onions	Creamed Potatoes
Graham Bread	Mashed Potatoes	Graham Muffins
Brown Betty	Cornbread	Sliced Pineapple
	Baked Apples	

It saves time and fuel to prepare at dinner enough for next day's lunch.

The cost of our meals amounts to \$1.75 each per week. This will make \$10.75 each for the six weeks, which compares favorably with table board from \$5 to \$6 per week, even after we add our gas bill. Our pro rata share of the rent of our apartment has been no more than room rent for the term, and we have the advantages of a kitchen and a living-room in addition to our bed-room.

THE GROUP FROM THE TRAINING SCHOOL.

NATURE STUDY

Any teacher who comes to George Peabody College for work in nature study will be amply rewarded. It is at the same time a really scientific course and one of lively interest. Bird study is one of the most

popular phases of nature study here, and the campus is alive with many varieties of birds of brilliant plumage and sweet notes. As a gorgeously colored oriole flew by the other day a city-bred student was heard to observe: "And to think that a few months ago I didn't even know such a thing existed!" Some are busy learning about the field flowers and grasses, the noxious weeds; others are learning to identify the common insects, useful and harmful. These classes are alert to learn the secrets of every bird, flower, and insect, and the student will tell you there are few of these which Mr. Shaver has not discovered.

To those wishing to make a more technical study of plants and animals the courses in biology and zoology are open. A large number of women have registered for courses in agriculture. The war gardens are all around us on Peabody campus, and Knapp's Farm is not far away, where theory becomes practice under the student's eyes. One very enjoyable day was spent on Knapp's farm by Mr. Shaver and his classes on a picnic. Among the memories of this day are the study of the corn worm on the cornstalk, the cucumber beetle on the vine, the chipping-sparrow's nest found in the alfalfa, the orchard rows curving around the hillside to prevent erosion, the garden supplied with the newest method of overhead irrigation, learning to recognize the song of the indigo bunting, learning the most approved methods of dairying as applied by the Knapp farm dairy.

Finally, when one has studied nature as taught here, life becomes richer and fuller, whether he farms or teaches or simply lives and watches for the wonders and beauties of creation.

THE CAFETERIA

The cafeteria is the most interesting place on the campus to most of the students, and the place most frequently visited. While we welcome our favorite professor, our swimming class, or the mid-day assembly hour once a day, the cafeteria has a good share of our attention three times a day. This is the place where students are fed on wholesome, well-prepared food *at cost*. Here we find such vegetables as we would have at home; a few meats, hot muffins every day, various salads, fruits and desserts, good bread and butter, sweet milk, buttermilk, tea and coffee, and—in greatest demand of all these hot days—ice cream. Menus are all made with a view to coöperation with Mr. Hoover's plans for food conservation.

The cost of preparation is reduced to a minimum, each student serves himself, and, having eaten his meal, returns his tray to the window. Here from three to seven hundred people are served lunch daily. No money is made on the cafeteria; it exists for the benefit of the student body, and the auditor of accounts feels satisfied when the debit and credit columns balance at the end of the month.

Miss Ida Carr, a North Carolinian, is supervisor of this department, and many wonder at her ability to keep things running so smoothly in spite of the large numbers to be fed. She also has classes in institutional cookery for students desiring training in cafeteria work or training for work in institutions where meals are planned scientifically.

The cafeteria is also a place where students can find work to help pay their expenses, as well as receive practical training in planning, cooking, and serving meals. All the work is done by students, and during the summer quarter as many as thirty-five students are on the pay-roll at one time. Students who have worked here testify to the great practical value of this experience, whether they become home economics teachers or use their art at home.

FANNIE CARR BIVINS.

Summary of the Joyner Community Survey

THE Joyner Rural School was adopted by the Training School for the purpose of practice teaching and observation work. The Joyner teachers and seniors of the Training School worked out a plan by which we could make a survey of the community. The survey was a success because of the coöperation and sympathy of the patrons of the community.

From the survey of the Joyner School District, which covered about 25 families, we found that as a whole the homes are comfortable and well located. The people are paying attention to making the homes more comfortable and the living conditions more pleasant. Modern machinery and other conveniences are gradually finding their way into most of the homes. There are four homes in the community which use acetyline lights and have water piped to their kitchens; two of these have washing machines and fireless cookers. There are eight telephones in the community. All of the families have sewing machines and take newspapers, and many take magazines.

The community is noted for its love of music; in every home but two there is either a piano or victrola, and sometimes both. When one family in a community brings luxuries and other conveniences into their homes usually others in the community follow.

The people really love the farm life and take interest in their farms. The chief products are tobacco, cotton, corn, potatoes, and peas. Readily one sees that more attention is paid to the money crops, making the financial conditions good. The farmers take special pride in testing the soil and seeds; but even though they are successful with their money crops, they do not raise enough food products to feed the community and its animals. Here is a fine opportunity for the farmers to show their patriotism by raising first the food products which are needed in the community, thus leaving more time and space for transportation of the things necessary to carry on this war successfully.

There are 101 work animals in the community and 102 cows; the stock of the cows are Jersey, Holstein, and Scrub. As there are only 34 milch cows, it is plainly seen that these do not supply all the milk and butter needed in the community. This is perhaps due to the fact that this section is not a good grazing section. There are from 2 to 40 hogs per family raised annually. Five families have their hogs inoculated to prevent cholera. Perhaps the other twenty families will follow when they see the good results of inoculation. The poultry of the community seems to supply the needs of all the community. The average flock per family is from 55 to 75. Three of the families use incubators and sell a small part of the eggs and poultry.

The orchards are large for this section of the country. The main fruits are apples, peaches, pears, and grapes. The trees are sprayed and pruned. As a result, the fruit, as a rule, is plentiful. Each year the surplus is canned, sold, or fed to hogs. There is special interest taken in canning fruits and vegetables by several of the families, and some of the prizes offered by the clubs have been taken by girls in this community.

People are turning to the schools for ideas. One of the most significant facts about this community is that the school is the center of the community. The school is a three-teacher school, a three-room building, fairly comfortable. When the repairs which are needed are attended to, the school will be an ideal up-to-date rural model school. The grounds are large, but playground equipment is needed. The children are very enthusiastic over basket-ball, the only game of the sort they have. Basket-ball was started under the supervision of Miss Comfort, a member of the Training School faculty who coaches athletics. The library is inadequate for the school and community use.

The school is the center of the social life of the community. Almost all the meetings, the Betterment Association, entertainments, etc., are held in the schoolhouse. This community, as most communities do, does not lack in social leaders. There are always some who are willing to take the initiative in most any kind of work.

As I have said before, this community is noted for its musical ability, thus practically all of the socials have something of the musical nature connected with them. These activities provide for all ages, and are held weekly and sometimes more often.

To the schoolhouse the people come every Sunday afternoon for Sunday school. The attendance is good. The Sunday school is one of the main points of contact between the school and community, and has the support of patrons and teachers. The teachers of the community take an active part in the Sunday school work. The community has no resident pastor, as it is near town and the people come to Greenville to church. Twice a month, one of the Greenville pastors goes out and holds services in the afternoon at the schoolhouse.

The roads in the community and out from it, as a rule, are pretty good, but during the past winter they have been almost impassable because of a disastrous storm which tore out culverts, etc. But these conditions are being fast remedied. The attitude of the people toward good roads is excellent and they are willing to do their share. In time they hope to have good roads all the time, regardless of the weather. There are 18 automobiles in the community. This shows that the patrons appreciate quick transportation. The mail service is good.

The Joyner School has not been a slacker in war work. They have a Thrift Society, and have bought a Liberty Bond, purchased War Savings Stamps and Thrift Stamps. The school won several prizes in

the joint community commencement held in the community. The prizes were thrift stamps. The patrons have purchased bonds, War Savings Stamps, and Thrift Stamps, and have taken an active part in disseminating the gospel of food conservation.

As a result of this survey not only the teachers of the community but the student teachers understand the conditions of the community, and will know better what to expect from their work as teachers. The patrons of the community have made it possible for this work to be successful, for they have shown a fine spirit of coöperation.

SOPHIA COOPER, '18.

QUESTIONNAIRE FOR JOYNER COMMUNITY SURVEY

I. HOMES

A. HOUSEHOLD

1. Do the families seem to be cemented into a real family unit?
2. What of the general appearance and comforts of the homes?
 - a. Location Size Structure Appearance
 - b. Water Lights Heating Ventilation
 - c. Sanitation Drainage Toilets Screens
Flies Mosquitoes
 - d. Other improvements Telephone Sewing machines
Washing machines Churning machines
Fireless cooker Water piped to kitchen
 - e. Provision for recreation Libraries Magazines
Newspapers Music Tennis
Other amusements

B. FARMS

1. Do the people really love the farm life?
2. Average size of farms
3. Number of owners
4. Number of renters
5. What is general financial condition?
6. Leading crops raised
 - a. Does the community feed itself and its animals?
 - b. Is more attention paid to food crops or to money crops?
7. Soils and seeds:
 - a. Nature of soil
 - b. Crop rotation
 - c. Cover crops
 - d. Barnyard manure
 - e. Commercial fertilizer
 - f. Is soil tested?
 - g. Are seeds tested?
 - h. How selected?

C. GARDENS

1. Has each family a garden? Size
2. Does it supply the family with all vegetables needed?
3. What is done with surplus?
4. Is it all-the-year-round garden?

D. ORCHARDS

1. Size
2. Main fruits
3. Are trees pruned and sprayed?
4. Amount canned
5. What becomes of surplus?

E. LIVE STOCK

1. Work animals
 - a. Number families that raise enough colts for their own needs
2. Cows
 - a. Average number per family
 - b. Number milk cows
 - c. Breeds
 - d. Does each family have a surplus of milk and butter throughout the year?
 - e. Amount milk and butter sold
 - f. Is milk tested for butter-fat?
 - g. Number cattle raised for beef
 - h. Are all cattle in district dipped?
3. Hogs
 - a. Number raised per family
 - b. Breeds
 - c. Amount pork killed per family
 - d. Amount pork sold per family
 - e. Losses from cholera
 - f. How many inoculate to prevent cholera?
4. Sheep and goats. How many?

F. POULTRY

- a. Average flock
- b. How cared for?
- c. Number incubators in use
- d. Losses from cholera Pests
- e. How combated?
- f. Sufficient poultry and eggs for family?
- g. Amount sold: Poultry Eggs

II. SCHOOL

1. Number teachers Attitude toward their work and the community
2. The teacher—her qualifications
3. School census Number enrolled Average attendance
4. Number of pupils members of any of the agricultural clubs
5. How far is school from most remote family?
6. Size of building Appearance Condition Equip-
ment Light Heat Ventilation
7. Water supply Kind, location, and condition of toilets
8. Size and condition of campus Playground
9. Any playground equipment? Is play supervised?
10. Is library adequate for school and community?
11. What have teachers done to bring patrons together?
12. Do patrons and committee cooperate with teachers?

13. What organizations in community that are working with the school?
14. In what respects is the school the center of community interests and activities?

III. SOCIAL LIFE

1. Are the social conditions such as to keep the young people on the farm?
2. What social agencies are operative in the community?
3. Is the social initiative in the community or the school?
4. Is there a social leader?
5. Social gatherings
 - a. Nature
 - b. Frequency
 - c. Where held?
 - d. What activities predominate?
 - e. Do they provide for all ages?

IV. RELIGIOUS LIFE

1. What of the religious attitude of community?
2. How many churches? Resident pastors
3. How many Sunday schools? Attendance
4. Other church organizations and societies
5. Do churches and Sunday schools coöperate with the school?
6. Do the teachers take active part in church and Sunday school work?
7. What is attitude of churches and Sunday school toward the community social life?

V. TRANSPORTATION

1. How many miles of improved roads?
2. Condition of roads in winter
3. What is attitude of people toward road building?
4. What can the schools do in the interest of good roads?
5. Number of automobiles in the district
6. Does the mail service meet the needs of the people?

VI. GENERAL AND MISCELLANEOUS

1. What phase of our problem is most prominent?
2. Which factors seem to be contributing most to its solution?
3. What is the main point of contact between the school and the community?
4. Do children have any way of earning their spending money?
5. Has the community the right attitude toward general progress, health, education, and religion?
6. What special provision is made this year for helping to solve the world's food problem?

Commencement, 1918

JUNE 1-3

Sunday, June 2

ORDER OF SERVICE

America	11:00 A. M.	
Prayer.....		REV. G. F. HILL
"Unfold, Ye Portals"—Chorus.....		<i>Gounod</i>
Scripture Lesson		
"Like As the Hart Desireth".....		<i>Allitsen</i>
	LULA BALLANCE, <i>Soprano</i>	
Announcements		
Annual Commencement Sermon.....		REV. J. B. MASSEY
"O Lord, Most Holy".....		<i>Abt</i>

SERVICE OF THE YOUNG WOMAN'S CHRISTIAN ASSOCIATION

8:30 P. M.

