



H. G. SWANSON

*The Mental Attitude of America Towards the War**

(Translation from *Manuel Général*, the oldest educational magazine published in France.)

I wonder if a great many of our compatriots have not been more mistaken about the Americans than about the Russians.

M. Steeg says, with discrimination, in "l'Action Nationale": "It has been believed for a long time that this ultra-modern people has resolved to eschew all idealism, to live in a utilitarianism without pity and without horizon. What an astounding misconception! Nowhere do hearts respond more readily to the appeal of a just cause; nowhere do the cries of suffering humanity strike more vibrant echoes. They have a horror of vice, of sensuality, of dilettantism, because they believe their strength should fear and avoid the complications of sentiment and immorality."

What strikes most those who visit American camps is the youth, the gayety, the reserve of officers and soldiers. Although from different sections, all give the impression of freshness of spirit, of spontaneity, and exemplify the successful fusion of all the varying elements of which the American Union is composed.

It is to the eternal honor of President Wilson to have wished to be, and to have been, the living conscience of the aspirations of his country.

The belief is permissible that without President Wilson, as M. Steeg justly remarks, these men, however intrepid they may be in action, would not have understood that their entrance into the war was an inescapable necessity, and that the future of their people was involved in the enterprise. Here they are, ready for anything, resolved to consecrate to the cause they have embraced all their resources, all their blood. And their faith in their President is so great that they have given him without hesitation such power as no emperor has ever possessed.

*Translated by Mabel M. Comfort.

Making Geography Real

HERBERT E. AUSTIN.

PAPA, I just love my Geography and History this term," said a certain little sixth-grade girl recently. "Didn't you like them last term?" "No. I just hated them."

"Miss X," asked a mother the other day while speaking to the principal of our Model School, "Why are the events and people of History so much more real to Frank than they were to my older children? He talks about them as if he had really known them and had been present when the events happened. It was not so when my older children took this work."

Two tributes to two good teachers. Two witnesses of the fact that real teaching was being done in two classrooms. One, the unconscious criticism of a child growing out of a satisfaction from within; the other, the expression of an observing and thoughtful parent. This teaching was finding an appropriate and a much-desired response in the lives of these children—liking for, interest in, comprehension of—the subjects being taught.

What factors are essential to such success? Why are not more of our public school teachers securing like results and winning like tributes?

What is the mystery of good geography teaching? What is the mystery of making good in any specific undertaking? There are certain fundamental factors essential to success in any activity, whether it be making a chocolate cake, a silk dress, or teaching a specific subject like geography.

One of these essential factors I wish to stress especially today.

Charlie Chaplin, in a recent magazine article, writes: "Whenever I meet people who ask me to explain the 'mystery of making people laugh' I always feel uncomfortable, and begin to edge away. There is no more special mystery about my antics on the screen than about Harry Lauder's ability to entertain people. We both happen to know a few facts about human nature 'which we use in our business.'" Chaplin makes a business of knowing the things that strike people as funny. He governs himself accordingly in the production of his plays.

Why shouldn't the geography teacher make it her business to know the goal she is expected to reach in her teaching?

Long experience in teacher-training work and observing the work of teachers in our elementary schools has shown that in a large majority of cases the teacher who is trying to teach geography, and most other subjects for that matter, has no adequate conception of the nature of the completed product desired—of the goal to be reached through her teaching of geography.

If you were making a silk dress, would you dare put your shears into a beautiful piece of silk before you had very definitely pictured the completed dress in your mind?

I learned the other day that a farmer had constructed a sweet potato storage house, patterned after one recently completed at the Training School. He hired a carpenter who had been employed on the construction of the one at the School and who claimed that he knew just how to build one like it. But, unfortunately for the farmer, he didn't know anything about the principles involved in the use of a good storage house. Several things necessary for keeping a constant temperature were neglected as a consequence, and the house is defective.

The farmer, also, not knowing the principles involved in the "curing" of sweet potatoes—warmth and abundant ventilation, so as to carry out of the house all the moisture given off by the potatoes during the first two weeks—put his potatoes in the house, nailed down the ventilators in the floor and stuffed the one in the ceiling with a gunny sack, closed all the windows and the door, started his fire, and went off. Consequence: the potatoes were soon in a hot, moist atmosphere, ideal conditions for the growth and spread of the potato rot. When opened a few days afterwards the potatoes were beginning to rot. Why? The farmer did not have a clear vision of the thing to be accomplished in properly curing and keeping sweet potatoes in a storage house. His work was not governed by reason. So it is in every activity of life. Teaching is no exception to this rule.

Make a business of knowing what you should get in the way of results, and then bend every energy toward reaching your goal.

Our leading teachers say that the ultimate aim of all good teaching is power—the ability to use knowledge efficiently and effectively.

What power should a pupil possess when he has completed the required geography work of the public schools?

Your answer to this question will determine the kind of geography you teach.

If geography means to you the power to memorize and recite verbatim the next two pages, that will be the power you will work for. If geography means to you the power of bounding all the States—naming their capitals, locating all the principal mountain systems and rivers, giving the principal resources, etc.—that will be the power you will do your best to have your pupils possess.

You see what determines the quality and character of your work as a teacher.

What power should a geography teacher work for?

We define geography today as the "Study of the Earth as the home of Man." What does this mean to you? Anything? We recite it glibly enough, and write it readily enough in our examination papers. What is there in the way of suggestion in it for an answer to our problem?

In every home are to be found two essential factors: the people who live there and the elements that go to make up the environment in which they live and largely influence and control every activity in that home and community.

I do not know that home when I know only the people therein. I do not know that home when I know only the elements that go to make up the environment. The thing that gives it interest is the human element involved and the interaction and relationship existing between the human factor and the physical environment.

To be able to visit a place, in imagination—for most of us have neither the time nor money to do so in reality—close our eyes as it were and see things as we would see them if actually present in person, to see people utilizing the various advantages of soil, rivers, mountains, plains, bays, harbors, and climate, to supply themselves and others, in other parts of the world not so fortunately placed as themselves, with the necessities and conveniences of life; to see people in other parts of the world overcoming barriers to their progress and development, and making the most of their opportunities; all this is a wonderful privilege. Action—especially if it is related to human interests—is wonderfully interesting and awakening. Geography is the study of people in action, utilizing the materials and forces Nature has placed in that particular locality, or adjusting themselves to the materials and forces that handicap their progress.

Geography is the only study we have in the public schools concerned with the present-day activities of people. The only study that can bring developing boys and girls into a conscious and sympathetic relationship with the world in which they live and are to live and make them feel that they are factors in its work and progress is Geography.

Through his imagination, the pupil can see the St. Lawrence River being used by a LaSalle or a Hennepin and the Mississippi by a De Soto, to penetrate and open up an unknown continent. He can see the St. Lawrence, with the assistance of the Great Lakes, giving Duluth and Chicago the advantages of a location on the Atlantic coast although situated twenty-five hundred miles inland.

He can witness and feel the grandeur and beauty of Niagara, and be uplifted by it. He can sense the joy of achievement and the powers dormant yet potential within him as the story of man's struggle with this mighty force is unfolded and he sees this giant cataract harnessed and turning the wheels of industry—man's servant. He discovers the forces that control the location and the industries of our cities, and Buffalo and the cities around Niagara Falls are no longer dots on the map of our country but homes for busy people, whose locations and destinies have been shaped by the earth-factors found in their neighborhoods.

The St. Lawrence River system is full of human interest, and we desire to know this system and other systems because of the human relationships and values awaiting man's use.

An Isthmus, as generally taught, is a narrow neck of land joining two larger masses of land. Is this all? How uninspiring and bare the concept! Did the Isthmus of Panama mean only this to Balboa in his quest for a shorter route to India, or the Isthmus of Suez mean only this to Western Europe? Is there nothing of human interest and relationship here? How do you suppose Balboa felt when he found only forty-nine miles of land separating him and his ships from the Pacific Ocean and the unknown possibilities beyond? What has this narrow strip of territory meant to the commerce of the world and to the aspirations of men since that time? And the dream of men to overcome it! How full of human interest! First the attempt and the struggle of the French and their failure, not because they lacked the power and the skill to dig, but because of the malarial and fever conditions favored by the warm, moist climate. Then came the discovery of the nature of these diseases, and the ability to control them. With increased knowledge came increased power to overcome another geographical hindrance to man's progress, and our United States steps in with its knowledge and its skill and its energy, and the world's barrier is cut through, and the west coasts of the United States and South America and Eastern Asia are brought thousands of miles nearer to our Atlantic Coast cities and to Western Europe.

These contacts with people in various parts of the world in their relations to their geographical environments, finding out and using the resources of soil, climate, rivers, mountains, and seas; overcoming and conquering ocean barriers so that the prophecy "There shall be no more sea" is literally fulfilled, as well as the barrier of mountains and deserts and climate, have wonderful reflex influences upon pupils who are so fortunate as to have real geography in their school courses. It calls into activity the dormant instincts (God-given) of "to be" and "to do." It stirs up ambitions to go out and get the satisfaction that comes through the joy of overcoming, and being a factor in the world's activities.

Oh, what a difference between seeing things as realities, being among them and with them, feeling the pull of the scenery of the mountains, witnessing the majesty of Niagara, being among people and living their lives with them under the conditions they must live them, sympathizing and appreciating their difficulties as well as their advantages, and trying to make our pupils satisfied and contented with symbols and words.

Making things real is your problem, geography teacher. Giving your pupils the power to go, in imagination, to any place on the surface of the earth and see the various things that enter into the lives of the people, see the control which environment exercises over life and the responses which life is making to these controls, as if they were actually visiting

this region in person. If you give your pupils this power your sixth-grade pupil will go home and say, "Papa, I just love my geography this term," and Frank's mother will discover that her boy has touched a vitalizing force.

An Education While You Fight

(Cullings from an article in the November number of *Country Life* by
ARTHUR BARTLETT MAURICE.)

SAID THE SOUTHERNER: "I never expected to have this opportunity. Why, looking at these old rookeries that have been here for two hundred years, three hundred, four hundred, some of them, is seeing history. Look at that tower. The book says that it was built in the fifteenth century, and was a later addition to the Hotel de Bourgogne.

"Peyton goes through life clinging to that book," said the mid-westerner.

And so the American soldiers go, seeing things in France, "acquiring education in the spare moments snatched from the big game of battle, making themselves into the kind of cosmopolitans that will be in the future all the better Americans for that very cosmopolitanism."

"The periods of relaxation will bring them those opportunities for the acquisition of a ripe cosmopolitanism and a supplementary education for which the parents and elder sisters of so many have ardently yearned. Are those over there awake to the chance? Read the letters. What a marvelous intellectual ripening they indicate!

"Twelve weeks at a southern training camp and unconsciously their voices had taken on not only the accent but the actual tone of the south. It was but a step in the swift march of intellectual evolution. Of the real south there are thousands upon thousands that will not change so quickly in speech, but will in the end be even more marvelously transformed."

"I hate the Kaiser, and the Crown Prince, and Von Tirpitz, and the rest of the Potsdam crowd, all right," said a navy boy, just turned twenty. "I want to help smear them all over the lot. But I owe them something, too. If it hadn't been for them I'd never have had those six trips across the water, and had the chance of seeing London and Paris. I suppose I'd have gone on in the same old way until I had bunches of spinach on the chin."

Some one somewhere said, "Show me what a man reads."

It has been held that we are only half-heartedly a verse-loving nation. But the boy in olive drab or the baggy blue trousers contradicts that theory. They want poetry; they demand poetry; apparently reveling in the romanticism of Byron, the swing of Kipling and of Robert W.

Service. Those are his favorites. In the preference for fiction there is a timely old-time flavor. Two sets of the works of Dickens have been found inadequate to satisfy the demands of all. And the best liked among the tales of Boz is his "Tale of Two Cities"—a fact which may have a particular significance. This is the tale told by the library and reading room.

Nor, at that, is it the preliminary education that is always counting most. Shoulder to shoulder our equivalent of the "Duke's son, Cook's son, son of a Lambeth publican, son of a belted Earl," of the poem, are marching to the front, and often it is the cook's son who is seeing and acquiring most.

"Whether you see him, guide book in hand, before the towers of Notre Dame, or riding down Fifth Avenue on the top of a bus, or standing before a picture in the Metropolitan Museum of Art, or curled up in a chair at the Service Club reading 'David Copperfield,' remember that if he is being prepared for the business of fighting he is, also, directly and indirectly, getting an education while he fights. When the battle flags are furled and the order 'Dismissed' comes, there will be many a gap in the ranks. But those who have shared the great adventure and survived, will have found life worth living. Made over into cosmopolitans, they will be better builders of the future of the peace-assured republic."

How to Introduce a Class to Algebra

(A paper read during the Conference of High School Teachers held at the State Normal College, Greensboro, N. C., July 15-20.)

MARIA D. GRAHAM.

EVERY subject in our public school curriculum today, even Algebra, is being tested by the following standards:

Is the subject as taught of practical value? Is it fitted to the age, ability, and needs of the pupils? Has it social value?

Because of the great number and variety of subjects to be taught, those educators who shape our courses of study have thrown to the winds vague phrases about mental discipline and character building. Until this world war became our struggle, they, like all others, had adopted commercialism as the chief end and aim of education. Perhaps one of the good effects of this awful war will be that of bringing school men back to an appreciation of discipline and character building, to a realization that we can't afford to think only of present needs, but we must look to the future. And yet after this war is over, our teaching must be vitalized, it must throb with new life and enthusiasm. We can never go back to old methods, but we can put mental discipline and character building in with the newest and best methods.

"Mathematics is at once the oldest, the most progressive, and the most far reaching of all the sciences." The History of Education shows that no people have been more open-minded than the teachers of mathematics. We realize that we have made mistakes in the past along with the teachers of all other subjects, but we wish to correct those mistakes and are correcting them.

Within the last decade, six international congresses of mathematics have been held, numbers of mathematical societies with growing memberships have been organized, hundreds of scientific journals are devoted in part or exclusively to mathematical publications, scores of valuable treatises have been written on the teaching of mathematics. As a result great changes have been made in the courses of study in mathematics for the high school, particularly in the first two years.

Many schools are offering a course in intuitive or inventional Geometry before any Algebra has been studied beyond that found in a good high school Arithmetic. This course in experimental Geometry is then followed by elementary Algebra. Then a course in business arithmetic is given followed by Plane and Solid Geometry. Other schools object to the above arrangement of courses on the ground that it is lacking in unity, that it is compartmental. The latter are advocates of *fusion mathematics*, a course in which arithmetic, algebra and geometry are all worked in together. Whether we are advocates of either method of procedure, we must realize that a change of some sort is necessary.

When the old Wentworth Algebras were first edited, or prior to that time, the high school pupil just beginning the study of algebra was several years older than our pupils of today, and the classes were very much smaller. Algebra as it was taught fifteen years ago was for the most part a drill and an organizing work. Such work is not at all suited to the nature of the adolescent boy or girl who enters the high school of today at the age of 13 to 15 years. At that age, the pupil likes to *do* things to make experiments and discoveries for himself. Inventional Geometry is far more in conformity with his instincts than *formal Algebra*.

I have mentioned the above to show that in introducing a class to algebra, one must know the age of the pupil and the background he has had in mathematics in order to proceed intelligently. While I should like for the pupil to have had a short course in Inventional Geometry before introducing him formally to algebra, I shall not take that for granted. Instead I shall base my remarks on the supposition that he has only completed seventh grade arithmetic, and that he has had no previous introduction to algebra or to geometry.

How then shall we introduce the boy and girl of 13 to 15 years to the study of algebra? The practical uses of algebra are: (1) The manipulation, interpretation and uses of the formula; (2) The solution of the equation; (3) The study of the function. To what extent can we

make these uses real to the boy and girl in the first year of the high school? We can not make them real by having them master at length division of polynomials such as $a^3 - 3abc + b^3 + c^3 \div a + b + c$, nor by trying to have them become professionally proficient in factoring most unusual expressions, nor in removing nests of parentheses and in simplifying very complex fractions. Such work may be interesting to the lover of mathematics; but to the average boy and girl in the first year of the high school, it is not worth the time it takes to master it.

We have long since abandoned the old topical method of teaching arithmetic to pupils in the lower grades and have adopted instead a moderately spiral method. We do not have the child in the third grade deal with millions, nor do we have the child in the fourth grade use divisors of four, five and six digits. Instead we teach them to use smaller numbers in a greater variety of ways. They can handle intelligently easy fractions and denominate numbers because they feel the need for them.

Why do we not pursue a similar course in teaching algebra and cut out in the first year the most tedious work if it is not practical, giving instead that for which the pupil sees a specific use? C. B. Walsh of the Ethical Culture School, New York City, says: "Show the students that algebra is the short hand of science. How? By the study of the formula. Show them that algebra is a tool for solving applied problems. How? By the study of the equation. Show them that mathematics has an elementary method within their grasp of representing statistics and arriving at approximate results. How? By the study of the graph. For all of this work a minimum amount of manipulation of the fundamental operations in algebra will be necessary as a means—not an end."

In introducing a class to algebra, begin with the simple formulas with which the pupils are already familiar, and add to these a few new ones. Teach them how to derive these formulas, how to interpret them, how to use them. Do not give them a dose sufficient to disgust them, and do not give them formulas which are meaningless. Show them the close connection between arithmetic, algebra and geometry. In teaching the formulas for areas, these three subjects are inseparably linked. The formulas for the area of the square, the rectangle, the parallelogram, the triangle, the trapezoid and the circle should be developed concretely by the use of paper cutting and black board diagrams. The formulas for the surface and volume of the cube, rectangular solid, cylinder, pyramid and cone can be developed also and practical problems solved by the use of the formulas derived. Calculating the capacity of silos and tanks is always interesting.

Show the pupils that while arithmetic is the science of particular cases, algebra is the science of general cases. "Algebra is the marvelous short hand of science which says more in fewer words than any

other language." People in the industrial world cannot get along without formulas. They are used in shops and mills and factories. A formula used for finding the speed of pulleys is $D S = d s$. The diameter of the driving pulley multiplied by its speed equals the diameter of the driven pulley multiplied by its speed. "Every mathematical formula represents a store-house of information erected by ceaseless toil." Formulas are used also in business. Selling price is equal to cost + profit + overhead charges.

$$s = c + p + o \quad \begin{array}{l} \text{Rate of profit} \\ \text{on sales} \end{array} = \frac{p}{c + p + o}$$

To deduce new formulas one needs the equation. If one knows the area and the base of a rectangle, how may the height be found? Area = 24 sq. in.; base = 6 in.; let height = h . Then $6 h = 24$, $h = 4$. In like manner, if area of a triangle = 48 sq. rds., and height = 6 rds., then the base = ? $\frac{1}{2}(b \times h) = 48$ or $\frac{1}{2}(6 b) = 48$, $b = 16$.

The equation is also a tool for solving applied problems. Many problems in percentage can be solved easily by the use of the equation. A man sold a piece of property for \$1,200, thereby making a profit of 20 per cent on the cost. Find the cost. Let c = cost, $\frac{1}{5}c$ = profit, $\frac{6}{5}c$ = selling price, \$1,200 = selling price, therefore $\frac{6}{5}c = \$1,200$, $c = \$1,000$.