Piano—Impromptu in A flat.....		<i>Schubert</i>
	AGNES HUNT	
"By Babylon's Wave"—Chorus.....		<i>Gounod</i>
"The Shadows of the Evening Hours".....		<i>Rathbun</i>
	HELEN LYON, <i>Soprano</i>	
Scripture Lesson		
"Abide With Me"—Duet.....		<i>Schnecker</i>
	ETHEL STANCELL AND SUE BEST MORRILL	
Prayer.....		REV. S. K. PHILLIPS
"Come, Ye Blessed".....		<i>Scott</i>
	LULA BALLANCE, <i>Soprano</i>	
Sermon.....		REV. LAWSON CAMPBELL
"Now the Day is Over"—Solo and Chorus.....		<i>Speakes</i>

Commencement Day, June 3

ORDER OF EXERCISES

Prayer.....		REV. WALTER PATTEN
National Anthems of the Allies:		
	BELGIUM— <i>La Brabanconne</i>	
	FRANCE— <i>La Marseillaise</i>	
	ITALY— <i>Garibaldi's Hymn</i>	
	ENGLAND— <i>Rule, Britannia!</i>	
Piano—Saltarelle Caprice.....		<i>Lack</i>
	BESS TILLITT	
Chorus—"Hail, Bright Abode".....		<i>Wagner</i>
Address—President ROBERT H. WRIGHT		
Chorus—"Humoreske".....		<i>Dvorak</i>
Last Rose of Summer—LULA BALLANCE, <i>Soprano</i>		
Presentation of Diplomas and Bibles		
Announcements		
"Star-Spangled Banner"		
Benediction		

SENIOR CLASS

Mary Alexa Alford	Martha Helen Lyon
Bernie Elizabeth Allen	Ethel McGlohon
Bettie Sophronia Allen	Mary Louise Mewborn
Hazel Blanche Atwater	Estelle O'Berry Moore
Lula Garnett Ballance	Arley Vesta Moore
Huldah Daniel Barnes	Elsie May Morgan
Flora McNeil Barnes	Mollie Gladys Nelson
Sallie Rebecca Best	Alice Judith Outland
Fannie Elizabeth Bishop	Lelah Gertrude Parker
Annie Elizabeth Bridgman	Panthea Burwell Patterson
Una Jane Brogden	Mattie Elizabeth Paul
Thelma Ruth Bryan	Rebecca Adelaide Pegues
Lucy Russell Buffaloe	Eula Nane Peterson
Vera Dare Bunch	Mattie Aveline Poindexter
Nannie Mildred Clapp	Nellie Vann Ray
Ruth Jester Cooke	Ellen Renfrow
Leah Louise Croom	May Renfrow
Saddie Dew	Camille Latham Robinson
India Marion Elliott	Mattie Lillian Shoulars
Mary Elizabeth Evans	Ethel Frances Smith
Pattie Virginia Farmer	Elizabeth Smith
Ruth Fenton	Ethel Williams Stanfield
Ciellie Polk Ferrell	Violet Adele Stilley
Armeda Irene Fleming	Minnie Exum Sugg
Robertta Floyd	Sadie Neill Thompson
Lena Griffin	Bess Sanderlin Tillitt
Lola May Gurley	Sallie Jenkins Tyler
Elizabeth Hammatt Hathaway	Ida Venable Walters
Jessie Edwin Howard	Thelma Elizabeth White
Agnes Virginia Hunt	Mattie Towe White
Mary Elizabeth Hutchins	Irene Cullom Wiggins
Willie Jackson	Sarah Elizabeth Williams
Sophia Inez Jarman	Sallie Johnston Williams
Lucye Grey Jenkins	Viola Margaret Williams
Rosa Estelle Jones	Willie Nottingham Wilson
Cora Elizabeth Lancaster	Gladys Florine Yates
Olive Lang	

COMMENCEMENT MARSHALS

CHIEF

ELSIE HINES Buncombe County
Edgar Allan Poe Literary Society

Sidney Lanier Literary Society

MARY LEE GALLUP.....Cumberland
 RUBY GILES McDowell
 MARY JOHNSTONLenoir
 MARY TUCKERPerquimans

Edgar Allan Poe Literary Society

KATHERINE LISTER	Northampton
FRANCES MACADAMS	Chatham
MAUDE POOLE	Lee
ANNIE WESTER	Franklin

The commencement sermon on Sunday morning by Rev. J. B. Massey, pastor of the Presbyterian Church of Wilson, was an earnest, thoughtful sermon, proving the power and the glory of the Christian religion. He reviewed the history of the faith, recounting the numerous attempts to overthrow it and the repeated failures to do so.

Dr. Lawson Campbell, pastor of the Christian Church of Winston-Salem, preached the sermon before the Young Women's Christian Association on Sunday evening. It was a virile, throbbing message, direct from one who has been in the midst of the emotional upheaval during the war. Dr. Campbell is originally from Australia, and he has been in close personal touch with stirring events. His sermon was a call to activity, and was filled with optimism.

The graduating exercises were unique for the reason that the president of the School delivered the graduating address. He did this at the special request of the graduating class.

In introducing himself, President Wright very cleverly and wittily acted as the president of the School introducing a visiting speaker, as it is always the duty of the president to introduce speakers and visitors.

The address is given in full elsewhere in this issue of the QUARTERLY.

The announcements this year were of very great interest. Some interesting facts and figures about the class were presented. The seventy-four young women are from thirty North Carolina counties and two are from South Carolina; fourteen are from Pitt County. There has been less waste in numbers with this class than there has ever been in any class graduated from the School. The class has presented to the School \$600, which is \$200 more than any other class has ever left.

Mrs. Delon Henry Abbott, of Vandemere, N. C., has donated \$2,500 to be used to establish the Delon Henry Abbott Memorial Loan Fund. The money is to be loaned to students, preferably from Pamlico County, and the interest paid by those who have borrowed the money will be

used for a scholarship to a Pamlico County girl. This year marks a new era in gifts, as President Wright so truly said.

President Wright announced that the One-Year Class would be discontinued after this year because the need for this had passed, as the high schools in the State have improved and the requirements for teachers has advanced in standard. This year, however, seven young women received the certificate completing this course. These are: Katherine Dalron Allen, Betty Battle Cooper, Mary Frances Marshall, Annie Laurie Venters, Sarah Martha Sumner, Ruth Lee Harris, and Bessie Mae Jordan.

The One-Year Class left \$30 in War Savings Stamps to be used for buying a picture for decorating the buildings.

A report of the progress at the Joyner School was made. The school will gradually become the Model Rural School for demonstration purposes, and the authorities and people will eventually come from far and wide to visit the school.

The Delon Henry Abbott Memorial Loan Fund

1. I, Mrs. Delon H. Abbott, do bequeath and give to the East Carolina Teachers Training School the sum of two thousand five hundred dollars (\$2,500), to be known as the Delon Henry Abbott Memorial Loan Fund.

2. That the executive officer of the Board of Trustees of the East Carolina Teachers Training School is empowered to lend the principal as follows: To young white women who are citizens of Pamlico County, upon the approval of the County Superintendent of Schools, or his successor in office: *Provided*, that if on the 15th day of September of any year any of this fund should be on hand and not asked for by any Pamlico County woman, then the said officer is empowered to lend said fund to any deserving applicant. It is my wish, however, that any woman receiving benefit from this fund who does not live in Pamlico County shall offer her services as a teacher to the school authorities of Pamlico County for two years, and everything being equal shall render this service; *Provided further*, that said fund shall always be loaned at a rate of interest less than the legal rate of interest for North Carolina.

3. That the annual interest from said fund shall constitute the Delon Henry Abbott Scholarship, and shall be awarded to Pamlico County young women by a competitive examination, the questions to be prepared by the authorities of the Training School and the examination to be held by the public school authorities of Pamlico County at such time and place as the latter may designate.

4. As it is my desire that this fund be used to stimulate public education in Pamlico County, therefore, any deserving white woman who is a student of the high schools, or public schools doing equivalent work, shall be eligible to stand this examination. It is desired, however, that the scholarship be used by the winner of this examination during her senior year at the East Carolina Teachers Training School.

5. That if at any time any of the above-mentioned provisions cannot be put into operation, the Trustees of the East Carolina Teachers Training School are empowered to use this fund in such a way as to put into effect, as far as possible, the spirit of said provisions. It is my desire, however, that this fund shall be used each year, and that a report shall be made annually to the public school authorities of Pamlico County showing how the fund has been used and who have received benefits therefrom.

Done this the 9th day of May, 1918, at Vandemere, N. C.



RED CROSS WORKROOM
Layettes for the Belgian Babies

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

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FACULTY EDITOR.....MAMIE E. JENKINS

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EMILY MILAM

ALUMNÆ EDITOR.....BETTIE SPENCER

VOL. V

JULY, AUGUST, SEPTEMBER, 1918

No. 2

Editors Realize Cause of Shortage of Teachers Newspapers all over the country, from the *New York Times* to the little four-page county weekly, are agitating the question of teachers' salaries, for all alike see that the cause of the shortage of teachers is due to the size of the salary. The county paper sees it merely as a local matter. Committeemen find they cannot wait until the month before the opening of school. Districts A, and L, and Q have succeeded in securing teachers, while Districts B, and F, and G have not secured them. The former have local tax, pay good salaries, have long terms, and treat the teacher as if she were a human being; the latter are one- or two-teacher schools, have short terms, pay small salaries, and are not desirable communities to live in.

Keep Schools Going, But Get Them Out of the Rut "Keep the schools going!" is the slogan of all thinking people, from the statesman at the head of the nation and coming on down to the most humble citizen. But they do not say keep the schools going as they are, nor keep them in the old rut. It goes without saying that they are going through a time of upheaval and readjustment, with all other institutions. Essentials are being held to, but the ideas of essentials are changing. There is no sudden or radical change, but there is going on a swift but sure

readjustment, revaluation, and rearrangement. We are finding that the many calls made upon us, instead of driving out the old subjects, are merely vitalizing them. For years we have been talking about motivating the school work, and sometimes search for motives led us far astray; but now the motive is not far to seek. Matter for thought and for action is furnished, ready at hand, and all the teacher does is to set it to work.

In this issue the article by Mr. Sisk shows the effect the war is having on the schools.

The Use of the Schools by the Government

The authorities recognize the value of utilizing all existing organizations and working through these.

The schools are the natural centers of the community, and few are the homes or people that cannot be reached through the schools. It took a school-teacher President to know how to reach the people in the most direct way. It took a school-teacher President to realize also, the value of getting hold of the children and reaching the grown people through them. It took him "to look into the future, far as human eye could see," and see that it is not just for today, but for the next generation and the generations ahead we are working and fighting.

Teachers Must Learn to Economize Time and Effort

Teachers must learn to adjust the various demands made upon them so that each cause will get its due attention. None of the worthy causes must be neglected, yet the school work must go on. The young teacher is bewildered by the multitudinous requirements and requests that come from every direction. If she has not some one to advise her and guide her, she is apt either to attempt to do all without knowing how to coordinate, or she gives up in despair and attempts none. She should follow the lead of the Government and use the existing organizations, or correlate the regulation school work and the outside work so that both can be done.

Pattern After the Woman's Club

The Departmental Woman's Club has acquired the art of apportioning the time of the general meetings among the different departments in such a way as to give satisfaction to all departments. It would be well for the schools to study their plan and go and do likewise. There could be regular times for club work, and the various clubs could give in their reports as the departments give in theirs. Thus there would be economy of business management.

Prospects for the Schools in Rural Districts

The schools are to be partly in the hands of inexperienced teachers. Look at the summer schools and take a census of the students who have never taught. When you consider that everybody who teaches in the public schools of North Carolina must attend a summer school or institute every two years, it is reasonable to calculate that half the teachers are studying this year. Making a rough guess, it seems as if at least one-fourth of the rural schools will be taught by teachers who have had no experience; another fourth, by those just out of high school, or by those who are not graduates of high school, have little training, but have had some experience in teaching. The experienced teacher with both high school training and professional training will hardly be found in half the schoolhouses in a county. This puts a heavy burden on superintendents and supervisors. These young teachers need advice, they need help. Many of them are getting fine theory this summer, made as practical as possible by observation work and by every other means their instructors can think of; but when they find themselves in their own schoolrooms trying to do things themselves it will not be as simple as it seems to those looking on.

What is to become of them if there is no supervisor to go to their aid, no superintendent that has a sympathetic understanding of the actual work of the schoolroom?

A Community Survey

The Joyner Community Survey, reported elsewhere in the QUARTERLY, which was the joint work of the student-teachers of the Senior Class of the Training School and the teachers of the Joyner School, is an illustration of what should be done in every community. Each teacher should have such a report so that she could know exactly what she has before her. There is nothing personal about it. In a survey you really find out nothing that it is not known and perhaps discussed in an individual way. The appearance of the homes, the fields, and orchards and gardens speak louder than figures. Scrub stock will not show off as well as that of a good breed. The figures merely put on paper what the eye can see and the ear hear about any community. It is convenient, however, to have it where you can see the facts and figures without riding all over the community.

High Per Cent Working for Credit

It is significant that a higher per cent of students for the summer term in this School are staying the full term and are working for the school credits than ever before. This shows that they realize that they must have more and more education in order to teach. It may mean that they have

found it is to their advantage to have credits and thus avoid examinations, or it may mean a deeper realization of the need for more. Whatever may be the cause, the fact remains the same and the result will be the same.

The absence of the floating element usually found in summer schools is a great relief. Heretofore the law required only two weeks attendance at a summer school in place of an institute. This summer all of these short-term students are put into an institute class and the work is arranged on the basis of a two weeks unit. Thus the work, even though it is little, is completed, and the work arranged for an eight weeks course is not interfered with.

The Story of the Russian Boy The story of captivity and release as told by a Russian boy who is living here in our State, and who is in one of our schools, makes us feel for the Russians more than stories that have been found in Russia and sent by magazine writers across the continents, passing through the hands of censors. One can readily see there is restraint, and perhaps a little self-consciousness, as the boy expresses himself in the newly acquired language. It is hardly told with the freedom and vividness that he could have given it in his native tongue, but there is fire and feeling that cannot be smothered.

As one reads it he feels that he is catching a glimpse of suffering, trouble, hardships, and horrors a thousandfold more than this. The very restraint helps this effect. And then the one boy snatched from his people, made to do horrible things, lashed to work for the enemy—you know it is not merely one boy, but thousands. It is a vivid picture of what has been in your mind and mine, but found merely one of the insignificant details worthy of only a passing paragraph in the reports from Russia.