The question of supervised study is an important one when a class is beginning algebra. Study helps such as the following given by Professor Myers of Chicago University, should be of great value at this time;

"Don't waste time and energy getting ready to study. Take hold, get busy."

"Forget your neighbor is in existence, for a while."

"Use your *brain* and then your *pencil*."

"Read the problem attentively and thoughtfully, then try to state the substance of it without looking at it."

"Get perfectly clear the given facts, the required facts and keep them clear."

"Don't allow yourself to think that you can't master the problem."

"When in doubt, do something. The situation is no problem for you if it does not put you in doubt. Problem setting is doubt raising; problem solving is doubt dispersing."

"Actually write down in symbols all you can of the conditions of the problem, however useless it seems."

"Try to formulate the equation by finding two expressions that must be equal to each other, and then equate them."

Problem solving can be made more interesting and more profitable if the problems are real, if they are taken from the life around us. Thrift Stamps and War Savings Stamps furnish a basis for many good prob-

lems in algebra. John has a certain number of Thrift Stamps; Mary has three more than John; Jane has as many as John and Mary together. The value of all of their stamps is \$7.50. How many Thrift Stamps has each? Geometric figures also furnish good material for problems. The length of a room is 6 feet more than the width, and the perimeter is 108 feet. Find the dimensions of the room. A diagram enables the pupil to keep his reasoning clear.

Miss Elizabeth White of the Eastern High School, Baltimore, had an interesting article in the *Mathematics Teacher* of December, 1917. The article is entitled "A Connection Between Algebra and Life." The problems deal with the election returns in November, 1916. On November 7, 1916, the following problem was given to her first-year Algebra class: "At noon today, Mr. Hughes had three less electoral votes than Mr. Wilson. If there were 42 votes still to be heard from, how many votes had each candidate at that hour?" That was the opportune moment for that problem. On November 8th the students were asked to make some problems on election returns. Many were very interesting. The making of problems gives the pupil a better idea of how to go about solving them. In the same article, she gives a problem game as a means for giving facility in translating rapidly and correctly the words of a problem into the symbols of an algebraic equation.

In teaching the solution of the equation after the equation has been obtained or given, each step should be derived from the previous through the use of axioms. The old transposition idea, that carrying an algebraic expression across the equality mark mysteriously changes the sign, should be conscientiously avoided. Even in a rather extreme case like the following, it is much easier to solve without transposing terms.

$$13x+9+5x-11-7x=3x+7-4x+15$$

Unite terms on left and those on the right.

$$11x-2=-8+22$$

Add $x+2$ to each member of the equation.

$$\begin{aligned} 12x &= 24 \\ x &= 2 \end{aligned}$$

Checking or verifying the answer is important. What is it, "to solve an equation"? Has the equation been solved if it has not been shown that the value of the unknown satisfies the equation?

One cannot go far with the equation before negative numbers must be explained. The thermometer, altitude above and below the sea level, north and south latitude, east and west longitude, may be used in explaining the meaning of positive and negative numbers. The pupils need to realize that $+$ and $-$ are not always symbols of operation, but merely indicate whether the number is above or below zero, to the right

or to the left of the origin. Negative score in a game and being in debt are very real suggestions for use in teaching the meaning of negative numbers.

In teaching addition of positive and negative numbers, the expression balancing accounts or counting up scores keeps the correct idea in the mind of the beginner.

In teaching subtraction of positive and negative numbers, such expressions as what added to $+8$ makes $+5$ may be used; or the scale may be used. How many spaces are there from -4 to $+7$? In going from -4 to $+7$, in what direction do you go? Therefore what is the sign? Have the pupils check their work by addition. I try never to suggest the changing of signs at all, but I do not always succeed. Bright pupils do not need the suggestion, but very dull pupils sometimes get correct results more often when a rule is given. "Appeal to the highest motive that *works*." "Study meaning in the symbols, do not memorize rules, learn why."

In developing the law of signs in multiplication, I use an idea borrowed from Professor David Eugene Smith. If 3 good citizens who are capable of *earning* \$4 a day *move into* a town, the town is *benefited* to the amount of \$12. $+3 \times +\$4 = +\12 . If 3 such citizens *move away*, the town *sustains* a daily *loss* of \$12. $-3 \times +\$4 = -\12 . If 3 vagrants who never earn anything *move into* a town and *live off of* the town to the amount of their keep, \$.50 a day, the town is *injured* to the amount of \$1.50 per day. $+3 \times -\$0.50 = -\1.50 . If these 3 vagrants *move away*, the town is *benefited* to the amount of \$1.50 per day. $-3 \times -\$0.50 = +\1.50 . The law of signs for division is taught as an inverse process of that of multiplication.

After the four fundamental operations with positive and negative monomials are drilled on to some extent, I would suggest that further work with the equation be taken up to show the uses of these negative numbers. Simple fractional equations need not be avoided, but can be handled naturally or by the use of axioms. The simplest uses of the parentheses may be taught as the need for them arises. The difference between checking a problem and an abstract equation should be stressed. For example, take the following problem: "If the sum of two numbers is 150 and the greater is divided by the smaller the quotient is 4. Find the numbers." Some pupils will let $x =$ one number and $x - 150$ the other, rather than $150 - x$. Then they will say $\frac{x}{x-150} = 4$, $x = 4x - 600$, $-3x = -600$, $x = 200$. Then they will check thus $\frac{200}{200-150} = 4$. It has never occurred to them that their answer is ridiculous, and they are surprised when you tell them that they really did not check their work. They have not yet realized that there are *two* numbers to be found whose *sum* is 150.

Evaluation of algebraic expressions may be introduced here if it was not brought in as a part of the work with formulas. If $F(x) = 2x^3$

$+3x^2+7x+5$, find the value of the expression when $x=3$, when $x=10$. The meanings of coefficients and exponents must necessarily be explained.

Then the pupil is ready for a simple introduction to the graph. Algebra has an elementary method which is within the grasp of the pupil of the first year of the high school of representing statistics and arriving at approximate results. Year books, census reports, etc., furnish interesting data for this work. The rise in the population of a town or city or of the whole United States within a decade may be shown effectively on a graph. Crop yields for several successive years may be briefly expressed in a way that is striking. The expenditure of the United States Government for the several months since our entrance into the war will furnish material for an interesting graph. The price of potatoes or eggs during the twelve months fluctuates in an interesting way. This simple kind of graph may be followed by a more important kind in which one number depends upon another; for example, price graphs in which price depends upon quantity. Interest graphs and wage graphs are very similar to price graphs. Graphs of some formulas may also be drawn: $C=2\pi r$; $A=\pi r^2$. If these two are drawn on the same axis, the comparison is interesting. The pupil learns that at first the circumference changes more rapidly than the area; but soon the area begins to increase with great rapidity.

In teaching addition, subtraction, multiplication, and division of polynomials, I require the pupils to test their work by using the check of arbitrary values. I avoid long, complicated expressions and demand much quick oral work in the checking. Most of the drill work in multiplication and division is on special products and special quotients, thus affording an inductive approach to factoring. I see no need at this time for the development of the laws of exponents except with positive integers. Enough of this work in multiplication and division should be given to show the need of arranging the terms of an algebraic expression according to ascending or descending powers, and to show some of the beauty and rhythm of algebra. The use of literal coefficients, literal exponents, and literal equations should be reduced to a minimum during the first year's work in algebra. Occasionally the brightest pupils may be given some work in handling them.

The time devoted to factoring may be greatly reduced by teaching special types along with special products and special quotients and by postponing or eliminating the unusual cases. The more difficult cases of fractional equations may also be avoided for the time being. The principles which underlie bringing fractions to a common denominator and the clearing of an equation of fractions should be emphasized. Comparisons with the handling of fractions in arithmetic should be made constantly. Checking the work again affords an excellent review of oral arithmetic.

The application of factoring to the solution of equations should be made. The fact that in algebra we are not satisfied with one answer, but we must get all of the answers, is a revelation to the pupil. Of course, we cannot go into this kind of thing except with very simple cases. Aesthetic touches should, however, be thrown in here and there to inspire a desire to go further in the study of the subject.

Simple simultaneous equations can be easily handled. They are often taught in connection with arithmetic. Elimination may be limited only to the method of addition, and time, effort, and confusion saved. Not much time need be put on equations in three unknowns. Again the graph should be brought in, in order that the pupils may realize the real meaning of a *linear* equation. The fact that only one value for x and one for y is found in the solution of 2 simple simultaneous equations in x and y is made very clear when they realize that two straight lines intersect in only one point. Why at one time the equations are said to be inconsistent and at another time equivalent is also made evident.

In conclusion, I wish to say that in introducing a class to Algebra, I advocate a reduction of the quantity of subject-matter and an increase in the variety. But please do not think that I recommend superficial work. Instead, I recommend a great deal of drill on the minimum essentials. Races are good for drill work in algebra as well as in arithmetic. While I have never used them, I should think that the standard practice tests in algebra, such as those gotten out by Rugg and Clark, would be good for drill work on the essentials.

The work touched on above, together with a good deal of correlation with Geometry, may be given in the first year of the high school. If three months have already been devoted to inventional geometry, more than the above can be given in one year easily.

A Bird Play

AUGUSTA MICHAELS

DO YOU wish your school to give the prettiest, breeziest, most mirth-provoking play imaginable? Would you like your pupils to present an entertainment which will make your audience laugh till it aches and incidentally learn a few "home truths"? Then—try "Bobbie in Birdland."

It is a charming little bird masque (in two acts) which introduces our most familiar birds with their great value to us, and our remarkable lack of gratitude and protection to them. Besides its educational value and many "good laughs," the play abounds with attractive songs set to the "sweet music" of familiar airs.

Bobbie is the average boy with a shotgun who goes into the woods hunting, this time against the advice of "Willie," who is an Audubon Society member and "hunts birds with a camera." Bobbie is busily engaged in hunting when birds on their way to a "council of war" happen upon him. The Blue Jay, capturing him, drags him protesting violently into the presence of "King Eagle" and his "war council." Here he is given a spirited hearing. So many witnesses appear against him that Bobbie is at his wits' end to defend himself when the dove arrives. She calls a halt to the proceedings and explains that Bobbie's crimes against them are due to ignorance of them and their ways. Bobbie seizes upon this excuse and pleads for another chance. After heated discussion they come to terms but lose King Eagle, who will not "treat" with man.

The Audubon Society of the Durham City Schools presented this little play three times last spring with marked success, the proceeds of the first night being about \$150. This presentation was in the local theater. Here brilliant lights, effective background, and the varied costumes produced a rarely beautiful scene. Just as attractive, however, were the open-air performances given on Trinity College campus, where Dame Nature's lights and background showed the brilliant "birds" to great advantage. After one of these performances the society presented \$25 to the Red Cross Fund.

Costumes for the play were designed and made in the art department of the schools from colored photographs of birds by pupils taking part in the play. The material used for them was Dennison's Crepe paper in the color value nearest the color of the bird to be represented. Individual markings on wing, breast, and head were obtained by the application of tempered color. Some of the costumes made are those representing King Eagle, Blue Jay, Owls, Cardinals, Oriole, Bluebird, Humming-bird, Red-Head Woodpecker, Red-Wing Blackbird, Robin, Martin, and Polly Parrot, the jester of the play. The mere mention of these names reveals the riot of color these costumes display, and suggest the scene of loveliness they produce when the wearers are in action in the gambols of the play.

Boys good at whistling were trained to imitate the bird-notes of the several feathered characters. Victrola records imitating bird calls are helpful in this. These notes behind the scenes helped to give just the right setting to the play. The call and answer of a pair of wood thrushes or bob-whites, followed by various bird notes till the air was filled with a perfect medley of song, helped to transport the audience to the forest where Bobbie learns to become the friend of the birds.

The play, "Bobbie in Birdland," was printed in November-December, 1917, number of *Bird Lore*. You can either write for this number of *Bird Lore* or find from the editor where the play can be obtained. Address Frank M. Chapman, Editor *Bird Lore*, Harrisburg, Pa.

Fit to Fight—Are You a Slacker ?

BY THOMAS D. WOOD, M.D., *College Physician and Professor of Physical Education, Teachers College.*

THIS is a challenge to students and teachers. Health is an abundance of life. Have you as much of this invaluable capital and commodity as you can reasonably get and helpfully use? If not, you are a slacker of one kind.

Physical fitness means sufficient physical ability and power for the excellent performance of the tasks you are doing or the tasks that may be demanded of you; not simply enough to be acceptable to you, but enough to be acceptable to the world.

Physical fitness means as much ability and power as your country considers necessary and satisfactory; and the standards of the nation with reference to physical fitness as well as to other kinds of fitness for life, for citizenship are increasing and crystallizing with great rapidity in these days.

Human beings are, in physical fitness (on the average), the lowest in the scale of living things. Physical fitness, however, is as indispensable to mankind as to other creatures.

Physical fitness is as indispensable in peace as in war.

Physical fitness is as indispensable for adults as for children, for women as for men, for brain workers as for manual workers, for students and teachers as for everybody else.

Have you as much of health, of physical fitness, as you can get and maintain by intelligent, conscientious, and faithful effort? If not, you are a slacker—and a kind of slacker that will be increasingly unpopular, and more held to account as the days go by.

Are you fit to fight—in the cause of civilization, of reconstruction, of education, of national and world progress? The Allies are fighting for victory, for human freedom, for the safety of democracy, for the termination of all wars so far as mortal combats between human beings and armies are concerned. But war and fighting must still continue against the common, universal enemies of mankind; against ignorance, disease, selfishness, irresponsibility, wastefulness, inefficiency.

As students you are being trained with special privilege and opportunity for leadership in this great army of democracy. As teachers, you are preparing and being prepared for officers' commissions in this great war for the fundamental and permanent values of humanity. Are you physically fit to fight in this campaign?

Our trained men fight the enemy in Europe. They are superb fighters. They are as near 100 per cent in body, mind, and morale for war as human means can train and keep them. Yet in the first great draft, 29 per cent of the young men of this nation were rejected for physical defects. The great majority of the young men accepted for the training

camps improved so strikingly in health, vigor, and general physical fitness that they astonished themselves, their families, and even their officers. After the war these same fighting men are coming back with new standards of life, of fitness, of patriotism, for their fellow-citizens as well as for themselves. When that time comes are you going to be up to their standards?

Our young women are relatively, and, on the average, no more healthy and physically fit for the fight of life, for citizenship, than our young men; in some essential qualities, apparently even less so—and very little is being done for them. Yet our young women would show just as much improvement in physical efficiency with suitable training as have the young men in the great military camps.

As for the children—75 per cent of the school children of America have physical defects which are potentially or actually injurious to health and destructive to physical fitness. Most of these defects are remediable, but most of them are also being wastefully neglected. Our present educational program is seriously and inexcusably deficient, not only in the provision for removal of defects but in other even more positive, constructive measures for the inculcation of habits of healthful living and for the development of complete physical fitness.

How about the health and physical fitness of teachers? According to their own testimony, at least 30 per cent of them are below a minimum health standard. Of teachers who have taught five years or more, 30 per cent are in poorer health and less fit physically than they were when they began to teach. While some of the conditions which lower the physical fitness of teachers are beyond their powers of personal control, still the gain in physical fitness, within the control of the teachers themselves, would, if demonstrated, make an astounding showing. Ninety per cent of the teachers are living well below the level of physical fitness attainable by them. Where do you stand? Do you belong to the 10 per cent of physically fit teachers? Perhaps—but the chances are nine to one that you do not.

However, physical fitness is not everything. It is not the main goal of life or of education. It is not even always immediately essential to what is finest in mind, personality, and character. Some of the great men of history have accomplished deeds of immortal distinction in spite of pain and physical disability. However, nothing in such lives can be interpreted in defense or praise of physical weakness or unfitness. It must be conceded that physical fitness is a fundamental requisite for the completeness and best in life.

By what signs, then, may you conclude that you are physically fit? Here are some of them:

1. A sense of physical well-being. This means that you should feel a zest and satisfaction in mental and muscular effort; an interest and joy

in work and recreation, kept in sensible proportion and balance; and a freedom from pain—for this inevitably interferes with clear thinking, concentrated effort, and effective work.

2. A feeling of being refreshed and recuperated on rising in the morning after a customary night's rest, and a feeling of healthy fatigue as bedtime approaches. The hangover of fatigue in the morning, experienced by so many students and teachers, should be escaped from as fast as possible. On the other hand, a feeling of intellectual keenness and brilliancy in the late evening should be viewed with suspicion. It is an autointoxication of the nerves.

3. Enjoyment of wholesome food, including a moderately good appetite even for breakfast. To begin the day's work without a fairly nourishing breakfast is just as sensible as for a steamer captain to stoke his furnaces with the chopped up woodwork from his vessel. This extraordinary expenditure of fuel may, in both cases, be necessary in rare emergencies, but it is highly extravagant and, moreover, harmful to the internal architecture of the man as well as to the ship.

4. Body weight maintained at about the proper standard for height and age. A person who is 10 per cent or more under standard weight is probably undernourished and to some extent deficient in energy and endurance. The individual who is more than 10 per cent above standard weight is carrying burdensome "excess baggage" which is apt, with advancing years, to prove a handicap to health or perhaps to life.

5. Elimination from the intestinal tract. This should take place at least once daily.

6. Freedom from persistent worry. This is one of the most destructive influences upon life, health, and physical as well as mental fitness.

If you are honestly intent upon being physically fit, what should you do?

1. Admit to yourself the limitations upon your health, if such have been imposed upon you by ancestral influence and your own past life; but do not because of these be discouraged, or excuse yourself for being a health slacker. Then do the best you can with what you have. The health accomplishments of some delicate children and adults make up notable chapters, even if unrecorded, of heroic human achievement.

2. Free yourself from physical defects that are wholly or partially remediable, which may lower your physical fitness. A thorough health examination of the human machine, and advice at least once a year for children and adults, detect flaws, will improve power, prevent disease, save the doctors' bills, lengthen life, and increase happiness. The eyes, ears, and teeth should be especially looked after. Defective eyes and ears may obstruct mental development, injure the general health, and produce serious social and economic loss.

Defective and neglected teeth have caused more physical deterioration of this nation than the use of alcohol—and no minimizing of the harmful

effects of alcohol is here either stated or implied. Unrecognized teeth abscesses and diseased tonsils cause a majority of all cases of rheumatism and neuralgia, as well as some other ills. Infections absorbed through the teeth and tonsils produce an alarming proportion of organic heart defects. No sentiment or superstition should prevent the removal of diseased tonsils. Correct your physical defects before they cripple you.

3. Eat regularly. Eat slowly. Eat patriotically in accord with the rules of the Food Administration.

Eat some hard food for the sake of the teeth; eat fresh, raw, or green food for the chemical needs of the body; eat meat or eggs only once a day.

Avoid undereating and underweight. Avoid overeating and overweight.

Eat lightly of easily digested food when tired, excited, or anxious.

Drink three to five glasses of water a day outside of mealtime. Never drink when there is solid food in the mouth.

Finally, before putting food into the mouth, always wash your hands.

4. Spend eight to nine hours in bed every night. Very few can maintain physical fitness with less than eight hours in bed daily. Many students and teachers will add much to productive efficiency by devoting nine hours to sleep and rest each day. Sleep out of doors when you can. Sleep as nearly as possible in outdoor air at all times. Outdoor air is the most valuable tonic known. It is also the cheapest and the most neglected of all tonics. Do not expect to sleep and rest well at night unless the body and extremities are warm.

If you are wise, you will also lie down for ten to twenty minutes rest near the middle of the day, if possible. Forty-five per cent of 1,400 teachers in New York State testify that one of the most unhealthful school conditions affecting them is the lack of a place in which to rest or to lie down during noon intermission.

5. Spend at least an hour a day in recreation and exercise, outdoors, if possible; and it is possible, with few exceptions, even in stormy weather, if you plan intelligently enough.

Take exercise that is enjoyable, and vigorous enough to require deep breathing and to open the skin pores.

Exercise daily not only the extremities but the trunk of the body, even if you have to do briefly, in addition, some gymnastics indoors.

6. Acquire and maintain a good posture; weight over the balls of the feet; chest forward; abdomen back; the back not hollowed too much; the top of the head held as high as possible without fatiguing strain.

Seventy-five per cent of students and teachers have faulty, weak postures. Posture reflects and helps to determine mental attitude and efficiency as well as bodily fitness.

Avoid weak or fallen foot arches. Wear as healthful shoes as your rationalized hygienic sense will permit.

7. Take a cool tub, shower or sponge bath each morning before breakfast. Use a coarse towel, and flesh brushes, as the vigorous friction of the entire body surface is of great value. Twice a week take a warm cleansing bath at bedtime.

8. Attend to the evacuation of the intestine daily and with absolute regularity. Constipation is the most common of all physical ailments. It is the trench disease of sedentary workers.

Constipation produces autointoxication (self-poisoning) of the body, and may also cause headache, indigestion, biliousness, and other disturbances even more serious. Avoid constipation by drinking sufficient water, eating bulky food and fruit, and taking regular, vigorous exercise. Avoid medicines for constipation, if possible. However, as a last resort, take a mild laxative rather than retain the poisonous waste matter in the body.

9. Get some form of mental as well as muscular recreation regularly. Cultivate some hobby for an avocation. Cultivate and preserve the play spirit. This is the best elixir of youth for teachers.

10. Avoid worry as you would avoid the plague.

Worry injures the nervous system, and is mentally harmful. Worry depresses the bodily functions, disturbs the secretions, and endangers the vital organs.

Worry decreases the resistance of the organism against some forms of communicable diseases and infections. Everywhere, worry is destructive and disintegrating.

Be cheerful. Be unselfish. Preserve a sense of humor. Cultivate your imagination. Be determined to keep physically fit, but don't worry about your health, of all things.

If you are not well, if the condition of the machine disturbs you, get expert advice.

Remember! if you are in fairly good condition, if you are living hygienically, if you are not worrying, hard work will not hurt you. It is the unhealthful living and the worry that do the harm.

It is the confident belief of the challenger in this message that no measure has been here advocated which will not more than repay for the time and effort expended. The wise investor will draw his dividends in the currency of improved physical fitness, increased efficiency, and a general satisfaction with his work and his world. Health coupons, too, are payable not merely on quarter days and at the year's end but hourly throughout a long life.—*Teachers College Record*.

War Work in Our Schools

(ELLA M. WILSON, in *The American Schoolmaster*.)

THE world is realizing more and more the value of children. This is plainly evidenced by the numerous laws and the still more numerous bills that have been formulated to give children their chance to be children. The many outrages suffered by the Belgian and French children have aroused the sympathies of the American people more perhaps than any other one thing. For these and similar reasons, we have tried to keep this war away from our children. Parents and teachers have both said, "They can be children but once. Let us keep them ignorant of this awful struggle."

But is such a restriction possible or even profitable? Children will know about the war from the papers, from the moving pictures, and from the conversation all about them. Since our best schools are conducted on the theory that the life of the school is a part of the life of the social group to which the children belong, the work of the school must necessarily be modified by the world war.

The subjects in the curriculum are directly influenced. Geography was never so full of meaning before. A war map should be within the reach of every grammar-grade child. Place geography is no longer keenly boring. There are scores of problems that every child is eager to solve. "How the United States is helping to win the war"; "Why Switzerland, Holland, and the Scandinavian countries are neutral"; "What the relations of Asia and Africa are to this war"; and "What part South America is playing in this war," are a few projects that will suggest many others to the teacher and to the children. Commercial geography, too, is bristling with interest if taught in relation to the present limited source of supply, difficulties of transportation, et cetera.

Even arithmetic has felt the quickening touch of the war. Food problems, fuel problems, salvage problems all furnish *real* problems for the arithmetic classes. Language, literature, and civics may be motivated as never before.

However, we would be choosing the cross instead of the gold if we did not realize the possibilities offered for teaching the great ethical lessons of brotherhoods, the worth of sacrifice, and the glory of service. Never again can the Italians be "dagoes" or the Czecho-Slovaks "hunkies," if their deeds be allowed to speak. The lives of the French and Belgian children may be made as real to the primary child as are the lives of his playmates. There is now no "Other Side." As a little French girl said in a message sent to an American girl, "The ocean is so great that the sea gulls do not dare to cross it. During seven days and seven nights the great steamships of America, going at full speed, drive through the deep waters before the lighthouses of France come into view; but from one side to the other hearts are touching."

Many of the men who are prominent today have won their way against heavy odds. The biographies of General Pershing, "Papa" Joffre, Charles Schwab, Sir Douglas Haig, and other war leaders are almost as interesting and inspiring as that of Abraham Lincoln. Why not take advantage of this valuable material in our current-history and English classes?

If there is one thing that this war is emphasizing above all others it is the idea that success is measured by service. There are the men who are helping to finance the war, the men who are raising the food, and the men who are mining the coal and building the ships. The smallest child comprehends his chance for service through saving. A first-grade child observed, "We can win this war by changing our shoes after school so as to save our best ones"; and a fourteen-year-old boy voiced the same philosophy in, "The United States has two enemies, the Hun and extravagance." Junk-gathering has become so popular in some schools that the school slogan seems to be "Business is picking up."

The Challenge of the Crisis

(Report of Address by DR. HUGH BIRCKHEAD, Delivered at the Training School on November 21st.)

DR. BIRCKHEAD'S message was divided into four parts: Conditions in France; the Place of England; What Germany Thought About Us; and What the World Expects of Us. He spoke with authority, telling what he had actually seen, and he proved that he looked deep into the significance of what he saw, and could interpret as a seer and prophet.

He wrung the hearts with the stories of suffering and devastation in France, as he pictured the ruins of the thousand destroyed towns, traced the trail of the refugees by the dead babies and old people, told of the broken homes, of the crowded hospitals filled with those that Germany had cast back upon France after they were utterly broken, and of the children who had no nerves left. He made hearts swell with pride when he said that America came just in the niche of time to turn the tide.

England, persistently misunderstood by Americans, he showed up in her true light, by presenting figures that staggered the imagination that yet were facts. The American who has gone overseas and fought by the English understand him fully, but the people who remained at home must know what England has done. "The Mayflower has returned to bring together the greatest race on earth, to make the Anglo-Saxon the bulwark of liberty and justice." He paid tribute after tribute to the English women. "The woman in overalls is the most striking figure that has come out of the war." His one regret at the armistice is that the women of America were not given the chance to follow the women of England.



DR. HUGH BIRCKHEAD

In telling what the Germans thought of us, he reported conversations he had with distinguished Germans when he was in Switzerland looking after the interests of our prisoners. All believed implicitly that the destiny of the world was to be shaped by the German empire. They believed that Wilson would assist Germany in what they called a "righteous Teutonic peace." They frankly said that they had agents everywhere in America and knew far more about the country than the people over here knew. "You will learn through this war what America really is." Dr. Birkhead remarked as an aside that they were right in this, we have learned. When asked if they realized what the world was thinking of Germany they responded, "Everything is forgiven the conqueror." They had staked everything on victory. When the bottom dropped out there was the most titanic fall the world has ever witnessed; there was no heart, no soul, in their plan. When returned German prisoners told of what they had seen of Americans, then the war was done. It is not what America has done that won the war so much as "the vista of what America was undoubtedly going to do," that conquered the Germans.

"The morrow of victory is more perilous than the eve" was the keynote of what remains for us to do.

"The memory of any war is kept alive by the women of the country." This war was fought under peculiar conditions for us because the women were so far from it that they did not enter in it directly. It makes it especially important that the lesson of the war should be learned from end to end. We have been in it so little that it seems more like an adventure. We hardly realize the horrors of war, with its failures, disasters, morale abandonment, pain, and death. We must remember the 11,000,000 new-made graves in which men lie, and we must remember the women of this generation must fight their way through life and raise their children alone.

"We must play the rôle of the merciful victor, the firm judge, and the understanding friend." In shaping new democracies, all look to us alone. "We are the trustees of Democracy for the world." There is a possibility of four United States: That of Russia, of the Balkans, of Asia Minor, and of Germany.

Emerson's prophecy seemed to mean the year 1918: "America is God's last chance to save the world."

Education After the War

(PROF. WILLIAM M. ABER, *Montana State University, in The Inter-Mountain Educator.*)

THE tendency of education has been toward increase of so-called practical, industrial, vocational, bread and butter education and lessening of liberal education. Comprehensively considered, a liberal education is one that frees from the bonds of ignorance, and the limitations of an undeveloped, uncultured body and soul. Its essential characteristic is the production of power to appreciate, enjoy, and create the best in art, literature, and science; in a word, to nobly use, improve, and enjoy life.

In contrast is vocational education, which prepares for earning a living and for little other use of life.

This war has increased the demand for the practical in education and lessened consideration of liberal education. The war demands for education will probably so increase the popular estimate of the value of education as to fill after the war our secondary schools, colleges, and universities as they have never before been filled. We shall doubtless have enough enthusiastic seekers for education. What sort of education should be offered them?

All may agree on this answer: "Education to prepare for life." But for what sort of life? Man has a dual nature and a dual life, on the one hand allied to the brute, on the other to the divine. Which should have the predominance? Which should be regarded as of supreme importance and which as subordinate.

In theory most of us will say the divine, spiritual element is of supreme importance, but in practice most of us live as though the physical were of greatest importance, because we give our chief attention and effort to getting material goods, health and comfort of the body, power and wealth for the gratification of our senses. As the Roman Horace says, "We hasten to remove what injures the eye, but postpone indefinitely the removal of what corrodes the soul." How easily all agree on the most drastic measures to check a physical disease and how difficult it is to get measures taken to check a moral pestilence which wastes the soul.

Since human nature is too much inclined to exalt material and depreciate spiritual values, education should not strengthen this imperfection by giving so great a place to preparation for life of the body as to leave little or no room for preparation for life of the spirit.

Exclusive vocational education produces a highly efficient animal, well prepared for the ruthless acquisition of power and wealth, and the enjoyment of sensual pleasures. Narrow industrial educational ideas are essentially barbaric, for an individual and for a nation. Progress

of material civilization brings refinement and luxury of food and shelter, but its ideal is essentially the same as that of the savage, who is completely educated when he has learned the arts that supply his necessary food and shelter. A people that has sold its soul for material power and wealth are merely refined and luxurious barbarians, and act like ruthless barbarians when the opportunity comes. Of this the German people are now furnishing striking illustrations. The scientific barbarism of the German with his soulless education is more odious and dangerous than the ignorant barbarism of the uneducated Russian Bolsheviki.

The real greatness of a nation, as of an individual, is measured by greatness of soul, not of material wealth and civilization. Ancient Tyre and Carthage, splendid in their material wealth and civilization, but of mean and small soul, gave to the world nothing of lasting value. Athens, comparatively poor in material wealth but great and glorious in spirit and ideals, enriched the world with art, literature, and science whose influence will continue to the end of time.

The soul of Athens in its great age was the product of a broad liberal education, whose aim was the free, full development of the individual in all his capacities, physical, intellectual, and emotional. The three equally important and essential departments of education at Athens were gymnastics, letters, music. Much of literature was included in music. The songs of high sentiment, patriotic, religious and moral, written by their great lyric poets, were learned and sung by all. Gymnastics for the body, letters for the intellect, and music for the emotions, to give symmetrical development for body and soul, was their educational ideal. Have we improved it?

We have begun to appreciate physical education, but have scarcely begun to recognize the educational value of music. What is so inspiring to the higher emotions of the soul as noble songs? But how pitiable is the spectacle, so often seen, of a great voice pouring forth in song the miserable trash which loads the shelves of our music stores. We do not generally appreciate the moral value of this most effective expression of good literature, by good music, or we would not tolerate most of the songs now current.

This cultivation of right feeling by good music, receives as yet little conscious attention in education, although it is of supreme importance. We are wisely enjoined to keep the heart with all diligence, for out of it are the issues of life. The actions and achievements of an individual and a nation depend upon the will, and, for most men, the will is influenced far more by the emotions than by pure intellect.

History, literature, art, and music furnish educational material for culture of the emotions, for they express the soul of a nation, and when sympathetically presented appeal to the soul of a student. But the

teacher must himself appreciate this material and present it as of real value and importance or the instruction will be soulless and barren of good results.

The elaborate German system of religious instruction in public schools has been barren of religious and moral effects because given in a soulless, mechanical way by teachers who did not appreciate the moral and religious values of the material used.

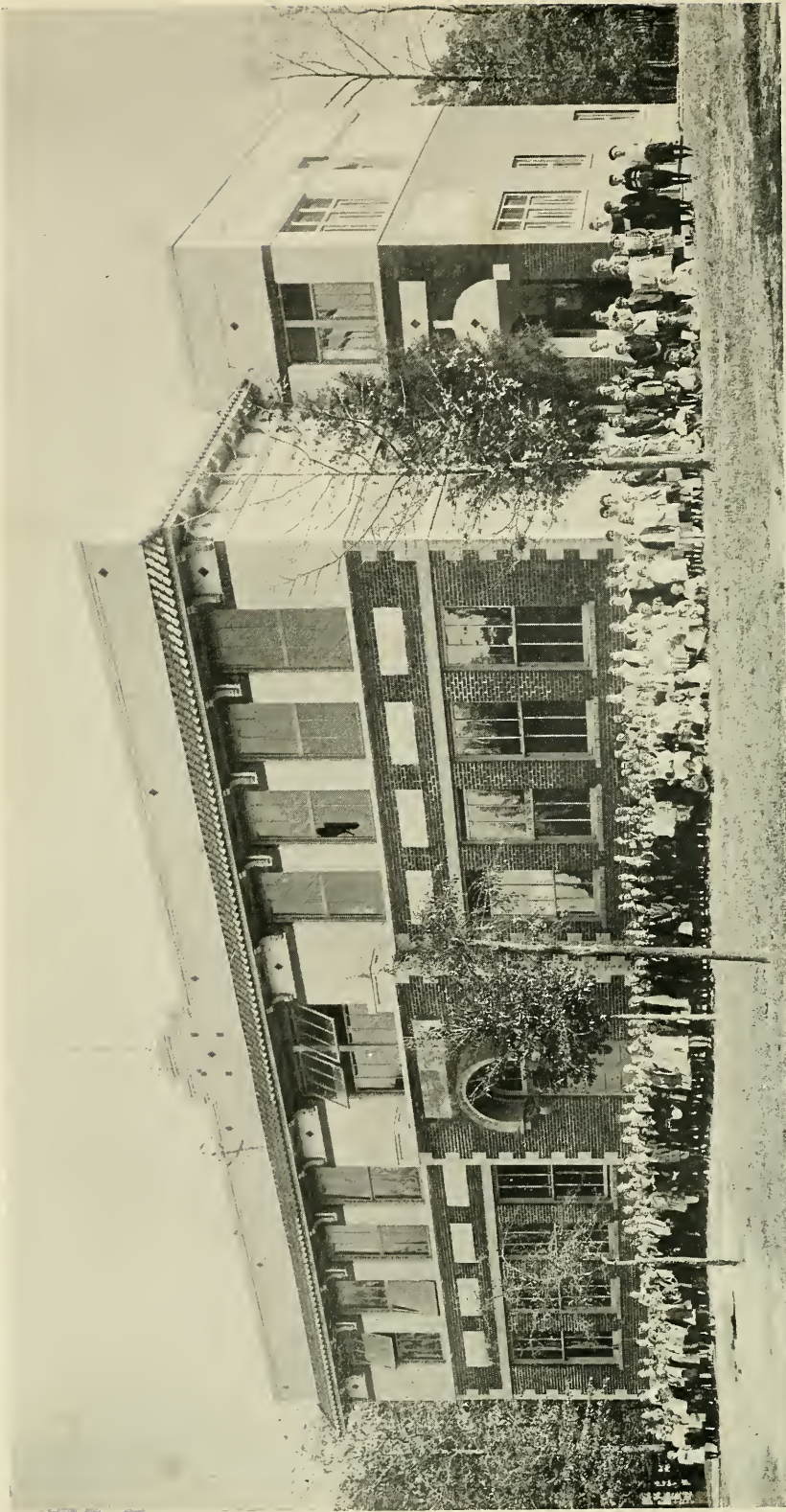
Vocational education has claims and should receive proper attention. As far as possible, every man and woman should be trained for some useful occupation by which they may earn a living. But this should not be at the expense of soul culture, for man cannot live by bread alone without becoming a brute. A generation of soulless education devoted to efficiency for material ends only will inevitably produce a selfish, brutal, aggressive nation for whom might will be right.

In my opinion education should aim to make equally honorable all useful labor, whether skilled or unskilled, whether of hand or brain, to prepare every man and woman, however humble their occupation, not only to earn a living but to appreciate and enjoy good books, good music, good lectures, good art. The treasures of literature and art which our libraries and museums freely offer to all, are barred to a large part, perhaps the larger part of our people, through lack of a proper amount of liberal education.

We shall have time for both the liberal and the vocational, if we apply to our educational work the same study for the elimination of useless movements as has been of late applied to mechanical work; and also we are not in undue and unreasonable haste to get through with education and get into life before we are prepared for it.

After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades, and that the schools adjust themselves as wisely as possible to the new conditions, to the end that no boy or girl shall have less opportunity for education because of the war, and that the Nation may be strengthened as it can only be through the right education of all its people.

WOODROW WILSON.



THE MODEL SCHOOL

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No. 3

Superintendent of Greenville School a Member of Training School Faculty

The superintendent of the Greenville Public Schools is now a member of the Training School faculty, thus completing the connection between the schools of the town and this School which was begun in the second year when one room in the public school of the town was turned over to the school for demonstration purposes. That was in the second year of the Training School. Then there was only one white school in Greenville, whereas now there are three. The next marked step was when the Model School was opened four years ago this fall. Although the teachers in that school have been members of the faculties of both schools, the superintendent was not officially a member of the Training School faculty. The flaw in this plan is plain to be seen, but it was understood that it was merely a transitional state of affairs.