The rapidity and ease with which he learned the language is an illustration of something we often heard of, but have not fully realized, that is, the educated Russian's natural aptitude for languages.

Publicity Pays Much has been said about the necessity for propaganda. Never before have the eyes and ears of the American public been so assailed. And this publicity is bearing fruits rapidly. Never before has there been such ready and whole-hearted response from the people. Every cause is largely and adequately advertised, and it "goes over." Whenever the results fall short of expectation, the one cause is found to be that it was not sufficiently advertised. Writers and artists are in great demand for this

publicity work. Marvelous posters have had much to do with the success of the Liberty Loan drives, the Red Cross, the Y. M. C. A., and the War Savings campaign. What the posters have not done, writers and speakers have done. Never has there been a time when the ability to speak and write clearly and convincingly has been valued so highly. The one-time ugly ducklings of society have turned into the swans. Artists and writers are no longer considered ne'er-do-wells and idle dreamers.

**Simplified
Commencement
a Success**

Simplified commencement was a success, both in its simplicity and in the satisfactory results. Nothing but the essentials were there, but the people came. Seventy-three girl graduates on the stage at one time is a sight that is rare enough to draw a crowd, but the audience was made up largely of those who were genuinely and personally interested. There was an atmosphere about the whole place all during commencement that was unusual, a comradeship between visitors and students—that much-desired feeling of harmony and understanding between those who come in from the outside and those within. There were more mothers and fathers and relatives from a distance than usual. It was indeed gratifying to the School authorities to find such genuine appreciation from these.

The Delon Abbott Scholarship

The Delon H. Abbott Scholarship is of great significance in the history of the School.

This is the first bequest that has been left the School by an individual. It will mark a new era in education in Pamlico County. That county has been coming to the front educationally rapidly. It was the first county in the State to have an automobile truck for carrying the children to school. It is the county that had a campaign for painting school-houses, and it seems as the appearance of the schools was improved, everything else has improved. Girls from Pamlico County that have attended the Training School have made good. And now the way is opened for many others to come, and we are confident that all who take advantage of the Scholarship will make good.

The superintendent of the county, when he wants teachers, looks to the Training School. The chairman of the Board of Education came with him this year. Incidentally, the editor recently heard some stories about the increase of land values in Pamlico County that sounded almost like a fairy tale.

The full text of that section of the will that refers to the money left to the School we give in full elsewhere.

Reviews

Bulletin 1917, No. 49, Dept. of the Interior, Bureau of Education.
Music for Secondary Schools.

Because of the fact that, although no subject taught in our public high schools has greater practical and cultural value than music when it is well taught, this subject is neglected in many schools, and in many others poorly taught, Commissioner Claxton recommended that this report, prepared by Will Earhart, director of music in the public schools of Pittsburgh, and Osbourne McCanathy, of the School of Music of Northwestern University, and others, be published as a bulletin of the Bureau of Education.

Music as a high school subject is clearly outlined in an attractive form. In discussing the value of music, a full general statement is given, which is followed by the statements of four definite values: (1) Its esthetic nature and value; (2) Its value as a socializing force; (3) Its value in the worthy use of leisure; (4) Its value as a vocational subject. Each of these is thoroughly discussed in an inspiring manner.

In discussing pupils, they are classed as embracing three types: (1) The little interested and the non-musical pupils; (2) The interested but not particularly talented pupils; (3) The talented pupils. Following these are recommendations of music opportunities for each type.

The bulletin is rich in suggestions for conducting the various music courses, and throughout the discussion one does not lose sight of the fact that appreciation is the large aim of instruction in music in high schools. "Whatever the knowledge or abilities to be gained, the spirit of music should unflinchingly be present, to liberate the mind, broaden the horizon, quicken the mental grasp, and give to the facts the musical application and significance that alone confer upon them any claim to value. Sensitiveness to aesthetic values for the sake of the enrichment and elevation of the quality of human life which such response brings is the large result to be attained."

E. M. E.

Coöperative Factory and School Work In Durham—I. Need—II. Plan—III. How It Has Worked Out. State High School Journal, April.

The Durham High School added to its courses of study a Coöperative Factory School Course last September, so as to give boys who are compelled to go into industrial work early a better opportunity. The Durham City Schools realized that a problem was before them in keeping the boys in school, because of the many industrial plants in the city which tempted them by good wages. Though they are able

as boys to get good wages, they never advance beyond the grade of unskilled labor, because they have only an elementary education; and the better positions in the industrial world are being closed to them.

This course is worked out after the following plan: The factories and shops agreed to having two boys placed on a single job, having one boy stay in school two weeks, while the other boy is working on the job, changing places at the end of every two weeks. This factory work is placed under the supervision of the manual training instructor of the school, who keeps in personal touch with the boys and their employers. In the school, individual work has been done with the boys. Their general class work is limited to the most essential studies and during the two weeks the boys take two forty-minute periods in shop work and mechanical drawing, under the manual training instructor.

The work has had to contend with many difficulties, because of its newness, but so far the course has been fairly successful. It has been found that in the two weeks spent in school the boys do as much work as they did formerly in four weeks, and the reports from their employers show them to be above the average apprentice and that they are taking advantage of every opportunity to learn the trade to which they have been assigned. The experiment has proved worth while from an educational standpoint.

C. L.

Manual on Medical Inspection in the Public Schools of North Carolina, to be used by the teachers in the performance of their duties under the law.

This bulletin gives instructions on how the teacher should give the examination, and also how the results should be reported. The first part explains the purpose of medical inspection of school children. The object of this inspection is to see that the pupils are physically fit to get the most out of school. Other nations are realizing the need of inspection. The English Parliament in 1907 passed a law making medical inspection of school children compulsory. Japan has had a complete system of medical inspection for thirty years. They are a warlike people and know that the safety of their nation depends upon the physical ability of their men. The teacher should have in mind that the main purpose of the medical inspection is the detection and correction of the defects in the school children; and for this reason if no other, she should exert every effort and means to see that the examination proves helpful.

The second part of the bulletin gives instructions to be followed in recording the results of the examination. It will give no trouble in filling out the blanks if the teacher will read carefully the directions, observing age, height, weight, eyes, and ears. She should observe the teeth very closely, stating in the blank whether or not the pupil uses the

tooth-brush daily, occasionally, or never. Skin eruptions, pediculosis, and any deformities of the bone deserve special care also. For giving the examinations each teacher must be supplied with:

1. An unused wooden tongue depressor for each child.
2. Tape for measuring height and chest expansion.
3. Charts for visual tests.

Teachers should also use Bulletin No. 88 in connection with this line of work. A sample card to be filled out for each child is printed on the last page of this bulletin.

The directions are very simple and easy to understand.

NOVELLO EXUM, '19.

Community Lesson, No. 22, furnishes an interesting study on *Women in Industry*.

Working in factories and shops in the United States in 1910 there were 1,772,095 women and girls between the ages of twenty and twenty-five. Because of their youth they need legislative protection more than they would ordinarily need it.

They went into this work because of the scarcity of labor. The first factory hands were from cultured and well-to-do families. Some of these were Hannah Borden, Lucy Larcom, and Harriet Foley. In the town of Lowell, in 1842, Dickens found young women writing poetry and going to hear Emerson at night. We remember Lucy Larcom as the New England poet.

These girls did not leave the factories because immigrants came in. There were other fields opening for them that had never been open before, such as teaching and office work. These openings were made by men going to the Civil War.

The immigrant girls who came to take these girls' places are anxious to learn but they are handicapped by being alone, not having night schools and not knowing our language. Some of these women work hard over looms all day and over their books at night.

England has had great manufacturing industries. She protects her working women well. Some of her laws are (1) short hours; (2) no work at night.

In the United States these laws are not enforced. In short, there are no uniformly enforced laws protecting these women.

There will be a great number of women filling the places of the men who have gone to the present war. It is very necessary that we protect these women. They do more work and are more efficient if they work under good conditions.

The Council of Defense claims strongly that labor standards ought to be kept up. The Secretary of Labor endorses this heartily.

MARY DUNN, '19.

Community Lesson, No. 24, *Concentration of Population in Great Cities.*

This shows clearly the reasons for the location of the great cities, and explains their growth. "Our forefathers at the time of the Revolutionary War were a nation of farmers." The census of 1790 proves that 29 persons out of 30 lived in the country. Even in 1800, 96 out of every 100 still lived on farms or in small towns. One hundred and ten years later 603 cities contained 37 per cent of the population of our country. In 1800, New York contained only 26,000. By 1910, 5,000,000 people lived here.

A study of European cities shows that the same thing was going on in Europe, for instance, in London, Paris, and Berlin.

The lesson develops the fact that this change was due to the change of ideals. When man's chief wants were food, simple dress, and shelter, his most important occupations were agriculture and hunting, but when his ideals changed and he began to crave more than the mere necessities, he moved to the location suitable to supply the needs of his special purposes. A few special motives are the growth of special industries, such as manufacturing in the North, coal mines in Pennsylvania. A special case is the rapid growth of Gary, Indiana.

One may be left to the conclusion that the raw material is all that is necessary for a rapid congestion of population, but is led to see that the greatest population is where raw materials and transportation facilities are both found.

Chicago is given as an example of a city that has all the qualities combined. Farms, cattle, ranges, and materials for manufacturing all are found near here.

The next step shows not only that the workers of an industry must be present, but that people must be here to provide for their demands. This calls for bankers, ministers, teachers, physicians, lawyers, and entertainments. In this way an area of concentrated population adds to itself. To supply the demands of any one industry, other industries are developed.

In conclusion, the idea is suggested that this concentration of population has brought serious problems before our people, the majority of which are just beginning to be solved.

ALLA MAY JORDAN, '19.

A pamphlet issued by the University of North Carolina covers thoroughly the subject of pageants and suggestions for organization of a pageant. Below is the gist of the subject-matter:

Pageants can be simple or elaborate presentations of historical, mythical, or allegorical subjects, and are wonderful means of education. They

are of the greatest literary benefit not only to the person who presents the scene, but also to those who assist at their representation.

Two reasons are given why pageants have a rightful place in school festivals and commencements: first, because of their great educational value; second, because they satisfy the natural craving to express one's self in play.

The pamphlet proves that pageants are simple undertakings, and can be given either indoors or out of doors, but care must be taken in choosing the director. He must have a great deal of tact. He may have all the enthusiasm in the world, but without tact and efficiency he could never produce a pageant. The director should have absolute charge of the presentation of the pageant.

The organization for presenting a pageant is given in detail. Several committees should be appointed. The first one, on the scenario, should write the scene to be presented. The second one, on membership, should find willing players for each group of the pageant. A third committee, on finance, should discuss the advisability of raising funds and selling tickets, if necessary. A fourth, on location, should choose two or three of the best places, and leave the final choice to the director. The committee on properties should take charge of the costumes, powders, paints, etc.; should require receipts for each article given out, and should collect all the costumes after the play is over. The committee on music should provide plenty of good music to add delight to the performance.

Pageants are not plays, but are illustrations through gestures, thought grouping, and not through dialogue; therefore the dialogue should be restricted.

The pamphlet suggests the use of magazines for selecting the costumes and subjects.

MARGARET MILAM, '19.

The Spirit of Democracy. By Lyman P. and Gertrude W. Powell. Publishers, Rand, McNally & Co.

People everywhere are asking for collections of patriotic selections to use at public addresses and patriotic functions. This book is one of the best collections of patriotic selections and one that has been arranged in convenient order for school purposes.

The readers of this book owe a debt of gratitude to the Misses Powell, the compilers of this book.

The majority of these selections have appeared before in papers and magazines, as *New York Times*, *The Outlook*, *Life*, *Review of Reviews*, *Red Cross Magazine*, *McClure's Magazine*, *Boston Herald*, *Good House-keeping*, and the *Saturday Evening Post*.

Addresses from men who are known the world over are given in this book—President Wilson, David Lloyd-George, Roosevelt, and many others. The addresses from our President are recognized as higher in

intelligence, moral elevation, restrained feelings, and rhythmic quality than of any other, at home or abroad. But there are many other addresses close seconds to our President's.

Never in any previous history, in national or world-wide crises, have so many speakers risen to this great occasion. Many poems which are likely to live through the ages have been written since this war began. Many of these, along with other poems, are given in this book.

SOPHIA COOPER, '18.

Summer War Work for Women Teachers

Mrs. Mary C. C. Bradford, president of the National Education Association and State Superintendent of Public Instruction in Colorado, has answered the question: "How should women teachers pass their vacations, now that the country is at war?" as follows:

"I have been advocating in my own State what I think would be a good plan all over the Nation. Wherever the teacher is a resident of the school district she should act as the summer director of school and community war activities in the district. The schoolhouse should be open one or two days each week, with the teacher in charge. The Junior Red Cross, the war savings associations, and such other forms of national service as may seem to be demanded by the progress of the war should be attended to on these days. The summer might be a good time for the organizing of the community councils of defense, recently approved by the President of the United States. In the inauguration of this work the teacher may become a potent factor, and through this activity will have a right to consider herself as actually enlisted in the war service.

"The supervision of community war gardens offers another means for the expression of the patriotism of the teacher in war time.

"It seems almost needless, however, to indicate to the teachers any special plan of vacation war service. They are already enlisted in the service of the Nation, not only for the duration of the war, but for all time, in the mighty struggle to keep unimpaired the stainless, practical idealism that America is daily demonstrating to the world. The vacation time of the teacher, like all her other time, will be consecrated to the service of the children."—*News and Observer*.

Alumnæ

Annual Meeting

The Alumnæ Association is becoming quite a large body. The meeting on Saturday evening of commencement was a most satisfactory meeting. Naturally, the classes of the later years were more largely represented.

While the banquet was missed, all understood conditions and no regrets were expressed.