Now, at the time of the enlargement of the Model School, when the number of grades is increased from four to seven, and reorganization is necessary, seems to be the most opportune time for welding the two more firmly together.

Only the Model School will be used for demonstration purposes, and the superintendent will not take any of his time for classroom duties at the Training School. The connection with the Training School is largely administrative and advisory. It gives wider range of opportunity for coöperation between the two schools.

**Co-operation
Between Train-
ing School and
All Types of
Schools in State**

Every type of school in the system of public schools in North Carolina is now brought into direct connection with East Carolina Teachers Training School, so that the students who come here have:

The Model School, a graded school with seven grades, gives the opportunity for observation work and practical teaching in each of the elementary grades. The Joyner School is the typical three-teacher rural school for first-hand observation and practice for those who are going into this type of school. The Farm-life School at Arthur has been offered to the Training School for purposes of observation. The high school problems are seen through the Greenville High School. Each type of school can draw directly on the Training School for help in solving problems, and the Training School, by having the actual practical work before them, stands in no danger of becoming theoretical or visionary. It has the very great advantage of having two additional strong men on the faculty, men who are in the midst of the practical life of the schools and will help guide the Training School.

This coöperative plan is of untold value to the Training School.

**This School a
Part of the
Community—
Proof**

“Every school a part of the community, every teacher a worker in the community,” has been one of the tenets of the creed of the East Carolina Teachers Training School ever since it opened. Every student who goes through the School has this indelibly impressed upon her mind and heart.

Proof abundant that the School practices what it preaches will be found in the record of the war activities the members of the faculty entered into. No lines were drawn between the School and the town. The members of the faculty are considered as individuals, and the town and county call on the individual it needs to help.

In the organizations that have had war drives for funds the members of the faculty have been among the leaders. This is a great tribute that has been paid the School, but the fact that it was done without conscious effort, not because they were from the School, but because they were the ones who could do it, is a far greater tribute.

**Have You
Grown
Bigger?**

We have gone abroad in mind and soul. None of us will ever again go back to what we were before the world war; yet it would be going backwards indeed if we have not gone far forwards. The one who is glad it is all over so that he can go back to content, peace, and personal ease, who is thinking only that he can soon please that sweet tooth, can eat plenty of white biscuits, can spend his money for what he pleases and when he pleases,

buy no more Liberty Bonds, no more Thrift Stamps, will have no more calls, no more interruptions for war work, is unworthy. The person who has come out of the war thinking only of his own comfort has missed something great. Pity the one who did not go to war, who did not get into the spirit of the times, who made no sacrifice, who had no thrills.

**Geography
Learned
Through Local
Facts**

Geography has special space in this number because right now the opportunities for vitalizing the study of geography are greater than ever before; the importance of it is self-evident; and any excuse for not making it live is absurd. In the department of "Suggestions," two plans for teaching geography through the study of an important industry that the children are familiar with are given. The teacher who says that she has to follow a certain course laid down in a book, and therefore can have no freedom, is answered in the introduction to these suggestions. The teacher who is too busy to answer the constant "why" of the children can get a hint from these.

The effect on the children of the present way of teaching geography in contrast to the old way is clearly shown in the article by Mr. Austin, and he sets forth the reasons.

**Geography
Essential to
Understanding
of the Times**

An understanding of geography is essential for following intelligently affairs of the day. Perhaps the world has never studied geography as it has studied it for the past four years and three months, and Americans have been studying it harder and harder for the past year and seven months. We got down our musty maps, and brushed the cobwebs from the musty geography in the back corners of our minds, and found we could use all that was there but it seemed small and pitiful, so we went to work.

We followed the armies through France, Flanders, and Italy. As Russia began to go to pieces, we tried to follow the pieces. We found that port and this port and wondered where the boys we were following had landed. We looked for the reason for hard fighting in one spot, and wondered why the Germans did not bother much about another, and we began to see geographical reasons. How the Germans in the forty years of preparation must have studied geography! They seemed to know where everything needed in the world could be found, just where they could lay hands on it. We have had to find out more recently, but we have been learning and have been apt pupils.

The map is changing; if we follow the changes as they are made and see the reasons, how interesting it all becomes. Following the trade, seeing where our products go, is another interesting phase.

When it is life, day by day, it is all interesting. It seems as if it is merely news, the daily gossip of affairs, but news that has far-reaching significance, and our ability to interpret the news depends on our background of geographical knowledge and understanding.

Starting the children in it and letting them grow up with an appreciation of geography, that "geographical sense" that all should have, is one of the things that the schools can do, and the school that does not do this is found lacking.

**How Did the
News Make
You Feel?**

How did you feel when you heard the great news? Can you not now analyze your feelings? While others were shouting, did you have a feeling "As for me, I'll go pray"? or did you catch yourself yelling and shrieking, and going through contortions? Were you hysterical, tears rolling down your cheeks, while you were laughing? Even though the people around you might have seen only perfect control, if they had not been too busy with themselves to see you, was there not some kind of a volcanic eruption going on in your mind?

You thought you were prepared for it? You knew beforehand just how you would feel? Did you feel that way?

**Save the
Records**

Now is the time to collect neighborhood records of what was done in the war by your neighborhood. A record kept at the school building as an inspiration to the children of the future would be perhaps a good idea.

**Educational
Work of United
War Work
Campaign**

The educational value of the United War Work Campaign is inestimable. The publicity given to the seven organizations combined in the appeal for funds for carrying on their work gave interesting information concerning each—eye-opening information. Most people knew about the work of one or more, perhaps, rather well, and had a vague idea that the others were "out there" pegging away, but that they were perhaps getting in each other's way, or working away with commendable zeal, but with little idea of business management. We were amazed when we found what they were actually doing. The tremendous task they had voluntarily undertaken, and the efficient way in which they were doing it, astounded us. The money was raised, the main objective reached, but far more than this was accomplished by the drive.

**Thanks Due
the A. L. A.**

The great work the American Library Association has been doing in this war has made people realize what a force it has become. Those of us who at first sent a few magazines and books to our own boys when they persistently called for something to read, received letters of gratitude from the boys, in which they told of how the magazines had been read to pieces and how the books had been passed on, knew that the boys were hungry for something to read. When it became impossible to get things to the boys we were troubled, but found that we could send books so they would help all. We have been thankful that the American Library Association remembered them and carried books to them—not only to our own boys, but to all the boys.

**Y. M. C. A.
a Far-seeing
Educational
Force**

“Demobilization may mean demoralization” if the welfare organizations do not furnish occupation and interest for our boys, was the keynote of a great speech that Dr. Thomas H. Lewis, president of Westminster College, delivered in Greenville during the United War Work Campaign.

The extensive reconstruction educational work mapped out by the Y. M. C. A., as outlined by him, shows real statesmanship in the leader. They have the far-seeing eye that in the time of war was preparing for peace and for saving utterly the work accomplished by the war. The rehabilitation of the colleges is a great work. Giving the boys an opportunity to resume their interrupted work, or to get the college work that they had given up in order to go into service, or that had been beyond their dreams—these are plans that are going to give the boys something to work for. These are the things that are going to save him to himself and to the world in these times that need the strong, educated, trained leader.

We who have given to that fund will ever be proud that we had a small part in making it possible.

*Reconstruction, rehabilitation, restoration, recreation, rebuilding—*carry the list on. The work of destruction, of devastation, of desolation must be wiped out before the *re* can be left off and constructive work begin.

**Dry as Dust
Topics**

Some topics that are occupying the writers for the so-called educational magazines—those read only by the fraternity of teachers—are, we trust, no indication of the real thought of the leaders in educational affairs. In browsing around looking for live articles for review we found one magazine after

another yielded up nothing live, nothing that touched upon vital questions, but they were filled with elaborated articles by that old friend who is always ready to get into pedagogical affairs, old Dr. Dry-as-Dust. One oasis in the desert was a report on what high school students had to say about their teachers. If the teachers are profoundly concerned about their "space concepts" and the old fight over Latin or no Latin, rather than with the students themselves, no wonder the pupils are critical.

Are we school people prone to be Lilliputians while the Brobdingnagians are stalking about the earth?

It is more apt to be the popular magazines that have the interesting educational articles in them. If one is required to keep up with the educational thought of the age, he would have a hard time doing it if he depended on the publications from and for the profession. When the whole world has been going through a tornado and now finds itself topsy-turvey, the teachers cannot ignore the fact. They must get out and set things to rights, and to far righter rights than they were in before. All the old rubbish has been swept away, along with many good things. We must find the things that are worth saving, and put them in place, but we must let the trash go. Never has there been a time when the world, the schools, and the individual so needed a sense of values. Essentials and nonessentials should be sifted. The articles for and by teachers should prove that the teachers have a sense of values.

Edward Kidder Graham

One of North Carolina's greatest men, one who will rank high in her history for all ages to come, has been taken, and before he had reached the zenith of his power. Just as he was going forward by leaps and bounds, carrying the University and North Carolina with him, when it seemed as though new possibilities were opening up before him every day, suddenly he went. Strange seem the ways of Providence sometimes, and why he should be taken when "our need was the sorest" is hard to see.

A constructive thinker; a seer who had the power of seeing the way to make his dreams come true; a man who loved people and was loved by people because of his own personal qualities that appealed to people; a man intensely human, a man calm, level-headed, but with the rare combination of a warm heart. Quiet, unassuming were his manners, with that lack of self-consciousness that bespeaks power and begets respect.

He was a born leader—the man placed at the head of affairs by other men because of his peculiar qualifications. Men gave him never a breath of jealousy, but always trustfulness and faith.

There is none to take his place.

Suggestions

Geography Study From Home Industries

The earth as the home of people is the theme of the course of study in geography for the fourth grade. Since food, clothing, and shelter are the three essential needs of people, the subject-matter should be grouped around those conditions that underlie the production of the raw materials which supply these demands.

The subject-matter for fourth-grade geography in our State course of study covers: (1) general principles about land, water, and air; (2) general facts about the earth; (3) North America as a whole; (4) the United States and her dependencies; and (5) certain basic principles of commerce, industry, and government. By careful planning, practically all of this material can be taught incidentally through a study of home industries. Even the necessary reviews can be met in this way, for a study of one industry is more or less a type of the others. By this method the facts of geography become vital to the child as he sees them related to himself in some particular way.

The study of industries not only furnishes an interesting approach to geography, but out of it other lessons naturally grow. History is touched when the inventions back of the industries are studied. All sorts of English lessons in oral and written composition, letter-writing, and language games are used. Drawing is an essential part of the study, since charts, booklets, and sketches are needed.

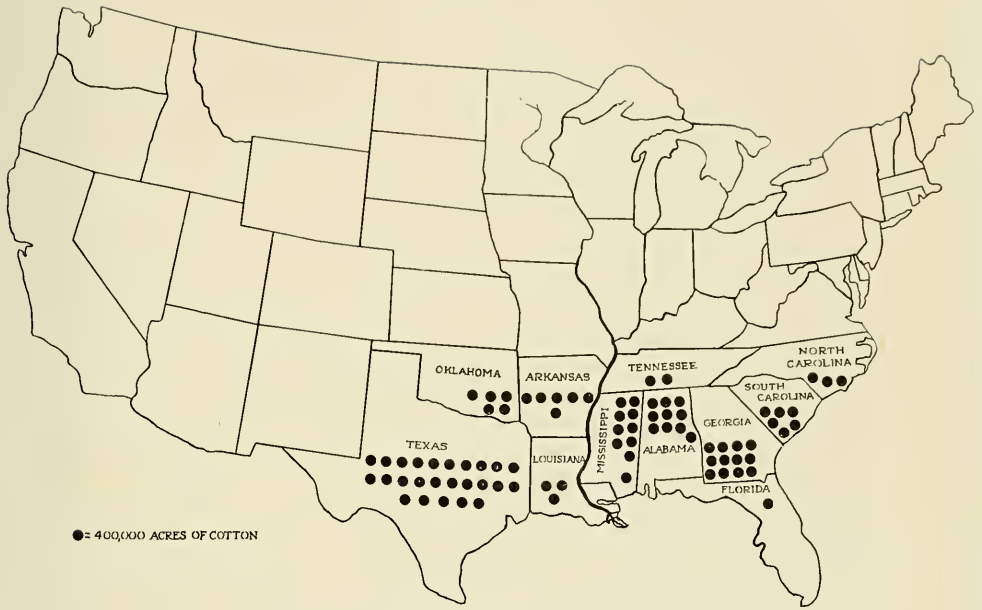
In our fourth grade the first month was spent in a general study of the food, clothing, and shelter of the Eskimos, the Negroes of Central Africa, and the desert people. This was largely review work, but the types of people were contrasted with each other and with our own people. Beginning with the second month, the natural centers for the study of geography are the home industries. Cotton was selected as the first big unit because North Carolina is one of the eleven cotton-producing States and Pitt is, in the amount raised, one of the leading counties. In the fall we have the opportunity to study the subject concretely. Excursions can be made to the field, the gin, the seed mill, and to the fiber factory. This year the children have an added interest in the subject because they have picked cotton to make money for the United War Work.

N. W.

A Study of Cotton as an Industry

The outline given below was used in teaching cotton as an industry. This formed the central theme for geography in the fourth grade. The language work and drawing were also based on this.

- I. Uses of cotton.
 - a. Fiber.
 - 1. Clothing, bedding.
 - 2. Other uses: towels, ropes, absorbent cotton, bandages.
 - b. Seeds.
 - 1. Oil: fats, substitute for lard and butter; oil for miners lamps.
 - 2. Meal: for human food, for dairy cows, for fertilizer.
 - c. Hulls: for cattle feed, fuel.
 - d. Stalk: for fertilizer.
- II. Importance of Cotton.
 - a. Cotton the most important factor of clothing. (Three essential needs of man: food, clothing, and shelter. Clothing, an outward sign of civilization.)
 - b. Comparison of cotton with other raw materials for clothing, as to amount produced and cost of production.
- III. Amount of cotton produced in different countries. (Chart.)
- IV. Amount produced in different states of the United States. (Map showing relative amounts.)
 - a. Locate and name states in cotton belt.
 - 1. Compare production of each.
- V. Amount produced in the counties of North Carolina. Compare production of each.
- VI. Method of planting and cultivating cotton.
 - a. Seed: selection, planting.
 - 1. Soil: kind, preparation.
 - 2. Depth of planting, time, method.
 - b. Plant.
 - 1. Cultivation: frequency, machinery used.
 - 2. Appearance.
 - 3. Enemies.
 - c. Fruit: Time of maturity, appearance.
- VII. Harvesting the cotton.
 - a. When and how picked.
 - b. Need of machinery.
 - 1. Effort to invent, failure, reasons.
 - c. Preparation for market.
 - 1. Ginning: Process. (Tell story of invention of cotton gin by Eli Whitney.)
 - 2. Baling: Formation of bale, shape, size, weight, etc.
 - a. Compare with size of bales in different countries.
- VIII. Cotton markets.
 - a. Local, State, Foreign.
- IX. Transportation: Advantages the southern States have for transportation.
 - a. By water.
 - 1. Good harbors on coast: Norfolk, Baltimore, Wilmington, New Orleans on gulf and others.
 - a. Compare shipping and manufacturing advantages of above with Philadelphia.
 - 2. Rivers: Mississippi and its tributaries.
 - b. By land.
 - 1. Railroads.



COTTON PRODUCTION IN THE UNITED STATES



COTTON-RAISING COUNTIES IN NORTH CAROLINA

X. Cotton manufacture.

a. Old and new methods.

1. Process of manufacture: rolling, stretching, twisting, spinning, weaving.

b. Manufacturing centers.

1. Location, reasons.
2. Character of American industry.

c. Cotton manufacturing nations.

Cotton was the unit of work for ten lessons, as divided in the above outline. The chart in lesson 3, and the map in lesson 4, are given here and are self-explanatory. As preparation for the chart, I had the children write the names of the countries that produced cotton, and then find these countries on the map. After they were told that every time "Uncle Sam" brought in 20 pounds of cotton India brought in two-fifths as much they caught the idea of relative size, and proceeded to work out the amounts from all countries relatively. The letters on the chart were cut and mounted. Every dot on the map represents 400,000 acres of cotton cultivated.

Below are given some of the questions from my lesson plans for the first lessons. These will merely give some idea of how I handled the work with the children:

How many of you have picked cotton?

Why do people raise cotton?

What do they do with it after they raise it?

What is made of cotton that you use?

Name the clothes we wear that are made of cotton.

What in your bedroom is made of cotton?

What is made of cotton that is used for soldiers when they are wounded?

What is the most valuable part of the cotton plant next to the lint?

What are some of the uses we make of the cotton seed?

Why are the oil mills in the South?

After the oil is pressed from the seed, what is done to it?

What are some of the things we use as food made from the oil?

LOIS M. DANIEL, '19.

Oral and Written Language Based on Cotton

"Cotton" was being taught in the geography class in the fourth grade, and the children were very enthusiastic over this subject. I had been looking for a live topic in my language work, and the thought struck me that I could use this subject as the basis of a lesson on correct usage. So I went to work right away and planned a lesson.

I told each child to think of one part of the cotton plant that he would like to be and then tell why he would like to be this part.

My purpose in this lesson was to get the children to use "*If I were*" correctly. I made the first sentence to show them the form in which I wanted the sentences.

Here are some of the sentences that were made:

1. "If I were cotton I should like to be the fiber so I could be made into a bandage to wrap the soldiers' wounds."
2. "If I were cotton I should like to be the seed so I could be made into oil for the miners' lamps."
3. "If I were cotton I should like to be the fiber so I could be made into a dress for a little Belgian."
4. "If I were cotton I should like to be the stalk so I could be made into fertilizer and help raise more cotton."

This game took well with the children, and they certainly caught the expression "If I were." Since then I have noticed them using it. I only had one aim in this lesson but it had a twofold result, namely, the correct use of "If I were" and a drill on the uses of cotton. This fixed the uses of cotton so firmly in their minds that they are not apt to be forgotten.

I decided to use cotton as the basis for written work in language because the children were still so very much interested in it. I planned a lesson on letter-writing. They were writing the letters to boys and girls in Virginia, so I suggested that some of them write about cotton. I put on the board an outline of their study in cotton for them to go by. They gave a general summary of all their study of cotton, bringing in the game already mentioned, the cotton chart they had made, and also the maps they were making in connection with the study of cotton in the States.

This letter-writing proved very successful indeed. Besides helping to organize their study of cotton, it had its real language value in the form of the letter, paragraphs, margins, and the use of commas and capitals.

KATHERINE BONEY, '19.

Teaching the Tobacco Industry as a Type Study in Geography

(Tobacco would naturally come in the same grade as cotton, but it was used in the fifth grade because the children did not get it in the fourth.)

The tobacco industry is one of the chief industries of this town, and the Greenville market ranks high in the leaf tobacco markets of the world.

Since tobacco is one of the chief money crops, we took it as an industry study for geography in the fifth grade at the Model School.

The children see it on the wagons being brought to the market by the farmers. As the children pass the warehouses they see the tobacco in piles on the floor to be sold. Most of them know the plant when they see it growing. After a little explanation they realized the importance of the industry in this community.

We began the work with a review of the history of its use by white people: how they found the Indians using it when America was discovered, and the story of Sir Walter Raleigh and his use of tobacco.

The children were then asked to bring specimens of tobacco seed, the growing plant, and some cured tobacco to school. The study of the plant was given in detail as a nature-study lesson. The question of how tobacco was grown naturally grew out of this work, therefore the culture of tobacco was taken up. Interesting discussions arose as to why different kinds of tobacco had to be cultivated differently.

Lessons on preparation for market, marketing, and manufacture of tobacco followed. Much valuable information was obtained on the subject from booklets sent out by the manufacturers of tobacco and from Government bulletins. A very interesting lesson was an excursion to the tobacco warehouses and stemming plant here. Before going, the children were asked to notice carefully the tobacco which brought the best prices and to find out to what places the tobacco was sent from here. This was followed by a lesson on the products made from the different kinds of tobacco. We located the places to which the tobacco was sent. This made a valuable lesson in place geography.

Another lesson in this study of tobacco was on the different countries which grow tobacco, taken up according to their rank in its production. In this lesson the climate and surface features were discussed.

I was not willing that the children be left with the impression that tobacco was a necessity, and that it was of benefit to the people who use it. I made the last lesson one in hygiene, bringing out its harmful effect upon the people who use it, especially upon the young people who form the habit of using it before their bodies are fully developed.

The study of tobacco proved to be a very interesting method of teaching geography and at the same time getting some good lessons in agriculture, nature study, and hygiene, by correlation.

LILLIAN COLE, '19.

Language and Nature Study

As a center around which to base language work, too much cannot be said in favor of nature study. Give a child material in which he is interested, and he is never at a loss for something to say, thus making both oral and written composition a pleasure rather than something to be dreaded.

In the first two grades, most of the composition work is necessarily oral. In the third grade, however, written composition begins to take a more important place.

For the first five or six months, most of this is coöperative work done during the language period by teacher and pupils together.

For instance, in the fall, the children have been observing the Blue Jay for a week or more. They learn his different calls, and watch him as he flies from tree to tree, busily gathering his winter supply of berries and acorns. They then decide to write a story about him. This story is later to be copied in a composition book, where each child keeps some of "Our Own Stories," together with poems that have been memorized. Preparatory to this, each child at the language period is asked to give a sentence telling something he has found out about this bird. Teacher and class decide upon the sentences which "sound best" and are the most interesting. These are then written upon the board by the teacher, to be copied in books later by all the children. The latter vie with each other in using unusual words and in making their sentences different from all the others.

Later on in the year each child composes his own story for this book. This work is also done at the language period, the children being expected and encouraged to ask for the correct spelling of all difficult words. These, as asked for, are put upon the board by the teacher, thus preventing the child from forming bad habits in spelling.

The following stories, written by third-grade children, illustrate what may be done along this line. The first of these is class work, done during the fall term; the latter, individual work, written after a trip to the woods in the spring to observe the different kinds of birds.

VAN STATON

THE BLUE JAY

Grade 3-A

The Blue Jay is a pretty bird. He has a crest on his head. His tail is blue, black, and white. His back is lavender. He has a black streak around his neck. His wings are blue with white spots on them. He eats insects. He gathers acorns for the winter.

LOUISE PHELPS

A TRIP TO THE WOODS

Grade 3-A

When our teacher took us to the woods we went to Rock Spring and saw many, many pretty flowers. On the other side of Rock Spring a little brook ran by and it sang a sweet song as it ran. While we were out in the woods the Blue Jays were having a concert. We saw a Catbird, a Flicker, a Flycatcher, and Mr. and Mrs. Tanager. We also saw a Titmouse and a Robin. A. W.

Short Lessons on the Study of Seeds

OPENING EXERCISES

Many teachers complain that there is not enough time in school to devote even ten or fifteen minutes to nature study. In the Model School, nature study has been made a part of the opening exercises in the third grade, and it has been found that it does not interfere with other work.

School opens at nine o'clock in the morning. The exercises begin at once and last from ten to thirty minutes, depending on the daily schedule. Every morning before the discussion in nature study begins, some familiar song selected either by the children or teacher is sung. This is followed by repeating the Lord's Prayer, or singing a prayer song.

The time of the year suggested "Seed" as the topic to begin with in nature study. Out of this grew a series of lessons, the purpose of which was to get the children interested in looking for small and large plants, learning how they travel, how some have helped win the war, and how Mother Nature protects her seed until ripe.

As a preparation for this work, the teacher took the children for a walk through the woods and called their attention to trees, small plants, and seeds.

The study was divided into the following lessons: (1) Seeds of small plants; (2) Seeds of small plants and how they travel; (3) Seeds of large plants, how they travel, and how certain seed have helped win the war; (4) How Mother Nature keeps people and animals from getting her seed-children until ripe.

The first lesson, which was on "Seeds of Small Plants," proved very interesting to the children. They named the different trees growing on the playground and in their yards at home. Then they realized that all trees were not alike. They also discovered trees were the large plants. Under these large plants there were small plants. They could name spanish needles, partridge berries, wild asters, poor man's patches, and cockle-burs. The question why all small and large plants are not alike was then in their minds.

The next question put before them was, How plants are scattered without being planted. It was suggested that children, and grown people, too, liked to travel. The different ways people travel were named. Then they wondered what other things travel. After birds and animals were mentioned, they finally named seed. This brought out why we have so many different trees and small plants on the playground and in our yards at home.

It would not be well for all seed to drop on the ground and remain around the mother plant, was an idea suggested. Then the children told how they would be choked out and how each plant needed a certain amount of space in which to grow. This caused them to understand why it was so important for seed to travel and occupy a place somewhere else.

The children were delighted to find that there were as many ways for seed to travel as for people. Spanish needles and cockle-burs were shown them. They were delighted to find that these traveled on clothes, in the horse's mane, on cow's tail, and in sheep's fleece.

The teacher raised her arm and called attention to "poor man's patches" (beggar lice) which were clinging to her sleeve. These little

seed had stolen a ride to school this way. It was decided that these traveled just as spanish needles. They also thought it would serve as a patch for a poor man because it stuck so tight to the sleeve.

A milkweed pod was held up, and pulled open, and they were delighted to see seed fly in all directions. They saw that these seed traveled in the wind. They named other seed similar to this. Then the story was told of how daisy seed came from away across the big waters. The seed were hidden in hay in which china and glassware were packed and sent to America.

"Why is the partridge berry red?" was asked. They finally decided that the color served as an invitation to birds, and that this was the way Mother Nature advertised her children so they could go to a new home.

They were asked to bring as many seeds as they could find and to name those seed that Nature surrounds with something good to eat, and be able to tell those that helped win the war, and how they helped.

The following morning the seeds were again collected and laid on the desk. They were told that shells of seeds had also helped in the war. The shells of hickory nuts, Brazil nuts, walnuts, and butternuts were named. Then the seeds of apricots, olives, cherries, and dates were also named. They told how the seeds and shells of these nuts were used to make gas masks. After finding it took seven pounds of seeds and shells together to make one mask, they realized the importance of saving a great many of these seed. Other seed such as apples, peaches, plums, and pears were also named.

For the next morning we learned how Mother Nature keeps people and animals from getting her seed children until they are ripe. Then the following questions were put before them: How do we know when to pull fruit? How do seeds look when ripe? Why does unripe fruit taste sour or bitter? They eagerly told how an apple looked and tasted when ripe, and that the seeds always turned brown when ripe. Mother Nature made fruit bitter or sour to keep people or animals from getting it. We took the persimmon as an example of the bitter fruit and decided that even a pig would not eat a green persimmon. This is how Mother Nature takes care of her seed babies until ripe.

Mother Nature surrounds other seed by a hard covering; this is the shells of nuts. All nuts they could think of were named. They mentioned the fact why these hickory nut trees are in the woods near the school. They saw that hickory nuts bounce and roll to their new home. How the squirrel carries the nuts to their new home was also told by the children. It was seen that because a hickory nut is covered so tight in its shell it is impossible to go to a new home before the shell is ripe, and if it did it would not grow.

We mentioned how Jack Frost has the key to unlock the shells of nuts, and that he never unlocks this shell until they are ripe.

A chestnut was shown to the children, and they named other nuts similar to this. Though the chestnut has a little bur of bristles on the outside it is nice and cozy on the inside where the little nut sleeps, grows, and rocks until ripe. The children seemed delighted to tell how a nut rocks. They understood that people or squirrels could not get this nut out of this little house of bristles until ripe. They also saw that Jack Frost opens the door for all nuts. They were delighted to see how an acorn resembles a cup and saucer.

By the above lessons the children's power of observation has been quickened and not much time has been taken from their regular work.

LYDIA CARTWRIGHT, '19.

Farm Life in the Fall

A LANGUAGE TOPIC

The harvest was the main topic around which I grouped a number of language lessons in the second grade of the Model School. These lessons at first were purely conversational, with, later, some written work based on the oral work. To increase the child's conversational power and also to give him an appreciation of the harvest was the general aim or purpose of this work. A farm was made on the sand-table in connection with this, and added very much to the interest of the class.

I introduced the harvest by having the children make a comparison of the way the farm looks in summer and fall. The children decided that they would like to have a house, a farm bell, a well, a stable, a chicken yard, a pig-pen, a cotton field, a corn field, and a pop-corn field, a tobacco field, and a field of oats on the farm which they were going to make. This aroused much interesting discussion.

It was then necessary for the children to decide where to put the things chosen for their farm. Even though they know little of the laws of hygiene, they were ready to tell where to place these things and why.

A lesson on conservation was given the third day. Each child had something to contribute to the subjects of preserving, canning, and drying of fruits, and the canning of vegetables, and they could all speak with authority on the part each child played in this conservation. This phase I especially emphasized.

Cotton was the special topic for the next day. I started with the dresses which the children had on, and took them through all the processes from the seed to the cloth. The interest manifested in class was very noticeable. Each child was anxious to tell just how his father carried the cotton through the different processes.

First, the planting was taken up in three points: time of planting, preparation of soil, and methods of sowing the seed. Next was the growth and cultivation of the cotton and its appearance. Picking of

cotton, ginning it, and baling it was discussed. The making of the cotton into cloth and distributing it to the stores were the last phases of the subject. The children then planned how to fix their cotton field on the sand-table.

A study of corn followed this. I took the corn-bread which the children had for dinner and traced it from the grain to the nice corn meal. First, was the planting which had three phases: time, preparation of soil, and the methods of planting; next was the growth and cultivation, then the harvest, and finally the grinding of the corn into meal. The children then decided to fix the corn in shocks on the sand-table.

An Indian legend, "The Gift of Corn," came after this. After the children had the story well in mind, it was dramatized. This added much to the child's interest in the story.

I required a little written work in order to keep the conversational lessons from growing monotonous. The children wrote short sentences growing out of the study of corn. Later these sentences were written in a little booklet and drawings which illustrated them were cut out and pasted in by the children. They then drew a stalk of corn and cut the letters, C O R N , which they pasted on the back of the booklets.

The farm animals was the next division. The cow, sheep, horse, and chicken were studied in detail. The use each is to man and the care that should be taken of these animals were the main points discussed.

A study of the picture, "The Return to the Farm," by Constant Troyon, an appropriate one to follow the farm animals, was given as the next lesson.

The things for the farm were made before school and in the busy work period. The children took a great deal of interest in making the house, stable, chicken-coop, pig-pen, fences, and in arranging the corn field, cotton field, and field of oats.

The harvest poster was another piece of work which the children enjoyed very much. This was made in the drawing period. The fruits and vegetables drawn on class were saved and the best mounted on a large piece of paper. Two stalks of corn were mounted on each side and the fruits and vegetables in the middle. This made a very attractive poster.

When this work was completed I felt that the children knew more about the harvest and had grown in a greater appreciation of farm life and the things which are obtained from the farm.

MARIAN MORRISON, '19.

Colonial Life as Used in Fifth-Grade History

Colonial Life was the basis of the work done in history in the fifth grade for the first quarter. It was largely an experiment since the grade was a mixed one in preparation. An outline of the Colonial period was

developed by the student-teacher and arranged in units. The New England and Middle Colonies were grouped together, the Southern Colonies receiving a separate treatment. Much emphasis was laid upon the comparison of these two groups and of colonial life with the present. The work was correlated with Spelling, Drawing, Geography, English, and Music. It gave an excellent opportunity for the presentation of Thanksgiving without extra preparation. The teacher used the oral method of presentation, but by a series of questions led the children to make comparisons, to draw inferences, and to build up new facts, so that the lessons were largely coöperative.

The following outline will serve to illustrate the scope of the work done:

I. *Home Life in the New England and Middle Colonies.*

1. Houses: dug-outs, cellars, log, frame structures with clap-boards, brick and stone, for dwellings; block-houses for refuge.
2. Furniture: in poorer homes; in rich homes.
3. Food:
 - (a) Kinds and sources—fish, meat (rare), salt pork, rye, Indian bread, cakes, mush, porridge, few vegetables, little coffee and tea.
 - (b) Preparation of food.
4. Dress:
 - (a) Men—knee trousers, long stockings, high hats, long coats.
 - (b) Women—caps, close-fitting waists and full skirts.
 - (c) Poor people—coarse clothes of linen, homespun, wool, or dressed skins.
 - (d) Rich people—dressed like people in London.
 - (e) Law concerning dress.
5. Occupations:
 - (a) Farming.
 - (b) Lumbering.
 - (c) Fishing.
 - (d) Home manufacture: dishes, furniture, other utensils.
 - (e) Products at home: cotton, wool and flax.

NELLIE RAWLS BLANCHARD, '19.

A Study of the Greeks and Romans as Background for American History

The study of the Greeks and Romans as a part of the European background of American history has proved to be both interesting and profitable in the sixth grade. The problem that has ever remained before us has been the debt that America, along with other nations, owes to the

Greeks and Romans. The study of these two is easily connected because the Roman manners and customs were copied from the Greeks. Other subjects in the grade were easily correlated with history.

Hero stories appeal strongly to the children at this age and furnish materials for literature. The children had read stories of the Greek and Roman gods and goddesses in the lower grades. In the sixth grade "The Iliad" or "The Odyssey" may be used. These are fuller and form a more continuous series, therefore require greater effort than the stories they read in the lower grades. They bring out clearly the manners and customs of the people. These stories are enjoyed thoroughly by every child.

Famous pictures of the Greeks and Romans may be used for picture study. "A Reading from Homer," "Atalanta's Race," and "Greek Girls Playing Ball" are excellent for this type of work. The picture study furnishes excellent material for language work.

We made a thorough map study of Southern Europe in studying the Roman and Greek empires. It was necessary to know the extent of the empires and what countries were conquered. This furnished a means by which European conditions of the last few years were brought out, not only historically but geographically.

One of the most interesting lessons we had was a lesson in which the Roman remains, such as the amphitheater, coliseum, Roman homes, gardens, statuary, walls, and aqueducts were shown with lantern slides. These slides made these things more vivid and real. Later the children wrote a composition on what they liked best, each one writing a description of one of the remains.

A picture study was made of "A Reading from Homer." This picture helps to establish clearly the customs and dress of the Greeks. It also brings out the pleasure found in reading and the great interest which these people show. A good idea of the way in which books were made at this time is obtained.

In teaching about the Greeks and Romans we held in mind that through their civilization we have obtained ours, and had not their civilization been destroyed we would have been more highly civilized. We have tried to give the lessons in such a way that they will not seem unrelated to American history.

EDITH BERTOTTI, '19.

Two Entertainments

A MOTHER GOOSE PARTY

The following programs were given at the Wilson County Farm-Life School, Wilson, N. C., as a part of the commencement exercises, and having found them successful, we are glad to pass them on, as a suggestion, perhaps, to others who may want to give a similar program.

Our exercises were in pageant form. The program for the lower grades consisted of a "Mother Goose Party," which was divided into three scenes.

SCENE I. Bo-Peep enters, dressed in shepherdess costume, and introduces herself with the old familiar rhyme, "Little Bo-Peep Has Lost Her Sheep."

Boy Blue is asleep under the haystack. She awakens him and tells of the party Mother Goose is to give and that he must announce the guests upon their arrival. Bo-Peep then goes away in search of her sheep.

SCENE II. Mother Goose enters with the following children: King Cole and attendants, Jack Horner, Miss Muffett, "Old Woman Who Lived in a Shoe," Jack Sprat and Wife, Jack and Jill, Simple Simon, Mother Hubbard, Little Bachelor and Wife, Queen of Hearts, Mary-Quite-Contrary and Maids, Tommy Tucker, and Solomon Grundy.

Each comes forward as he is announced and, dressed to represent the character, recites his rhyme.

In addition to these we also introduced "The Dairy Maids" and the "Dutch Children." The Dutch children did the "Windmill Drill" dressed in appropriate costume. They did the motions and sang the song. (This number was greatly enjoyed.)

Bo-Peep returns.

SCENE III. Guests arrive and are welcomed by Mother Goose. The guests included Red Riding Hood, Blue-Beard, Santa Claus, Jack-the-Giant-Killer, and Cinderella. In this scene we introduced the Scotch Lad and Lassie, and, dressed in the Scotch costume, they sang "Blue-Bells of Scotland," and danced the "Highland Fling." (This number, too, was especially enjoyed by our audience.)

At the close of this number Mother Goose talks to "her family," after which Boy Blue announces supper, and all depart singing some familiar song appropriate to the occasion.

A PAGEANT OF AMERICAN HISTORY

In the High School Department we gave a "Pageant of American History," with the following program:

One boy, a good speaker, was chosen to be master of the pageant. He introduced the different scenes, by poems, speeches, etc. In each scene there was some conversation; however, none of the participants, with the exception of the master of ceremonies, were taxed with parts to memorize.

Episode I, Colonial Period.

Scene 1. Puritans going to church.

Scene 2. Colonial Punishments.

Episode II, Revolutionary Period.

Scene 1. Boston Tea Party.

Scene 2. Garden Party.

Episode III, Civil War Period.

Scene 1. Home Industries.

Scene 2. Lincoln's Gettysburg address.

Episode IV, Present Day.

Scene 1. (a) Red Cross Nurses, (b) Soldiers, (c) Columbia.

We will be glad to furnish particulars concerning these should any one care for them.

GERTRUDE COOK,

Student, 1915-16.

How I Built up a Sunday School

Building up a Sunday School I consider one of the best pieces of community work I have ever done. I inquired into the social and religious conditions of the community in which I was to teach, immediately after I entered the community, and soon learned that there was not a Sunday School in reach of many of the people. I was also informed of a number of boys and girls, and of men and women, who had never attended Sunday School nor church. Hence I felt it my duty to devote part of my time towards improving the religious, as well as the educational, conditions of that community. Therefore, I went to work to get the people interested in religious activities. When visiting the parents I stressed the need of it. Yet it seemed hard to make some of them realize it until I emphasized the fact that their boys and girls were loafing around on Sundays getting into mischief and bad company, when if they were in Sunday School a great deal of this would be prevented.