Between dinner and the hour for the meeting a delightful social hour was spent on the campus, where the Young Women's Association served punch and gave the girls an opportunity to mingle together and to meet the new members socially.

The new officers are as follows:

President	LUELLA LANCASTER
First Vice-President	RUTH PROCTOR
Second Vice-President	EMMA BROWN
Recording Secretary	LYDA TAYLOR
Corresponding Secretary	LOUISE SMAW
Alumnæ Editor Quarterly.....	BETTIE SPENCER
Member of Executive Committee.....	TRILBY SMITH

The new officers took their places at the close of the meeting.

The new president made a few timely remarks, and left a fine impression. She announced that she would appoint all committees later and would notify each one she appointed. The other officers expressed their appreciation of their selection.

Five hundred dollars has been raised for the swimming pool. This money was left in the keeping of President Wright to invest as he saw fit until the time comes when it can be used for the purpose for which it is intended. The gymnasium will hardly be built until after the war, and a swimming pool can hardly be built until the gymnasium is built.

President Wright has invested the money in War Savings stamps. It should be gratifying to the Alumnæ that they are helping in the war work. The money is doing greater service than they thought it would do.

The Alumnæ of the class from the year before are always the guests of the school during commencement. The members of the Class of 1917 were given the glad hand this year. Quite a number of these were present and seemed to have a lovely time, seeing each other, talking over old times and the experiences of the year, and meeting again with the friends still in the school.

The following were present: Lucile Bulluck, Ophelia O'Brien, Vivian Case, Bessie Cason, Nannie Mack Brown, Virginia Sledge, Ethel Perry, Hallie Jones, Fannie Lee Speir, Leona Tucker, Jennie McGlohon, Mary Cowell, Jessie Bishop, Martha O'Neill, Mary Wooten, Wita Bond, and the two married members, Mrs. Ed. Phillips, (Sue Walston) and Mrs. Adrian Brown, (Hannah Cuthrell).

The Class of '14 had a good delegation who came to see the graduation of the class who inherited their flower and colors. They had a delightful meeting after the Alumnae meeting on Saturday evening. Those present at commencement were: Emma Cobb, Luella Lancaster, Annie Smaw, Agnes Pegram, Helen Daniel, Grace Smith, Lela Deans Rhodes, Addie Pearson, Geneva Quinn, Mavis Evans, Blanche Everett.

From the Class of '12 were Eula Proctor Greathouse and Estelle Greene.

The Class of '13 was represented by Mrs. Mary Moore Noble, and Mrs. Mary Emma Clark Forbes, and Eloise Ellington.

The following members of the Class of '15 attended: Christine Johnston, Christine Tyson, Emma Brown, Bettie Spencer, Millie Roebuck, Ruth Proctor, Sallie Jackson, Vera Mae Waters. These were here for the Alumnae meeting. Irene White came later to see her sister, Thelma, graduate.

The following members of the Class of '16 were here for the meeting: Lyda Taylor, Louise Smaw, Bloomer Vaughan and Martha Lancaster came the next day.

Training School Alumnae at Peabody

Edna Campbell, '12, Murfreesboro, Tenn. Edna will get her degree this summer.

Annie Smaw, '14, Henderson.

Bettie Spencer, '15, Washington.

Lela Carr Newman, '15, Durham.

Bettie Hooks, '15, Fremont.

Louise Smaw, '16, Henderson.

Martha Lancaster, '16, Battleboro.

Emma Cobb, '14, Pinetops, will come for the second term.

NASHVILLE, TENN., June 27, 1918.

DEAR ALUMNÆ:—Let us give you some good advice: Go to Peabody, and go soon. Since good advice is always taken, we want to tell you of a good way, a cheap way, and a most enjoyable way to spend a summer term at Peabody. (This is given elsewhere in the QUARTERLY.)

On the 10th of June our party of six left Raleigh: Miss Comfort, Louise and Annie Smaw, Martha Lancaster, Bettie Spencer, and Lillian Crisp. While

changing cars in Atlanta we found that Lela Carr Newman and her aunt, Mrs. Bivins, were also Peabody bound. We reached Nashville on the afternoon of June 11, and were able to secure the last six available beds in the Y. W. C. A. This was a bit of good fortune, for the establishment of the DuPont munitions factory here is increasing Nashville's population by one thousand people a day and is taxing the city's housing resources to the utmost.

Martha voiced our first impression of Nashville when she described it as "a beautiful city situated among baby mountains, where street cars run half the time and the lights go out frequently." For the next morning we stood on the corner one hour and a half expecting every minute to catch a Hillsboro car. Finally the current came on, so did the car, and so did we. But we reached Peabody too late to see any part of the college commencement except the academic procession at the close of the graduating exercises. After lunch at the cafeteria in the social-religious building, we located an apartment near the campus, and during the next two days unpacked and set up housekeeping.

We are enjoying our work here very much and find that it is a continuation of that done at the Training School. A North Carolina Club has been organized and it expects to take part in the annual Fourth of July celebration. Our club was allowed the privilege of selling Thrift Stamps for three days for Peabody College during the W. S. S. campaign in Nashville.

Martha's enthusiastic description of her trip to Mammoth Cave has made us regret our decision to postpone our trip until we come again, but we have all taken the trip to the Hermitage and expect to visit other points of interest before leaving.

From the news notes in another part of the QUARTERLY you will find that seven Training School Alumnae and two members of its faculty are studying at Peabody this summer. Moreover, two of the instructors of Peabody College will be members of the faculty of the Training School during the coming winter. We hope that these facts will inspire many of you to begin making plans to come next summer.

BETTIE SPENCER, '15,
Alumnae Editor.
 MABEL M. COMFORT.
 ANNIE SMAW, '14.
 LOUISE SMAW, '16.
 MARTHA LANCASTER, 16.

Fannie Lee Patrick, '16, has been teaching at King's Cross Roads, Pitt County, which is near Farmville, and will teach there again next year. She has charge of the primary work. She reports a delightful year. In the fall her school gave a party and entertainment. During the year the children wished to get two flags. She wished to make them feel that the flags were theirs, and that meant that they must make the money and buy the flags themselves. They ordered pencils and sold pencils to themselves, their schoolmates, and to the people in the community. When the pencils were sold and the flags theirs, great indeed was their pride. Then they wanted to get a small pencil sharpener so that these new pencils could be kept properly trimmed, so they each brought three cents and were the proud possessors of a pencil sharpener. They were very much interested in the War Savings campaign. They had

Mr. S. J. Everett, of Greenville, to make a War Savings talk to them. At the close of school they had a program, and after that sold ice-cream, making \$8. She has plans for athletics for next year that she thinks will be worth the telling.

Louise Stalvey, '16, has been teaching in the school at Carraway's the two years since she left school, but she will not return next year. It is a tribute to her that the authorities wish to get another teacher as near like her as possible. "She suits exactly" is the report that came from the community.

Gladys Warren, '16, is attending Peabody Conservatory in Baltimore this summer. She will teach in the school at her home, Falkland, next year. She paid a flying visit to the school during the summer.

Viola Gaskins did such good work with her primary grades at Falkland that before the year was gone they rewarded her with an assistant.

Selma Edmondson, '16, taught in Edgecombe County last year, and seemed to get along well.

Nannie Mac Brown, '17, taught in the school at Pikeville.

Lyda Taylor, '16, is teaching in the Model School this summer. She is one of the popular teachers in the Greenville schools. Her part in the playground events was very attractive. The other alumnae would perhaps find it interesting to know how she feels as a member of the Training School faculty.

Vera Mae Waters, '15, Mary Bridgman, '15, and Grace Smith, '14, were members of the second Institute Class here during the summer term. Fannie Lee Patrick, Gertrude Bone, '16, and Nannie Bowling, '12, and Annie Hardy, '14, of the third Institute Class.

Loretta Joyner and Fannie Grant, both of the Class of '17, have had a most successful year at Spencer school in Pender County and have been reëlected to the same places for next year and have accepted. Fine reports of their work have come to us.

Sophia Mann, '16, taught at Engelhardt, Hyde County, the fourth, fifth, and sixth grades, and will return next year. She has been active in getting up entertainments, and helping in the War Savings campaign and the Red Cross work. The girls in the Summer School from Hyde brought fine reports of her work.

Allen Gardner was married on June 5 to Mr. Aldredge of Lenoir County, a prominent citizen in the community in which she has been teaching ever since she left here. She evidently likes the place, as she has settled there for life. Two out of the three girls who have gone from the Training School in the past two years to teach in the Grainger's School have married in the community. Don't all apply for this vacancy at once!

Ophelia O'Brien, '17, who is teaching there, says the rumors that she was to follow the examples of her colleagues have no foundation. She is certainly enthusiastic about her work, however, and thinks it is a great community. She has promised to write for the QUARTERLY an account of their playground work. Ophelia, all her schoolmates will remember, was past master in the art of conducting playground games.

Ruth Proctor, '17, still drives her Ford out from Rocky Mount and teaches in Edgecombe County.

A summer student from Sampson brings the good news that Ethel Perry, '17, who taught in Clinton last year, was very successful in her work, and she said the *very* with emphasis.

Mrs. Noble (Mary Moore, '13) comes to Greenville frequently. She was a regular attendant at the Chautauqua. She seems to have time and inclination to keep in touch with life and the good things that come her way.

Mavis Evans, '14, reports a fine year in the Tarboro Schools. She, too, is frequently seen in Greenville.

Mrs. Phillips (Josephine Little, '13) has a charming little son, "Matt, Junior."

Eloise Ellington, '13, is secretary of the Pitt County chapter of the Red Cross, and devotes much of her time to this work. When not working at the Red Cross rooms she stays in her father's store.

Bessie Corey, '14, is stenographer and bookkeeper for S. T. Hicks.

Estelle Greene, '12, is still doing work for the Exemption Board in Pitt County.

Ruebelle Forbes, '16, has been doing work for the Government all the winter and spring.

Ernestine Forbes has been teaching in Burlington. She is spending the summer in Greenville, her home.

Nannie Bowling, '12, will be principal of the school at Fountain next year. During the past year the principal left and she took the work in his place and succeeded so well that she was rewarded.

Essie Woolard, '14, had the first and second grades in Wilder's Grove School near Raleigh. This school was consolidated with another school and a truck was bought. The children were brought to the school. Now, in place of one one-teacher school and one two-teacher school, there is a live school with three teachers. Essie was very active in community work, and took the lead in all kinds of war work. She secured a number of speakers during the year and especially during the Liberty Loan drives. She did fine work in the War Savings campaign.

Mary Cowell and Lizzie Stewart, both of the Class of '17, did good work in Louisburg, and both will return next year.

Fannie Lee Speir, '17, attended the Chautauqua in Greenville, regularly.

Annie Hardy, '14, reports a fine year in the Thompson School in Raleigh, and is going back next year. She has taken an active part in all kinds of war work and in various activities.

Gladys Fleming, '14, is spending the summer in her home in Greenville after teaching in Watertown, Tennessee.

Bettie Pearle Fleming, who has been teaching for three years in Duke, will teach the fifth and sixth grades in Bethel next year.

Nell Pender and Margaret Blow, '11, have been teaching in Charlotte.

Maude Anderson, '15, taught the intermediate grades in the Edgemont School in Rocky Mount. She is spending the summer at home.

Annie Bishop, '16, has been principal of a two-teacher school at Piney Grove, Long Acre Township, Beaufort County. This was her second year here. She reports a fine year. She says they had three parties during the year. From these they realized \$65 with which they purchased a stove, brooms, waste-basket, a large United States flag,

and other things they needed. The flag is 8 x 5 feet and has been placed in front of the building on a flag pole.

They purchased \$29 worth of War Savings Stamps. They paid for the corner-stone of their school building, the first one in Beaufort County that has been paid for by the school. They had a Christmas entertainment and community Christmas tree. They had interesting closing exercises on May 16. She says the people of her community are wide-awake and fine to work for.

May Sawyer, '17, writes that she enjoyed her work in the Pinetops School. She taught the sixth and seventh grades and one high school class. She is enthusiastic over the community; they gave their whole-hearted support to everything and she says they led Edgecombe County in everything they undertook. She gives the people credit for this, but the people would doubtless give the teachers much of the credit.

Ruby Vann, '17, was married on July 10 to Mr. Paul Brooks of Grifton. The Rich Square paper had an account of the announcement party.

Blanche Lancaster, '14, is spending the summer studying at Columbia University.

School Activities

Y. W. C. A.

Lora Truckner

This summer there is not an organized Young Women's Christian Association, but the regular devotional meetings are being held as they were during the winter. Lora Truckner has charge of this Y. W. C. A. work. At the first Sunday evening meeting the students voted to have prayer services for our soldiers and allies twice a week. These prayer services are held each Wednesday and Friday evening at 7:15 in one of the classrooms. On Wednesday evenings some member of the faculty leads, and on Friday evening a student. These meetings are a means of binding the students and members of the faculty together.

President Wright Conducts the First Y. W. C. A. Service

President Wright conducted the first Sunday evening service of the Y. W. C. A. for the summer term, on June 16. He made a strong, spiritual talk, pleading with the young women to search themselves carefully to see if they were doing all they could do in these trying times, if they were standing the tests, and giving full service. He used the parable of the fig tree to emphasize the plea, and said God was now examining every fig tree to see whether it was bearing figs or only leaves.

He read two passages of Scripture from St. Matthew which contain prophecies that the times now seem to be a fulfillment of. He made the point clear that he did not wish to prove the fulfillment of the prophecy, but he wished to bring out the effect of such times on human character. Now is a time to test the qualities of every human being. In spite of the horrible things that are happening today, he earnestly proclaimed that this was a most glorious time; everybody has something to do now, a big task to perform; we had not realized the responsibility of merely being alive, we had become an ease-loving people, but the awakening has come.

Never before has there been such a need for Christianity, and he believes the world is being saved for Christianity. His closing thought was, each individual needs today the faith that will lead him to know that we will win, and to take him through whatever trial may come to him, and enable him to make any sacrifice required of him.

Mrs. Beckwith led on June 23. She spoke on the subject of "Thrift," and explained the significance of the War Savings campaign.

Mr. Hoy Taylor led the services on June 30. He spoke on the importance of our keeping ideals and standards at home sufficient to offset the brutalizing and demoralizing influences of war. If we do not we will have to pay the penalty.

He believes the schools are the center of training for higher ideals of life. He was glad that the schools had not become settled, had not become more thoroughly organized, because then they were fast being patterned after Germany, and we can now build them up differently without too much tearing down. Whereas vocational schools are fine, and there should be special preparation for special kinds of work, he expressed the hope that the public schools would never become vocational. The finer, more beautiful, cultural side of life should be appealed to.

He closed by telling the story of the "Great Stone Face."

Mr. Sisk and Mr. Dry led the meetings later in the month.

Miss Valeria Green, a missionary from China, who is on leave of absence, was a visitor to the Training School one Sunday in May. She made an excellent talk to the girls on Sunday afternoon, telling of her work in a school in Canton, China. Her mother has charge of this unique school for girls and women, and for five years she has been assisting her mother. The school is under the jurisdiction of the Baptist Church.

Miss Green impressed the young women of the Training School as a young woman of earnestness, sincerity of purpose, and sweetness of character.

The final service for the regular term was a beautiful vesper service held in the woods by the Senior Class.

Some of Our Experiences at Blue Ridge

At last the time came—the time that Bonnie Howard, Vivian Sawyer, Zelota Cobb, and I, Elizabeth Speir, the representatives from the Training School to the Y. W. C. A. Conference at Blue Ridge, had been looking forward to. With what thrills we had anticipated the moment of our arrival! This anticipation began to be realized when we saw our first line of mountains in the distance from the train window. The train was late and it was getting dark, but we could get glimpses. From the time we left Old Fort, even though we couldn't see much, we realized that at last we were in the heart of the mountains.

When the train pulled in at Black Mountain we were all filled with excitement. Our glimpses were expanded in every direction. We had read about the mountains all our lives and had seen pictures of them. That does very well for preparation, but no text-book in geography nor any pictures we had ever seen could give much idea of all we saw and felt when we got off the train and got just that first view.

Each of us was a question box wound up. On our way from Black Mountain to Robert E. Lee Hall at Blue Ridge the driver could hardly get a chance to answer one question before we had pelted him with another.

It was not far from bedtime when we reached Robert E. Lee Hall, and we had hardly the chance to get to our room and remove our hats and the top layer of soot from our faces and hands before the bugle sounded. At this, each of us stood and listened to that wonderful bugle. We had heard of this before from the girls who go to Blue Ridge and come back, for they never fail to tell us about the bugle boy. As our room was on the front, I jumped to the window to look in the direction from whence the sound came, and, to my delight, I saw a boy scout standing on the porch below with the bugle to his mouth. But I noticed that he was holding the bugle with only one hand, for the other whole arm was absent. This added interest, and I wondered if his other arm had been taken off through some accident. But I never did find out. This bugle call was a warning of thirty minutes before all was supposed to be quiet. When the next call came we were glad to let our weary bones be put to rest for the night by such a peaceful and melodious strain.

Tired as we were, we each had to get one last look out the window at the mountains before we could sleep. Then, Oh! the refreshing sleep that followed!

After all the excitement of our arrival and the first night was over, we were able to hold ourselves down and wait for what was prepared for us. For something good was always waiting for us each day we were there. First, that which appeals to almost everybody is something good to eat. This they did not forget at Blue Ridge; and that famous "mountain appetite" was ours from the first. Even though there were meatless and wheatless days, their substitutes were of such a nature that we were almost glad to see them come. Who says cornbread isn't good? Let them eat some at Blue Ridge and see what they say. It almost makes me ashamed to think how much I ate at every meal, but then I remember how everybody else had the "mountain appetite," how they ate, and it doesn't make me feel bad.

The recreation committee had something good for us each day. There were match games in tennis and basketball, automobile trips, and hikes planned by this committee. Each day there were so many good things in the way of recreation that we hardly knew which to choose for fear we would miss something better, but all of them seemed best. I think we chose wisely and selected the best every time, though, for I could imagine nothing better than what we had. Thanks to our experience in hiking which we got through our military training in Company "C" at school last year, we were prepared to take advantage of the good hiking trips. One hike we took was worth the trip. On Sunday night a girl came to our room and told us that a crowd was going to leave the hall at 4 o'clock the next morning to go up on High Top to see the sun

rise, and asked us to go with them. We were glad of the chance to go and asked her to come by our room and wake us when she got up. So at 3:30 the next morning she called us. Though it was cold and we were sleepy, we managed some way to get dressed for the hike by 4 o'clock. Then we set out on that dark and rough mountain trail. I could not see where I was going, who was in front of me nor who was behind me. I thought that nothing would be good enough to make up for all that misery. But we went on until at last day began to break. No one was ever more glad than I to be able to see, for although I won't confess that I'm afraid of the dark, I will confess that I like the light better. By stopping to rest occasionally we were able to reach the top of High Top, and before the sun rose. Then came our reward. That wonderful sunrise! Robert E. Lee Hall looked like a toy lighted up. And I will never forget the sensations caused by the clouds floating before us. I could not attempt to describe these and other scenes. We trained hikers were not ready to go back home, but followed the few who went over to the top of another mountain to get another good but different view. From there we went from place to place and were back home just in time for breakfast at 8 o'clock. And the breakfast we did eat! Our guides said we had walked over eight miles, and I won't say how many I felt like I had walked. That was one trip I will always remember and will always be glad I took.

Life was not all play. We came for work. The lectures were great. We found that our recreation was just to put us in shape for work. Besides our regular classes in the morning, we heard a good lecture every evening. With the regular afternoon's recreation and the good things we had to eat we were always glad to listen to the lectures. And they were so interesting that they always seemed short.

I could not stop without saying something of the leaders. I know no conference could have better leaders. They were always ready with a helping hand to assist in any way they could; not only in work, but they were ready to join in the sports of every kind. They even played a baseball game against one of the colleges. And in the song contest they announced at the beginning that their song was in the tune of "Over There," since they were afraid we would not recognize it. Next fall we will give a full program to the School to pass on the good things we have stored up.

There were over six hundred girls there, and not one stranger in the crowd. Everybody knew everybody else, and everybody was all one big family together.

ELIZABETH SPEIR, '19,

Delegate to Blue Ridge Conference.

Annual Music Recital The Ninth Annual Music Recital was held on the evening of May 20. For the past few years this has been held at commencement, but this year the custom of having it earlier, as in the first years of the School, was returned to. The program was as follows:

<i>Nevin</i>	Country Dance (two Pianos)	
	ELIZABETH SPEIR, LOIS DANIEL	
<i>Schumann</i>	Scenes from Childhood	
	a. Contentedness	
	b. Important Event	
	c. Dreaming	
	AGNES HUNT	
<i>Ronald</i>	Daffodils (for Soprano)	
	ETHEL STANCELL	
<i>Massenet</i>	Aragonaise	
	CORA LANCASTER	
<i>Paderewski</i>	Minuet	
	NORMA DUPREE	
<i>Del Riego</i>	Happy Song	} For Mezzo-Soprano
<i>Thome</i>	Sonnet d'Amour	
	SUE BEST MORRILL	
<i>Haydn</i>	Allegro	
	CARRIE EVANS	
<i>Meyer-Helmund</i>	Arabesque	
	EUNICE SWINDELL	
<i>Ahlstrom</i>	Serenade	
	ELIZABETH HUTCHINS, BLANCHE ATWATER, BERNIE ALLEN, WILLIE JACKSON, VIOLET STILLEY, LILLIAN SHOULARS	
<i>Sinding</i>	Marche Grotesque	
	ELIZABETH SPEIR	
<i>Ravina</i>	Song of Gladness	
	MARY HART	
<i>Speakes</i>	{ June To One Unknown	} For Soprano
	HELEN LYON	
<i>Lack</i>	Valse Arabesque	
	WINNIE SMITH	
<i>Chaminade</i>	Air de Ballet	
	PATTIE NIXON	
<i>Woodman</i>	Love's In My Heart	} For Soprano
<i>Rogers</i>	Autumn	
<i>Weil</i>	Springtime	
	LULA BALLANCE	
<i>Lack</i>	Finale Valse (two Pianos)	
	BESS TILLITT, LOUISE CROOM	

Juniors Entertain Seniors With "Mikado" and Reception In place of the conventional Junior and Senior reception this year the Juniors gave to the Seniors a combination of a formal entertainment reception.

The '19 Class invited the '18 Class to be at home with them from 8 to 10 to help enjoy the opera, the "Mikado," on the evening of May 25, in honor of the Senior Class.

A condensed version of the "Mikado" was presented. In this practically all of the catchy songs and choruses were retained, but the time was only half as long as it takes for the full opera. The president of the Junior Class, Annie Wilkinson, supplied the few necessary missing links in the story by giving a synopsis at the beginning, and by giving explanations, as in the Greek Chorus, as she went along.

The cast of characters was as follows:

Nanki-Pooh	ETHEL STANCELL
Pooh-bah	LENA WRIGHT
Koko	MAUDE POOLE
Three little maids:	
Yum Yum.....	SUE BEST MORRILL
Pitti-sing	BLANCHE KILPATRICK
Peep-bo	MARY LEE GALLUP
Mikado	MATTIE MCARTHUR
Knee-Ben	LOUIS HESTER
Katisha	VERA BENNETT
Pish-Tush	ANNIE WESTER
A Nobleman	LYDA TYSON

Chorus of little maids:

RUBY GILES	RUTH HOYLE
VIVIAN HUDNELL	ISABELLA PADDISON
INA MCGLOHON	ELIZABETH SPEIR
THELMA SMITH	CATHERINE LISTER
EVELYN WILLIFORD	FRANCES SYKES
EUNICE SWINDELL	MARY TUCKER
VERA CLARA MAYNARD	MARIE WINSLOW
ADELAIDE TAFT	ELSIE HINES
Laura Newton	

Miss Muffly arranged and coached the opera. Miss Bertolet was pianist. It was altogether a charming performance and reflected great credit on the class and those who directed it. The singing was well done. The principals in the cast showed that they caught the spirit of their parts. The choruses were exceedingly attractive.

The stage was beautifully decorated with trees, flowers, and lanterns in the Japanese style.

At the close of the opera the Seniors were invited to remain for a social hour. The faculty and officers also were requested to remain.

From the auditorium the Seniors were conducted into a reception-room, which was beautifully decorated with Japanese lanterns and flowers. In the center of the room was a large umbrella, and from each rib of the umbrella hung a little "purple and white" booklet, representing the Senior Class colors, one of which was presented to each member of the class. They were delighted to find in them their class statistics. To the '18 class adviser, Miss Jenkins, was presented an attractive address book in purple leather, in which all of the addresses of the Seniors were written.

Music and dancing were enjoyed by all. Light refreshments were served, and on each plate was placed the Seniors' class flower, a sweet pea.

After many expressions of joy by the Seniors and faculty, they all departed, declaring they had had an enjoyable evening.

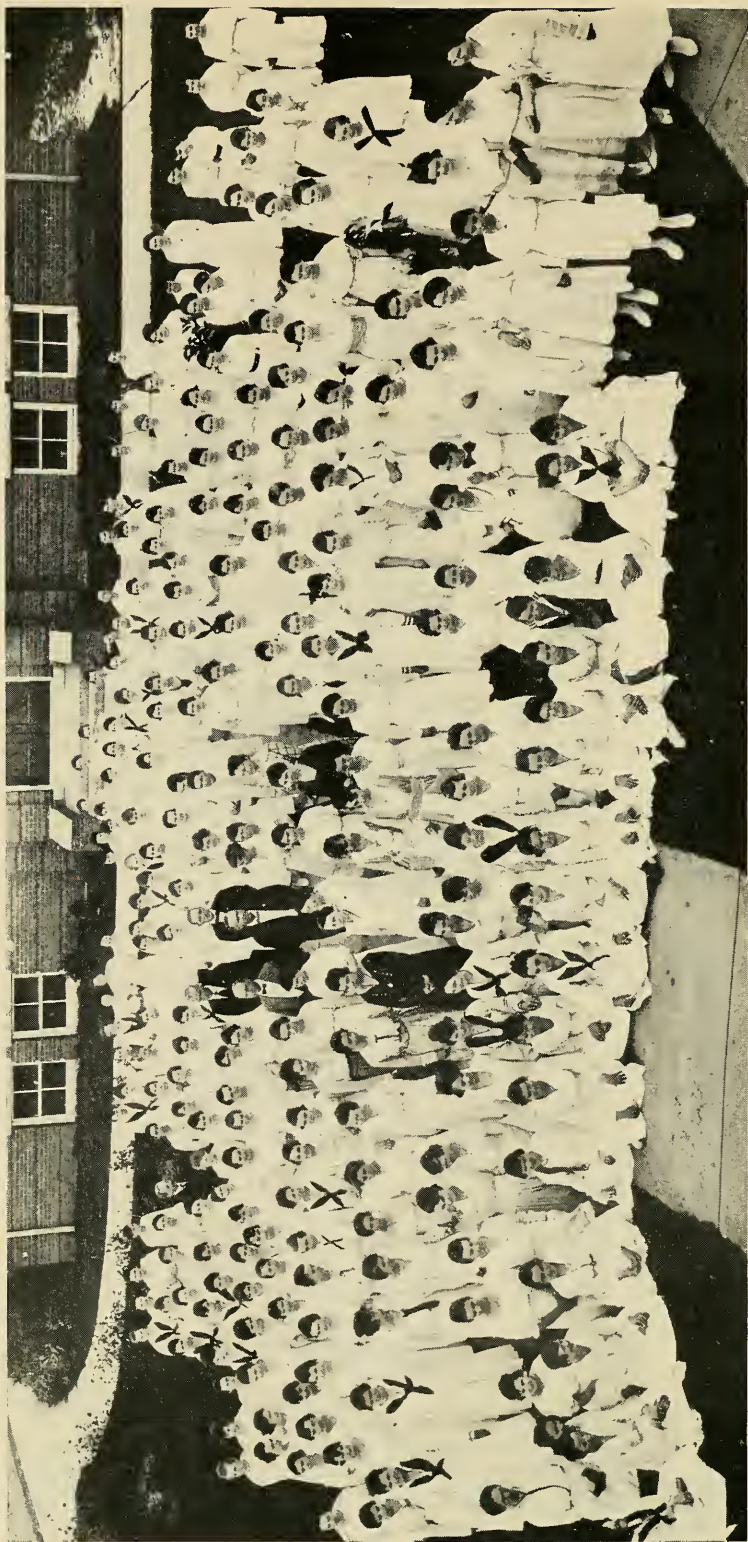
FLORENCE PERRY, '19.