At the close of the third week the majority appeared to be very much interested and enthusiastic over our Sunday School. I succeeded in getting a minister to go out on Sunday afternoon and preach to us, telling what a good Sunday School would mean. Then he announced that we would meet the following Sunday to organize.

Well, the time had come when I was to participate. After a song and devotional exercise I talked to them about our Sunday School, and then we undertook to elect the officers. To my surprise, there was not a man or woman in the community who was willing to act as superintendent. I had hoped to stay in the background, but found I was elected and had to accept the place of the superintendent. Neither did I become discouraged when I discovered no one would respond and lead in prayer, but went on with it myself. Sometimes we repeated the Lord's Prayer, and I gave them copies of prayers to be memorized, and these we repeated in concert. After the start, several of the people consented to fill the other offices.

We used the International literature and purchased two dozen hymn books. Next we realized the need of a musical instrument for both day school and Sunday School. Within two weeks time I had secured a piano, and then we went to work to pay for it.

Our attendance increased from Sunday to Sunday. I talked Sunday School all the week, and so did my pupils, until every one was thoroughly interested and saturated with it. The old people as well as the young ones came out.

To improve our singing we met one evening each week and practiced the songs. This at once developed into community singing, in which everybody was eager to take part. We also used these songs in morning exercises sometimes during the week. The interest and enthusiasm had been so aroused that I was continually hearing these remarks, "Let's do something" and "Let's have something."

We were fortunate in securing several ministers to preach for us.

When I left in the spring my place as superintendent was taken by a lady, since not a man had decided he wanted the place.

On my return in the fall I found the Sunday School had been continued during the summer and I now had some men, as well as women during the winter, to assist me. Too, they came in a time of need, since the weather was so disagreeable the women could not attend regularly and the men did.

I feel very grateful to know it is still being carried on.

KATHARINE PARKER, '16.

Reviews

Guide to United States Government Publications. Bulletin No. 2, 1918, by Walter I. Swanton.

This bulletin contains government publications that will enable one to find out about the organizations and functions of the different departments. These will be of especial value to schools, colleges, women's clubs, and other organizations.

The real purpose of this bulletin is to help the people of the country to form an intelligent conception of the contemporary life of the Nation, and of the departments of the government that reach each phase of life. This cannot be done without some knowledge of organization and works of the departments and the bureaus, commissions, and other subdivisions.

A most interesting chart used as a frontispiece gives the complete organization of the United States Government, showing to the eye clearly the ten different departments and their subdivision. All that cannot be classified under departments are put under the general heading "Independent Establishments." This chart will be of great value in teaching civics.

This bulletin gives one section to each of the eleven big divisions, and a subsection to every one of the subdivisions.

A list of administrative officials and general information and statement of duties are given preliminary to the listing of types of publications—general, annual, and periodical.

Following the listing comes the method for the distribution, indexes, and directions for sending requests for publications.

Every teacher should by all means have access to this bulletin. It does not list the actual bulletins by title, that are issued by each department, but it gives the type of bulletin issued. When one is seeking information from the Government he can readily find from this bulletin the department or bureau that would be apt to give the information, and he can get the list of actual bulletins on the subject from the bureau issuing it.

The following general publications have been issued by the Committee on Public Information: Red, White, and Blue Series, War Information Series, and Loyalty Leaflets. M. McA.

Training in Courtesy. Bulletin 1917, No. 54. By Margaret S. McNaught, Commissioner of Elementary Schools of California, contains excellent suggestions for teaching good manners in elementary schools.

Part I is devoted to what constitutes good conduct. Under this heading are enumerated the following: Cleanliness, Neatness, Care of Public

Property, Conduct at School, What to Do, What Not to Do, Conduct at Home, Common Courtesies, Manners at the Table, How to Behave in Camp or at a Picnic, and General Rules of Conduct.

The second part has excellent type dramatizations that could well be used in the schoolroom, or any teacher can use them merely as suggestions and can work out her own dramatizations.

We cannot expect, nor do we wish, to give to the busy workers of our land the fine, formal, elaborate manners of royal courts; but, on the other hand, we are not willing that any of our people shall have other manners than those which result from what was known of old as "Good Breeding."
M. M.

"*An Education Where Needed*," by C. L. Martzloff, Director of Extension Work, Ohio University, Athens, Ohio, in *The American Schoolmaster*, lauds the method of education used by the International Harvester Company. The purpose of the article is not to advertise the products of a great commercial enterprise, but to point out the excellent system by which it reaches the public. It may be that the so-called educators may learn a few valuable lessons from this.

The article tells of how the International Harvester Company gives out valuable informational material to the American people. "So much advance has been made in scientific farming that if our knowledge were extended and disseminated we could increase our agricultural resources a hundred per cent in ten years. We need less the bottled-up knowledge than we do the utilization of that we have already within our reach. The greatest educational force in the near future will be to carry to the people that which is now held by the comparatively few. We once thought that the village schools should be better than the rural schools, the town better than the village, and so on up. Now we realize that the time and money must carry out to the people the available knowledge so organized that all can assimilate it. The Educational Extension attempts to carry on the education of a man even though he has reached the age when it is impractical for him to attend an educational institution. The purpose of the International Harvester Company is to "popularize and disseminate such knowledge as would function into the lives of men and women today." One feature of this organization is "Campaigning." The men and women give talks, show lantern slides and charts, and show people how to utilize their environment and make the most out of it.

The International Harvester Company publishes a fine series of bulletins. They contain the last word in scientific research in the matter they treat. They epitomize the best and most recent investigations and results in farming. The following are a list of some of the subjects treated that are especially suited for school use: "Serious Loss from

Hog Cholera Can be Avoided"; "Good Home Provides Comfort, Profit, and Pleasure"; "Corn is King"; "Weeds Mean Waste"; "Fight the Fly"; "Diversified Farming for the South"; "Make More from Your Farm Poultry"; "Live-Stock on Every Farm"; "Studies in Alfalfa"; "Greater Profit from the Oat Crop"; "The Story of Bread"; "Making Money from Pigs"; "Cold Pack Canning at Home"; and "Seed Corn."

The International Harvester Company is a great organization, and that it does exactly what the country most needs is manifest.

M. M.

In the *Health Bulletin* for October is an editorial contrasting "Two Teachers" that should make every teacher pause.

At a Country Institute, the provisions for the physical examination of all school children in North Carolina was explained. In this talk, the teachers were asked to devote about thirty minutes to each child once in about three years, in the effort to procure and record some vitally important information concerning the child.

After the talk a conversation was overheard between two teachers. One was not willing to examine the children concerning their health without extra pay. The other was very glad that the State was taking up this work. The fall before she could not get the county physician to come out and examine her school children, so she got her family physician to come out, and offered to pay him out of her own small salary.

Which would you prefer for your child? is the pertinent question asked.

M. M.

New Fashioned vs. Old Fashioned Education. In the world war, which has tested the vitality and resources of the nations, one thing has been proven: Old-fashioned educational subjects and methods will not meet the needs of contemporary life. The man who was recently appointed minister of education in England says that his nation must abandon the plan of teaching subjects which have little or no connection with the real needs of daily life. "We must teach our boys and girls subjects which will enable them to deal with the new problems which are confronting our people. The battle for Latin and Greek has been fought and lost. The schools of the future will be modern schools, and England will be a stronger, happier, and better nation when its children are taught modern instead of worn-out knowledge."—*Mothers' Magazine*.

To Show What the A. L. A. Has Done and is Doing, in *War Libraries*, a publication of the American Library Association, is an article that tells the story and educates the people to what the American Library

Association does, in order to get ready response to the appeal for funds with which to support this work.

The A. L. A. builds, equips, and operates libraries for soldiers and sailors—on this side and overseas. It has already built and equipped forty-four libraries of 30,000 volumes at large camps, 300 smaller camps and posts, 148 naval and marine stations, 350 libraries and branches overseas. The Library War Service supplies books and magazines for the Red Cross, Y. M. C. A., K. of C., Y. W. C. A., Jewish Welfare Board, War Community Service, and Salvation Army. It places libraries on warships, transports, and Government cargo ships.

The A. L. A. makes the public's gifts of books available for our fighting men. More than 3,000,000 volumes have been collected and placed in circulation. The funds of the A. L. A. buy educational and technical books to meet the demand of the men for "Books that help." Thus far, three-quarters of a million of volumes have been purchased.

Some one may ask, "How is this helping the fighting forces?" The immediate answer would be, "It is a means through which the men in the ranks are to be assisted in many essential matters of recreation and morale." The A. L. A. has played a most tremendous part in the maintenance of the morale of our fighting forces.

LILLIAN GARDNER, '19.

Alumnae

The teachers meetings of Pitt County Association of Teachers are always of very great interest socially to the Training School. A large proportion of the teachers are Training School girls, and they have joyous reunions. Before and after the meetings they visit the School, peep in on classes, and have a general hand-shaking time in the halls. This year the first meeting was particularly joyous because it came so soon after release from quarantine.

A number of the girls reported experiences with influenza, but, on the whole, they were a happy lot, and looked as if they were in fine health and spirits.

The schools have been so greatly delayed and interrupted by the epidemic of influenza that there are few reports as to how the work is starting; about all the news is the position the girls hold.

The members of the class of 1918 are scattered about in many parts of the State. Seventeen of them have elected to stay near their school home and are teaching in Pitt County. When Mr. Underwood called the roll at the first teachers meeting it seemed almost as if he was calling the class roll.

Those in Pitt are as follows: Bernie Allen, Falkland; Blanche Atwater, Gladys Nelson, and Rebecca Pegues, in the Bethel School; Flora Barnes (grades 2 and 3), Estelle Jones (grade 6), and Irene Wiggins (upper first), in the Farmville School; Sadie Dew, fourth grade and sewing, Grifton; Elizabeth Evans, second grade, Greenville Graded School; Willie Jackson, Grimesland; Ethel McGlohon, Hanrahan; Ethel Smith, Quinerly's; Louise Mewborn, Stokes; Bess Tillitt, Fountain; Lizzie Smith, Bruce.

Five are teaching in Wayne: Sallie Best and Clellie Ferrell are teaching in the Eureka School; Alexa Alford has the primary work in the school at Smith's Chapel, near Mt. Olive; Annie Bridgman has the first grade and Domestic Science in the school at Falling Creek.

Several of the girls feel that they are fortunate because classmates are teaching together or they are in the school with other Training School girls who have had experience.

Willie Wilson and Sadie Thompson are teaching together at Conetoe and board with Willie's aunt. Willie has the primary grades and Sadie sixth and seventh.

Huldah Barnes is teaching in a two-teacher school—the Juvenile School, Edgecombe County—with her sister, Susie Barnes.

Bettie Allen has the intermediate grades in the school at Woodington, Lenoir County.

Lula Ballance is teaching at Weeksville.

Fannie Bishop is teaching the school at Crisp, Edgecombe County.

Vera Bunch has primary work in a two-teacher school in Bertie County.

Nannie Clapp has three grades in a school in Nash County near Whitakers.

Sophia Cooper has the primary grades at Heathville, Halifax County.

Louise Croom is teaching grades three and five in Wallace.

India Elliot is teaching at her home in Northampton County.

Pattie Farmer has the intermediate grades at Bailey.

Viola Williams is teaching the primary grades in Swan Quarter, Hyde County.

Gladys Yates is teaching the seventh grade in Tarboro. Elizabeth Hutchins has the first grade in Tarboro.

Lena Griffin is teaching the second grade in Selma.

Lola May Gurley has the seventh grade in the Clayton Graded School.

Estelle O'B. Moore and Lucy Buffaloe are teaching together at St. Pauls. Roberta Floyd has the second grade in the same school.

Ruth Cooke and Mattie Paul are together at Atkinson. Ruth has the primary work and Mattie the intermediate.

Elizabeth Hathaway is principal of the school in Belvidere. She recently spent a week in Greenville visiting friends and spent a while at the Training School.

Jessie Howard has the second grade in the North Durham School.

Lillian Shoulars has the third grade in the Fuller School in Durham Graded Schools.

Agnes Hunt is teaching at Epsom. She gives interesting reports of her work.

Sophia Jarman has the second grade in the Mt. Gilead School.

Lucy Jenkins is teaching in Hookerton.

Cora Lancaster is teaching in the Greensboro schools.

Olive Lang has the intermediate grades in a two-teacher school near Conway.

Helen Lyon has the first two grades in Roxobel.

Elsie Morgan decided to teach near home, so she has work in the school in Benson.

Alice Outland is teaching in LaGrange.

Burwell Patterson is the primary teacher at Hollister, Halifax County.

Lelah Parker is teaching in Wilson County.

Eula Peterson is teaching in the Cedar Creek School, Cumberland County.

Nellie Ray is doing fine work in the fourth grade of the Kinston Graded School, so the report comes from Kinston.

Ellen Renfrow is staying at home on account of her mother's health. May Renfrow is teaching in the fourth grade of the Wiley School in Raleigh.

Camille Robinson is teaching in Parmele. She occasionally pays the school here a pop-call.

Sarah Williams is staying at home with her mother. All of her brothers are in the service and she is the only one left with her mother.

Thelma Bryan is teaching near Henderson, Vance County.

Mattie White is teaching in Lenoir County.

Mattie Poindexter is teaching in Johnston County.

Ruth Fenton and Ethel Stanfield are both teaching at Mebane, Alamance County.

Irene Fleming is teaching in Watertown, Tennessee, with her cousin, Gladys Fleming, of the class of '14.

Violet Stilley is teaching in Trenton.

Minnie Exum Sugg is teaching in New Bern.

Ida Walters is teaching grades four, five, and six at Enon, Granville County.

Thelma White is teaching at Haywood School, Halifax County.

Sallie J. Williams has primary work in Woodard School, Bertie County.

Nannie Clapp reported at school four days when they had to close because of influenza, and when the school was ready to open she herself was down with it. She says if the children keep her busy this whole year as they did those few days she will not have much time for anything else. She is teaching three grades but has only fifteen children enrolled in her room.

Cora Lancaster writes that she is having experiences in the Greensboro School. She must look exceedingly young among many experienced teachers, for she has been repeatedly taken by her fellow teachers for a school girl, and one teacher got after her for not being in her proper place in line among the children.

Lyda Taylor is a member of the Training School faculty. The members of the Alumnae of all classes are proud to have one of their number in the faculty, and how proud her class must be to have one of their members a member of the faculty. Would you think that one of our number would so soon be teaching in the Model School, helping to train others to teach?

Luella Lancaster is doing primary work at Hobgood this year.

Ruth Proctor has the primary work in the Dixie High School again this winter.

Lula Fountain, Maude Anderson, and Alice Herring are teaching in the Rocky Mount schools.

Annie Smaw is doing high school work at Morehead City.

Jessie Daniels is teaching at her home in Keysville, Va. She attended summer school at the University of Virginia and had work under Miss Barrett.

Lela Carr Newman is teaching the fourth grade in the Watts Street School in the Durham schools. She attended Peabody last summer.

Elizabeth Southerland is in Farmville again this year.

Janet Matthews is teaching first grade in the Greenville Graded School.

Nell Dunn is teaching third grade in the Washington Graded School.

Betty Spencer is teaching second grade in the Washington Graded School.

Beulah Boyd is teaching at Maul's Point.

Loix Ellen Dupree is doing primary work in Parmele.

Ruth Davis is teaching first grade in Carthage, Tenn.

Martha Lancaster has the first grade in Belair, Maryland. Martha has been quite sick for some time but expects to return to her work after Christmas.

Sallie Jackson is spending the winter with her parents in Greenville. She turned her work in Grimesland over to her sister Willie.

Emma Cobb is again Rural Supervisor of Edgecombe County.

Sue Walston Pitt is teaching in Edgecombe County, while Mr. Pitt is in the Army.

Mavis Evans is teaching at Leggett's this winter.

Louie Dell Pittman is teaching her fourth year at Selma.

Elizabeth Mercer has a position in the bank at Tarboro.

Virginia Sledge is teaching in the Tarboro Graded School.

Bettie Pearl Fleming is teaching in the Bethel Graded School.

Leona Tucker and Fannie Lee Spier are teaching together at Chicod, Pitt County. They are boarding in Leona's home.

Jennie McGlohon is teaching at Renston. She says she has the whole bag to hold now. This year a special tax was voted for a three-teacher school, and the three teachers were elected. One resigned, and when school opened Jennie was the only teacher that reported, so she had to manage the whole school alone.

Alavia Cox has work in the Bethel School. She gives interesting reports of her work.

Vermelle Worthington has the primary grades at Pactolus.

Georgia Keene is teaching the first grade in the New Bern schools. She attended the State Normal College this summer. She reports that she enjoyed the work, especially a French course. She visited in Greenville during the last week of the summer term and came out to the Training School. Before the schools opened she had a few pupils she coached. She had taught only one week before the school had to close down because of influenza.

She says she has forty in her grade. She enjoys working under the supervision of Miss Mollie Heath.

Christine Johnson, '15, has one of the first grades in the New Bern schools.

Nannie Bowling is principal of the school at Fountain, where she has been teaching for three years. Gertrude Boney has the intermediate work in the same school.

Nannie Mac Brown is teaching at Leggett's, Edgecombe County.

Lillie May Whitehead is teaching in the school at Bailey.

Pattie Dowell and Hattie Weeks are again teaching in the schools in Winston-Salem.

Gladys Warren is teaching in the school at Falkland.

Louise Smaw is beginning her third year in the Grifton School. They are going to have a paper in their school this year. They have sixteen Victory girls and six Victory boys. During the epidemic of influenza the teachers in this school stayed on and helped handle the situation. Helen Guilford, an old student here, is teaching there also. That makes three Training School girls there.

Viola Gaskins is staying at her home, taking a year's rest because of her health.

Ella Bonner is teaching at Cannon's Swamp. She attended the victory celebration at the Training School on Monday night, November 21.

Fannie Lee Patrick is teaching at King's Cross Roads.

Jennie Taylor has the intermediate grades at Oakdale, Lenoir County.

Julia Elliott is teaching in the Quinerly School near Grifton.

Ophelia O'Brian has resumed her work at Grainger's, Lenoir County.

Mary Cowell and Lizzie Stewart are teaching in Louisburg again this year.

Ruth Lowder has the primary grades in the Joyner School again this year. Mary Newby White has the intermediate grades.

Nina Gatling accepted the work of the primary grades in Reidsville Graded School, but during the time that the school was closed she sent in her resignation.

Helen Gardner has the fifth, sixth, and seventh grades in the Bynum School, near Farmville. Miss Lyon, an ex-student of this School, has the primary grades in that school.

The report comes that Sadie Nichols of the class of '14 has been very successful. She has taught in the same place two years, and is back again this year.

Lola Brinson is a Government clerk in Washington City. She took a course at a business college, finishing in the spring.

Bloomer Vaughan is making quite a reputation in her own county (Nash). She writes below about her school:

THE ONE-TEACHER SCHOOL

The Aventon School was once a two-teacher school, but as years went by, the boys and girls grew into men and women, until the school census decreased so much that the people said, let's only have a one-teacher school.