Before being transferred from Camp E. C. T. T. S. at Greenville, North Carolina, to various points throughout the State, Company "C" decided to have its last long hike on Saturday afternoon, May 18th, to the artesian spring. Captain Hester very kindly invited Private Mead, Lieutenant Bertolet, General Austin, Major Hill, and General Meadows as its guests.

The company, one hundred privates strong, left camp at 4 p. m. in squads. The uniforms of white skirts, middy blouses with black ties, and small white hats, made quite an attractive line; in fact, a startling line, for, upon the unusual appearance of the silent, marching group, a mule a short distance from camp took it upon itself to live up to its well-known reputation, whereupon the company, not yet seasoned veterans, suddenly broke ranks and in confusion climbed up the bank along the side of the road. When the danger had passed, ranks were again formed, and no further rest was enjoyed until the negro meeting-house was reached. In ten minutes the march was resumed, with no interruptions until the spring was reached at about 6 o'clock. The company then disbanded, drank of the water for which the region is noted, and passed the time talking, walking, and lounging on the side of the hill until the camouflage truck drove up with provisions. This was greeted with shouts of joy by the hungry soldiers, and in a short time mess was served on the grass. There were sandwiches, biscuit, pickle, and cake a-plenty, and a very hearty vote of thanks was given for Mrs. Jeter. After mess, the uniforms strolled off arm in arm in this or that direction, explored various paths, jumped fences, and at about 7:30 reassembled for the last regular meeting of the company under the name "C." Several business matters were attended to, and then a program was given, which was indeed the source of great amusement to the guests as well as the members. President Wright and his family, the cabinet, drew up pres-

ently and wished the company much success, with no casualties for the next year, but many recruits. Then, just before leaving the spring, a farewell address was made by a private, well beloved of the whole company, who throughout the year had been tireless and unflinching in her efforts to be of the utmost service to the company, namely, A. Wilkin-son. Sincere applause was given at the end of this speech.

At the close of this meeting, 8:30, the homeward march was begun, under the light of a full moon. It was somewhat different from the start from camp; silence was not enforced, but patriotic songs were sung, and between numbers an occasional whisper of being rather tired was heard. The march seemed very short, and all too soon camp was reached, about 10 o'clock. The company marched in front of the camp to the West Barracks, and after giving several hearty cheers, as expression of their enjoyment of the (to them) unusual excitement of a "hike," dispersed, and each went gladly, slowly, to her bunk.



SUMMER SCHOOL, 1918

Summer School

Roll of the Students by Counties

Beaufort—Lula Burbage, Sophia Cooper, Amanda Evans, Amanda Edwards, Bonner Gerrard, Viola Gradless, Jessie Hardison, Alice O. Jordan, Mrs. G. W. Lewis, Fannie Lee Patrick, Ethiel Rose, Louise Shavender, Pauline Taylor, Esther Tripp, Grace Warren, Mary Warren, Clara White, Mrs. N. Wright.

Bertie—Epsel Bazemore, Clara Davis, Blanche Harrell, Gladys Harrell, Hattie Miller, Lizzie Miller.

Bladen—Alma Vickers, Elma Edge, Agnes Hall, Annie Johnson, Aleen Woodburn.

Burke—Texie Dale.

Carteret—Sue C. Brown, Georgia Moore, Josie Pigott, Lora Truckner, Sadie Beryll Willis.

Caswell—Mrs. Sallie W. Perry.

Chowan—Mary Foxwell, Aurelia Layden, H. Ellie Rountree.

Columbus—Carrie Green, Sadie Hughes, Beulah Nance, Lallie Powell, La Reine Stophel, Edna White.

Cumberland—Myrtle Goff, Gertrude Melvin.

Currituck—Rosa D. Harrell, Bettie Williams.

Craven—Amy Arthur, Myra Arthur, Gladys Henderson, Gladys Hodges, Mrs. K. G. Johnston, Mattie Lou Barwick, Lenna Nelson.

Durham—Flonnie May Atkins, Jennie Belvin, Lottie Gooch, Margie Stafford.

Duplin—Estelle Alderman, Margaret Barden, Gertrude Boney, Jessie Croom, Louzetta Fountain, Isabel Johnson, Evelyn Middleton, Sudie E. Pyatt, Mary Savage, Mary Lou Wallace, Lillie Belle Ward, Norma Ward.

Edgecombe—Martha Hearne, Mamie N. C. Pridgen, Mrs. Florence Thorne.

Franklin—Beulah Cyrus, Madeline Debnam, Nora Eaves, Zelma Holland, Rebecca Hollingsworth, Ruth Parrish, Florence Perry, Lallie Smith, Beulah Stallings, Nellie Wilder.

Gates—Elizabeth Hobbs, Abbie Hobbs, Carrie Hollowell, Ellie N. Rountree, Elizabeth Wingate.

Greene—Annie Hardy, Mattie Hardy, Nina Harper, Emma Phelps.

Hatifax—Mamie Butts, Bessie Currie, Ellen Fields, Myrtle Green, Lula Lee, Beulah Moore, Mamie Lee Riggan, Willie Bett Shearin, Blanche Wood.

Harnett—Lillie Byrd.

Hertford—Julia B. Cobb, Fannie C. Daughtry, Mary L. Gatling, Daisy Modlin, Jennie Pruden, Mary Cleo Pruden.

Hyde—Mary Bridgman, Loyce Brinson, Ella Credle, Lucy M. Jennette, Thelma Jennette, Blanche Murray, Nannie R. Spencer, Edith Clare Spencer, Lillian Mae Swindell, Una B. Tunnell, Agnes Weston, Ruby Williams, Delle Williams.

Johnston—Thelma Godwin, Nellie Maye Hardison, Florence Jernigan, Myrtle McLamb, Lucy Pittman, Martha Pittman, Carmen Price, Sallie Sanders, Myrtle Snipes, Annie Thain, Clyda Wallace, Frances Wallace, Myrtle Watson, Maude Westbrook.

Jones—Minnie Hurst, Nellie Hardison, Nancy Morris, Laura E. Waters.

Lee—Allie Edwards, Janie Holt.

Lenoir—Ruby Evans, Nettie Noble, Mabel Rouse, Carrie May Smith, Annie L. Tyndall, Rosa Belle Tyndall.

Martin—Reba Everett.

Northampton—Elizabeth Adkins, Nettie Bridgers, Maybel Evans, Beatrice Futrell, Zenobia Harris, Mildred Johnson, Mary Ellen Read, Nellie Spivey, Ina Stephenson, Ruth H. Tyler.

Nash—Grace Bergeron, Lillie P. Edwards, Marie Hargis, Neva Harper, Mary Hilliard, Leigh Lewis, Pauline Rouse, Nannie Dew Strickland, Ada Valentine, Mrs. G. W. Wester.

Onslow—Maude Basden, Minnie Beasley, Verona Beasley, Mary E. Brown, Millie Everett, Annie Cavenaugh, Rosa Yopp.

Pamlico—Beatrice Ensley.

Pasquotank—Linda De Lon, Evelyn Munden, Loue D. Spence, Della M. Williams.

Pender—Elizabeth Atkinson, Lila Corbett, Mary Larkins, Mary Newkirk, Mollie Raynor, Bernice Thompson, Daisy Wells, Sallie Wilkins.

Person—Pearle Carver.

Pitt—Bertha Andrews, Florence Blow, Annie Bryan, Rosa Burris, Mrs. W. B. Carraway, Annie G. Clark, Elizabeth Congleton, Dora E. Cox, Novella Exum, Bessie Forbes, Ethel Godley, Hattie Holmes, Josie Hearne, Dorothy Johnson, Annie Marie Kittrell, Olive Kittrell, Marjorie Moore, Novella Moye, Katie Mumford, Madeline Pollard, Fannie M. Smith, Grace E. Smith, Annie Spain, Nancye P. Smith, Louise Tucker, Myrtle Tucker, Athleen Turnage, Vera Mae Waters, Hattie Whitehead, Inabel Worthington, Mrs. W. J. Wyatt.

Robeson—Maude Bruce, Marjorie Steele.

Sampson—Ruth Darden, Vira G. Darden, Katie Lee Matthews, Annabel Melvin, Alma Melvin, Ellen McNeill, Mabel Rivers, Mattie Thornton.

Scotland—Donnie Morrison.

Tyrrell—Ethel Jones, Hilda Woodley.

Vance—Thelma Forbes, Jennie Southerland.

Wake—Mary Dunn, Alma Fisher, Bertha Green, Alla May Jordan, Jessie W. White.

Warren—Jimmie Clark, Emily Milam, Margaret Milam, Georgia Thoroughgood.

Washington—Bessie Barnes, Clara Bateman, Lottie Mae Davenport, Isa Ismay Gaylord, Lessie McConnico, Dora E. Phelps, Adelia Spruill, Annie Woodley.

Wayne—Nursey Best, Ora Collins, Sallie P. Edwards, Jedidah Roberts, Esther Rose, Myrtle Smith.

Wilson—Beulah Barnes, Hortense Wells.

Virginia—Mrs. L. T. Snell, Norfolk; Ida Ruth Lamfert, Mecklenburg County; Ellen Moss, Emporia.

Of the students in the School the first of July, there were 86 who had never taught school but are preparing to teach this fall. A number of these have completed the high school course recently and are here taking professional work so that they can get credit for certificates.

From figures gathered from the teachers who have been teaching during the past year some interesting facts have been gathered about the board the teachers have to pay and the salaries they get. The average salary is \$39.66 and the average term $5\frac{1}{4}$ months. This makes the salary for the year \$208.21. The average board is \$14.63. The average price for washing is \$1.65 a month. If the teacher has to

pay board for the months she is not teaching she will have left for all other expenses \$23.99. The average for board was greatly reduced by the figures of a favored few, and very few, who had board at a low rate. It went beyond \$15 far oftener than it fell below.

The lowest salary reported was \$32.50.

Every year there are fewer one-teacher schools. This year only thirty of the students are teaching in one-teacher schools. There are more teachers here for primary work than for anything else. This is perhaps due to two reasons: Primary teachers feel the need for keeping up with methods, or at least of learning how to present the first steps; this School has made a wide reputation because of its primary work.

It is noticeable that a great many more have completed high school than in the figures gathered in other years. There are still, however, too many teaching who have not had the full high school course.

The war has aroused the teachers. There are very few teachers who have not taken some part in war work.

Of about 125 teachers who reported on war work, 39 gave in reports about War Savings societies in their schools; 17 reported schools that had bought Liberty Bonds; 27 did Red Cross work through the schools; 26 reported special work of some kind in Food Conservation.

A great many of the students who are directly from high schools reported interesting war work in the high schools.

**Summer Term
Faculty**

Mr. C. W. Wilson is director of the summer term.

There are some new members of the faculty, and others, who have taught in the School before, summer or winter.

Mr. M. B. Dry, principal of the Cary Farm-Life School, is teaching Education and Mathematics.

Mr. Horace Sisk, superintendent of the Lenoir Schools, is teaching History.

Miss Adelin White, of Tyler, Texas, comes directly from Peabody College, where she took her degree June 5. She has the work in Primary Methods. She is a former student of the University of Texas and a graduate of one of Texas' normal schools. She has had successful experience in teaching. Next year she will teach in a Normal School in the Panhandle of Texas.

Miss Elizabeth Bogle, of Lenoir City, Tennessee, graduated from the University of Tennessee this summer. She has the work in Household Economics. She is one of "Uncle Sam's graduates" in war cooking and Food Conservation. Before she entered the University of Tennessee she attended Agnes Scott College.

Several in the faculty have taught in the summer term before. Mr. W. R. Mills, superintendent of the schools of Louisburg, is teaching Pedagogy. He has taught here for the past two summers.

Mr. H. B. Smith, superintendent of the New Bern Schools, who has taught here several summers, has work in Pedagogy and History.

Mr. Hoy Taylor, until recently superintendent of schools in Greenville, who taught here last summer, is teaching English this summer.

Miss Eva Minor, supervisor of music in the Durham Schools, is here again this summer teaching Public School Music. She was here last summer.

The members of the regular faculty who are staying for the summer are as follows: Mr. H. E. Austin, Science; Mr. S. B. Underwood, School Management; Miss Graham, Mathematics; Miss Wilson, Science; Miss Jenkins, English; Miss Lewis, Drawing; and Miss Bertolet, Piano.

The only one of the regular teachers in the Model School who remained throughout the entire summer term was Miss McFadyen. Miss Morris remained half the time. Miss Rogers, who has had charge of a special class of mixed grades here for several summers, has this same work again this summer.

Miss Lyda Taylor, teacher in the Greenville Graded Schools, is teaching the second grade since this was given up by Miss Morris. She substituted in the third grade the first of the term. Miss Beatty, teacher of the third grade in the Greenville Schools, has this grade.

Miss Mary Newby White, teacher of the intermediate grades in the Joyner School was expected to take the third grade, but was unable to do so because of the illness of her mother.

Addresses During the Summer Term

**Prest. Wright:
Importance of
Teaching in
Fighting Ger-
many**

On the first Monday evening of the summer term President Wright delivered an address to the students. He began by telling a story of a meeting he attended some time ago. The general topic of the meeting was "How to Win the War." Many spoke on many subjects, but each one told what was the solution. One said ships, another meatless and wheatless days, still another, conservation of fuel would win. And so it went, until the war had been won a dozen times, in as many different ways, each convincing the audience that one thing would win, until finally, when the evening was far gone, one man, without a gleam of humor, arose and said if you plant soybeans the war is won! People broke out into laughter and applause. President Wright said that, although he was not a bean-shooter, he was like all the rest of the world—interested, first of all, in what would help us to win. He then spoke on the tremendous importance of school teaching and of the school teacher in helping to win the fight against Germany. He spoke without notes, and the editor, noticing this, took the speech almost verbatim.

"It is the first time in the history of the world when all minds are concentrated on one thing. This is not a war of armies, but a war of nations, of peoples. The clash has come because one man says 'might makes right.'

"The clash is between the idea that power instead of justice shall prevail; that the dominant thought and ideal of this world shall be military law instead of right. It is hard for us to grasp the idea that simple power means justice. We don't believe it and we are willing to make sacrifices to prove that this is wrong. The Germans do believe it, and are willing to use any means to further their ends: broken promises, agreements, and treaties—any and all means are justified, as was proved in the beginning of the war by their treatment of Belgium.

"This is a war of resources, industries, and of science. It calls for anything we can produce and for all we can produce—the best talent, the best minds, and the best manipulation. You and I are called upon to do our part. The United States realizes it more than any other nation. We saw it sooner after we went into the war than any other nation. One example of how the people have been aroused to take interest is that every person in the country has been called on to save \$20 and invest it in War Savings Stamps. It is a war of the people, and if we invest we are more interested. Therefore every man, woman, and child is called on to become a stockholder.

"Germany is the best organized machine in the world; the average German is more willing to make sacrifice and endure suffering for war purposes than any other nation of the world. This is so because of the kind of school teaching Germany has had for sixty years. What the German is, is the direct influence of the schools. This shows the power of the school teacher.

"You, the school teachers of America, are all going to have to combat that power. How long it will take to convince the Germans that war is wrong no one knows. What they have been able to do, we can do, for we are never willing to admit that any one can do anything better than we can. We can teach through our schools our ideals just as thoroughly as they could teach theirs.

"The Summer School students in the various summer schools are soldiers in the army fighting for civilization, for universal freedom, for the homes, for the women, and the children, and for Christ, just as surely as if you were fighting in France. We intend to give the children of every nation the right to grow up free, the right to use God-given powers as God intended they should be used. The fight is against ignorance and superstition at home, and a fight against ideas like those of the Germans. We are waging a conflict with the idea that might is right, and shall prove that might is not a necessity.

"President Wilson understood what the real fight was when he said it was a war between democracy and autocracy. Do you realize the meaning of these words? Do you realize that freedom and liberty are for all if democracy wins? Do you know where the laws come from in a democracy?

"Public laws are merely the public opinion of the people written out and placed on the statute books. If people do not want a law that is on the book, it is a "dead letter"; they will have none of it. An example of this is prohibition. No community enforced prohibition until public opinion was in favor of it. When the people become dissatisfied with a law, all they have to do is to change it. When the people did not like the way Senators were elected, they changed the way of electing them. Laws come from the individuals. Congress is merely made up of representatives of individuals. Even war comes from the folks; they get what they want.

"Germany is a direct contrast to this method. The laws are handed to the people. The kaiser knows what he wants and hands the laws down, and

they take them. Nowhere is the difference in the spirit of the two nations seen any more clearly than in the schools. Think of the picture of school children in America going to school, little free Americans, happy, just growing and developing. Even in the schools the routine is reduced to a minimum. Each is taught so as to develop the talent that is in him. Teachers are busy finding differences. And thus it is all over the country, all working to give freedom, happiness, and opportunity to all. If one has queenly qualities, she develops into a queenly woman. The end in view is to give each one an opportunity for a full-rounded life.

"In Germany each child is a soldier, and he marches to school with his kit on his back, and when he gets to school he must fall into the mechanical, routine drill, and must master the details all in the same way. Even his playtime is directed with the same purpose. In every schoolroom is the picture of the kaiser. The soldier comes first, and the citizen second. The result is that high school children are committing suicide rather than go through the grind. We are fighting to help give those children freedom.

"You, as school teachers, must see to it that this work goes on. The falling off in the schools is alarming. You are going to help stop this. It is your duty to see that every boy and girl who can possibly go off to school next year does go. Then you will be doing as great a service as if you sent recruits to the cantonments. If we do not do this we will lose the results of the war. The young manhood is sacrificed; the future leaders are being taken. If recruits are not trained to take their places, we are going to lose. If one trained man is shot and another just as good is not trained to take his place, we are going to lose our place as a world power. After the Hundred Years War the people in places reverted to savagery and it took generations to recivilize the world, and the same thing will happen again if we are not careful.

"The hope of America is the public schools of the country. What you do to carry on the schools is doing just that much to win the war. It is just as patriotic to train the next generation as it is to protect the boys we have sent over, or as it is to shoot Germans. It is as important to make sacrifices for schools as for war.

"You have added to your patriotism by coming here. Later there will be slackers who will look back and say, "I could have done more." I don't want any person ever to come to the Training School who will afterwards feel she was a slacker.

"The war is going to produce a new type of citizenship. Four years ago we ate white bread, never thinking of the wheat question, and now all are ready to do without it if necessary. You remember when Bryan was talking about government ownership of railroads, and it seemed afar off. Look how quickly the change to government control came and how quickly it was accepted. The Government took hold of the coal question just as simply.

"We may have to burn wood in the kitchen stoves at the Training School. If conditions are such that it is better for us not to have coal, why, we can do without it. You remember even the sun was once commanded to stand still. The people are now willing to do whatever is necessary. We can do whatever we wish to do with people; we can make of them what we will.

"Every single child born into the world is a little heathen. If you don't believe it, just watch him at night, the way he will treat his parents: cry, and cry, keep them awake, finally falling off to sleep, and the next morning will wake up and look at you as if to say, 'I hope you have had a good night's sleep.' All kinds of possibilities are wrapped up in children. Helen Keller is an example

of what can be done with a child with most of her faculties lacking. She has been trained and developed until now she can spend her time cheering the world, writing, and even speaking. If this can be done with her, think what can be done with the normal child. The hope of the child is the public school. The hope of the public schools is you before me. Yours is the greatest trust except that of the mothers of these children. You should get a clearer vision of your place in human society. You should realize your opportunity."

Mr. Wilson, in introducing President Wright, said he was a man who sees educational problems as well as any man in North Carolina, a man who had a vision of the public schools of the State. After the address he said: "It does not do any good to aim high unless you have ammunition, and remember you are the ammunition factory."

**Capt. Vickers'
Story on
Trench Life**

Captain Vickers, of the Royal Scotch Fusileers, who has been making war speeches in various parts of the country, and who was here on the Chautauqua program, visited the School on the morning of June 25 and made a talk to the students. It was indeed a privilege to hear one who had fought so long at the front and who could give such an authentic account of the life.

"The most constructive work the world has is your work," he said to the teachers. He then proceeded to contrast the work of the soldier, the most destructive work in the world, with that of the teacher. They are complementary, and the soldier destroys that the teacher may build. "If you would go to Germany you would realize that it is impossible for this country to tolerate a system of education like that of Germany, which is the brow-beating kind. It does not teach one to think."

He told of his experience as a spy, when he taught English in a German university. He found that the minds of the students were like the minds of the soldiers. He is trained so that when he enters the army he is plastic material. If he has any instincts of gentleness or gentlemanliness, or any of the finer feelings, they are ruled out. He told a story of one man who was required to carry a shell around a square 87 times when he was too weak to do it; he fell down 40 times, and was lashed every time. Finally, he was ordered to lick the dust from the shell, but a higher officer came on the scene and saved him.

Captain Vickers gave a fine picture of the various lines of battle, from the front line trenches on back, line behind line, where every man is doing his part, and finally to the home line.

He then spoke of how limited any one man's knowledge is of the various parts of the army, each one sees it from only his angle and has very little idea of what the other divisions are like.

The particular angle from which he could view the army was that of the cavalry officer, and he whimsically gave the cavalryman's idea of the other divisions; the chief thing they knew about the flying men, for instance, is that they will drop oil.

He gave some idea of the first days of the war, and contrasted these with the present. Then there was only one shell a day to each gun, while the Germans had three hundred. Now the English have one thousand a day. Then there was only one man to every twenty-five yards; now there is one to every yard.

The American boys are entering the war with far better chances than the English had at first. Now untrained men are not allowed to be pitched into the front of the battle as they were at first. He told heart-rending stories of those horrible first days of poor equipment when 180,000 bodies were left on the field in three days, 80,000 British and 100,000 German.

He believes that the Allies will simply hold the lines only so long as we can hold them to advantage. This will probably continue until late in the year, when we have worn the Germans out, and until we are reinforced, until we are stronger than they are and can attack to advantage.

Captain Vickers' description of the different kinds of guns was extremely interesting and instructive. He told stories of experiences with guns. He explained how the mining parties laid the mines. He said this had to be done by the men because the machinery made too much noise. He explained the dum-dum bullet and showed how it was that the Germans could claim that they did not manufacture them; the men could easily convert another kind of bullet into one of these.

One of the differences between the German methods of fighting and those of the Allies is that the officers of the Allies go in front of the men, leading them, whereas the German officers go behind and drive their men, and often with revolvers; that explains why the Germans lose fewer officers.

In describing the day of a soldier at the front, he spoke especially of that busy hour just at daybreak, and asked the people whenever they were awake at that hour to think of the boys. He says nobody wants to be in this business. He urged the duty of the folks back home towards the boys. Frequent letters and cheerful letters are what they want.

"If this war does not find you better, if it finds you worse, then you have lived in vain."

Dr. Lovejoy's Visit

Dr. Lovejoy, Secretary of the National Child Labor Commission, who was one of the speakers on the Chautauqua program, visited the School and made a talk at the assembly hour. He made a strong plea for the development of the best that is in human beings. He began his talk by telling the

story of a boy who, although crippled by infantile paralysis, was enabled to do his full work in society, not pitied or commiserated, because he had a sensible mother who trained him to do things for himself.

"There is no such thing as unskilled labor, but there are plenty of unskilled laborers," is one assertion he made, and, "If the labor does not require brains, a machine can be invented to do it." "One can even spread manure so that he will feel he is feeding the soil instead of doing dirty work. Even street cleaning is better done when it is done by skilled people"; he contrasted the old stupid stirring up of dirt with the modern vacuum cleaner run by a trained man.

He advised the teachers to strive to get a thrill of connection between the children and the people; an occasional lecture from a real farmer will do this.

He begged the teachers not to condemn, the children to be satisfied with, the same conditions they were born in; do not bind a man with grinding poverty because his father was poor. He referred to the poor people in communities of the South where the people are poor in property, but have high ideals. He referred to the beauty and simplicity of the life portrayed in Cotter's *Saturday Night*. All should have a chance for what their souls are yearning.

He told charming stories that illustrated his points.

**Dr. Mangum,
Y. M. C. A.
Representative**

Dr. T. J. Mangum, a representative of the Army Y. M. C. A., who spent a while in Greenville in the interest of his work, and who made a speech downtown, was the guest of the Training School and spoke to the students on army life and the Y. M. C. A. in the camps.

Visits from the men who are directly in touch with the soldiers make their lives and the war seem very much closer to us. Dr. Mangum very clearly impressed on the young women the part they had to take in this war.

**Safety League
Talks**

Mrs. Hollowell and Mrs. Fearing spent several days in the School making talks and giving advice about the work the schools can do in the matter of Fire Prevention and in conserving property. The organization of Safety Leagues in the schools was carefully explained and demonstrated. They scattered leaflets and handled propaganda on the subject. Their visit should have telling effect in the schools the students teach in this fall.

Mrs. Hollowell made a strong appeal to the students to arouse them to the importance of the work. She gave interesting facts about property

loss in the State, stating that over \$3,000,000 worth of property was destroyed by fire in North Carolina last year, and over 300 people lost their lives, 193 of whom were babies, and there were many others injured and disfigured.

She told actual stories from life, of accidents from kindling fires with kerosene, and cleaning with gasoline. She explained the safe way in which to handle these dangerous causes of fires.

She made the assertion that North Carolina was the first State that ever sent a woman out to talk Fire Prevention.

Mrs. Fearing has charge of the eastern district to organize Safety Leagues in the schools. She arrived later than Mrs. Hollowell, and supplemented what had been said before.

School News

**“Get-Together”
Evening** The first week of the summer term closed with a happy “Get-together” evening on the hillside. The throng of students and the faculty and officers who had been busy getting together in work during the week had an opportunity to find each other out as social creatures. On the line between woods and lawn was the punch bowl, attractively arranged and presided over by three young ladies dressed in Japanese costumes. These were Misses Mary Dunn, Lessie McConnico, and Emily Milam. From there the groups passed to the platform in the woods, where a number of attractions entertained them. Contests caused a lot of fun. Groups sang patriotic songs. A group of children under the direction of Miss Willie Jackson gave some motion songs and games.