Last year, two weeks before school was to open, Messrs. Frank Avent, chairman of the Board of Education for Nash County, and T. E. Ricks, chairman of the School Committee, came down to see if I would go at once and begin school. I agreed, and went the following Monday; school opened with fifteen pupils. I found I could arrange my work in four grades: first, second, fourth, and sixth.

But let us look at the schoolhouse for a minute: the building is 16 by 20 feet, painted white, having six large windows, cloak-room, nice stage, old desks, bookcase—containing about thirty books—and a large bell. With the schoolhouse goes one acre of land, about half of which is used for playground, the other is grown up in weeds.

The house and grounds were thoroughly cleaned in a few days, and our school work began. The pupils soon settled down for good, hard work. Now these children can learn, for they average the brightest I ever saw.

In November we gave a play, "The School of Today." Before the play opened Prof. S. E. Inscoc of Red Oak told several interesting "Uncle Remus" stories. His comment on the play when he returned to Red Oak was, "The students there would never equal the Avention chaps." Admission of 10 and 15 cents was charged.

In February the schoolhouse was turned into a dining hall, being decorated with pine needles and flags. An oyster supper was served, \$29 being realized in this way. Our great event was yet to come, a play, "Mrs. Tubbs of Shantytown," was ordered. Grown boys and girls volunteered to be in it, and help make the stage larger. Mrs. Frank Avention said she would help me in getting it up. After two months of hard work it was ready to present to the public. Programs had been printed and an announcement made in the *Evening Telegram*. The play was scheduled to be given in the following places: Avention, Red Oak, Farm-Life High School, Holister, Philadelphia School and Glenview, but owing to the rain it was called off at Red Oak and Farm-Life High School. The money was divided with the Red Cross auxiliary. The school used some of its money to stain the floor, varnish doors, and buy shades for the windows. Forty dollars was spent for new books and twenty-seven dollars for maps.

School closed the fourth of May, leaving each child promoted, the one-half acre of land prepared for corn, and all the children buying Thrift Stamps.

At that time I was undecided about teaching another year, but brought the contract for 1918-19 home with me to sign, if I decided to teach, my salary being raised from \$50 to \$75 a term of eight months. In July I accepted, so school opened the second of September. All the children were very much interested in their work, especially the four seventh graders and two third graders. One boy in the seventh grade was only eleven years old, while the two in the third are seven, having made two grades last year. They think "Keeping Store" just grand. This is my advice to teach the tables (E. C. T. T. S. Method.) The seventh grade has ordered bulletins on corn, and are studying it for a better crop next year.

I am enjoying my work fine, and have great plans for the year.

BLOOMER VAUGHAN.

Emma Brown writes from Richlands, where she is teaching again this year:

"Enclosed you will find a check for one dollar (\$1.00), for which please send THE TRAINING SCHOOL QUARTERLY one year.

"I began teaching the fourth grade here again the first of September. We taught nearly three weeks, and had to suspend school over five weeks on account of the influenza. I have not had it yet. We have just begun work again this week.

"All we teachers stayed here and picked cotton for the Red Cross, and did all kinds of Red Cross work, besides nursing the influenza. I did not nurse any as it was thought best for me not to, but I beat everything in Richlands picking cotton. Everybody thought I was too tall to pick cotton, but I showed them better. I enjoyed it very much.

"This week we have begun work on a faculty play, organized a Junior Red Cross for the grammar grades, and are getting our societies in shape.

"I am taking music this year, and trying to learn how to write poetry during my spare moments."

SALLIE JENKINS TYLER

Sallie Jenkins Tyler, a member of the class of 1918, died in the month of October, just four months after she was graduated. This is the first time the members of a class have had to face the loss of a classmate so soon after they had been in close daily comradeship. Every one of her classmates and her schoolmates sorrow with the mother and father and brothers and sisters. She truly gave her life for others. She had influenza and had partially recovered, but she overtaxed her strength trying to wait on others who were sick, was taken with pneumonia, and died. She was buried in her graduation dress.

She had begun her teaching in the school at her home (Roxobel), and was very greatly interested in her work, and frequently spoke of her eagerness to get back into the schoolroom to carry out the plans her mind was teeming with.

She was a happy-natured, big-hearted girl, ready to enter into anything that was good and wholesome. She had a keen sense of humor and fine common sense. She was just ready to take her place in her home community to help do her part in showing others the way to education and a broader life.

School Activities

Y. W. C. A.

President Wright's Opening Talk

President Wright, according to custom, conducted the first Sunday evening Y. W. C. A. service of the new school year. His theme was "Power," the conflict between truth, the spiritual power working for the right, and untruth, the material forces representing evil power. He read as illustration of this theme the scriptural lesson that gives the conflict between Christ and Pilate, the kingdom of God and the kingdom of Rome. The unseen, unknown power represented in this struggle has become the world power, gaining force as ages pass, and the temporal power has passed away.

Human beings working with this unseen spiritual force can accomplish wonders, he said. It works not only in the individual but it goes out from the influence of individuals, permeates the lives of individuals, and becomes a community force, and then reaches out further still, becoming a national force, and finally a world force. He read extracts from the speeches of Wilson to show how the idea imbedded in the minds of American people has become a world power.

He reviewed briefly the events of the war, showing how the conflict had been between error, the forces of evil, which started with tremendous force but waned, and that great, irresistible force of right, that spiritual force which has been slowly but surely gaining, and which, in the end, will win.

The world is no longer a place in which the individual can live for and to himself. Each lives in the midst of world experiences until now each is older in experience than Methuselah was when he died, and a child is older than a man old enough to vote was in the past. Acts are far more extensive today than they ever were before.

He impressed upon the girls that they were going to work with the most powerful thing in the world—*young human life*. By getting themselves into the spirit of the life of the world they will get far more out of life, and will be able to give more to life. In each is a conflict between the "little self" and the "big self," and he asked each one to watch this carefully and at the end of each day they would find that when the big self conquered the little self the day was well spent; we cannot afford any other kind of days. While the boys by the millions are laying down their lives for others, there is no place for little thought and meanness. All should be for right and justice.

The time is past for hollow professions of Christianity for pretense, but the time was never greater for the genuine living examples of following the Christ. War is showing us life in a different way—it is showing us ourselves.

President Wright dared to prophesy that the time will come when we can see that the war has been the greatest thing in the history of the

world except the coming of Christ. The spirit of the boys in this war is the spirit that is in America. The task before us at home is of the utmost importance, the world is at stake.

There is no place where influence and this power for right counts for more than in school-teaching. If one's life is lost in the life-work of training this generation of children this is living in the true sense of the word and that life shall be found hereafter. "He that loseth his life shall find it." There is not a better army in the world to enlist in than that of school-teaching.

The way in which to get that spiritual power, that inner something that counts, is by associating with Christian people. He closed with a tribute to the Y. W. C. A.

**Janitor's Work
by the
Y. W. C. A.**

The janitor's work of the Training School has been taken over by the Y. W. C. A. The janitor was drafted and there was trouble filling his place, so the Y. W. C. A., in order to be of service and to help in winning the war in more ways than one, took over his work for this year. It is so arranged that the work is divided among committees. Each cabinet member is chairman of a committee, and these committees work according to a regular schedule. The proceeds of this work are going to the United War Work drive.

**Special Prayer
Meetings**

After dinner each Tuesday evening the girls gather for a few minutes prayer service for the soldiers and sailors in service. Great interest is being taken in these meetings, and each time there is an increase in the number of girls present. The girls themselves conduct these meetings, and most all the girls take part in sentence prayers.

Rev. Walter Patten made a talk at one of these meetings, answering the questions that arose concerning the United War Work Campaign.

Miss Graham, at another, told most interestingly some of the things that her brother, Major Graham, of the 30th Division, had to report of his experiences in the wonderful battles he was in from September 29th to October 21st.

**Recognition
Service**

The recognition service of the Y. W. C. A. was held on Sunday evening, November 3. The beautiful candle service was used, as has been the custom for years. All the new members wore white, as usual, and they made a beautiful picture as they walked across the stage and lighted their small candles, which they held, from the large lighted candles which were held by officers of the association. The beauty was added to by the large number. There

were one hundred and five new members in this service, which is the largest number the Y. W. C. A. of this School has had in a single recognition service. Misses Meade and Bertolet played a beautiful duet while the girls were marching by and lighting their candles. After this service, Mr. H. E. Austin gave a very impressive talk which was especially appropriate.

The Pageant A pageant, "World Fellowship," or "Dramatic Service," was presented by the Y. W. C. A. on Sunday evening, November 10.

It was very impressive. The flags of the various countries were represented, and the costumes of those from heathen lands helped make the scenes quite effective. The chorus came in singing a processional. Some of the most beautiful of all our hymns were woven into the pageant.

The theme of the pageant was this: America, with her handmaids of service, led by the spirit of fellowship, brings all the world to freedom and light.

The cast of characters was as follows:

Spirit of Fellowship—Ruby Giles.

Western Nations:

Belgium—Mary Hart.

France—Julia Taylor.

England—Laura Newton.

Italy—Annie Gray Stokes.

America—Annie Wilkinson.

Handmaidens of Service:

Carrie Evans, Caroline Fitzgerald, Ina McGlohon, Marth Ratcliffe,
Emily Reid Morrison, Lois Hester, Rosa Vanhook, Elizabeth
Wagstaff.

Attendants of Service:

Liberty Bond—Ivy Modlin.

Red Cross—Zelota Cobb.

Munition Worker—Mary McLean.

Nations from East and South:

China—Irene Hollowell.

Japan—Glenmore Koonce.

India—Ruth Whitfield.

South America—Marian Morrison.

The Sunday evening services have been conducted by members of the faculty most of the time during the fall. These meetings have been very interesting.

The leaders have been Mr. Wilson, Miss Meade and Miss Ray, and Mrs. Beckwith. Mr. S. J. Everett led the services one evening.

The Thanksgiving service was conducted by Miss Scobey.

Reception

The Y. W. C. A. entertained the new girls at a "Backward Party" the first Saturday night after school opened. Everything was backwards. The girls wore their dresses backwards.

The girls met informally, each wearing her card. For amusement there were stunts and games. Hiding the ring on the rope under hands from one girl inside the rope who tried to find it afforded the girls much pleasure. A grand march, with the couples facing and going in opposite directions, and stopping suddenly to talk, gave an opportunity for the girls to get acquainted with each other. The refreshments consisted of gum candy and pop-corn.

Literary Societies

On the second Saturday night in October, the usual time for the annual initiation in the societies, no thought of the initiation entered the minds of the girls for at that time the Spanish influenza was at its worst at the Training School.

The initiation did not take place until two weeks later, October 26, 1918. Because it was so near Hallowe'en, both societies gave a Hallowe'en effect to the initiation.

The Sunday dinner ice cream was given to the societies to serve on Saturday night instead of on Sunday, therefore the refreshments were of no extra expense to anybody, yet the girls thought it a party because refreshments were served.

**Edgar Allan
Poe**

After the initiation of the Poe Society, every one was invited into the front and east corridors of the Administration building, which were decorated very attractively in red and white, the society colors. Cream and red cherries were served. There the girls were very delightfully entertained by a program.

Mary McLean told the story of Poe's "Black Cat." Lois Daniel played "Romance in B Flat Minor," by Henselt, and Mr. Austin sang two songs—"Three for Jack" and "A Banjo Song." Lois Hester, president of the Society, gave a word of welcome to the new girls and told what the Society stands for and some of the work the Society has done and intends to do.

A black cat tied, with Poe colors, to a shrub on the campus received attention from Poes all day long before the initiation.

The officers of the Poe Society for the year 1918-19 are: President, Lois Hester; Vice-President, Elsie Hines; Secretary, Marguerite Hensley; Treasurer, Carrie Vanhook; Critic, Rosa Vanhook; Doorkeeper,

Christine Evans. This year it fell to the Poes' lot to select the Editor-in-Chief of THE TRAINING SCHOOL QUARTERLY and Mattie McArthur was elected. Martha Mercer is assistant editor.

The Poe Society made the \$25 pledged to the United War Work by picking cotton.

The "Victory Celebration" marks one of the greatest contributions the Poe Society has ever made to the School or to the community. A magnificent American flag, the duplicate of the parade flag of the Army, was presented to the School. This is to be used only on state occasions. It seemed peculiarly fitting to make the occasion a real victory celebration, therefore a great war speaker, Dr. Birkhead of Baltimore, was invited to deliver the address.

A full report of this appears among the School Notes, and a full report of Dr. Birkhead's speech elsewhere.

The Poes feel that they have just cause to be proud of the beautiful gift and of the great success of the occasion.

Sidney Lanier Society

The girls were up unusually early on the morning of October 26. We suppose it must have been that they couldn't sleep on account of the continuous "Baa-Baa" of a goat which they found tied between the Lanier Society flower beds with the green and gold waving gently from his horns in the early morning breeze.

The new girls began to feel uneasy, for well they knew that Saturday night was to be initiation night. Any time that day when you chanced upon a bunch of them together you could hear whispers pertaining to "riding the goat" which now seemed to them a reality. During the day the excitement increased, and by night many and varied were the tales in their minds.

But at 8:30 p. m. every new girl who was to become a Lanier was excitedly awaiting orders in Room No. 3. The basement and recreation hall were used for the initiation.

By 9:30 all had been initiated and had assembled in the Y. W. C. A. Hall.

Miss Ruby Giles, President of the Society, made a short talk to the new members, and cordially welcomed them into the Society, telling them its purpose. After this the following program was rendered:

A Brief Sketch of Lanier's Life—Ruth Hooks.

Quartet, "Santa Lucia"—Lyda Tyson, Ruth Whitfield, Blanche Kilpatrick, and Marion Morrison.

Reading, "The Song of the Chatahooche"—Thelma Munford.

Vocal Solo, "A Little Pink Rose"—Ruth Whitfield.

Tableaux—The girl of twenty years ago, The girl of today, The girl of twenty years hence—Given by Annie Wilkinson, Lyda Tyson, Irene Hollowell, respectively.

Society Song.

The members then went over into the recreation hall where, after dancing a short time, they were served delicious pineapple sherbet from Sunday's dinner. The only regret was that the delightful evening was not longer.

The officers of the Sidney Lanier Literary Society for this year are as follows: President, Ruby Giles; Vice-President, Mildred Thompson; Secretary, Mildred Maupin; Treasurer, Lucy Moore, Sergeant-at-Arms, Inez Frazier; Critic, Edith Bertotti.

The Lanier Society gave \$25 to the United War Work Fund.

The fall event for this Society was the song recital by Dr. Hubert Poteat. The Society realized that the people of the School and their friends from in and around Greenville would appreciate an evening of music. When Dr. Poteat visited the School in the interest of the United War Work drive, his singing so delighted the girls that they at once began to make overtures to get him to return. Their success is reported in detail in the department of School Notes.

Classes

The classes have all been very active during the fall. The call for cotton pickers from the farmers around Greenville gave them all plenty of work to do. The money they could make so they could do extra things made them eager to do the work. Every single class has been picking cotton. All subscribed to the United War Work Fund, and made most of their money in this way.

The money made by the different classes by picking cotton was as follows:

A Class	\$ 35.00
B Class	25.00

The contributions to this fund, by classes, were as follows:

"A," First-Year Academic.....	\$ 42.50
"B," Second-Year Academic.....	25.00
"C," (Junior), First-Year Professional.....	15.00
"D" (Seniors), Second-Year Professional.....	20.00

The girls have had a wonderful time on these cotton-picking picnics, but they have worked hard.

The Senior Class bought a \$100 Liberty Bond of the fourth issue. The Junior Class bought two \$50 bonds. Some of the money the Juniors

have made by cleaning off the tennis courts. This work and the cotton-picking enabled them to buy their bonds and contribute to the United War Work Fund without taxing the girls individually.

The classes have organized and have elected officers as follows:

"D" SENIOR CLASS OFFICERS

Marian Morrison	President
Annie Gray Stokes.....	Vice-President
Reba Everett	Secretary
Vivian Sawyer	Treasurer
Ida Etheridge	Critic
Mr. H. E. Austin.....	Adviser

"C," JUNIOR CLASS OFFICERS

Marguerite Hensley	President
Fannie Jackson	Vice-President
Edith Matthews	Secretary
Irma Fuqua	Treasurer
Orene Hollowell	Critic
Miss Maupin	Adviser

"B" (SECOND-YEAR ACADEMIC

Julia Taylor	President
Carrie Vanhook	Vice-President
Camilla Pittard	Secretary
Genevieve Lancaster	Treasurer
Katie Harris	Critic
Miss Graham	Adviser

**The Seniors
Give Hal-
lowe'en Party**

The Senior Class followed the precedent of preceding classes and took charge of the Hallowe'en celebration. This party was on Saturday night, November 2, 1918.

The classes were requested to meet in front of the Administration building, and there they were welcomed by ghosts, witches, and black cats. The ghosts pointed out a card to them on which was written: "Go to the Postoffice and follow the Rope." At the postoffice they were also welcomed by ghosts, who showed them the rope. After being led upstairs and down, they at last landed in the Auditorium, where a very interesting program was rendered. Bonnie Howard recited "Mrs. Rastus at the Telephone," and "Mrs. Rastus at the Wedding." Elizabeth Wagstaff gave a clog dance, and Mr. Austin sang "The Old Black Mare" and "Three for Jack." The lights were then turned off and the Audi-

torium was lit up by only a light shining from the mouth, nose, and eyes of a pumpkin, which was on the center of the stage. The ghosts, witches, and black cats took their places around the pumpkin, and Alla Mae Jordan, dressed as a ghost, told in a very effective manner the story of "The Boy Who Could Not Shudder."

After this every one was invited out on the corridors where there were fortune-telling booths and side-shows. These side-shows—"The Bridal Scene," "A Drive Through the Wood," "For Men Only," "A Two-headed Woman," "Anything You Want to See," "The Ruins of An Old Mill," and "The Four Seasons"—afforded the girls much pleasure, for they kept wondering what the next thing was to be.

The last thing was the good-night kiss. This was a slip of paper with a message on it, and put in a piece of paper so as to resemble a candy kiss.

Athletic League

The League has suspended operations for the Fall Term. Cotton-picking, campus-cleaning, and tennis-court scraping have left no room for athletics. Helping with labor problems and making money to help in war activities has entirely taken the place of athletics of all forms.

This does not mean the League is permanently out of business but only temporarily inactive because everybody went to war. When all other business becomes normal the League will return to its normal state.

School News

Victory Celebration

The "Victory Celebration," under the direction of the Poe Literary Society, on the evening of November 21, was an occasion long to be remembered by the School and the people of the community who were present.

A very handsome American flag, a duplicate of the Army parade flag, the silk flag that is used only on state occasions, was presented to the School by the Poe Society. The ceremony of presentation was very appropriate, simple, and impressive. Miss Lois Hester, President of the Society, in a few appropriate words, heralded the approach of the flag, which was brought in by the standard-bearer, Rosa Vanhook, assisted by Mary Hart. Then the President of the Society presented the flag to President Wright.

In accepting the flag, President Wright expressed appreciation for the gift and for the spirit of patriotism and of school loyalty that prompted the gift. President Wright, in accepting the gift, expressed the great pleasure he felt because he knew it came from loyal hearts. "The Society has done us a great service and we thank them." He thanked the Society for doing the School such service in presenting the magnificent flag, the emblem of freedom wherever it waves; "May it ever wave o'er the land of the free and the home of the brave." The stars, he said, represented the individual freedom of states in the most glorious government the world has ever known.

Dr. Birkhead, pastor of Emmanuel Church, Baltimore, a distinguished writer and orator, who has been devoting his time to war work, was the speaker of the evening. He was sent abroad as a representative to investigate certain important matters. He was in conference with some of the most distinguished generals, among them Pershing. He was entertained at Buckingham Palace by the King. His investigations took him to the front line trenches, into the towns that were under constant shell-fire, into the neutral countries, and into the hospitals for the repatriates and refugees.

Few have had as varied experiences as he had. He was on a ship that was chased by a U-boat, and they were saved only by the vigilance of the seaplanes. He was in London during six air raids. He was in Dunkirk when it was under fire. He went to Switzerland to confer concerning the treatment of our prisoners. While in England he spoke in many of the leading cities.

Dr. Birkhead had a big message which he delivered in such a marvelous manner that the message burnt itself into the brains of his listeners. The address is given elsewhere in the *QUARTERLY*.

A large audience from the town showed that the people appreciated the courtesy of the Poe Society in extending to them an invitation to come and hear Dr. Birkhead.

WORLD'S
COTTON CROP

1	UNITED STATES
1	INDIA
1	CHINA
1	EGYPT
1	RUSSIA
1	BRAZIL
1	PERU
1	PERSIA



Mr. F. C. Harding, State Senator and a member of the Board of Trustees of the School, introduced the speaker. In introducing him he referred to Dr. Birkhead as one of America's most distinguished citizens. He mentioned some of the facts that entitled the speaker to fame, and touched on some of his experiences. In referring to the fact that he was entertained at Buckingham Palace, he said, "England's King was keeping good company when he was receiving Dr. Birkhead." Before the evening was half over the audience agreed with Mr. Harding.

After the address, Dr. Birkhead met the faculty and officers to have a heart-to-heart talk with them about some of the big problems that confront the world, and particularly those problems which are in charge of young people, now guiding and directing them. It was an informal talk, with questions.

The social half-hour before the address, when the members of the Poe Society and the members of the faculty met Dr. Birkhead, was enjoyable.

United War Work Campaign

Twelve hundred thirty-eight dollars and sixty cents is the amount the Training School raised for the United War Work Campaign. The pledge was \$700.

Every officer, teacher, student, and every organization did its part. The School is 100 per cent throughout in its giving. This work had been carefully planned and organized long before the actual drive began. The Y. W. C. A. took the lead. It organized the committees, teams, and handled the distribution of the literature.

Miss Maria Graham was chairman of the faculty committee in charge of the drive, Miss Comfort was treasurer, and the other two members were Misses Maupin and Ray.

Bonnie Howard, President of the Y. W. C. A., was captain of the student teams. The student teams were as follows: Team No. 1, Zelota Cobb and Inez Frazier; No. 2, Ruby Giles and Marian Morrison; No. 3, Lois Hester and Alice Wilkinson; No. 4, Mary Hart and Laura Newton; No. 5, Caroline Fitzgerald and Mildred Maupin; No. 6, Iola Finch and Annie Gray Stokes; No. 7, Mary McLean and Ivy Modlin.

The preliminary campaign was an educational campaign within itself. Attractive posters were tacked on the walls of the corridors, and pamphlets, folders, and leaflets were scattered around. Special features were kept on the bulletin board. The girls were thus thoroughly informed as to the nature of the drive, and were well informed about the work of the seven organizations. A series of talks was given to the School which aroused the enthusiasm of the girls and enabled them to get into the spirit of this great welfare work. Mr. Underwood introduced the campaign at the Y. W. C. A. service the last Sunday evening in October.

Rev. Walter Patten gave an interesting talk at one of the Tuesday evening prayer services, explaining some of the points in the drive that the students were apt to ask questions about.

Mr. Theodore Patrick, a Y. M. C. A. secretary stationed at Camp Greene, who worked under the state headquarters in the interest of the drive, gave a talk at one of the assembly periods. He showed that the needs for the fund were greater after peace was declared than before, because there was more idle time and the boys would be working without the stimulation of war excitement. He paid great tribute to the soldiers of North Carolina who helped to break through the Hindenburg line, September 29, 1918.

Dr. Poteat, of Wake Forest College, brought the campaign to a brilliant climax on Monday evening, November 11, when he started the actual drive for which we had been preparing so long. A full report of Dr. Poteat's speech is given below.

Dr. Poteat is not only an orator but a noted singer. During the evening he sang two selections, "Marseillaise" (which was rendered in French) and "When the Boys Come Home."

The glorious news of peace filled the hearts and souls of the girls, so the evening was a kind of jubilee evening. The girls sang a number of patriotic songs.

Following the evening programs, the girls went to their rooms, and every one was visited by one of the soliciting teams. They had little trouble for all of the work had been done beforehand.

Dr. Poteat told the girls later that he saw in their faces that night they were determined to leave the \$700 mark far behind.

The pledges from the officers, teachers, students, and organizations were as follows:

Y. W. C. A.	\$ 255.00
"A" Class	42.50
"B" Class	25.00
"C" Class	15.00
"D" Class	20.00
Lanier Society	25.00
Poe Society	25.00
Students	334.10
Teachers and officers.....	496.00
One ex-student	1.00
	<hr/>
Total	\$1,238.60

All of the organizations made their money by picking cotton except the Y. W. C. A. and Lanier Society.

**Dr. Poteat's
Address**

When Dr. Hubert Poteat opened the actual drive he gave a fine, thrilling talk on the work of the seven agencies, urging the importance of doing more than ever in the light of the change that had come. He was filled with joy and delight over the peace news, and he was beaming with good humor and life, which his audience caught. The meeting was more like a love-feast rather than a speaking.

He rapidly sketched the progress of the Allies as they expelled the invaders from French soil, following especially the American soldiers. He paid tribute to Foch, "the greatest soldier of all history"; to Petain, to Haig, and to "Old Black Jack," who kept pegging away until he reached Sedan, when the grievous sorrow that had afflicted France since 1870 was wiped off. He pictured the boys as they dropped arms, and wondered how the poor French and Belgians who had not been out of the sound of guns in four years and three months felt.

The speaker turned from pictures and feelings aroused by the peace news to the United War Work. He said that the people would be asking "What's the use?" when asked to contribute to the United War Work Fund. He emphatically declared that need heretofore had never been as great, for now the soldier had to be guarded against his leisure. He sketched in the great work of the welfare organizations, showing how their importance had grown by leaps and bounds, and contrasted the old methods of warfare with modern methods. "Imagine old Cæsar with a religious meeting in his army" or "Napoleon's soldiers getting chocolate on the firing line."

This new something called "morale" he discussed briefly, and gave as the aim of the commanders today to send a soldier home a better man than he was when he went in.

"The Liberty Loan is a fine investment, but this is the best investment ever made, because it is an investment in manhood."

Dr. Poteat interpreted the unity of the drive as a good chance for the people to get a lesson in tolerance, and he made the idea of unity between peoples of clashing creeds all working for the same cause a most wonderful thing.

The work of each one of the seven organizations then received attention from the speaker, and he told charming, convincing stories of the work of each.

All of us know the work of the different agencies as they have been heralded throughout the land in posters and pamphlets as well as in the newspapers, but the work seemed very near to those who listened to Dr. Poteat as he told of the extension work of the Y. W. C. A. for the women workers in munition factories and other places, and gave amazing facts about the Y. M. C. A. that challenged the greatest wonder and admiration. He told story after story that charmed the students.

At the close he begged them to give freely that the boys might return strong and clean, ready to help rebuild the world.

The girls sang patriotic songs and the songs sent out for the United War Work Campaign.

The Model School The Model School has been completed, and this year, for the first time, the seniors are having the privilege of doing practice teaching through the seventh grade. The building is modern in all of its conveniences and is very attractive. In the building are nine classrooms and the office of the principal.

The Model School was closed for five weeks during the influenza epidemic. The teaching section of the seniors continued to meet the critic teachers and to plan their work for the time when school opened. As a result everything was in readiness when school opened on Monday, November 11.

It was thought when the Model School was closed that the Seniors would lose much of their practice teaching, but, owing to the fact that school has been running six days in the week and for the first time each senior has taught alone throughout the entire term, the amount of practice teaching will be even greater than the student teachers have had heretofore.

Cotton Picking the Fashion Nearly all the girls in school have been picking cotton at some time this fall somewhere during their recreation time, that is, afternoons and Mondays. Before Thanksgiving they had picked 10,000 pounds and have made about \$175, all of which has gone to some war work. The greater part of this went into the United War Work Fund. Some of it went into Liberty Bonds. Some of it goes to the Red Cross. After all pledges had been paid there was still cotton left to be picked and the farmers were clamoring for further help, so they began picking for the support of the refugee baby.

Supporting a Refugee Baby on Cotton Money The Training School has adopted a refugee baby. Our statistician discovered that we could support a baby kept in its home in France or Belgium if every girl in school would pick cotton for one hour. It was also interesting to the girls to know that the one hour's work would keep a baby fed and clothed a day and a half. This made each girl feel as if the fate of the baby for that day and a half depended solely on her, so each was eager to do her part. Groups of from 20 to 60 shouldered bags and marched to the cotton patch every afternoon. There was just time for one hour's work in the afternoon.

This newest phase of war work seems to be the most popular we have yet had, even rivaling the sewing for the Belgian babies in the spring.

The Training School has the habit of getting in the lead in most things, and it did not let the Spanish influenza pass by without getting its share.

There were 148 cases in the School—144 students and 4 teachers, and even Dr. Nobles, the school physician, did not escape.

In addition to those, the one lone janitor and some of the other servants had it. Not an extra nurse, trained or untrained, was to be had, and no extra servants could be hired.

New cases increased so rapidly that they outgrew the infirmary, even though cots were placed in the rooms and up and down the corridors. All the rooms down-stairs of the West Dormitory were filled. First one wing was taken then the front, and then the other wing. The east wing up-stairs was used for the convalescent patients.

The first week we thought we were learning to control it. It let up one day and then it began in earnest. Those who usually look after the sick needed help. The teachers volunteered as a body and organized themselves and all, together, handled the situation remarkably well. The girls who did not have the influenza helped but were not allowed to stay in the sick rooms. They tried to do double duty, washing dishes and acting as aids.

Owing to the spirit which the students, teachers, and officers manifested and the skillful way in which the situation was handled there was not a case of pneumonia, and no serious complications resulted. The last ones were in before the first were let out. That made all in at one time.

One room of the West Dormitory was turned into a diet kitchen to supplement the regular kitchen. The domestic science teacher had this in charge.

School went on all the time during the epidemic, although at times the classes were very small.

There was no panic and little distress. The girls, on hearing of the situation at other places, were glad they were at the Training School because it was handled so skillfully.

The parents of the girls showed great appreciation of the care given their daughters while they were sick. Some expressed their appreciation by letters, saying they were glad their daughters were in school because at home the situation was terrible. Every one was sick and no one to wait upon them, and no chance to hire any one.

Miss Betsy Greene of Greenville and Miss Pugh, a teacher in the Greenville school, volunteered to come out and live in the School and

assist with nursing. Both rendered splendid service and deserve the highest praise. The students and faculty appreciate the work of Misses Greene and Pugh and wish to thank them for their part in helping to meet the situation in such a remarkable way.

**Sunday School
During
Quarantine**

All during the six weeks of quarantine the students and faculty had the privilege of attending Sunday School here in school. At the regular hour each Sunday the students assembled in the Chapel and had the regular order of exercise. Then the different denominations met in different classrooms, where different members of the faculty conducted the lesson. Bonnie Howard, President of the Y. W. C. A., had these services in charge. Much enthusiasm was shown in this work, and it was regretted by many of the students when they found that the quarantine had been lifted and they would return to Sunday School services in the various Sunday schools in town.

**Peace
Celebrations**

There was wild excitement among the students on Thursday, November 7, when the dispatch that Germany had signed the armistice terms was received at the Training School. At the close of school in the afternoon, three bells were rung and the students and faculty assembled in the Chapel. Mr. Wilson spoke a few words concerning the signing of the armistice, and the school sang several patriotic numbers.

Even though the alarm was a false one, the feeling among the students was as genuine as it was on early Monday morning, when all the town whistles blew to remind us that the terms of the armistice had really been signed. It was hard for the girls to believe the news then, for it seemed too good to be true.

The School celebrated the real peace announcement on Monday night, November 11, when Dr. Poteat opened the United War Work drive in the School. Prior to Dr. Poteat's address, Mr. C. W. Wilson offered a prayer of thanksgiving for peace, and patriotic songs were sung.

When the terms of the armistice were read on Tuesday morning by Dr. Poteat we began to realize that the good news was really true. President Wright asked Dr. Poteat to read and explain the terms of the armistice to the students in the assembly period. The girls thoroughly enjoyed this manner of presentation. Great was the rejoicing over the terms.

Two members of the faculty were to have appeared on the program of the elementary section of the Teachers' Assembly—Miss Sallie Joyner

Davis and Mr. Austin. Miss Davis's subject is "The Teaching of History in the Grades," bringing out especially how to use current history. Mr. Austin's subject is "Geography in the Grades." These, we understand, will appear in the publication that will take the place of the annual proceedings.

**New Members
of the Faculty**

Mr. H. G. Swanson, Superintendent of Greenville Schools, has become a member of the faculty of the Training School.

Miss Carrie Scobey, of Nashville, Tennessee, who is a graduate of Peabody College for Teachers, and has been an instructor in that institution, has charge of Household Economics.

Miss Elizabeth Davis, also a graduate of Peabody College for Teachers, and who has been teaching in Winthrop College, has English in the place of Mr. Meadows, who is off on leave of absence.

There are three additional teachers in the Model School and one in place of one teacher who resigned. Miss Louise Coggin, of Shelbyville, Tennessee, who has been teaching in Chattanooga, has the seventh grade. Mrs. Vergie Aumiller of Nashville has the fifth grade. Miss Nellie Wyman, of Bartlett, Kentucky, who taught last year in a normal school in Alabama, has the fourth grade. All of these are from Peabody College for Teachers. Miss Lida Taylor, of Goldsboro, a graduate of this School in the class of 1916, has the second grade. She has been very successful during her two years of teaching. She taught in the Evans Street School in Greenville last year. She attended Peabody College last summer.

Miss Annie McCowen, who has been teaching the fourth grade, has been transferred to the sixth grade.

Miss McFadyen is still principal. Miss Whiteside has the third grade again this year.

Miss Hannah Fahnstock, after a leave of absence, returned this fall to take up her work as teacher of piano. Miss Meade, who took her place last year, is taking the place of Miss Hill, who has a year's leave of absence.

**War Work of
Faculty Mem-
bers**

The members of the faculty and officers of the School have continued to be active in war work. They have taken leading parts in the various drives.

Mr. Underwood was Pitt County chairman in the United War Work Campaign, and Miss Jenkins was chairman of publicity for the county. The county raised about one-fourth more than the allotment.

President Wright has been busy during the fall checking up the work connected with the War Savings Stamps. He is chairman of this work

for Pitt County. The members of the faculty and the students have helped with this work during the fall. Pitt County oversubscribed its quota by over a fourth.

Mrs. Beckwith was chairman of woman's work in Pitt County for the Fourth Liberty Loan drive and was very successful with this work. Miss Beaman in this drive won a pin for securing a certain number of subscribers.

Mr. H. E. Austin is chairman of the Home Service department of the Red Cross for Pitt County.

Mrs. Beckwith is county chairman of the woman's work in food conservation.

Mr. L. R. Meadows is still connected with the military department of the Red Cross at Camp Sevier.

In the Red Cross Christmas Roll Call Miss Jenkins was chairman of publicity for Pitt County, Mr. Austin on the executive committee, and Mrs. Beckwith chairman of woman's committee for Greenville.

Miss Jones, who has been President Wright's private secretary ever since the School opened but who now has leave of absence, is a yeoman in the Navy, and is stationed at the Navy Yard in Portsmouth. She had a short vacation recently and visited the School. She had many interesting experiences to tell.

The enrollment in the School this fall is 255. This is a smaller enrollment than at the same time last year, but the cause is not far to find. There is dormitory room for only a certain number. After the dormitories have been filled heretofore a number of students have gone out in the town to room. Last year a number of students roomed in the vicinity of the School and took their meals in the dining-room. This year, for various reasons, it did not seem advisable to encourage this, therefore only those that could be accommodated in the dormitories came. As many applicants as usual were refused admission because of the lack of room.

Miss Maupin, who has been a member of the faculty for two years, received her A.B. degree from Peabody College this summer. Before she came to the Training School she had completed all the work but one term.

**News of
Former Mem-
bers of the
Faculty**

The School is always deeply interested in those who have been members of the faculty and officers of this School, for these have once been members of the school family and helped make a success of the school.

Miss May Barrett, for four years teacher of Primary Methods, is now teaching in the Normal School at Valdosta, Georgia. Last year she was supervisor of primary work in Harford County, Maryland.

Miss Daisy Bailey Waitt, who taught Latin here for six years, is teaching in the Normal School in Fredericksburg, Virginia.

Miss Birdie McKinney, who taught Latin here the first two years after the opening of the School, is principal of the High School in Wilson.

Miss Martha Armstrong, teacher of Household Economics for three and a half years, still has charge of the "Hoover Kitchen" in Birmingham.

Miss Morris, who left here during the summer expecting to go to LaCrosse, Wisconsin, changed her plans and is teaching in the practice school connected with the State Normal School in Mt. Pleasant, Michigan.

Miss Mary Rankin, who had charge of the dining-room for two years, was married in June to Mr. Blue, of Moore County.

Song Recital

HUBERT POTEAT, *Baritone*

PART ONE

Prologue, from "Pagliacci" (in Italian).....*Leoncavallo*
 Cavatina, from "Faust" (in French).....*Gounod*

Songs of Nations:

1. Hungarian—"Shepherd, See Thy Horse's Foaming Mane,"
Korbay
2. English—"Drink to Me Only With Thine Eyes"...*Traditional*
3. Scotch—Border Ballad*Cowen*
4. Irish—Irish Names*Hilton-Turvey*

Songs by American composers:

1. Boat Song*Harriet Ware*
 2. Invictus*Bruno Huhn*
 3. Melisande in the Wood.....*Alma Goetz*
 4. Requiem*Sidney Homer*
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PART TWO

Negro Spirituals, arranged by H. T. Burleigh:

1. Rain.
2. I Want to Be Ready.
3. Swing Low, Sweet Chariot.
4. I Don't Feel No-ways Tired.

Songs from Kipling:

1. Danny Deever*Damrosch*
 2. Route Marchin'*Stock*
 3. On the Road to Mandalay.....*Speaks*
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