Miss Elizabeth Adkins gave recitations that charmed her audience. Miss Arley Moore told an Uncle Remus story in an inimitable manner.

The evening was a truly delightful one to the students. The committee responsible for the success of the evening was composed of Misses Lewis, Graham, Bertolet, and Minor. Miss Bogle had charge of the punch serving.

Miss Shotwell Miss Mary Shotwell, representing the War Savings workers, met the students on the afternoon of July 4 and explained the War Savings Societies and urged the teachers to push the work when they returned to their schools.

**Prest. Wright’s
Success as
Chairman of War
Savings Work** President Wright is Chairman of the War Savings Work in Pitt County. Pitt County went over \$50,000 beyond its quota, which was \$800,000. The township of Greenville raised \$228,500, whereas its quota was \$188,000. During the week of the special drive excitement and enthusiasm ran high. Winterville Township raised its full amount the first day, others came in the second.

The drive in Greenville opened the night that Captain Vickers spoke at Chautauqua. In the midst of his speech he sat down, and the chairman of the committee for Greenville, Mr. E. G. Flanagan, took charge of the meeting and called for pledges. Soon after the call for pledges was made, he set as the mark \$75,000, but when that point was reached the pledges were coming in at such a rate that there was no stopping

there. When the last pledges were given in the amount was found to be \$105,000. Then Captain Vickers proceeded to finish his story of life in the trenches.

The men of the faculty and Mrs. Beckwith were all called in to speak at the meetings at the schoolhouses held throughout the county on Friday afternoon.

The work in Pitt County was wonderfully well organized. The success of the drive was largely due to the excellent team work between the committee and sub-committees.

It was a strenuous week for President Wright, and he worked night and day for the cause, but when the returns came in and he could announce "away over the top" he was happy.

**Miss Graham
on Program of
High School
Conference**

Miss Maria D. Graham was on the program of the Conference of High School Teachers which met in Greensboro, at the State Normal College, July 15-20. Her subject was "How to Introduce a Class to Algebra."

A number of distinguished educators from outside the State were on the program, and contributed greatly to the success of the meetings. Among these were Dr. Frank Pierrepont Graves, Dean of Education in the University of Pennsylvania, and Dr. Arthur J. Jones of the Department of Secondary Education, University of Pennsylvania, each of whom delivered a lecture each day. Miss Mary Moxcey, of Boston, spoke on Religious Education. Two other especially interesting lectures were on the Study of the Bible, by Dr. W. C. Smith, and "Women and the War," by Miss Harriet Elliot.

Departmental conferences were held on all subjects taught in the high school. Well-known and able high school teachers of the State were chairmen of the different departments.

A full week spent by the high school teachers of the State working together and concentrating on high school problems should have a fine effect on the high schools.

**Mrs. Beckwith
Gives Course in
Patriotic Speak-
ing**

Teachers are finding that they must not only be able to present lessons clearly in the schoolroom, but they must be able to present problems to the community. They must be able to make talks in public, to lead in meetings, and to explain publicly whatever the Government wishes to have presented to the people. There has been a demand on the part of the teachers for a course in public speaking. A series of lectures on this work is being presented by Mrs. Beckwith. Mrs. Beckwith has made

an enviable reputation as a public speaker in the various war campaigns during the past year. She has taken the lead in all the Liberty Loan drives, in the Red Cross drives, and in the War Savings drive. The course should be of inestimable value to the women teachers.

Miss Beatty is giving writing lessons three afternoons a week.

Miss Hattie Berry and Mr. George Humber made talks during the summer term on the question of Food Conservation. They represented the Food Administration.

The members of the regular faculty not teaching in the Summer Term are scattered in various places. Miss Davis is at High Point. Miss Comfort is attending Peabody College for Teachers at Nashville. Miss Maupin is completing her work for her degree at Peabody College. Miss Ray is taking a summer's rest at her home at Bardwell, Kentucky. Miss Muffly is spending the summer in her cottage at LaPorte, Pennsylvania. Miss Hill, of Darlington, S. C.; Miss Meade, of Kingston, New York; Miss Whiteside, of Shelbyville, Tennessee, and Miss McCowen, of Forsythe, Georgia, are all at their homes.

Miss Morris Goes to Wisconsin Miss Mylitta Morris, who has been teaching the second grade in the Model School during the four years since it was established, and has been acting Principal whenever Miss McFadyen, the Principal, was absent, has resigned to accept a position as critic teacher in the Training School in the Normal School at LaCrosse, Wisconsin. This is one of the strongest normal schools in the country. Miss Morris's work in that school will be far more extensive than the work here gives her opportunity to do. The fact that she was chosen for this work is a tribute to her and to this School. She is a remarkably efficient teacher, and has meant a great deal to the student-teachers who observe under her and are connected with her in their practice work. She has been an active worker in her church and has taken part in all kinds of activities in the town. She will be greatly missed not only in the School, but in the church and town.

**Miss Jones a
Yeoman**

Miss Emma Jones, who has been President Wright's private secretary ever since the School was established, resigned for the purpose of entering the Navy as yeoman. Miss Jones came to Greenville the summer before the School opened and has assisted in every step the School has taken. She seemed a necessary part of the School. Miss Jones was prompted by purely patriotic motives to enter the service of the Navy. She argued that every family should contribute something directly to the war, should make some personal service, should give some of itself. There are no boys in her family to go, and she could go better than any woman in her family, therefore she felt that it was her duty to go.

Miss Willa Ray, of Raleigh, is President Wright's private secretary, in place of Miss Jones.

**Mr. Meadows in
Military Red
Cross Work**

Mr. Leon R. Meadows left for Atlanta immediately after commencement to take up work in connection with the military work of the Red Cross. He was awaiting a call as a reserve in the Department of Intelligence. While he is waiting until he is called into the service in which he has his commission, he will do this Red Cross work. He has leave of absence from the School for the duration of the war. It will be remembered that he was absent from the School in the fall attending the Second Officers' Training Camp, received his commission as second lieutenant, but was not called into service. He returned to the School and taught the winter and spring terms. Mr. Meadows has taken a leading part in his church and in fraternal organizations in the town. He has been superintendent of the Sunday School in Immanuel Baptist Church. It will be difficult for his place to be filled during his absence.

**Miss Ross,
Stenographer**

Miss Ola Ross, who for eight years has been stenographer in the School, has a year's leave of absence. In the catalogue she is called "Custodian of Records." This seems to mean she is Mr. Wilson's secretary, secretary to the Bursar, Mr. Spilman, librarian, manager of the stock-room, book-room, and general manager of odd jobs. She will be greatly missed.

**The New Sten-
ographer**

Miss Elizabeth Stell, of Raleigh, is taking the place of Miss Ross.

Mr. W. H. Swanson, director of the Demonstration School at Peabody College for Teachers, was elected superintendent of the Greenville Graded Schools and assumed his duties on July 1. Greenville is indeed fortunate in getting a man of his reputation and ability at the head of the schools.

The annual playground events of the public schools of Greenville were held on the campus of the Training School the second Friday in May.

Patriotic games, dances, and songs, many of them in costume, were on the program. All the grades through the fifth took part in the program.

Mr. H. E. Austin was chairman of the Publicity Committee for the Chautauqua. He worked untiringly for the success, and was richly rewarded.

Miss Jenkins was elected president of Trinity Alumnae Association at the annual meeting at Trinity Commencement.

A beautiful service was held at the Training School on the day of National Prayer. This was conducted by Rev. J. K. Phillips, who was at home on a short leave of absence from his work in the Army Y. M. C. A. He preached a sermon that was full of spirituality and that came from the understanding heart. His experiences among the men in the army have given him an insight into the needs of the soldiers and conditions that make him peculiarly fitted to bring messages from them to the civilian world.

North Carolinians at Peabody

Dr. and Mrs. Bruce Payne.

Miss Ida Carr, Durham, Instructor in Home Economics.

Dr. Mims, formerly of Durham, now of Vanderbilt University, English.

Mr. Swanson, Instructor at Demonstration School. Mr. Swanson will be Superintendent of the Greenville Graded School next winter.

Miss Carry Gates Scobey, Assistant in Home Economics. Miss Scobey will be the Domestic Science Teacher at the Training School for the coming winter.

Dr. W. W. Pierson of the Department of History, University of North Carolina, is a member of the Peabody summer faculty.

Misses Norton, Worley, Coward, and Mr. Stillwell, from the Cullowhee Normal, are studying at Peabody.

The following students from the State at large are studying at Peabody this summer:

Miss Ethel Hill, Kinston.

Miss Nina Rhine, Fayetteville.

Superintendent and Mrs. W. E. Byrd, North Wilkesboro.

Mrs. Fannie Carr Bivins, Durham.

Miss Lillian Crisp, Falkland.

Misses Comfort and Maupin of the East Carolina Teachers Training School.

One Graduate in August Sophia Cooper receives her diploma at the close of the Summer Term. She was ill during the last term of her Junior year and had to go to a hospital, therefore did not complete the work of the term; but she was allowed to continue with her class and completed the Senior year with them, staying one term longer and taking the back work. This makes the seventy-fourth graduate for the year 1918.

Miss Jeter Assisting in Dining Hall Miss Cary Jeter, of Bedford City, Va., has been assisting her mother, Mrs. Nannie Jeter, in running the dining hall this summer.

President Wright Attends N. E. A. Meeting President Wright attended the National Educational Association meeting which met in Pittsburgh the first week of July. He gave the School interesting reports of this wonderful meeting. The abstracts he gave of some of the speeches by the representatives from the allied countries were particularly good. He feels assured that the Department of Education will be organized.

President N. E. A. Once in Training School Faculty Dr. George Strayer, the newly elected president of the N. E. A., was a member of the faculty of the Training School in the summer of 1910. He gave a course for the superintendents.

Dr. Strayer has for years been one of the leading men in the Department of Education at Teachers' College, Columbia University, and is one of the leaders in progressive educational thought of the day. His books are known to all in the profession of teaching.

Story of the American's Creed

THE idea of laying special emphasis upon the duties and obligations of citizenship in the form of a national creed originated with Henry S. Chapin. In 1916-1917 a contest, open to all Americans, was inaugurated in the press throughout the country to secure "the best summary of the political faith of America." The contest was informally approved by the President of the United States. The artists and authors of the Vigilantes, especially, and representatives of other patriotic societies supported it; the city of Baltimore, as the birthplace of the Star-Spangled Banner, offered a prize of \$1000, which was accepted, and the following committees were appointed: A committee on manuscripts, consisting of Porter Emerson Browne and representatives from leading American magazines, with headquarters in New York City; a committee on award, consisting of Matthew Page Andrews, Irvin S. Cobb, Hamlin Garland, Ellen Glasgow, Julian Street, Booth Tarkington and Charles Hanson Towne; and an advisory committee, consisting of Dr. P. P. Claxton, United States Commissioner of Education, Governors of States, United States Senators and other National and State officials.

The winner of the contest and the author of the Creed selected proved to be William Tyler Page of Friendship Heights, Maryland, a descendant of President Tyler and also of Carter Braxton, one of the signers of the Declaration of Independence. The Creed prepared by Mr. Page was recognized by all as not only brief and simple and in every way suitable for educational purposes, but also remarkably comprehensive of *that which is basic in American ideals, history and tradition, as expressed by the founders of the Republic and its leading statesmen and writers.* On April 3, 1918, in the presence of members of the Senate and the House of Representatives, THE AMERICAN'S CREED was formally accepted in the name of the United States Government by the Speaker of the House, and it was there read in public for the first time by the United States Commissioner of Education, who has officially commended it as "a Creed worthy to be learned and accepted as a guide to action by all Americans."—*Selected.*

Buy War Stamps

I saw a ship a-coming
 A-sailing on the sea;
 'Twas full of ammunition
 For fighting Germany;
 And oh! but I was happy
 That I had done my share
 Through purchasing war savings stamps
 To send it "over there."

—*New York Morning Telegraph.*

Thrift Stamps

T stands for the tale of the Terrible Turk;
H for the Hohenzollern Hun;
R stands for the Rapine and Red Ruin they work;
I for the Iron Cross they have won;
F stands for Fiends, Famine, Fires, and Fears;
T for the world's Travail, Trials, Troubles, and Tears.

S stand for our Sammies, the Stripes and the Stars;
T for the "Truth that makes free";
A stands for America, with ALL in these wars;
M for the Might of her Mercy;
P stands for the President, for Pershing, and Peace;
S for the world's Safety and Sorrow's surcease.

—*J. C. Armstrong, in Atlanta Constitution.*

Living in a Teacherage

I have lived in a Teacherage one year, and like it much better than boarding. It is a place that one can call home when out of school, and, too, it seems so good to be free after the day's work is over.

The Teacherage was located in the little town of Gumberry, Northampton County, N. C. There were five of the teachers who lived there together, two schools, Occoneechee and Gumberry combined; Gumberry having two teachers, Occoneechee having three.

This Teacherage was rented by the committees of the two districts, and neatly furnished. The teachers paid the rent for furniture once a month, which was \$10.

We hired our washing and ironing, but we did our own cooking, as we could not get a cook, and we thoroughly enjoyed the work. Four of the teachers did the work, and one boarded with the other four. The work was divided this way: Two teachers cooked one week at the time, while the other two did all the cleaning except the bedrooms. Each teacher looked after her own room.

We ran an account at the stores in this little village, and paid up these bills once a month. A great number of things were given to us, such as hams, canned fruit, apples, vegetables, milk and butter. Of course this cut down the bills considerably.

I hope it will be so I can live in a Teacherage as long as I am teaching, for the expenses are nothing like as great as when boarding, and there's more pleasure for the teacher.

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